SABIEDRĪBA. INTEGRĀCIJA. IZGLĪTĪBA

Starptautiskās zinātniskās konferences materiāli
2019.gada 24.-25.maijs

II daļa
SKOLAS PEDAGOĢIJA
PIRMSSKOLAS PEDAGOĢIJA

SOCIETY. INTEGRATION. EDUCATION

Proceedings of the International Scientific Conference
May 24th - 25th, 2019

Volume II
SCHOOL PEDAGOGY
PRESCHOOL PEDAGOGY

Rēzekne
2019

Konferences zinātniskās komitejas priekšsēdētāja/ Chairperson of the scientific committee

PhD Velta Lubkina, Rezekne Academy of Technologies, Latvia
PhD Ingrida Baranauskienė, Klaipėda University, Lithuania
PhD Kristīne Mārtinsone, Rīga Stradiņš University, Latvia
PhD Marta Kosior-Kazberuk, Bialystok University of Technology, Poland

Konferences zinātniskā komiteja/ Scientific committee

PhD Iluta Arbidane, Rezekne Academy of Technologies, Latvia
PhD Ingrida Baranauskienė, Klaipėda University, Lithuania
PhD Una Bērziņa – Čerenkova, Rīga Stradiņš University, Latvia
PhD Dina Bethere, Liepaja University, Latvia
PhD Krzysztof Biel, Jesuit University Ignatianum in Krakow, Poland
PhD Solveiga Blumberga, Riga International School of Economics and Business and Business administration, Latvia
PhD Klaudyna Bociek, Olsztyn Higher School im. J. Rusiecki, Poland
PhD Remigijus Bubnys, Siauliai University, Lithuania
PhD Renāte Cāne, Biznesa augstskola Turība, Latvia
PhD Kalvis Ciekurs, Latvian Academy of Sport Education, Latvia
PhD Kristaps Circenis, Rīga Stradiņš University, Latvia
PhD Ervīns Čukurs, Rīga Stradiņš University, Latvia
PhD Aleksandra Čuprika, Latvian Academy of Sport Education, Latvia
PhD Marta Czechowska-Bieluga, Maria Curie-Sklodowska University of Lublin, Poland
PhD Liga Danilane, Rezekne Academy of Technologies, Latvia
PhD Liāna Deklāva, Rīga Stradiņš University, Latvia
PhD Aivis Dombrovskis, University of Latvia, Latvia
PhD Aija Dudkina, University of Latvia, Latvia
PhD Jānis Dzerviniks, Rezekne Academy of Technologies, Latvia
PhD Sandra Ezmale, Rezekne Academy of Technologies, Latvia
PhD Manuels Fernandezs, University of Latvia, Latvia
PhD Ilze France, University of Latvia, Latvia
PhD Tomasz Gabrys, Jan Dlugosz University in Czestochowa, Poland
PhD Dorota Gawryluk, Bialystok University of Technology, Poland
PhD Andrejs Geske, University of Latvia, Latvia
PhD Alina Gil, Jan Długosz University, Poland
PhD Aleksandrs Gorbunovs, Riga Technical University, Latvia
PhD Pēteris Grabusts, Rezekne Academy of Technologies, Latvia
PhD Ingūna Griškēviča, University of Liepāja, Latvia
PhD Jelena Harlamova, Rīga Stradiņš University, Latvia
MA Mart Hovi, Estonian University of Life Sciences, Estonia
PhD Dzintra Ilisko, Daugavpils University, Latvia
PhD Alens Indriksons, Rezekne Academy of Technologies, Latvia
PhD Jelena Jermolajeva, University College of Economics and Culture, Latvia
PhD Lolita Jonāne, Daugavpils University, Latvia
PhD Palmira Juceviciene, Kaunas University of Technology, Lithuania

PhD Inese Jurgena, University of Latvia, Latvia
PhD Angelika Juško-Štekele, Rezekne Academy of Technologies, Latvia
PhD Eriks Kalvans, Rezekne Academy of Technologies, Latvia
PhD Ilmārs Kangro, Rezekne Academy of Technologies, Latvia
PhD Tatjana Kanonire, National Research University Higher School of Economics, Russian Federation
PhD Jirí Kantor, Palacký University in Olomouc, Czech Republic
PhD Małgorzata Karczewska, University of Zielona Góra, Poland
PhD Irēna Katane, Latvia University of Life Sciences and Technologies, Latvia
PhD Aivars Kaupuzs, Rezekne Academy of Technologies, Latvia
PhD Antra Kļavinska, Rezekne Academy of Tehchnologies, Latvia
PhD Sergejs Kodors, Rezekne Academy of Technologies, Latvia
PhD Jeļena Koļesņikova, Rīga Stradiņš University, Latvia
PhD Aleksandrs Koļesovs, University of Latvia, Latvia
PhD Brigita Kreiviniene, Klaipeda University, Lithuania
PhD Alex Krouglov, University College London, United Kingdom
PhD Aira Aija Krumina, Riga Stradiņš University, Latvia
PhD Urve Läänemets, Estonian Academy of Music and Theatre, Estonia
PhD Karīne Laganovska, Rezekne Academy of Technologies, Latvia
PhD Sanita Lazdiņa, Rezekne Academy of technologies, Latvia
PhD Jeļena Ļevina, Rīga Stradiņš University, Latvia
PhD Agnieszka Lewicka-Zelent, Maria Curie-Sklodowska University in Lublin, Poland
PhD Tetiana Liakh, Borys Grinchenko Kyiv University, Ukraine
PhD Anna Līduma, University of Latvia, Latvia
PhD Lienīte Litavniece, Rezekne Academy of Technologies, Latvia
PhD Jeļena Lonska, Rezekne Academy of Technologies, Latvia
PhD Jeļena Ļubenko, Rīga Stradiņš University, Latvia
PhD Sonata Maciulskyte, Klaipeda University, Lithuania
PhD Jarosław Makal, Bialystok University of Technology, Poland
PhD Elena Makeeva, Samara State University of Social Sciences and Education, Russian Federation
PhD Vladislavs Malahovskis, Rezekne Academy of Technologies, Latvia
PhD Marina Marcenoka, Rezekne Academy of Technologies, Latvia
PhD Heiko Marten, Rezekne Academy of Technologies, Latvia
PhD Kristīne Mārtinsone, Rīga Stradiņš University, Latvia
PhD Gilberto Marzano, Ecoistituto Udine, Italy
PhD Līga Mazure, Rezekne Academy of Technologies, Latvia
PhD Laila Meija, Rīga Stradiņš University, Latvia
PhD Valentin Melnyk, Pskov State university,Russian Federation
PhD Julija Melnikova, Klaipeda University, Lithuania
PhD Iveta Mietule, Rezekne Academy of Tchnologies, Latvia
PhD Sandra Mihailova, Rīga Stradiņš University, Latvia
PhD Ivans Jānis Mihailovs, Rīga Stradiņš University, Latvia
PhD Inga Millere, Rīga Stradiņš University, Latvia
PhD Sandra Murinska, Rezekne Academy of Technologies, Latvia
PhD Dace Namsone, University of Latvia, Latvia

PhD Erika Zubule, Rezekne Academy of Technologies, Latvia
PhD Anna Zusa, Latvian Academy of Sports Education, Latvia
PhD Anda Zvaigzne, Rezekne Academy of Technologies, Latvia

SATURS
Contents

SKOLAS PEDAGOĢIJA
School Pedagogy

PIRMSSKOLAS PEDAGOĢIJA
Preschool Pedagogy

SKOLAS PEDAGOĢIJA
School Pedagogy

PAMATIZGLĪTĪBAS SKOLOTĀJA PROFESIONALITĀTE MĀCĪBU SATURA UN VALODAS INTEGRĒTAS APGUVES NODROŠINĀŠANAI

Comprehensive Teacher's Professionalism for Content and Language Integrated Provision

Zenta Anspoka
Latvijas Universitāte, Latvija

Abstract. *Topicality of the problem is determined by several factors as well as the amendments on the Education Law and the General Education Law, which provide for a gradual transition to the acquisition of general secondary education in Latvian only, educational content reform and teachers experience to work in an ethnically and linguistically heterogeneous environment. The aim of the study is to analyse comprehensive school teachers theoretical background and practice experience to work in the content and language integrated teaching and learning approach. Because language not a subject only but a mean of acquiring other subjects in the comprehensive school, too, all teachers need theoretical knowledge and practical experience to plan and carry out two important tasks in the teaching/learning process – to help to students to acquire different subjects content and purposefully to use language for this. The research methods are analyses of theoretical literature and interviewing combined with classroom observations results.*
According research results the most important problems are insufficient knowledge about language role for acquisition of content, insufficient cooperation between teachers, part - understood issue, how to work with different texts as well as necessity to change attitude towards the pedagogical process and responsibility for learning outcomes.
Keywords: collaboration, competence, content and language integrated learning (CLIL).

Ievads
Introduction

Pētāmās problēmas aktualitāte izriet no vairākiem faktoriem. Būtiskākie no tiem ir šādi:

- salīdzinot ar 20.gadsimta 80. – 90.gadiem, pamatizglītības iestādes kļuvušas etniski un lingvistiski daudzveidīgākas,
- nacionālās izglītības un sabiedrības integrācijas politikas uzdevums ir stiprināt katra indivīda piederību Latvijas kultūrai un palīdzēt iekļauties

Latvijas informācijas telpā (Latvijas Nacionālais attīstības plāns 2014.-2020. gadam [LNAP], 2012),

- Valsts izglītības satura centra īstenotais projekts "Kompetenču pieeja mācību saturā" un tā ietvaros apstiprinātie jaunie pamatizglītības standarti nosaka, ka pilnveidotā mācību satura un tā apguvei plānotās pieejas mērķis ir padarīt mācības skolēnam aktuālas, novērst mācību satura fragmentārismu un dublēšanos dažādos mācību priekšmetos, nodrošināt mācību satura apguves pēctecību, tā dodot iespēju katram skolēnam saskatīt kopsakarības starp faktiem, plašākas zināšanas tos izmantot praksē (Skola 2030, 2019).

No iepriekš teiktā izriet, ka viens no skolotāja profesionālās kompetences rādītājiem ir prasme sadarboties. Sadarbība starp dažādu mācību priekšmetu skolotājiem svarīga tāpēc, ka mūsdienu izglītības mērķi nav iespējams nodrošināt ilgstoši pastāvošajā mācību priekšmetu sistēmā, jo šī sistēma skolēnam dod iespēju apgūt tikai konkrētā mācību priekšmeta saturu, nevis prasmi saskatīt savstarpējo saistību starp dažādām zinātnes jomām, prasmi iegūtās zināšanas pārnest citās situācijās, kā arī attīstīt sociālās prasmes un kritisko domāšanu. Ne mazāk svarīgi ir apzināties, ka atšķirīgs ir skolēnu mācību valodas prasmes līmenis un mācīšanās prasme. Taču pamatizglītības programmas apguves procesā visos mācību priekšmetos ir jāstrādā ar dažāda satura, apjoma un stila tekstiem. Strādājot ar mācību tekstiem, skolēns mācās ne tikai atrast un atbilstoši mērķim izlasīt informāciju, bet arī to analizēt, klasificēt, salīdzināt un atklāt attieksmes starp dažādiem faktiem. Savu spriedumu un slēdzienu izteikšanai skolēns izmanto valodu. Pietam pamatizglītības izglītības programmas paredz, ka skolēns mācās un mācīšanās procesā izmanto ne tikai dzimto valodu vai otro valodu, bet arī vismaz divas svešvalodas.

Ja skolēns ir spiests strādāt ar mācību saturu, kurā valodas līdzekļu lietojums neatbilst viņa valodas prasmes līmenim, pazeminās izziņas darbības produktivitāte, pasliktinās pašizjūta, skolēns nespēj kontrolēt savu darbību, pārdzīvo par neveiksmēm, rodas emocionāla spriedze, un tas veicina arī mācīšanās motivācijas un pašvērtējuma pazemināšanos (Anspoka, 2010).

Lai darbs ar mācību tekstu būtu mērķtiecīgs un katra skolēna vajadzībām atbilstošs, visu mācību priekšmetu skolotājiem svarīgi plānot gan satura apguves mērķtiecīgu virzību, gan valodas līdzekļu izmantošanu tā apguvei (Anspoka, 2016).

Raksta mērķis ir analizēt pamatizglītības skolotāju teorētisko un praktisko gatavību mācību procesā izmantot satura un valodas integrētās apguves pieeju.

Pētījuma metodoloģija
Methodology of research

Pētījumā analizētas teorijas par mācību satura un valodas integrētu apguvi (Coyle, 2007; Druviete, 2015; Marsh, 2012; Nemeth, 2009), izglītības politikas un šobrīd mācību saturu noteicošie dokumenti (LNAP, 2012; Noteikumi par valsts pamatizglītības standartu, pamatizglītības mācību priekšmetu standartiem un pamatizglītības programmu paraugiem [NVPSMPP], 2014).

Empīriskā pētījuma dati vākti pedagoģiskā procesa vērojuma un skolotāju aptaujas laikā.

Tā kā pētījumā iesaistīts neliels respondentu skaits (anketēti 12 vispārizglītojošo pamatskolu skolotāji un novērotas 9 dažādu mācību priekšmetu stundas 1. – 9. klasē), tad pētījumu var uzskatīt par gadījuma pētījumu.

Lai būtu augstāka pētījuma datu ticamība, datu vākšanas mērķis un procedūra respondentiem tika izskaidrota.

Apstrādājot datus, ņemtas vērā pētījuma gaitā konstatētās neprecizitātes. Veicot iegūto datu analīzi, meklēta saistība starp apgalvojumiem un pierādījumiem, kā arī izmantota tā saucamā triangulācijas metode, t.i., izmantotas vairākas datu iegūšanas metodes (anketa, kurā ietverti gan slēgtie, gan atvērtie jautājumi, pedagoģiskā procesa vērojums un tā analīze pārrunās ar skolotājiem). Iegūtie dati ranžēti un interpretēti, balstoties uz teorijām un respondentu komentāriem pārrunu laikā.

Rezultāti un diskusija
Results and discussion

Ilgstoši skolu prakse ir bijusi mācību priekšmetus dalīt valodu priekšmetos un satura priekšmetos, kā arī uzskatīt, ka valoda un tās kultūra ir tikai valodu stundu jautājums. Mūsdienās izpratne par valodas lomu skolēna izglītībā ir padziļinājusies, un valodas apguve nav tikai pašmērķis. Valoda tiek apgūta, lai to skolēns spētu kvalitatīvi izmantot ne tikai ikdienas komunikācijā, bet arī citu mācību priekšmetu, tajā skaitā arī pašas valodas apguvei (Moe, Härmälä, Kristmanson, Pascoal, & Ramoniené, 2015).

Lai skolēns spētu kvalitatīvi apgūt ne tikai mācību saturu, bet uztvertu mācīšanos arī kā jēgpilnu darbību, kurā viss ir savstarpēji saistīts un nozīmīgs, viens no risinājumiem, ir tā saucamā mācību priekšmeta satura un valodas integrētās apguves pieejas (turpmāk tiek lietots angļu valodas akronīms – CLIL) izmantošana. Tā paredz, ka, mācoties valodu, skolēns apgūst kādu mācību priekšmetu, un otrādi – apgūstot kādu noteiktu tematu, vienlaicīgi apgūst arī valodu (Druviete, 2015; Marsh, 2012).

Eiropā CLIL tiek uzskatīta par vienu no jaunākajām pieejām mācību satura plānošanā un tā apguves metodikā. Ja vēl pirms dažiem gadiem CLIL pieeja tika izmantota valodu, īpaši otrās valodas un svešvalodu apguves procesā vai bilingvālās mācībās mazākumtautību izglītības programmās, tad šobrīd tās izmantošanas robežas ar katru gadu paplašinās (Moe et al., 2015).

Mūsdienīgā mācību procesā dažādu valodu mācīšana un mācīšanās netiek atrauta no citu mācību priekšmetu mācīšanās. Kā liecina izglītības zinātnes pētījumi, šī pieeja veicina gan skolēna lingvistisko, gan kognitīvo un sociālo attīstību (Druviete, 2015).

Ņemot vērā to, ka valoda ir gan mācību priekšmets, gan līdzeklis skolā, nevaram vairs dalīt skolotājus valodu skolotājos un citu mācību priekšmetu skolotājos, jo tikai no abu sadarbības būs atkarīgs, kādas valodas likumsakarības tiks apgūtas un kādas – pilnveidotas citās dabiskās situācijās (Moe et al., 2015; Coyle, 2007).

CLIL pieeja dod iespēju vienlaicīgi ar mācību priekšmeta satura apguvi pilnveidot skolēna vārdu krājumu, gramatikas likumsakarību lietojuma pieredzi mutvārdu un rakstu runā, kā arī zināšanas par dabu, sabiedrību un tās daudzkulturālismu. Domājot, kā apgūt mācību saturu, vienlaikus plānojot arī valodas līdzekļus tā apguvei, skolēnam ir vairāki ieguvumi: ir dota iespēja tekstā kvalitatīvāk uztver faktoloģisko un kulturoloģisko informāciju, uztvert vārdu nozīmju lietojumu dažādos kontekstos, kā arī apgūt konkrētās valodas lietojuma tradīcijas. Šajā pieejā mācību stundās skolēns vienā un tajā pašā laikā īsteno daudz vairāk uzdevumu, nekā to darītu priekšmetiskās pieejas gadījumā. Tie ir gan uzdevumi, kas attiecas uz satura apguvi, gan valodas vai pat vairāku valodu attīstības uzdevumi, kā arī uzdevumi, kas veicina skolēna mācīšanās prasmes, sadarbības un radošas darbības pieredzes apguvi. Ja vienā mācību priekšmetā skolēns mācās apgūt jaunu pieredzi, tad citā – to pašu vingrinās darīt pamatīgāk (Coyle, 2007; Nemeth, 2009).

CLIL pieejā veidojas nepastarpināts sakars starp jēdzienu un vārdu. Leksikas un terminoloģijas apguve vai pilnveide notiek dabiskā ceļā. Dominē, nevis saturs, bet veids, kādā skolēns to apgūst, un tas ir svarīgi, jo mūsdienās skola vairs nevar piedāvāt visu, kas nepieciešams skolēnam un viņa personības attīstībai (Vaivade, 2015).

Mērķtiecīgi organizētā satura un valodas integrētā apguves procesā skolēns vienlaicīgi apgūst arī valodas pamatfunkcijas, jo īpaši komunikatīvo, vispārinošo, regulējošo funkciju, veido savu attieksmi pret apkārtējo pasauli, valodas un runas kultūru (Druviete, 2015; Nemeth, 2009).

Šāda mācīšanās nodrošina arī skolēna kritiskās domāšanas aktivizēšanos, paaugstinātu iesaistīšanos mācību procesā, kā arī starpdisciplinaritāti, kad, apgūstot vienas jomas zināšanas un prasmes, skolēns tās var izmantot citā jomā (Fadel, Bialika, & Triling, 2015).

Lai varētu analizēt pamatizglītības skolotāju profesionālo kompetenci izmantot CLIL, tika novērotas dabaszinību, sociālo zinību un matemātikas stundas skolā, kurā īstenotas pamatizglītības programmas latviešu mācībvalodā. Būtiski atzīmēt, ka visās klasēs bija etniskā un lingvistiskā daudzveidība, kā arī skolēni ar valodas attīstības traucējumiem un citām individuālām vajadzībām, kas noteica nepieciešamību plānot ne tikai mācību priekšmetu saturu, bet arī valodas līdzekļus tā apguvei.

Pedagoģiskā vērojuma mērķis bija izzināt, kā, strādājot ar mācību tekstiem, tiek izmantoti valodas līdzekļi, kādi sasniedzamie rezultāti ir plānoti mācību priekšmeta satura apguvē un kādi – valodas attīstībā.

Iegūtie rezultāti ļauj secināt, ka tikai četrās no deviņām novērotajām mācību stundām skolotāji apzināti uzmanību pievērsa valodas līdzekļu izmantošanai konkrēta mācību satura apguvei. Pārējos gadījumos dominē priekšmeta saturs, nerēķinoties, ar to, kādi valodas līdzekļi tiek izmantoti tā uztverei un apguvei atbilstoši skolēnu vajadzībai.

Ar skolotājiem analizējot to stundu norisi, kurās dominē priekšmetiskā pieeja, un īpaši tās situācijas, kurās skolēniem radās grūtības uztvert un izprast mācību priekšmeta saturu, un noskaidrojot cēloņus, visos gadījumos pamatā bija nepietiekama vārdos vai vārdu savienojumos ietvertās nozīmes izpratne, neprasme veikt konkrēto uzdevumu, nepārzinot konkrētā teksta veidošanas nosacījumus vai nezināšana, ka to, ko apguvis valodas stundās var izmantot arī citā mācību priekšmetā, piemēram, 5. klasē matemātika, apgūstot tematu "Pirmskaitļi un salikti skaitļi" skolēnu izpratni būtu tikai padziļinājusies, ja skolotājs būtu pievērsis uzmanību pamatterminu leksiskajai nozīmei, pamata un skaitļa vārdu lietojumam, teksta izkārtojumam burtnīcā. Savukārt dabaszinībās 3. klasē temata "Ķermeņi un vielas" apguves procesā skolēniem pietrūka izpratnes par to, kas ir priekšmets, viela un parādība. Analizējot dabaszinību standartu un latviešu valodas standartu un šo mācību priekšmetu programmas (NVPSMPP, 2014), atklājas, ka valodas mācībā gandrīz vienlaicīgi tiek apgūta lietvārda leksiskā nozīme. Sociālo zinību nodarbībā 7. klasē par tematu "Vērtības" skolēniem netika pievērsta uzmanība terminu "sajūtas" un "izjūtas, vārdu "iecietība" un "līdzcietība" leksiskajai nozīmei, bet, rakstot, eseju par tematu "Manas vērtības" skolēni to darīja, nezinot, kas ir eseja, kāda ir tās struktūra, jo valodas stundās to paredzēts mācīt tikai 9. klasē (NVPSMPP, 2014).

Pārrunās ar skolotājiem atklājās, ka 66,5% respondentu šo pieeju uzskata par būtisku mācību procesā, bet nav sistēmisku zināšanu. Galvenokārt tās ir fragmentāras zināšanas, kas iegūtas neformālā ceļā, un tāpēc nav pārliecināti, vai prot plānot satura un valodas izmantošanu mācību procesā. No 12 respondentiem puse respondentu uzskata, ka to vairāk dara intuitīvi.
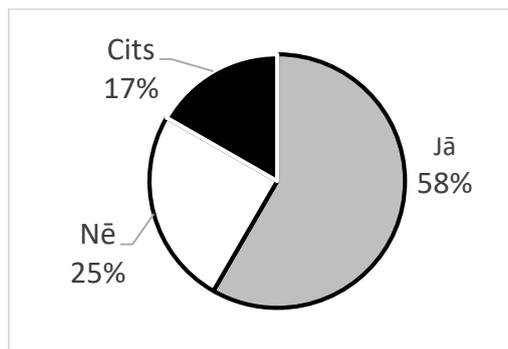
1.attēls. **Atbalsts CLIL pieejai**
Figure 1 **Support for CLIL approach**

No visiem aptaujātajiem respondentiem 58% ir pārliecināti, ka CLIL pieeja ir aktualizējama visās pamatizglītības programmās neatkarīgi no mācībvalodas, bet tam ir nepieciešamas savstarpēji saskaņotas mācību programmas, mācību līdzekļi un mācību metodika. Savukārt 25% respondentu nav pārliecības par šīs pieejas lietderību. Šie respondenti CLIL pieeju atzīst kā pieņemamu tikai mazākumtautību izglītības programmās vai svešvalodu apguves procesā. Pārējo 17% respondentu atziņa ir viena un tā pati – nav pieredzes un nav arī viedokļa.

Savukārt mācību stundās, kurās tiek izmanto CLIL pieeju, var novērot, ka veicamie uzdevumi ir precīzāki, līdz ar to skolēni labāk izprot to būtību un strādā daudz intensīvāk. Arī skolotāji atzīst, – kopš brīža, kad šī pieeja kļuvusi par dominējošo pieeju, skolēnu mācīšanās ir jēgpilnāka, skolēni pret valodu un savu un citu valodu ir vērīgāki, biežāk pamana valodas kļūdas, vairāk ir jautājumu, kā veikt konkrētu pierakstu, kādas pieturzīmes lietot vai kā tekstu noformēt. CLIL pieeja dod iespēju izmantot daudzveidīgus atbalsta materiālus, dažādot mācību metodiku (darbu ar attēliem, tabulām, shēmām, balstvārdiem, vārdnīcām, interneta resursiem u. c.). Divi respondenti ar konkrētiem skolēnu mācību rezultātus apliecinošiem faktiem atklāj, ka šādā veidā strādājot, skolēniem, īpaši, ja viņiem nav pietiekami augsts mācību valodas prasmes līmenis, CLIL ir stimuls darbam, nebaidoties arī kļūdīties, ir lielāka drošības sajūta, jo citos mācību priekšmetos var izmantot to pieredzi, kas iegūta valodas mācībā un otrādi. Savukārt mācību priekšmetu skolotājiem CLIL pieejā radusies jauna pieredze skolēnu darbu diferencēt, piedāvājot strādāt lingvistiski homogēnās un heterogēnās grupās.

Arī anketēšanas rezultāti apliecina, 67% respondentu CLIL dod iespēju panākt lielāku skolēnu savstarpēju sadarbību, mācīšanos vienam no otra.

Uz pētījumā izvirzīto jautājumu, kā notiek valodu skolotāju un konkrēto mācību priekšmetu skolotāju sadarbība, iegūtās atbildes apliecina, ka sākumskolas posmā līdz 4. klasei viens skolotājs māca lielāko daļu mācību priekšmetu un tāpēc tikai no skolotāja profesionālās kompetences ir atkarīga

darba kvalitāte. Taču, sākot ar 5. klasi, dominē tā saucamā priekšmetiskā pieeja, un tad svarīga ir dažādu mācību priekšmetu skolotāju sadarbība.
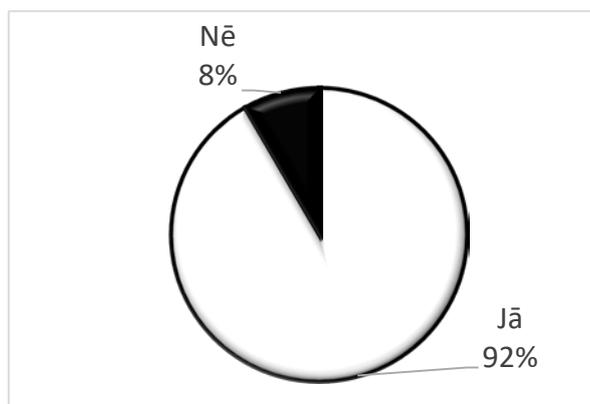
2.attēls. **Skolotāju sadarbība**
Figure 2 **Teacher collaboration**

Pētījumā iesaistīto respondentu atbildes liecina, ka 92% gadījumu sadarbība ir minimāla. Pamatā tās ir pārrunas par konkrētā klasē radušās problēmām vai epizodiskas konsultācijas. Tikai 8% respondentu atzīst, ka sadarbība tiek gan mērķtiecīgi plānota, gan arī regulāri notiek. Tiek izmantoti tādi sadarbības veidi kā saskaņotu mācību programmu veidošana, kopīgi metodiskie semināri, konsultācijas, integrēti diagnosticējošie vai pārbaudes darbi, mācību priekšmetu olimpiādes un konkursi.

No visiem aptaujātajiem respondentiem 42% respondentu ir pārliecināti, ka, sākot īstenot projekta "Kompetenču pieeja mācību saturā" ietvaros apstiprinātos pamatizglītības standartus (Skola 2030, 2019), situācija uzlabosies.

Konkrētais gadījuma pētījums atklāj, ka skolas pedagoģijā aktuāls ir arī vienotas terminoloģijas un līdzīgi kā angļu valodā latviska akronīma lietojums. Šobrīd gan teorētiskajā literatūrā, gan praksē CLIL tiek uzskatīta gan par pieeju, gan modeli, metodi, metodisko paņēmienu, darba paņēmienu, mācīšanas vai mācīšanās veidu, mācīšanas pieredzi, pat darba organizācijas formu. Pieņemot par pamatu uzskatu, ka pieeja veids, no kā atkarīga satura, metožu, paņēmienu izvēli un saikne starp objektiem vai subjektiem (Pedagoģijas terminu skaidrojošā vārdnīca, 2000), tad CLIL uzskatāma par pieeju. CLIL ir veids, kas nosaka valodas un citu mācību priekšmetu satura savstarpējo saskaņotību, mācību līdzekļu, mācību metožu, mācību darba organizācijas formu un sasniegumu vērtēšanas sistēmas izvēli atkarībā no satura un valodas apguves mērķa, uzdevumiem un skolēna vajadzībām.

Secinājumi
Conclusions

Satura un valodas integrētas apguves aktualitāti nosaka vispārizglītojošo pamatskolu neatkarīgi no mācībvalodas etniskā un lingvistiskā daudzveidība, nacionālās izglītības un sabiedrības integrācijas politika un pilnveidotā mācību satura un tā apguvei plānotās pieejas mērķis novērst mācību satura fragmentārismu un dublēšanos dažādos mācību priekšmetos, nodrošināt mācību satura apguves pēctecību un iespēju katram skolēnam saskatīt kopsakarības starp apgūto dažādās jomās, zināšanas tās izmantot praksē.

Viens no risinājumiem, lai skolēns spētu kvalitatīvi apgūt ne tikai mācību saturu, bet uztvertu mācīšanos arī kā jēgpilnu darbību, kurā viss ir savstarpēji saistīts un nozīmīgs, ir mācību priekšmeta satura un valodas integrētās apguves pieejas izmantošana, kas paredz, mācoties valodu, apgūt kādu mācību priekšmetu, un otrādi - apgūstot kādu noteiktu tematu, vienlaicīgi apgūt vai pilnveidot valodu.

Satura un valodas integrētās apguves pieeja dod iespēju vienlaicīgi ar mācību priekšmeta satura apguvi pilnveidot skolēna vārdu krājumu, gramatikas likumsakarību lietojuma pieredzi mutvārdu un rakstu runā, kā arī zināšanas par dabu, sabiedrību, tās dažādajām kultūrām.

Mācību procesā, vienlaikus plānojot ne tikai saturu, bet arī valodas līdzekļus tā apguvei, skolēns vienā un tajā pašā laikā īsteno daudz vairāk uzdevumu, nekā to darītu priekšmetiskās pieejas gadījumā. Mācību stundās, kurās izmanto CLIL pieeju, skolēni strādā intensīvāk, mācīšanās ir jēgpilnāka, lielāka vērība ir pret savu un citu valodu, tās lietojumu dažādās situācijās.

CLIL pieeja dod iespēju dažādot metodiku, jo mācību procesā dominē, nevis saturs, bet veids, kādā skolēns to apgūst, un tas ir svarīgi, jo mūsdienās skola vairs nevar piedāvāt visu, kas nepieciešams skolēnam, viņa personības attīstībai.

Lai nodrošinātu CLIL pieeju, stiprināma mācību priekšmetu skolotāju un valodas skolotāju savstarpējā sadarbība, saskaņotu mācību programmu veidošana, pilnveidojamas skolotāju teorētiskās zināšanas un praktiskā darba pieredze. Risināma arī tāda problēma kā skolēniem paredzēto mācību līdzekļu saskaņota izstrāde. Skolotājiem piedāvājama izvērsta CLIL īstenošanas metodika.

Skolas pedagoģijā aktuāls ir vienotas terminoloģijas un akronīma lietojums. CLIL uzskatāma par pieeju, jo tas ir veids, kas nosaka valodas un citu mācību priekšmetu satura savstarpējo saskaņotību, mācību līdzekļu, mācību metožu, darba organizācijas formu un sasniegumu vērtēšanas sistēmas izvēli atkarībā no satura un valodas apguves mērķa, uzdevumiem un skolēna vajadzībām.

Summary

Topicality of content and language integrated learning (CLIL) is determined by several factors. The following factors could be mentioned as the most important ones: current ethnic and linguistic diversity of comprehensive schools regardless of the language of instruction, policy of national education and social integration and the goal of the developed learning content and the envisaged approach for its acquisition to eliminate fragmentation and duplication in different subjects, provide succession of learning content acquisition and an opportunity for each pupil to see interconnections between the acquired in different areas, apply their knowledge in practice.

CLIL is an approach which enables learners, while learning a language, to acquire a subject and vice versa – acquiring a certain topic, the language is acquired or developed simultaneously. It provides an opportunity not only to acquire languages in mutual relation and the content of another subject, but also perceive learning as a purposeful activity, in which everything is mutually related and important.

During the learning process, when planning simultaneously not only the content, but also the language means for its acquisition, the pupil implements a lot more tasks at the same time than it would be done in the subject approach case. Empirical studies confirm that in the lessons where the CLIL approach is applied, students work more intensively, learning is more purposeful, more attention is paid to own and another language, its application in different situations. The CLIL approach enables the teacher to vary methodology, as in the learning process the content does not dominate, but rather the way how the pupil acquires it, and it is important, since nowadays the school cannot offer any longer everything what the pupil and their personal development need.

The outcomes of the empirical research lead to the conclusion that the need to integrate the content and language acquisition is topical not only in the bilingual learning process, foreign language or the second language learning process, but also in any lesson regardless of the language of instruction. In order to provide the CLIL approach purposefully and systematically in the learning process, the subject teachers and language teachers' mutual cooperation, development of a coherent study programme have to be invigorated, the teachers' theoretical knowledge and practical work experience have to be improved. Also, such a problem as coherent development of the learning aids meant for pupils has to be solved, but detailed methodology for CLIL implementation should be offered to teachers.

Application of common terminology and acronym is topical in school pedagogy. CLIL has to be considered as an approach as it is a way which determines the mutual coherence of the content of the language and other subjects, selection of learning aids, learning methods, the form of work organization and system of achievement assessment, depending on the content and the language acquisition goal, tasks and pupil's needs.

Literatūra
References

Anspoka, Z. (2016). Language Diversity in the Classroom and Different Subject Teachers' Professional Competence: Some Problems and Solutions. *International Dialogues on Education: Past and Present. IDE-Online Journal.* Edited by Olaf Beuchling, Dr. Reinhard Golz, Erika Hasebe-Ludt, 30- 36. Retrieved from https://www.ide-journal.org/

Anspoka, Z. (2010). Valoda kā līdzeklis pamatizglītības programmā: dažas problēmas un risinājumi. *ATTE Teacher of the 21st Century: Quality Education for Quality Teaching*, 25.-132.

Coyle, D. (2007). *Content and language integrated learning: Motivating learners and teachers in the CLIL teachers tool kit: A classroom guide.* Nottingham: The University of Nottingham.

Druviete, I. (2015). Bilingvālā izglītība un CLIL: vēsturiskais atskats un attīstības prognozes. *CLIL jeb mācību satura un valodas integrēta apguve: izglītības paradigmas maiņa. Populārzinātnisku rakstu krājums. Atbild. Red. S. Lazdiņa. Nr.3.* Rīga: Latviešu valodas aģentūra, 19. – 37.

Fadel, C., Bialika, M., & Triling, B. (2015). *Four-Dimensional Education: The Competencies Learners. Needed to Succeed.* Boston: The Center for Curriculum Redisign.

Latvijas Nacionālais attīstības plāns 2014. – 2020. gadam (2012). Retrieved from https://likumi.lv/doc.php?id=253919

Marsh, D. (2012). Content and Language Integrated Learning (CLIL). A Development Trajectory. University of Córdoba. Retrieved from helvia.uco.es/xmlui/bitstream/ handle/10396/8689/2013000000658.pdf

Moe, E., Härmälä, M., Kristmanson, P.L., Pascoal, J., & Ramoniené, M. (2015). *Language skills for successful subject learning. CEFR – linked descriptors for mathematics and history/civics.* The European Centre for Modern Languages. Retrieved from https://www.ecml.at/Portals/1/documents/ECML-flyer/flyer-language-descriptors-EN-druck.pdf

Nemeth, K. (2009). *Many Languages, One Classroom: Teaching Dual and English Language Learners*, Maryland: Gryphon House.

Noteikumi par valsts pamatizglītības standartu, pamatizglītības mācību priekšmetu standartiem un pamatizglītības programmu paraugiem. Ministru kabineta noteikumi Nr.468 (2014). Pieejams: https://likumi.lv/doc.php?id=268342

Pedagoģijas terminu skaidrojošā vārdnīca (2000). Autoru kol. Rīga: Zvaigzne ABC. *Skola 2030* (2019). Pieejams: https://www.skola2030.lv/par-projektu

Vaivade, V. (2015). CLIL pedagoģiskie aspekti: mērķi, uzdevumi un īstenošana. *CLIL jeb mācību satura un valodas integrēta apguve: izglītības paradigmas maiņa. Populārzinātnisku rakstu krājums. Atbild. Red. S. Lazdiņa. Nr.3.* Rīga: Latviešu valodas aģentūra, 84. – 100.

APPLICATION OF ACTION RESEARCH IN THE TEACHING/LEARNING PROCESS FOR THE ACQUISITION AND DEVELOPMENT OF COMPETENCES: ATTITUDES OF STUDENTS - PROSPECTIVE TEACHERS

Nijolė Bankauskienė
Kaunas University of Technology, Lithuania

Ramunė Masaitytė
Kaunas University of Technology, Lithuania

Abstract. *The profession of teacher requires a qualitative and special preparation for a specific activity. Therefore, the importance of professional and general competencies of relevant specialists working and intending to work in educational institutions is emerging.*
The document "Common European Principles for Teacher Competencies and Qualifications" (2005) emphasizes the provision that all educators must be able to work effectively in three overlapping areas of activities: working with information, technology and knowledge, working with people (students, colleagues and other partners), working with society and in society at local, regional, national, European and global levels (Saulėnienė, Žydžiūnaitė, & Katiliūtė, 2006). In order to work successfully, the educator must have cognitive, functional, personal and ethical competencies.
In Lithuania, changes and updates of regulations, models and conception of the training and activity of teachers are regularly updated (2004; 2010; 2012; 2015; 2016; 2017; 2018). Teachers' competencies are summarized in the "Description of Professional Competencies of Teachers" (January 15, 2007); the description highlights common cultural, vocational pedagogical and general competences. In many Lithuanian higher education institutions that train qualified educators, since 2000 the method of improving the action research is used in the study process. This method of qualitative research is also highly appreciated and successfully used by different types of schools in the process of specialist education in many foreign countries. This method is also applicable to general education institutions. This method is described and analysed by Lewin (1948), Corey (1953), Grundy (1988), Callhoun (1994), McLaughlin (1997), Lanshear and Knobel (2004), Kemmis and McTaggart (2005), Creswell (2008), Mills and Ainassian (2009) and others.
The aim of this article is to analyse the teachers' opinion on the application of action research in the study process.
To achieve the goal, three objectives have been set:
  1) to discuss the coherence between the European Qualifications Framework (2005) and the Competences of the Lithuanian teachers (2007);
  2) to highlight the essence of the method of action research;

3) to examine how the students themselves – present and future educators – evaluate the method of action research that proves advantageous to acquire and develop competences.
The research analysed 102 reports – final study projects on the improvement of the activity of educators prepared by the students – future educators – of one of Lithuanian higher education institutions from 2007 to 2017. The research was carried out in May 2018.
It has been established that in the process of the action research, the educators mostly improved these general competencies of – research activities, reflecting and learning to learn, communication and cooperation; these professional pedagogical competencies as the development of professional development, the use of information technology, recognition of understanding the pupil and his/her progress, motivating and supporting students, planning and improving the content of the subject, teaching/learning process management, assessment of student achievements and progress.
In all of the 102 projects submitted by the students, the application of this method in the study process at the higher education institution was positively evaluated.
It was emphasized that during this research not only the new knowledge was gained, but also the participants of the research, the learners, have themselves developed and improved, as well the researchers – students – future educators have improved.
Keywords: *action research; competences; teachers' opinion; cognitive, functional, personal, ethical competences; general competences; professional pedagogical competences.*

Introduction

A pedagogue's profession demands a creative and specialized preparation for a concrete activity. This highlights the importance of the professional and general competences of specialists of specific areas who teach or are going to teach at educational institutions.

The document "Common European Principles for Teacher Competences and Qualifications" (2005) emphasizes the notion that all pedagogues should be capable of effective work in three overlapping areas of activity – work with information, technologies, and knowledge, work with people (school `a children, colleagues, and other partners), and work with the society and within the society on the local, regional, national, European, and global levels (Saulėnienė, Žydžiūnaitė, & Katiliūtė, 2006). In order to act successfully, pedagogues need to have cognitive, functional, personal, and ethical competences.

In Lithuania, the generalized description of the pedagogues' competences is provided in the "Description of Teachers' Professional Competence", approved by the Order No. ISAK-54 of the Minister of Education and Sciences of the Republic of Lithuanian January 15, 2007. The description highlights the common cultural, professional, and general competences.

Since 2000, most Lithuanian higher education institutions that educate and train qualified pedagogues have been applying the action research technique. This qualitative research technique is valued and applied in numerous educational institutions of a number of foreign countries – especially in the education of future

pedagogues. In Lithuania, this technique is applied by practicing pedagogues for a better understanding and solution of education-related issues. Higher education students – prospective teachers apply this technique during their pedagogical practice.

The initiation of the action research in pedagogical activity could be dated back to the summer of 1999 when the A.P.P.L.E. (American Professional Partnership for Lithuanian Education) courses started. Additional seminars for teachers in general and higher education were organized in summer and winter of the year 2000. The courses were based on K. Lewin's (1946) concept of the integration of activity into the experimental research in social sciences. S.M. Corey (1953) was the first to successfully implement this concept in the field of education.

The action research technique improves the pedagogues' perception of the actual situation, understanding of the processes taking place in the community, and identification of the ways to improve the situation. This qualitative technique for activity improvement has been analyzed and described by S. Grundy (1988), E.F. Callhoun (1994), T.H. McLaughlin (1997), C.Lankshear & M.Knobel (2004), S. Kemmis, R. McTaggart (2005), G.E. Mills (2003), V. Koshy (2005), B. Dick (2006), E.T. Stringer (2007), J.W. Craswell (2008), and R.L. Gay, G.E. Mills, P. Airassian (2009).

In Lithuania, the action research technique in pedagogy has been analyzed by R. Baranauskienė (2003), N. Bankauskienė & G. Bankauskaitė–Sereikienė (2006; 2007; 2010; 2015; 2017), G. Bankauskaitė–Sereikienė & A. Augustinienė (2007), R. Kabašinskienė & E. Štuopytė (2007), J. Andreikienė & O. Visockienė (2007), N. Bankauskienė, R. Čiužas, & R. Trofimova (2010), N. Bankauskienė, V. Gužienė, & J. Šedienė (2012), R. Masaitytė-Apuokienė & N. Bankauskienė (2012), J. Ruškė (2012), V. Staskevičienė & N. Bankauskienė (2012), O. Visockienė & A. Puskunigienė (2012), N. Ambrasė (2012), N. Bankauskienė & R. Masaitytė (2018).

The object of the current study is the pedagogical action research technique.

The study was conducted with the aim of analyzing the opinion of students – prospective teachers of various subjects about the application of action research in the teaching/learning process for the acquisition and development of competences.

To achieve this aim, the following objectives were set:
- To discuss the compatibility between the European Qualifications Network (2005) and the Description of Teachers' Professional Competence (2007);
- To reveal the essence of the action research technique;

- To clarify how current and prospective pedagogues evaluate the action research technique for the acquisition and development of various competences.

The following methods were applied during the study: analysis of scientific literature, document analysis, and case analysis.

Compatibility between the European Qualifications Network (2005) and the Description of Teachers' Professional Competence (2007)

The document "Common European Principles for Teacher Competences and Qualifications" (2005) emphasizes the notion, that a teacher should be capable of effective work in three overlapping areas of activity – work with information, technologies, and knowledge, work with people (school children, colleagues, and other partners), and work with the society and within the society on the local, regional, national, European, and global levels.

This document lists *cognitive, functional, personal and ethical competences.*

The analysis of the Order No. ISAK-54 of the Minister of Education and Sciences of the Republic of Lithuania "On the Approval of the Description of Teachers' Professional Competence" dated January 15, 2007 highlighted *common cultural* competence, *professional* competences and *general.*

Saulėnienė, Žydžiūnaitė, & Katiliūtė (2006), upon completing the comparative analysis of the document "European Qualifications Network" (2005) and the "Description of Teachers' Professional Competence" (2007), concluded that these competences are compatible (1 table).

Table 1 **The concordance of the general European teachers' competences with those described in the "Description of Teachers' Professional Competence"** *(Order No. ISAK-54. January 15, 2007)*

Competences of the European Qualifications Network	Lithuanian Teachers' Professional Competences (2007)
1.Cognitive competences	General competences: • Research activity. • Reflection and learning to learn.
2.Functional competences	*Professional competences:* • Use of information technologies. • Planning and improvement of the subject content. • Management of the teaching/learning process. • Evaluation of the school children's achievements and progress. • Creation of learning environments.

3.Personal competences	*General competences:* • Communication and cooperation. • Communication and information management. • Organization improvement and change management. Professional competences: • Knowledge of the schoolchildren and recognition of their progress. • Professional improvement. *Common cultural competence.*
4.Ethical competences	*Professional competence:* • Motivation and support of school children.

The essence of the action research technique

This study on the improvement of pedagogical activity differs from the others in that it, being a qualitative study, requires the researcher (a student or a pedagogue) studying a group of school children, a single school child, or several of them to become a subject, to continuously demand self-reflection of one's activity, and to keep asking oneself questions like "am I working well?", "are the methods I am using appropriate?", "do my school children understand me and develop?", and "how could I improve my assistance in their problem-solving activity?" (Bankauskienė & Bankauskaitė–Sereikienė, 2015). This supports the statement by S. Corey (1953) that action research is a process that specialists (both researchers and practitioners) use for studying the emerging problems and for the selection, correction, and evaluation of the decisions and further activity. Action research is studies performed by coworkers with the aim of evaluating their activity and improving the socialization of schoolchildren or clients.

According to A. Strauss and J. Cobin (1990), a qualitative study is a study whose results are obtained by means other than statistical operations or other mathematical calculations. The researcher is trying to understand the objects and their most typical characteristics under the same conditions. This type of study is convenient in that, as A. Staskevičienė and N. Bankauskienė (2012) indicate, it is situational, and thus a specific, unique research design may be created for each situation. According to L. Rupšienė (2007), in a qualitative study, the researcher becomes the research instrument. He or she is a part of the researched world and the main research instrument seeking to know another person's life, to perceive that person's world, and to learn that person's possibilities for development. For this reason, there are no pre-formulated hypotheses because the researcher does not know and cannot predict what might happen during the course of the study.

The improvement of pedagogical activity is a spiraling process whose participants include the pedagogue and his or her assistants – the schoolchildren seek a common goal and pursue the course of continuous improvement. This

process allows a pedagogue to view his or her work from a different perspective, and this view – the internal reflection – is a continuous conversation with oneself, asking oneself whether the achieved result is satisfactory, and if not, whether what is lacking is experience, theoretical knowledge, or time for the improvement of the selected activity. The schoolchildren are also encouraged to participate in the process. They are also taught internal reflection (Bankauskienė & Bankauskaitė–Sereikienė, 2006, 2007, 2010, 2015). This is the "mobile" (Huberman, 1978) rather than the "stationary" model of changing one's working environment.

The following scheme of the action research has been proposed (Bankauskienė & Bankauskaitė-Sereikienė, 2015, 2017) (see Fig. 1).
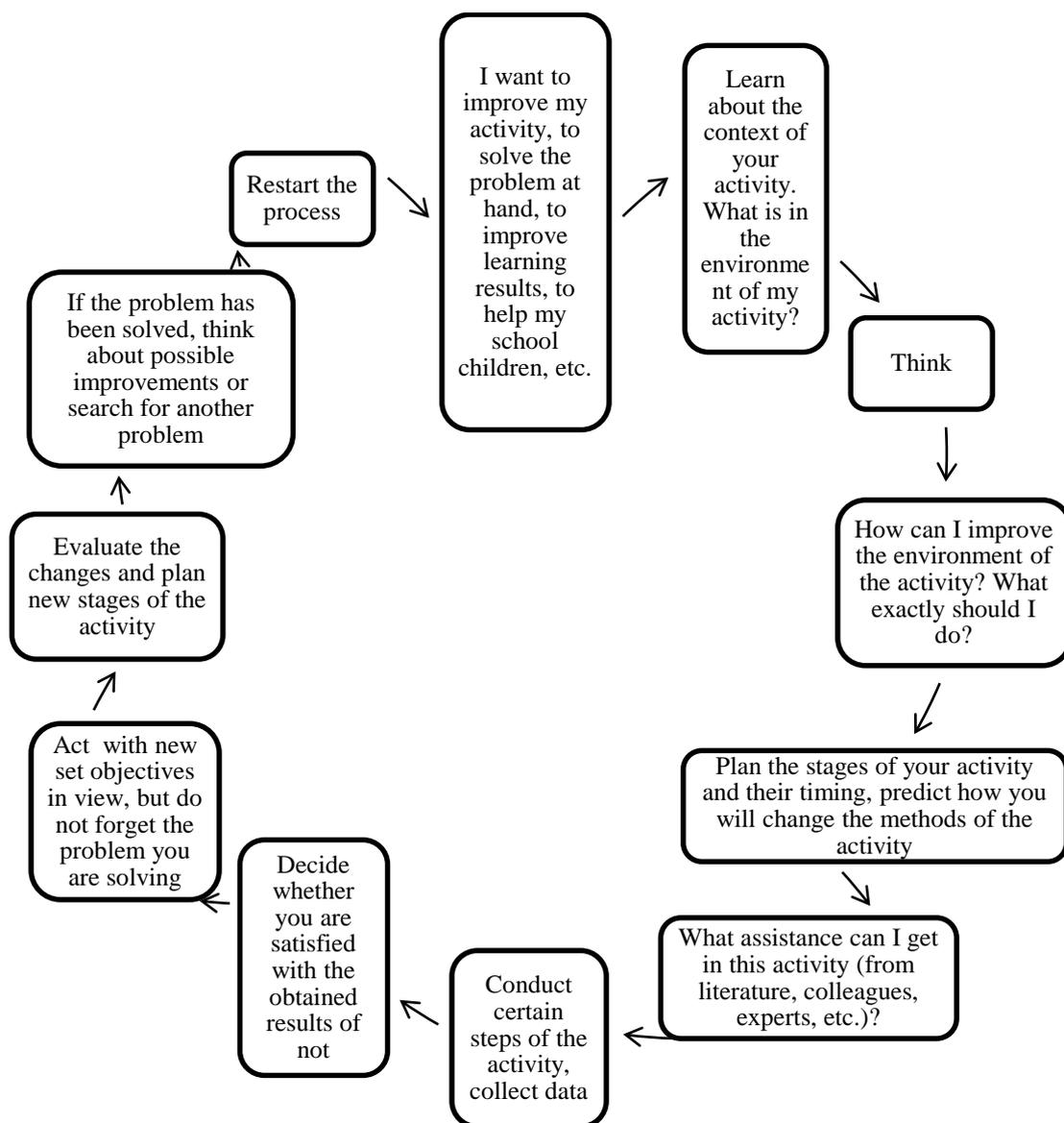
Figure 1 **Sequence of pedagogical action research**

The action research includes fifteen steps (Bankauskienė & Masaitytė, 2018). This research may be depicted as a continually renewing and complementing cycle – a spiral process, and may be linked to D.A. Kolb's (1975) experiential learning model.

Thus, the action research is special. It has nothing in common with laboratories, numbers, or stereotypes of "objectivity". The term "research" simply points to the attempt to improve the understanding of the activities take place in the classroom (What is going on? Why? How? What comes out of this?). Such research is an alternative to the encouragement of the pedagogue to focus more on him or herself as well rather than on the others alone, and thus this is an alternative way to improve one's work performance (Russel, 1998).

For this reason, this action research technique is widely applied not only in the social area and educational practice, but also in the training of prospective pedagogues.

The authors of the paper think that the definition of the action research that is most suitable for this study is one proposed by G.E. Mills (2003) (quoted in Ruškė, 2012, p. 113): "it includes problems arising in the classroom and the teacher's aspiration to solve them and to improve schoolchildren's learning and teachers' professional work".

Generalized survey of the results

The study was performed in May 2018 and involved the analysis of the graduation projects written by students of pedagogy at one higher education institution of Lithuania. The study was based on the action research technique.

We applied the qualitative research case study technique (Rupšienė, 2007). The data were collected from the products of activity created by students (graduation projects of 102 students – prospective pedagogues were read and grouped). In this study, we applied the qualitative research technique proposed by M. Patton (1990): the texts were analyzed, highlighting the respondents' *behavior* during the action research, revealing the respondents' *opinions* about the action research, describing the respondents' *feelings* experienced during the study, and generalizing the students' *knowledge* acquired during the study.

Using a case analysis technique, we reviewed the graduation projects of 102 students – future pedagogues written between 2007 (when the "Description of Teachers' Professional Competence" was published on January 15) and 2017 (inclusive).

The authors of the graduation projects emphasized that during their action research, they were improving their general competences (see "Description of Teachers' Professional Competence" (January 15, 2007)): research activity, reflection and teaching/learning to learn, communication, and cooperation. The

authors first indicated the *research activity competence* (1 table), which revealed the ability of the students' – prospective teachers' ability to organize action research and to select an adequate research strategy, structure, and methods: "I improved my knowledge and skills in research activity through action research (I chose the research question, the topic, the strategy, the structure, and the methods). When filling out the research diary, I marked insights and notes important for the research activity, and conducted self-reflection of my research activity" (Rudzkytė, 2015). "When working with disabled children, I earned their trust, and learned not only to improve the education process (to plan the content of the classes of the Lithuanian language, to apply information technologies, and to apply a variety of teaching techniques), but also to study my own and my schoolchildren's activity. I had a chance to look deeper into the peculiarities of language development and the possibilities for self-education in children with hearing defects. In addition, I could reflect more and learn from them" (Valaitytė, 2007).

The *competence of reflection and learning to learn* (see Table 1) revealed the researchers' ability to organize their learning, to renew their knowledge continuously, to improve their skills, and to evaluate the advantages and disadvantages of their professional practice, outlining future prospects of professional perfection: "Throughout the study, I could analyze the effectiveness of my activity, reflecting on the teaching techniques I applied in my work. In the future, I also want to keep searching for new alternatives and possibilities for improvement. I kept a diary, wrote down notes and feelings, and made conclusions and generalizations. I learned from the children when observing them" (Olekienė, 2009).

The *competence of communication and cooperation* (see Table 1) increases the success rate of the pedagogues' cooperation with their colleagues and their school children's parents, and helps them encourage their school children's active communication and cooperation during the education process: "I improved this competence because action research was based on cooperation with the school children, hearing their needs, and reacting to changes. During the classes, I tried not only to cooperate with my school children, but also encouraged them to cooperate among themselves, seeking common aims of learning" (Martišiūtė, 2010).

The case analysis of the graduation projects revealed that when applying the action research technique, students – prospective pedagogues successfully acquired and developed the following professional competences (see "Description of Teachers' Professional Competence" (2007)): *professional perfection, use of information technologies, knowing the school child and recognizing his/her progress, motivating and supporting the schoolchildren, planning and*

improvement of the subject content, management of the teaching/learning process, and registering the school children's achievements and progress (see Table 1).

Upon improving their *professional perfection competence* (see Table 1), the pedagogues indicated: "I objectively evaluate my professional powers, have improved my knowledge and skills, and practically applied elements of the action research technique" (Argustaitė, 2013).

In their projects, future teachers stated that they acquired and developed their *competence of the use of information technology* (see Table 1): "The use of information and communication technologies during the economics classes provides the possibility to employ different educational software and to obtain more information about the taught subject. I was deeply impressed by the virtual electronic heritage system where information about the history of the economics of Lithuania may be obtained. I use these technologies during classes in a non-traditional environment, doing projects with the children, and in pedagogical action research" (Žiūkienė, 2013).

The future teacher of French stated: "Both in the real and the virtual environments, I try to use both my native language and foreign languages (French and English) correctly. I have found software that allows for virtual learning of the French language, and I have recommended it to my schoolchildren. During this research, I started paying more attention to the school children's needs and started searching for more appropriate sources of information technologies" (Zulonaitė, 2017).

Future pedagogues improved their *competence of knowing their schoolchildren and recognizing their progress* (see Table 1), which revealed the future pedagogues' ability to recognize the schoolchildren's special needs and to evaluate the schoolchild's development and cognitive powers: "I improved my competence of knowing my school children and recognizing their progress. The improvement in this competence was especially affected by the process of the perfection of pedagogical activity because during this process, I became more acquainted with the school children who participated in the study through their observation and evaluation, and I recorded changes in their learning and the acquired new activity skills" (Bakšienė, 2013).

The *competence of motivating and assisting schoolchildren* (see Table 1) promotes the manifestation of such skills of the pedagogues as the development of the schoolchildren's self-evaluation ability and self-confidence, stimulation of the joy of cognition, and promotion of interest in the studied subject: "Upon completion of pedagogical action research, I consolidated this competence. When working with schoolchildren, I encouraged them to become familiarized with various jazz singing techniques, and applied them, taking into account the schoolchildren's knowledge and capacities. I encouraged the children to apply

reflection, which resulted in a faster completion of the tasks, a more successful assimilation of information, and an easier linkage of theory with practice" (Bičkovaitė, 2017).

The *competence of the planning and improvement* (see Table 1) of the subject content requires a pedagogue to be able to prepare a curriculum and a syllabus, to form the aims and objectives of learning, and to select the learning material: "During the action research, I more closely studied the teaching program of mathematics in the 1st gymnasium grade, prepared a syllabus, studied the regulating documents prior to formulating the aims and objectives of learning, and searched for and prepared learning material that would be attractive and interesting to the school children" (Šiugždienė, 2012).

When conducting action research, students – prospective pedagogues indicated that they developed their *competence of the management of the teaching/learning process* (see Table 1): "During the action research, I improved my learning process management skills in drawing classes, more frequently applied group work techniques, and tried to maximize my work with individual school children. I solved problems that emerged during the education process and encouraged the school children's self-criticism" (Gužienė, 2011).

In their projects, future teachers emphasized that during action research, they successfully improved their *competence of the evaluation of school children's achievements and progress* (see Table 1) because these processes are directly applied during the research: "I familiarized myself with the evaluation system used in the methodologist circle of the teachers of the Lithuanian language and analyzed the evaluation of school children carried out by my mentor. I started applying more variable methods of evaluation, including the evaluation of the progress and achievements. This competence of mine was noticed, and I was invited to the school's commission for the evaluation of school children's achievements via standardized tests" (Statkuvienė, 2016).

The analysis of statements provided by the students – prospective pedagogues showed that via the application of the action research technique, the students mostly developed the competences listed in the "Description of Teachers' Professional Competence" (2007) that are in concordance with the respective European competence groups: *cognitive, functional, personal and ethical competences* (see Table 1) .

The analysis of the graduation projects showed that the students to a lesser extend developed the following competences listed in the "Description of Teachers' Professional Competence" (2007): communication and information management, organization improvement and change management, creation of teaching/learning environments, and the common cultural competence (see Table 1).

When searching for reasons why the aforementioned competences were less developed, the following assumptions could be made. Since the entrants of one-year pedagogical studies were students with a bachelor's degree but without pedagogical qualification, it could be stated that they had already acquired and developed their *communication and information management competence* during their bachelor studies. In addition, students partially indicated that when preparing the graduation projects by applying the pedagogical action research technique, they developed one of the functional competences – *the competence of the use of information technologies,* and thus they did not emphasize the competence of communication and information management separately (see Table 1).

In their graduation projects, the students did not place much emphasis on the *competence of organization improvement and change management* (see Table 1). This in part might have been due to the fact, that not all participants of pedagogical studies were directly working in educational institutions – they mostly underwent pedagogical practical training there. As trainees, they frequently were not invited to the school events for activity improvement, or involved in broader change management processes. Instead, they acted more as observers or mentors' assistants.

Creation of *teaching/learning environments* (see Table 1) is usually taken up by experienced teachers. Since not all participants of pedagogical studies worked in educational institutions (many only underwent pedagogical practical training there), they only partially participated in such activity – and even in this case they worked under the supervision of a tutor (university practice supervisor) or a mentor – teacher (assigned by the head of the educational institution).

The case analysis of the graduation projects showed that by applying the action research technique, the students – prospective pedagogues successfully acquired and developed the following professional competences: *professional improvement; use of information technologies; knowledge of the school children and recognition of their progress; motivation and support of school children; planning and improvement of the subject content; management of the teaching/learning process;* and *evaluation of the school children's achievements and progress (see Table 1).*

Conclusions

1. The analysis of scientific literature and documents showed that the *common cultural, professional,* and *general competences* defined in the "Description of Teachers' Professional Competence" (2007) correspond to the *cognitive, functional, personal,* and *ethical competences* defined in the "Common European Principles for Teacher Competences and Qualifications" (2005).

2. The action research technique has been applied by world education researchers and practitioners since 1953, while Lithuanian pedagogues started applying this technique in their practice in the year 2000. This is a unique qualitative research technique that not only allows the teachers to study and improve their schoolchildren, but also creates conditions for the teachers' self-improvement. This study was based on the concept of the action research technique proposed by G.E. Mills (2003).

3. The analysis of 102 students' graduation projects submitted during 2007-2017 showed that via the action research technique, the authors of the graduation projects mostly acquired and developed the following competences:

– European cognitive competences, to which the competences of research activity and reflection and learning to learn indicated in the Lithuanian "Description of Teachers' Professional Competence" (2007) correspond;

– European functional competences, to which the competences of the evaluation of the school children's achievements and progress, use of information technologies, planning and improvement of the subject content, and management of the teaching/learning process indicated in the Lithuanian "Description of Teachers' Professional Competence" (2007) correspond;

– European personal competences, to which the competences of the knowledge of the schoolchildren and recognition of their progress, communication and cooperation, and professional improvement indicated in the Lithuanian "Description of Teachers' Professional Competence" (2007) correspond;

– The European ethical competence to which the competence of the motivation and support of schoolchildren indicated in the Lithuanian "Description of Teachers' Professional Competence" (2007) corresponds.

4. The study showed that during the action research and the preparation of the graduation projects, the students less developed the European personal competences to which the competences of organization improvement and change management, communication and information management, and the common cultural competence indicated in the Lithuanian "Description of Teachers' Professional Competence" (2007) correspond. In addition, the European functional competence to which the competence of the creation of learning environments indicated in the Lithuanian "Description of Teachers' Professional Competence" (2007) corresponds was developed to a lesser degree as well.

Summary

Since 2000, most Lithuanian higher education institutions that educate and train qualified pedagogues have been applying the action research technique. This qualitative research technique is valued and applied in numerous educational institutions of a number of foreign countries – especially in the education of future pedagogues. In Lithuania, this technique is applied by practicing pedagogues for a better understanding and solution of education-related issues. Higher education students – prospective teachers apply this technique during their pedagogical practice.

The document "Common European Principles for Teacher Competences and Qualifications" (2005) emphasizes the notion that all pedagogues should be capable of effective work in three overlapping areas of activity – work with information, technologies, and knowledge, work with people (school children, colleagues, and other partners), and work with the society and within the society on the local, regional, national, European, and global levels (Saulėnienė, Žydžiūnaitė, & Katiliūtė, 2006). In order to act successfully, pedagogues need to have cognitive, functional, personal, and ethical competences.

In Lithuania, the generalized description of the pedagogues' competences is provided in the "Description of Teachers' Professional Competence", approved by the Order No. ISAK-54 of the Minister of Education and Sciences of the Republic of Lithuanian January 15, 2007. The description highlights the common cultural, professional, and general competences.

The object of the current study is the action research technique.

The study was conducted with the aim of analyzing the opinion of students – prospective teachers of various subjects about the application of action research in the teaching/learning process for the acquisition and development of competences.

To achieve this aim, the following objectives were set:
- To discuss the compatibility between the European Qualifications Network (2005) and the Description of Teachers' Professional Competence (2007);
- To reveal the essence of the action research technique;
- To clarify how current and prospective pedagogues evaluate the action research technique for the acquisition and development of various competences.

The following methods were applied during the study: analysis of scientific literature, document analysis, and case analysis.

The article consists of three chapters. The first and second chapters have theoretical contain. The third chapter summarises the results of a qualitative research.

Bankauskienė & Masaitytė, 2019. Application of Action Research in the Teaching/Learning
Process for the Acquisition and Development of Competences: Attitudes of Students - Prospective
Teachers

The study was performed in May 2018 and involved the analysis of the graduation projects written by students of pedagogy at one higher education institution of Lithuania. The study was based on the action research technique.

Using a case analysis technique, we reviewed the graduation projects of 102 students – future pedagogues written between 2007 (when the "Description of Teachers' Professional Competence" was published on January 15) and 2017 (inclusive): The analysis of scientific literature and documents showed that the common cultural, professional, and general competences defined in the "Description of Teachers' Professional Competence" (2007) corresponded with the cognitive, functional, personal, and ethical competences indicated in the "Common European Principles for Teacher Competences and Qualifications" (2005). The pedagogical action research technique has been implemented by world education researchers and practitioners since 1953, whereas Lithuanian pedagogues started implementing it in their practice in 2000. This is a unique qualitative research technique providing the possibility not only for the study of schoolchildren and promotion of their development, but also for the development of the pedagogue – the researcher. The analysis of 102 graduation projects showed that the action research technique allowed the authors of the graduation projects to acquire and develop cognitive, functional, personal and ethical European competences that correspond to the pedagogues' competences defined in the Lithuanian "Description of Teachers' Professional Competence" (2007). Meanwhile, competences of communication and information management, organization improvement and change management, creation of teaching/learning environments, and the common cultural competence were developed to a lesser extent.

References

Ambrasė, N. (2012). *Pedagogo veiklos tobulinimas: vaikų globos namų auklėtinių rengimas šeimai.* Kaunas: Technologija.

Andreikienė, J., & Visockienė, O. (2007). *Pedagogo veiklos tobulinimas: pagalba skirtingų poreikių mokiniams mokytis dirbti su tekstų rengyklėmis.* Kaunas: Technologija.

Argustaitė, L. (2013). *Kaip galėčiau motyvuoti gimnazijos II klasės mokinius nemetalų chemijos mokymuisi (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Bakšienė, V. (2013). *Kaip galėčiau padėti V klasės mokiniams stiprinti mokymosi motyvaciją istorijos pamokose (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Bankauskienė, N., & Bankauskaitė – Sereikienė, G. (2006; 2007; 2010). *Lietuvių kalbos mokytojo veikla: pamokos organizavimo metodai ir tyrimas.* Kaunas: Technologija.

Bankauskienė, N., & Bankauskaitė – Sereikienė, G. (2015). *Lietuvių kalbos mokytojo veiklos metodai ir tyrimas.* Kaunas: Technologija.

Bankauskienė, N., & Bankauskaitė – Sereikienė, G. (2017). *Pedagoginės veiklos tobulinimo tyrimo metodo taikymas lietuvių kalbos pamokose.* Straipsnių rinkinys „Gimtoji kalba". Šiauliai: Lucijus.

Bankauskienė, N., Čiužas, R., & Trofimova, R. (2010). *Pedagogo veiklos tobulinimas: pagalba V klasės mokiniams rengti teisinius dokumentus taikant informacines technologijas.* Kaunas: Technologija.

Bankauskienė, N., Gužienė, V., & Šedienė, J. (2012). *Pedagogo veiklos tobulinimas: pagalba skleistis VI klasės mokinių kūrybiškumui dailės pamokose.* Kaunas: Technologija.

Bankauskienė, N., & Masaitytė, R. (2018). Development of the Competencies of Technology Teachers in the Education Process by Applying Action Research. *Proceedings of the Scientific Conference „Society, Integration, Education", Volume V,* 41-59.

Bankauskaitė – Sereikienė, G., & Augustinienė, A. (2007). *Pedagoginės veiklos tobulinimas: pagalba VI klasės mokiniams mokytis priebalsių rašybos.* Mokslo studija. Kaunas: Technologija.

Baranauskienė, R. (2003). *Emancipacinių kokybinių tyrimų realizavimas edukacinės paradigmos virsmo kontekste.* Šiauliai: Šiaulių universitetas.

Bičkovaitė, V. (2017). *Kaip galėčiau motyvuoti gimnazijos mokinius mokytis džiazo dainavimo (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Callhoun, E.F. (1994). *How to use Action Research in the Self-Renewing School.* Association for Supervision and Curriculum Development.

Corey, S.M. (1953). *Action Research to Improve School Practices Bureau of Publications, Teachers College.* Columbia University, New York.

Creswell, J.W. (2008). *Educational Research: Planing, Conducting and Evaluating Quantitutive and Qualitative Research.* Third Edition. Pearson/Merrill Prentice Hall.

Dick, B. (2006). *Action Research Literature 2004-2006, Themes and Trends.* Action Research, *4*(4). London: Sage Publications.

Gay, R.L., Mills, G.E., & Airassian, P. (2009). *Educational Research. Competencies for Analysis and Applications.* Pearson Educational International.

Grundy, S. (1988). *Three models of action research.* The Action Research Reader (3rd ed.). Geelong: Deahin University Press.

Gužienė, V. (2011). *Kaip galėčiau padėti skleistis VI klasės mokinių kūrybiškumui dailės pamokose (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Huberman, J. (1978). *Knowledge and Human Interests.* London: Heinemann.

Kabašinskienė, R., & Štuopytė, E. (2007). *Pedagogo veiklos tobulinimas skatinant mokinius domėtis informacinių technologijų teorija.* Kaunas: Technologija.

Kemmis, S., & McTaggart, R. (1982). *The Action Research Planner Third Substantial Revisid Edition,* 1988, Deahin University Press, Victoria.

Koshy, V. (2005). *Action Research for improving practice.* A. Practical Guide. London: Paul Chapman.

Lankshear, C., & Knobel, M. (2004). *A Handbook for Teacher Research: from design to implementation.* Glasgow: Printed in the UK by Bell Bain Ltd.

Lewin, K. (1946). *Resolving Social Conflicts. Selected Papers on Groip Dynamics.* New York: Harper and Brthers.

Lietuvos Respublikos švietimo ir mokslo ministro 2007 m. sausio 15d. įsakymas Nr.ISAK-54 „Dėl mokytojo profesijos kompetencijos aprašo patvirtinimo" (2017). *Valstybės žinios, Nr.12-511.*

Kolb, D.A., & Fry, R. (1975). Toward an applied theory of escperiential learning. In C. Cooper (Ed.) *Theories of group process* (p.p. 27-36). London: John Wiley

Martišiūtė, A. (2010). *Kaip galėčiau motyvuoti VIII klasės mokinius plėsti anglų kalbos žodyną (pedagoginės veiklos tobulinimo tyrimo pagrindu)*. Kaunas:Technologija.

Masaitytė-Apuokienė, R., & Bankauskienė, N. (2012). *Pedagogo veiklos tobulinimas technologijų pamokose kintant ugdymo paradigmai*. Kaunas: Technologija.

Mills, G.E. (2003). *Action Research: A Guide for the reacher researche (2 nd.ed.)*. Upper Sadle River, N.J: Merril/ Prentice.

McLaughlin, T.H. (1997). *Šiuolaikinė ugdymo filosofija. Demokratiškumas, vertybės, įvairovė.* Kaunas: Technologija.

Olekienė, I. (2009). *Kaip galėčiau, taikydama „Geros pradžios" programą, motyvuoti priešmokyklinės grupės vaikus (pedagoginės veiklos tobulinimo tyrimo pagrindu)*. Kaunas: Technologija.

Patton, M. (1990). *Qualititative evaliution and research methods.* Sage Publications Newbury Park London New Delhi.

Rudzkytė, E. (2015). *Kaip galėčiau padėti V klasės mokiniams pagerinti rašybos įgūdžius (pedagoginės veiklos tobulinimo tyrimo pagrindu)*. Kaunas: Technologija.

Rupšienė, L. (2007). *Kokybinio tyrimo duomenų rinkimo metodologija.* Metodinė knyga. Klaipėda: Klaipėdos universiteto leidykla.

Russel, T. (1998). *Action Research at Queens University.* Received from: http://educ.queensu.ca/~ar/

Ruškė, J. (2012). Veiklos tyrimas kaip edukacinė asmenų su negalia orumo konstravimo strategija. *Kokybiniai edukaciniai tyrimai: teorijos, duomenų rinkiniai ir analizė.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 108-121.

Saulėnienė, S., Žydžiūnaitė, V., & Katilūtė, E. (2006). *Pedagogo rengimo standarto gairių projekto tyrimo ataskaita.* Vilnius: Mokytojų kompetencijos centras.

Staskevičienė, V., & Bankauskienė, N. (2012). *Pedagogo veiklos tobulinimas: Darbas su globojamu vaiku ir jo šeima.* Kaunas: Technologija.

Statkuvienė, G. (2016). *Kaip galėčiau padėti VI klasės mokiniams geriau išmokti priebalsių rašybos (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Stinger, E.T. (2007). *Action Research.* Third Edition. London: Sage Publications.

Strauss, A., & Corbin, J. (1990). *Grounded Theory Research: Procedures, Canons, and Evaluative Criteria.* Qualitative Sociology, *13*. No.1.

Šiugždienė, M. (2012). *Kaip galėčiau stiprinti gimanzijos I klasės mokinių mokymosi motyvaciją matematikos pamokose (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Valaitytė, R. (2007). *Kaip galėčiau padėti X miesto kurčiųjų ir neprigirdinčiųjų ugdymo centro VI klasės mokiniams išmokti kalbos dalių derinimą (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Visockienė, O., & Puskunigienė, A. (2012). *Pedagoginės veiklos tobulinimo tyrimas: šiuolaikiniai mokymo/si metodai.* Kaunas: Technologija.

Zulonaitė, R. (2017). *Kaip galėčiau padėti gimanazijos II klasės mokiniams mokytis prancūzų kaip antrosios užsienio kalbos (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

Žiūkienė, V. (2013). *Kaip galėčiau skatinti reflektuoti X klasės mokinius ekonomikos ir verslumo pamokose (pedagoginės veiklos tobulinimo tyrimo pagrindu).* Kaunas: Technologija.

THE CONCEPT OF COMPETENCE IN THE CONTEXT OF EDUCATION REFORM IN LATVIA

Ilze Briška
University of Latvia, Latvia

Gunta Siliņa-Jasjukeviča
University of Latvia, Latvia

Daiga Kalēja-Gasparoviča
University of Latvia, Latvia

Abstract. *The word competence is a key concept of ongoing education reform in Latvia - the ESF project "Competency approach in the curriculum" (hereafter: Project). The implementation of the idea of competence-based curriculum is related to significant changes in the structure of school and pre-school curriculum, the system of evaluation of learning outcomes, teacher education etc., which are widely clarified and discussed in expert groups and public space.*
Participating as experts in the development of a Project, the authors of the article find that the Latvian educational space lacks a common understanding of the meaning of the concept competence. Often the pedagogical terminology used by educators even contradicts the innovative meaning and essence of the reform.
The aim of the article is to clarify the inconsistency and contradictions related to understanding of the concept competence in the context of Latvian educational reforms.
Research question: How to use the pedagogical terminology related to concept competence to reflect the innovative approach correctly and deeply, but at the same time - simple and understandable for the teachers, parents and children.
To find it out, the article analyzes the essence of the competence approach in theory and compares it with the actual situation in practice. The research data were obtained in 34 written students' reflections after study practice and 9 interviews with experienced teachers of general education schools in different regions of Latvia.
The content analysis of the interviews was proceeded, the dimensions of holistic understanding of concept competence was marked and types of contradictions – generalized.
Results: The analysis revealed discrepancies between terminology used in the framework of educational reform, and educators' understanding of its meaning. These findings can develop educators' common understanding of concept 'competence'.
Keywords: *competence, dimensions of competence, curriculum reform, teacher's perceptions.*

Introduction

To achieve the overarching goal of Latvian education policy - qualitative and inclusive education for personality development, human well-being and

sustainable state growth, education content reform in Latvia is going on (Izglītības attīstības pamatnostādnes 2014-2020, 2014). The basic declared principles of the reform are - human-oriented education; education for sustainable development; knowledge-based society-promoting education. The concept competence is very important in context of these principles. However, the pedagogical terminology used by educators and politicians in the context of reform is often contradictory. Lack of common understanding of such concepts as transversal skills, meaningful learning, value dimension, virtues and habits, complex life situation, great ideas, message for the child, passport of a topic, etc. (Izglītība mūsdienīgai lietpratībai: mācību satura un pieejas apraksts, 2017), risks to degrade a well-thought-out idea, creating such interfering believes as:

- competency approach is an absolute innovation and nothing from teachers' previous experience and knowledge is valid;
- competency approach is much more difficult to implement in practice than traditional learning (whatever they are understood);
- competency approach is too complex, non-practical, theoretically, with questionable theoretical grounds.

The fact is that the materials developed in a framework of Project seem not to be well understood and easy-to-use for all parties involved - new education standard and program makers, researchers, teachers, pupils' parents, authors of teaching aids, students of pedagogical programs and pupils.

The problems marked above relate to a wide range of contexts – education science, practice, police and management, communication, psychology, social anthropology. We will explore the appearance of competence approach in teacher's perceptions, linking together educational and linguistic perspectives.

The aim of the article is to analyze the different meanings of concept *competence* in the theory and practice with a purpose to develop a common understanding of Latvian teachers and experts in the context of education reform, without pretending to develop a thorough terminology audit from the linguistic point of view.

To achieve this goal

- the purpose and content of competence-oriented education from the perspective of different theoretical approaches are analyzed;
- the different types of teachers' understanding about the qualitative pedagogical process to promote pupils' competence are indicated;
- recommendations on how to identify competence approach in everyday teaching practice and teacher education are summarized.

Methodology

Concept *competence* has different explanations in educational theory, what depends on the socio-cultural context. The aim of the "traditional" education system was declared to prepare a person to be "fit" for the life in certain circumstances, in a given society, at a particular workplace. For this purpose, the behavioral explanation of competence - a set of knowledge, skills and attitudes necessary to make or do a certain thing productively, namely "expertise" is appropriate (Kegan, 2002; Le Deist & Winterton, 2005; Mulder, 2017; Patricia, 2017; Cahn, Tuck, et al., 2017).

At the end of the 20th century, another understanding of competence was introduced, where competence is attributed not to the any professional activity or position, but to the person (Mulder, 2017; Patricia, 2017; Cahn, Tuck, et al., 2017). Hoskins & Fredriksson (2008) notes the OECD DeSeCo Program *competence* definition, which emphasizes that competence is the ability to act successfully in a complex situation, mobilizing psychosocial resources in a given context, including both cognitive resources and other factors influencing individual behavior as attitudes, emotions, ethical considerations and values, and motivation (Definition and Selection of Competencies: Theoretical and Conceptual Foundations, 2003; Hoskins & Fredreksen, 2008).

This view is rooted in the ideas of social constructivism, which analyzes learning not as a purely cognitive phenomenon, but as part of an individual's personality structure and life and culture contexts (Выготский, 1991; Kron, 2004). In a systemic view, the competence category is used to describe the person's disposition of self-organization, ability and experience to perform an activity. Competence is not a set of knowledge, skills and attitudes, but the ability to "handle" them, use them and improve them (Maslo, 2006; Tiļļa, 2005). Holistic understanding, as opposed to behavioral, links competence with the use of the basic attributes of an individual's personality - knowledge, skills, attitudes and values in a given context (Knowles, 1998; Grifin, Holford, & Jarvis, 2003; Tennant, 2006). The result of education - a high level of competence – is intended as the effectiveness of the personality, i.e. the maximum involvement of the individual's potential and experience in the activity. For example, if students get lost if the knowledge needs to be transferred from one subject to another, or if they have forgotten after the summer holidays, what they knew in the spring, that is, learning has been superficial, it has not contributed to personality changes, the pupil has not seen the point of keeping them in mind.

In social constructivism education studies, competence emerges as a complex outcome of learning rather than the sum of separate knowledge and skills. Its complexity, according to Kron, consists of three domains:

- **Professional** (accumulation of professional knowledge, solving complex professional tasks, productive, effective and professional performance).
- **Individual** (involvement of individual mental resources - individual abilities, high level of thinking and metacognitive skills, learning to learn).
- **Context** (new / unknown situations, culture, society, life) (Kron, 2004).

In Barnet's studies, these three dimensions are described as "knowing – doing - being" (Barnett, 1994, 2003), but in the context of social-cultural learning studies I. Tiļļa uses terms "education culture - learning culture - interaction culture" (Tiļļa, 2005).

Viewing competence as a way of being ensures that learners can act collaboratively in any context (Mulder, 2017; Patricia, 2017).

Another way how to analyze the complexity of competence can be found in Stefan Sterling's representation of six levels of knowing (Bohm, 1992; Sterling, 2010). Doing (skills) and theory (knowledge) are the closest to the surface of a model. The rightness, amount and range of knowledge, skills and partly the third level – implementation of the norms – are objective, easy visible and measurable. So, these three levels of knowing are comfortable for implementation in different stages of education (student has solved a task in math, written an essay and done it correctly and carefully). The deeper levels of knowing related to person's individual capacities, experiences, perceptions, believes, values and worldview - are not visible directly (how many creative combinations of solution have student tried, how personally meaningful questions have he analyzed in his essay etc.). If the competence approach pretends to involve the whole person together with uncountable individual combinations of abilities, experiences, believes and cultural backgrounds, the qualitative levels of knowing must be included in curriculum. From it follows, that in education, a shift from dominance of quantity to dominance of quality in content, process, results and assessment needs to be provided.

Project leaders agree, that the complexity of competence – it cannot be reduced to particular skill or set of knowledge – is especially challenging for educational reform, in order to develop new curriculum (Oliņa, Namsone, & France, 2017).

In order to allow teachers and school managers, as well as teacher education program students, to assess their activities – how the theoretical principles of competence approach are realized in practice, it makes sense to develop an instrument for recognizing them in valid and simple way.

For this purpose, the experiences and opinion of practitioners of education were collected and analyzed qualitatively with a question: how is it possible to

identify the theoretically substantiated competence approach in teaching practice in general education school.

The narrative data were analyzed qualitatively, in two steps. At first, content analysis was performed by using already theoretically substantiated categories - three dimensions of competence. Another step – hermeneutic analysis, was performed for selected cases. These teachers' reflections were read trough by three researchers as openly as possible, by generating the subjective units of meaning and marking them with new codes. Findings were discussed between researchers; the new codes were compared, grouped and generalized, thus revealing new meanings and categories essential for the competence approach.

The limits of the study. As the study is based on teachers' narrative without the examination of their teaching practice, it can say something about teachers' perceptions and awareness about the topic. It means, that the results of study are oriented towards discourse – how is it possible to reflect and think about competence approach.

Results and Discussion

The data were collected from the 43 narrative responses to the question "how do I implement the competence approach in teaching activity?" There were 34 written part time students' reflections in free form on their school practice and 9 interviews with expert teachers.

In the first step of analysis, the manifestation of the structure of competence- its three dimensions – professional (P), individual (I) and context (C) was marked in respondents' reflection.

For example,

"I do not work with the book, it is difficult to link the content of books to issues that are important to students. In mathematics we, for example, draw, measure, model, according to the problem-related life situations defined by the pupils" (P, I, C).

"I prepare differentiated teaching materials by myself (P), suitable for each child, including children with special needs" (I).

"The pupils had an opportunity to evaluate how they were doing their tasks" (I).

„I think the teacher should follow the era, analyze and talk about the actual events of real life events" (C).

After initial analysis, reflections of the students and teachers in which all 3 dimensions of competence were recognizable - a total of 14 cases - were selected. In the remaining 29 cases, only one or two dimensions of competence were identified; they were included in type A as such where no competence approach can be identified.

As a result of second step of analysis, different new categories emerged, which can be marked as positive or negative, that allowed to divide this group into two more different types B and C (see Table 1).

Thus, as a result of the second step of analysis, 3 types of teachers' understanding of competence could be defined: B and C - with different understanding of competence, which can be differentiated as mechanical ad organic.

We can conclude, that for understanding the competence as holistic, organic, complex phenomenon besides the involvement of all three dimensions of competence such categories as *fluency (flow), openness, situativity, creativity, playfulness, problemsolving, critical analysis* are useful. The real life contexts there are *mostly initiated by students, ambigously, contradictious, problematic, discussed from different points of view*, but deep and active learning can be described as *mutually respectful relationships, student's voice, student's choice, personally meaningful activity and awareness*.

Table 1 **Understanding the Dimension of Competence - Types B and C**

Categories	Teachers' expressions Type B	Teachers' expressions Type C
Learning for life	*Life skills are a priority; that is why I integrate, for example, mathematics and science.* *It is important, that students develop their life skills... and use them in different situations.* *Learning is a key for sucess in future.* *I integrate different subjects.*	*Including personally meaningful issues for pupils.* *They can use the conflict-solving steps in everyday situations.* *We discuss, how to use maths in poetry.* *I do not work with the book, it is difficult to link the content of books to issues that are important to students. In mathematics we, for example, draw, measure, model, according to the problem-related life situations defined by the pupils.* *In math, we measure, draw, model, according to student=defined life-related issues.*
Categories	*Teachers' expressions Type B*	*Teachers' expressions Type C*
Situativity	*Teacher needs to follow the era, analyse, takl about...*	*Linking the math content to the specific life situation, mathematics is in nature, culture, surrounding world, folklore etc.*
Flow	*Students must perform, read, work...* *Teachers'task is to ask a questions, motivate for work, must keep in mind.*	*To let - to give expression, to make the lessons fun, easy, playful, and meaningful.* *Well organized, impeded process of learning.*

Motivation	*Students complete a task, in order to understand a topic, students are interested in learning the topic, Motivation – students will present the result of this task to others. Questions about previous topics. Teacher motivate students to work.*	*Open questions and sharing the experiences motivated pupils to involve the learning. The more favourable relations, the more effective learning.*
Effective learning	*Most of the pupils understood... It's important – to promote sklills, self-regulation etc.*	*I try to realize maximum program in clasroom Variability of different methodological techniques to encourage students to find the appropriate way of learning.*
Critical approach/ problem-oriented learning	*Talking about the topic, setting questions related to previous topics, Talking about actual events. Implementation of skills.*	*To express and percept/ respect different points of view. Students themselves definate the problems, we look for solution together.*
Students' voice/ student as equal partner	*Teacher tells/ talks about the topic, ask the questions, highlights, Students complete a task*	*Provide the opportunity for students to share their experiences. We discuss together, we are talking ... To invest in mutually respectful relationship*
Teacher's openness and creativity	*I tell, ask, accent, motivate, try, believe. I prepare diffentiated teachingmaterials indepenently.*	*I invest, search, variate, I'm fascinated by their ideas and point of view. I learn from my pupils.*

In another way of understanding the competence teacher is aware of the unity of professional, individual and context dimensions of competence, but in his statements expressoin of need is dominant, the words *must be taken care, must be taught, motivated* are often used. The content of these statements shows the evidence of teacher's dilligence, his efforts to implement the competence approach, but it does not necessarily confirm his confidence and deep understanding. That teacher takes care about students' *life skills,* but do not listen to their oppinion and experiences. The *life contexts* are chosen by teacher; he try to follow the daily actualities, relate them to learning issues and promote *talking about* them, without analysing and solving the real problems.

Recommendations

For the reflection and evaluation of pedagogical activities, teacher, school manager or teacher education program student can use several questions.

Is there a holistic structure of competence?

All three dimensions of competence – implemented, in my teaching: 1) rich professional content as theories, concepts, rules and relations; 2) individual mental resources and activities (cognitive skills, creativity, problem-solving, communication, self-regulation, awareness etc.); 3) social and cultural contexts (life experiences, events, cultural values, believe critical evaluations)?

Do I help students to learn deeply?

It means not only specific knowledge and skills of the subject field, but also awareness of one's capabilities, interests and learning and awareness of the sense and meaning of the learning for culture, society and actual life. The most difficult aspect there is a sphere of context. If the development of student individual potential is also declared in traditional education, it is not common for teacher (like every other member of the society) to ask questions about the meaning – why do my activity/ learning makes sense?

Do I see, feel and understand how smart my students are?

They know a lot about what teachers have never imagined. Often they solve deeper problems than the formal learning process is affected. Therefore, it is more important for the teacher to help structure everything that the students already know to understand what information they need to find, what to do to get answers. The teacher does not need to know everything (if someone still thinks it is time to say goodbye to such illusions), the teacher is neither the Internet nor the robot. He cannot know everything. But even without knowing everything, you can ask the student: How do you know it?

Do I encourage students' reflection?

In competency approach, a fundamental difference from traditional educational requirements is a deliberate reflection. Without it, it is not possible to involve in a learning process a sense of meaning, values experiences, personal significance and development of students' individual potential. Moreover, without a multifaceted reflection, they cannot be improved.

How do I as a teacher offer reflection to my students in order to help them?

To be open and sensitive to percept the world directly, to see what is going on, what are my activities and their consequences.

To notice my presence in any learning activity, my interest and responsibility.

To reveal, implement and develop student's individual potential.

To analyze a context of learning – what makes sense to learn particular content.

What does our school culture looks like?

What are our traditions, symbols, rituals, perceptions, conceptions and values and human relationship in our school (Fullan, 2011). We does not pay attention to it everyday life, but school culture has a significant impact on pupil growth (Hattie, 2012). Are they oriented towards development, deepness,

relationship or rather to competition, perfection, labeling students etc. Knowing this, it is worth for the teacher to ask himself: how do I feel / what am I sure, are the pupils worthy of respect and trust, or not, whether the child has to fulfill what he has said; or a teacher is responsible for everything, or can I accept different values, goals and understanding of meaning, etc. without condemnation, or not?

The ability or habit of the teacher to reflect / see his / her perceptions from different points of view is a way to improve the pedagogical culture, both by better realizing its potential and by promoting pupils' learning and competence.

References

Barnett, R. (1994). *The Limits of Competence*. SRHE & Open University Press, Buckingham, Philadelphia.

Barnett, R. (2003). *Beyond all reason: Living with ideology in the university*. Open University press.

Cahn, P.S., Tuck, I., Knab, M.S., Doherty, R.F., Portney, L.G., & Johnson, A.F. (2017). Competent in any context: An integrated model of interprofessional education. *Journal of interprofessional care.* Retrieved from:
https://www.tandfonline.com/doi/full/10.1080/13561820.2018.1500454

Definition and selection of competences (DESECO) theoretical and conceptual foundations. (2002). Retrieved from
http://deseco.ch/bfs/deseco/en/index/02.parsys.34116.downloadList.87902.DownloadFil e.tmp/oecddesecostrategypaperdeelsaedcericd20029.pdf

Definition and Selection of Competencies: Theoretical and Conceptual Foundations. (2003). Retrieved from
http://www.netuni.nl/courses/hre/uploads/File/deseco_finalreport_summary.pdf

Fullan, M. (2011). *The six secrets of change*. Jossey-Bass; 1 edition, San Francisco.

Griffin, C., Holford, J., & Jarvis, P. (2003). *The Theory & Practice of Learning*. Kogan Page. London.

Hattie, J. (2012). *Visible learning for teachers*. Routledge: New York & London.

Hoskins, B., & Fredriksson, U. (2008). Learning to Learn: What is it and can it be measured? Retrieved from http://publications.jrc.ec.europa.eu/

Izglītība mūsdienīgai lietpratībai: mācību satura un pieejas apraksts (2017). Pieejams https://domaundari.lv/cepure/Macibu%20satura%20un%20pieejas%20apraksts.pdf

Izglītības attīstības pamatnostādnes 2014.-2020.gadam. (2014) Pieejams https://likumi.lv/ doc.php?id=266406

Le Deist, F.D., & Winterton, J. (2005). What Is Competence? *Human Resource Development International*, *8*, 1, 27-46. DOI: 10.1080/1367886042000338227

Kron, F.W. (2004). *Grundwissen Didaktik*. Ernst Reinhard Verlag, Minhen, Basel.

Maslo, I. (2006). *No zināšanām uz patstāvīgu darbību.* Rīga: LU Akadēmiskais apgāds.

Mulder, M. (2017). A Five-Component Future Competence (5CFC) Model. *The Journal of Agricultural Education and Extension*, *23*, 2, 99-102, DOI: 10.1080/1389224X.2017.1296533

Oliņa, Z., Namsone, D., & France, I. (2017). *Kompetence kā komplekss mācīšanās rezultāts*. Pieejams https://www.siic.lu.lv/fileadmin/user_upload/lu_portal/projekti/siic/Kolektiva_ monografija/1-nodala-Macisanas_Lietpratibai.pdf

Patricia, A.A. (2017). Reflection and Reflexivity in Practice Versus in Theory: Challenges of Conceptualization, Complexity, and Competence, *Educational Psychologist*, *52*, 4, 307-314, DOI: 10.1080/00461520.2017.1350181

Tennant, M. (2006). *Psychology and adult learning.* Routledge, London, NY.

Tiļļa, I. (2005). *Sociālkultūras mācīšanās organizācijas sistēma*. Rīga: Raka.

Выготский, Л.С. (1991). *Педагогическая психология*. Москва, Педагогика.

SCHOOL'S CULTURAL DIVERSITY: WHAT IS THE DIFFERENCE BETWEEN "SCHOOL OF HAPPINESS" AND "SCHOOL - PRISON"?

Daiva Bubeliene
Kauno kolegija, Kaunas University of Applied Sciences, Lithuania

Gediminas Merkys
Lithuanian Association of Higher Education Institutions Trade Unions, Lithuania

Abstract. *Five years ago, a questionnaire for senior pupils "Safe School - A Safe Child" was launched in Lithuania. It is a standard inventory containing 160 primary items that are distributed into 38 sub-scales and ultimately into 8 psychometric scales with unusual goodness of fit. At the moment, 2072 pupils' answers appear on the basis of statistical rationing, and 40 different schools in the country are evaluated. A cluster analysis was carried out with scale estimates that reflect the child's psychological well-being and school well-being. In this way, schools were identified at the base of the rationale, which metaphorically converge into a "school of happiness" or a "school prison" model. Then, with the remaining inventory variables, their subscales, the discriminant analysis was carried out. The school type in the model was defined as a grouping variable. Such approach has made it possible to find out which variables, reflecting school's security and livelihood, define the mentioned types of schools. It turned out that the identified types of schools are characterized by such factors as the openness and accessibility of the director; participation of parents and students in school life; sticking to universally accepted, disputed rules; social and pedagogical involvement, sensitivity; avoiding to hide problems and misbehavior. The research data allow on the hypothesis's rights to formulate specific recommendations of the school life improvement for school leaders and educators.*

Keywords: *"school of happiness", "school prison", "family educational milieu", „school culture".*

Theoretical and practical context of the research

In the history of social sciences, we could find the precedents when the concepts-metaphors had a great heuristic-analytical potential. Let us remember the greatly popular A. Maslow's metaphor „Hierarchy of needs", the metaphor of "playing man" (Homo Ludens), the "ice" metaphor of K. Lewin, which was used to explain planned changes in the organization. From more recent examples it is worth mentioning Morgan's activities as "organization images", when the organization is compared to "mechanism", "organism", "brain", "spiritual prison" and so on. (Morgan, 1986; Huizinga, 1949; Pätzold, 2013). Morgan's metaphor of

spiritual prison started to be used for characterizing the school culture. There are more authors who emphasize that a school can be an authoritarian institution that existentially reminds a prison.

Thus, the concepts of "School of Happiness" and "School-prison" are metaphorical concepts responding to the Weber's "ideal type" epistemological concept. Like the concept of the "ideal bureaucrat", the lexical unit "school of happiness" is the ideal type. In reality, there is no such school, it is a construct of consciousness, a theoretical model to which a particular school (or group of them) can progressively converge. Analogically to the antipode of the "school of happiness", it is theoretically possible to construct an alternative ideal type of "school - prison". The actual school (or even the entire school network) in reality moves in a continuum between the "school of happiness" and "School - prison". From the history of education and education in the 20th century, we know that there were the waves of parental extreme disappointment (partly justified) with the official education system. For example, in the seventh decade of the 20th century in the West, gave birth to massive radical society "protests" against the existing educational system and the movement for the search of new, different school was initiated. In this context it is worth to mention the so-called "Deschooling" movement in the US, as well as the so-called "anti-pedagogics" (Antipädagogik), originated in Germany (Illich, 1971; Braunmühl, 1975; Jandrić, 2015). The search of the alternative school, that might be prominent for its distinctive culture, is still relevant (Malone, 2015; Cobb, 2014; Gülsen & Gülenay, 2014; Fisher, Pumpian, & Frey, 2012).

Postmodern democratic society brings the complex ideal of a dignified and happy person, the subjective quality of life and well-being, and a happy organization. It is promoted the economy of happiness, positive psychology, there is emphasized the importance of such concepts as perfect working place, sense of happiness and satisfaction with the daily work (MacConville & Rae, 2012; Graham, 2011; Hefferon & Boniwell, 2011; Ventegodt & Merrick, 2009; Smith & Patton, 2009; Pugno, Comim, & Bruni, 2008).

The working place of the student and the teacher is the school. In this broader context, the goal of a "School of happiness" seems to be quite meaningful and persuasive. Of course, there is no such complete and universally accepted theory of "School of happiness" today. If we talk about research in the relevant field (especially empirical), then the discourse of the "school of happiness" collides with other related discourses. These include: learning motivation and satisfaction with school, school security, healthy school, enabling learning environment, school social climate, school culture and school leadership, children's rights. It is important to mention semantically negative concepts: deviance, aggression and bullying in school (Hopson, Schiller, & Lawson, 2014; Conaway, 2014;

Bradshaw et al., 2014; Baker et al., 2003; Sergiovanni, 1991; Astor et al., 2010; Coldron & Boulton, 1996).

The paradox is that by exploring the above-mentioned quite different concepts, researchers usually apply the used empirical indicators, which often overlap or nearly overlap. On the whole "school of happiness" is a school that shows the quality of social relations among all participants of educational process (pupils, teachers, parents, and staff); social pedagogical relationships are based on such values as trust, solidarity and humanism. The school acts as an object of social attraction, it is good to be in school, to participate in its meaningful activities. The School of Happiness existentially does not coincide with hierarchical and authoritarian relations, the cult of competition, lack of solidarity, publicity and openness, unwillingness to discuss real problems, concealment of unpleasant events, and prevalence of bullying, violence and aggression (Merkys & Bubelienė, 2017). The "school prison" and its antipode "School of Happiness" is influenced by all subjects in the school community: school leaders, pedagogical and administrative staff, the family and, of course, the pupils themselves.

The empirical diagnostic research of the "School of Happiness" phenomenon has not only an academic meaning, but also has considerable practical relevance and applicability. Data-based school performance evaluation, data-based school culture change, etc. are becoming more and more popular. The research of the "School of Happiness" phenomenon is a source of reliable and essential information for educational projects (Guthrie & Schuermann, 2011). On the other hand, there may be a need to recognize a school that converges towards a "school prison". Such studies and their results can serve as a reason for the school founder or education administrators to initiate managerial and educational interventions to prevent the development of a crisis in school. Development and implementation of appropriate diagnostic tools, standardized questionnaires, and qualitative "ethnographic" methodologies is an important task for contemporary science and practice. Educational science and empirical social research would seem rather unfortunate if they only offered diagnostic tools for the "School of happiness". It is important to develop research that has a complex, conceptually rich structure of features to identify factors, managerial and educational tools that will help the school to form a "School of happiness".

Thus, this article illustrates a large-scale continuous empirical study that attempted to address the two above mentioned challenges: to develop diagnostic tools, as well as to identify factors and ways to create and nurture a "School of happiness".

Research Design

The survey uses the statistical archive data of the questionnaire "Safe School - Safe Child" (Merkys, Bagdonas, & Bubelienė, 2013). The current database is formed after the anonymous interviewing of 2072 senior pupils representing 39 different types of comprehensive schools. The presented study continues the research which was started in 2016. The sample of the primary survey was represented by 1078 senior students of 26 Lithuanian schools. The results of the first study have already been published (Merkys & Bubelienė, 2017). After doubling the sample size, it was expedient to repeat the study for several reasons. To begin with to check if it makes sense to see whether the psychometric statistics in the questionnaire have improved. Secondly, to find out if the regularities found in the larger sample repeated the results of 2016. Finally, it is trivial that the doubling of the sample increases the statistical reliability of the results.

*Table 1 **Scales and Primary indicators, reflecting the Phenomenon of „School of Happiness": percentages of acceptance and psychometric indicators***

(-) School Ability to Cope with Bullying, Vague Bullying Spread Cronbachs Alpha=0,89; Spearmen-Brown=0,98*	*Yes %*	*r it/tot*
Pupils bully each other even during the lessons	29,1 (49,7)	0,75
Pupils do not miss the opportunity to mock at each other's failures in the classroom	35,3 (44,5)	0,74
There are children who arbitrarily distribute my / my friends' photos online, for example in the Facebook	23,9 (53,3)	0,60
Bullying among the pupils is moved to the Internet, Facebook, and other media.	26,1 (50,6)	0,65
Bullying is widely spread in school	26,4 (53,1)	0,74
Bullying among students is a daily, permanent phenomenon	24,6 (53,8)	0,71
Mean of Acceptance	**27,57**	
Discomfort and Loss of Security Feeling in School Cronbachs Alpha=0,84; Spearmen-Brown=0,98 *	*YES %*	*r it/tot*
I almost have no friends at school	13,2	0,42
I do not feel safe at school	13,1	0,55
I do not feel good at school, I'd like to escape from it	27,3	0,65
I would never go to school again, if I could	26,2	0,61
I do not see any sence to be at school	16,2	0,68
School is stress	28,7	0,60
There is nothing interesting at school	22,3	0,64
Mean of Acceptance	**21,0**	
School as the object of social interest Cronbachs Alpha=0,63; Spearmen-Brown=0,95 *	*YES%*	*r it/tot*

I miss school, because I want to spend some time with my friends	43,4	0,38
I enjoy school	49,4	0,52
I feel that teachers appreciate me	53,1	0,41
School frieds, classmates appreaciate me	57,1	0,34
Mean of Acceptance	50,75	

The presented questionnaire has 160 primary indicators, which are summarized in 8 scales and 38 subscales. This article analyzes only 16 psychometric scales formed by factor validation (see Tables 1-2). The reason for a more detailed analysis of only a set of scales was the fact that the mentioned scales meaningfully correlated with each other. This research paper presents the study based on 73 primary indicators measured on a typical 5-grade Likert scale. The clustering variable - "School of Happiness" and its antipode "School prison" - are based on 17 primary indicators put into three psychometric scales. 56 primary variables reflecting the school's socioeducational environment and culture are reduced to 13 scales (see Table 2).

As it is usual in the questionnaire researching social attitudes, some of the semantics of primary features are positive, some of them are negative. Re-coded evaluations/estimates are marked with a sign of minus in brackets (-). The tables show the names of the scales, the primary indicators that make up the scales (or their typical examples) and the percentages of acceptance.

Table 2 ***Independent Variables: Scales Defining School Educational Environment, School Culture, and Family Educational Milieu***

Scale Title	N_{it}	Alfa	SB	Item examples
The atmosphere of openness, sensitivity, trust and sincerity at school	7	0,83	0,98*	If any pupil feels bad at school, the classmates notice it, ask, and offer help. I trust majority of teachers, I can talk to them about unusual topics
(-)Honest Response to Weaknesses, Events, Complaints (Avoiding Problem Hiding)	2	0,63	0,95*	If an unfortunate event happens, the school tries to hide everything. The school reaction to the complaints, reports of illness are slowly responded, all pretend that nothing has happened.
School regulations are clear, school is able to support order	4	0,72	0,97*	Larger misconduct at school does not go unresponsive, the director and class teacher always participate. The school has clear rules - everyone knows what is possible and what is not possible
The school principle is easy to reach, open to parents and pupils	3	0,81	0,98*	With the parents of the pupils, the school principle is willing to communicate.

				Director sincerely communicates with students, is not conceited.
Disappointment and dissatisfaction with the teachers	2	0,70	0,98*	I am disappointed with the teachers. The majority of teachers irritates me
(-) The lack of pupils' organizations that would support the order within the school	4	0,67	0,96*	It is in the interest of students to maintain order and discipline within the school during the breaks. If there is scuffle in a classroom, in a corridor, there will be disciples who will calm the bullies down.
The lack of pupils' organizations that would support the order within the school yard	5	0,67	0,94*	When things go wrong in the school yard, most students pretend not to see or know anything. Pupils themselves do not allow conflicts, aggression in the school yard
Lack of Social Pedagogical Control inside the school (indifference)	6	0,77	0,97*	If something goes wrong at school, teachers, supervisors usually do not see anything, do not interfere. (-) School premises are constantly monitored (supervisors, teachers, video cameras, etc.)
Lack of Social Pedagogical Control outnside the school (indifference)	5	0,68	0,96*	(-) If something goes wrong in school surroundings or in the yard (for eg. conflict, fights, etc.), teachers, the supervisors come immediately, intervene. What is happening in the school yard, teachers, supervisors are not very interested.
Parents demonstrate the indifference to child problems, tend to moralize	3	0,74	0,96*	Even when I feel very bad, parents do not notice it. If I talk about the problems or ask something, the parents are screaming, condemning, reading the morals.
Child's confidence in parents	3	0,83	0,98*	I can talk to my parents on any subject, on any topic If I get into trouble, I can turn to my parents for help and I know I will get it
Parent interest in school, involvement	4	0,78	0,98*	If possible, parents attend each parent's meeting. Parents are interested in school life.
Social control of the child in the family	7	0,82	0,98*	Parents know the plans of my day, where I will go, what I will do. Parents know my best friends and acquaintances.

*Designation: N_{it} -item number in the scale; **alfa** – Cronbach –α coeficient; **SB** – Spearmen-Brown, coeficient; * -. predicted coefficient value when item number is 12.*

Usually, there is an extremely high correlation between the mean in the scales and percentages of acceptance, which are much more meaningful than the mean, so we prefer the percentages to mean (Borg & Gabler, 2002). The psychometric quality of the formed scales is good, the item to total correlations and the meanings of the reliability coefficients are high enough. Some scales are very short, what means that the meanings of Cronbach alpha coefficients are not always eloquent. For this reason, they were calculated using the meanings of Spearmen-Brown coefficients. They were calculated while using Spearman-Brown prophesy formula when the number of test items is 12. There were received extremely high coefficient (0.94-0.98). The empirical distributions of all scales are close to the theoretical normal distribution. Scale raw scores are transferred to the standard normal distribution z-scale.

K-mean cluster analysis of was performed with three scales reflecting the phenomenon of "school of happiness", and a new grouping variable was formed. The latter differentiates pupils into two large groups - those who evaluated their school (according to its converging to the "school of happiness" model) positively or not positively.

The problem of how to reliably identify a "school of happiness" and its antipode on the basis of social survey data is quite a problem. After all, public opinion is always a statistical process that creates an object of stochastic expression. Hence, in one and the same school, whether it is a 'school of happiness' or its antipode, there will always be both types of pupils who evaluate their school differently. Of course, the relative distribution of pupils representing opposite views and opinions about their school will be different in schools. Although the source of scientific information in this study is the pupils' opinion, the factual holder of the measured qualities (the "school of happiness" versus its antipode) is precisely the specific school, not the statistical group of pupils representing different schools. So, a correct and very reliable identifying of a school type is rather tricky. Such recognition can only be approximate.

Taking this into consideration, the school identification and classification procedure was triangulated. It was decided not to rely exceptional on the K-Mean cluster analysis, which classifies the students. From the means of the school scores according to the three scales of "happiness school" (see Table 1), a new matrix of secondary data was formed, which became the raw material for hierarchical cluster analysis. The novelty is that the school itself is already the unit of analysis. While choosing the Euclidean square as the measurement of the distance, and for the cluster formation using the Ward method, there has been performed a hierarchical cluster analysis of all the schools involved. 39 schools were initially classified into three clusters and later into two clusters (see Table 4). This classification also has a stochastic constraint. If the school was recognized as a "school of happiness" or its antipode in the cluster analysis process, then, in the

statistical data matrix, all pupils in that school are assigned to the appropriate type, regardless of the actual individual response profile.

Thus, the attempt to recognize the "school of happiness" and its antipode was based on statistical triangulation. In one case, two K-means were used to find two groups of pupils who contrasted with the school. In other case, while using hierarchical cluster analysis a number of different types of schools significantly differing from their group estimates were discovered. This created another grouping variable. The two grouping variables formed by the statistical classification are of two steps, where one step reflects the relative convergence of the school towards the type of "school of happiness", while the other step reflects the relative convergence of the school towards that type of school antipode – "school – prison". Further on, the one and the other grouping of variables applying the discriminatory analysis model were defined as the dependent variables, while the measurements of the 13 sub-units reflecting the school culture and the family educational milieu were defined as independent variables. Such a rigid classification of schools, inevitably marked by a stochastic element, does not contradict both: the theory and the realistic life-understanding. Each school is a very heterogeneous social unit. Each school has professionally stronger and weaker teachers. The same could be said of pupils' cultural capital and social intelligence. Thus, the idea of soft classification and the convergence of a particular school towards one or another theoretical type of school is persuasive and reasonable.

Results. Attempt to identify the "School of Happiness" and its Antipode – "School – Prison"

After performing K-means cluster analysis, it turned out that from the point of view of interpretation, the simplest is a model of two clusters (see Table 3). The key to cluster interpretation is the profile of z-scale measurements inside the cluster, more precisely, the distance between cluster centers.

Table 3 *Categorization of students into contrasting opinions about their school; model of two clusters, prevalence of statistical types (%), N = 2072; K-means method; cluster centers that are presented on a standardized z-scale*

Clusters and their prevalence (%)	**Cluster 1** **47,8 %**	**Cluster 2** **52,2 %**	Distance between cluster centers
Classification scales	*Relatively positive diagnostic profile (school of happiness)*	*Relatively negative diagnostic profile (the antipode of school of happiness)*	*Difference of measurements in the z-scale*
School as the object of social attraction	*0,56*	*-0,50*	*1,06*

Discomfort and loss of security sense in the school.	*-0,77*	*0,62*	*1,39*
School Ability to Cope with Bullying, Vague Bullying Spread	*0,69*	*-0,62*	*1,31*

By the way, it is large enough, averaging almost 1.25 standard deviations. The first cluster, with a relative prevalence of 47.8%, includes students who tend positively to evaluate their school according to three scales (or 17 primary indicators). The second cluster (with a prevalence of 52.2%) groups pupils who tend to evaluate their school not so positively. After evaluating confidence interval for the relative frequency $\alpha = 0.00$, both groups practically do not differ in their degree of distribution. Thus, according to how the school is assessed (school of happiness or conditional antipode), the population of pupils splits more or less halfway.

*Table 4 **Classification of 39 schools into contrast groups by converging them to the two types: "school of happiness" and its relative antipode; three and two cluster models; distance measure - Euclidean distance square, cluster formation by Ward method***

3 cluster model	Cluster 1	Cluster 2	Cluster 3
Number of schools	7	12	20
Interpretation of clusters	"School of happiness"	Moving towards "School of happiness"	Antipode
2 cluster model	Cluster 1		Cluster 2
Number of schools	19		20
Interpretation of clusters	"School of happiness"		Preliminary antipode of "School of happiness"

The results of hierarchical cluster analysis are reflected at the Table 4. Seven schools out of 39 investigated schools compile a highly valid cluster with very strong "school of happiness" features. Next, in the three cluster model, even 12 schools out of 39 ones fall into the middle, intermediate state. However, the analysis of scale measurements within a cluster still allows those schools to be classified as a "school of happiness". Finally, there are 20 schools out of 39, which are clearly attributable to the antipode type of the "school of happiness". By the way, the latter cluster is very stable, its structure is unchangeable in neither 2 cluster nor 3 cluster models.

The stability of this school cluster (statistical type) is an argument for its structural validity. Dendrogram configuration and fusion measures have shown

that clusters 1 and 2 can be combined into a single cluster. In such a way a 2-cluster model is constructed which consists of the 19 above-mentioned schools, that are close to the type of 'school of happiness' and 20 schools that can be defined as a preliminary antipode for "School happiness".

Theoretically it is possible that the two contrasting groups of pupils that were identified while using the K means method, should be statistically related to the school classification results obtained by hierarchical cluster analysis. Because of the aforementioned stochastic element, which is characterized by every statistical classification, there is no reason to expect correlations to one unit. On the other hand, a zero correlation (or worse, a negative correlation) should be treated as a fiasco of a triangulation study. After all, it is not clear which of the two classifications to trust if their results are totally irrelevant or mutually neglecting each other. The degree of the coincidence between the two classifications was verified by the chi-square and cross-tabulation method. The resulting Cramer V coefficient is somewhat small (V = 0.33; p = 0.000). It would be possible to state that it would be optimal if it reached 0.50-0.70. However, as long as we do not have more accurate diagnostic tools, we can assume that both of our classifications do not deny each other and at least partially correctly reflect the theoretical "ideal" and "fair" classification.

Attempt to identify the factors that shape the identities of the "school of happiness" and its antipode

A hypothetical statement was made in advance for the future result: a significant result difference of both discriminatory analyzes would be considered that the factors and variables that would allow a reliable separation of the contrasting school types in question were not detected. If the results of discriminatory analysis are at least relatively overlapping, it will be considered that we have managed to identify variables and factors that still make it possible to separate the "school of happiness" from its antipode. Table 5 summarizes the results of discriminant analysis.

The scales included in the analytical model, and reflecting the school's educational environment and culture, the family's educational milieu in the whole, very well distinguishes (discriminates) the grouping variables. Differences between the mean of the comparison groups in all cases satisfy a very high level of reliability p = 0.000. Verification was carried out by Wilks' Lambda test, specially designed for discriminatory analysis. In the case of large samples even very small differences could be statistically very reliable. Therefore, taking the Cohen Effective Measurement Concept as a basis for this research stage, the modular significance of the difference of the mean of the comparative groups on the z-scale were controlled as well (Cohen, 1988).

62

In the case of the separation of two contrasting pupils' groups of, the minimum difference between group means was 0.60, the maximum was 1.11, and the average was 0.78 of z-scale point. In the case of separation of contrast groups in schools, the minimum difference between group averages was 0.31, maximum - 0.64, and average - 0.49 of z-scale point. Such values are significantly above the minimum Cohen effective Measurement (0.20). Hence, the differences between the contrast groups of the researched pupils, as well as the differences between the contrast groups of the schools on all 13 scales, are large, significant and deserve theoretical interpretations.

Discriminant analysis is an attractive multidimensional statistical method that shows not only the differences between groups in many analytical models, but also shows which feature distinguishes (discriminates) the most contrasting groups most strongly. It is demonstrated by the SM coefficient of the structural matrix. (see columns 6 and 10 in Table 5).

The mentioned coefficient is interpreted in the same way as the factor weight. Columns 1 and 6 of the commented table are compiled by a ranking order. It is symptomatic that all 13 features that reflect the school's educational environment, school culture, and the family educational milieu, are important for the identity of the "School of happiness". However, it is interesting which features (and factors) are most important here.

Equally important is if the influence rate of these factors in both discriminatory analysis models at least minimally coincide. For example, the readings in columns 4 and 8 of Table 5 were defined as rank queues and the Spearman rank correlation coefficient was calculated with a value of 0.52 in this case. The overlap between rank queues is of medium size. In any case, there is no need to talk about the failure of the study. That would be the case if the correlation coefficient mentioned were zero or worse - negative. There are even a few variables out of 13, which in both models occupy a relatively high position in terms of discriminatory function.

A well-discriminating variable may be regarded the one in which the SM is at least 0.50. So "School of Happiness" from its antipode in both models is well discriminated by the independent variables such as "Disappointment and dissatisfaction with teachers", "Clear rules and ability to maintain order", "An atmosphere of openness, sensitivity, trust and sincerity in school".

Some of the variables may be regarded as "gone astray" in the compiled rankings. In the case of pupils' contrast groups, they find themselves in the middle of the ranking and, in the case of discriminatory analysis of school contrast groups, they rank high in the ranking. A typical example is "The lack of social pedagogical control: the indifference of supervisors and teachers".

Table 5 **Results of discriminatory analysis of two different grouping variables. Labeling: + School of Happiness (-) the antipode of School of Happiness; group means in z-scale; modular significance of mean differences; p reliability; SM Coefficient structural matrix coefficient**

Dependable variable: "School of Hapiness" versus "antipode"		2 contrastive groups of pupils; df1=1, df2=1695				2 contrastive groups of schools; df1=1, df2=825			
Independent variables: Scales reflecting school culture and family milieu	Gr.	Mean	Diff.	p	SM coef.	Mean	Diff.	p	SM coef.
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Disappointment and dissatisfaction with teachers	+	-0,61	1,11	0,000	0,77	-0,26	0,56	0,000	0,66
	-	0,50				0,32			
The atmosphere of openness, sensitivity, trust and sincerity in the school	+	0,50	0,94	0,000	-	0,22	0,55	0,000	-0,62
	-	-0,44			0,61	-0,33			
The atmosphere of openness, sensitivity, trust and sincerity in the school	+	-0,52	0,90	0,000	0,59	-0,28	0,59	0,000	0,68
	-	0,38				0,31			
Principled response to the evils, events, complaints (Avoidance of problem hiding)	+	0,48	0,85	0,000	-	0,24	0,52	0,000	-0,60
	-	-0,37			0,55	-0,28			
Clear rules and ability to maintain order	+	0,45	0,79	0,000	-	0,27	0,61	0,000	-0,71
	-	-0,34			0,50	-0,34			
Lack of social pedagogical control: indifference of supervisors and teachers	+	-0,43	0,76	0,000	0,48	-0,28	0,64	0,000	0,74
	-	0,33				0,36			
Parental indifference to child problems and moralization	+	-0,43	0,76	0,000	0,48	-0,17	0,35	0,000	0,38
	-	0,33				0,17			

Parental interest in school, involvement	+	0,39	0,71	0,000	-	0,17	0,40	0,000	-0,44
	-	-0,32			0,44	-0,23			
Lack of student self-organization to maintain order in the yard	+	-0,36	0,69	0,000	0,42	-0,24	0,62	0,000	0,71
	-	0,33				0,38			
Child's confidence in parents	+	0,38	0,67	0,000	-	0,15	0,31	0,000	-0,34
	-	-0,29			0,41	-0,16			
Accessibility of the director, openness to parents and pupils	+	0,38	0,68	0,000	-	0,20	0,45	0,000	-0,50
	-	-0,30			0,41	-0,25			
Social control of the child in the family	+	0,36	0,64	0,000	-	0,15	0,33	0,000	-0,37
	-	-0,28			0,39	-0,18			
Lack of pupils' self-organization to maintain order in the school	+	-0,32	0,60	0,000	0,35	-0,17	0,43	0,000	0,48
	-	0,28				0,26			
Characteristics of the model		Personal value=0,76; cannonic correlation coefficient=0,66; Wilks' Lambda=,568; Chi-square=954,735; df=13; p=0,000. Correct classification **-**80,5%				Personal value =0,20; cannonic correlation coefficient =0,41; Wilks' Lambda=,835; Chi-square=311,509; df=13; p=0,000. Correct classification **-**67,4%				

It is symptomatic that the factors of family milieu in general are relatively weaker than the factors of school culture that allow to distinguish "school of happiness" from its antipode. This tendency is evident in both models of discriminatory analysis. However, the family factor is quite important because the differences in group averages are high.

Discussion and conclusions

The idea of conducting a repeated empirical study by doubling the sample of the study was successful. There are purified factors that construct or weaken the identity of "School of happiness". It is quite problematic, while relying on the methodology of numerous pupils' social survey, to recognize the type of "school of happiness" and the factors that determine the identity of this school. Apparently, it should be based on multimodal, triangular access, additionally qualitative-ethnographic methods, participatory observation, and so on. However, from the point of view of both educational practice and theory and methodology,

it is important to know the specific indicators, the features of the 'character' and the culture of the educational organization, which would allow a reliable diagnosis of the 'school of happiness'. It is equally important to know precisely the main pedagogical factors, managerial levers, which can help to form the identity of such school, to gradually lead the state of a particular individual school towards the corresponding favorable type. From the point of view of educational practice, modern school management, it is no less important to recognize a school that is moving away from the type of happy school and converging towards a school-prison type.

The authors of this article are self-critical in their results, acknowledge their relative limitations. Let us remember that the relatively low correlations of the degree of overlap between different classifications and the factors that shape the identity of the "school of happiness" are already discussed. However, even at this stage of research, despite the relative limitations of the data obtained, it is already possible to formulate relatively reliable, empirically tested knowledge and specific recommendations for educational practice and science.

A particular school could be said to convert towards a type of "school of happiness" if it:

1) provides a feeling of safety, tries to create a non-aggressive environment, provides many interesting and meaningful activities for students, they want to go to school;
2) is able to control and manage the spread of bullying;
3) enables the students feeling valued, respected by both: friends and teachers, inspires their wish to be with friends.

Of course, the principle of inversion is also valid here; the school goes to the antipode of the "school of happiness" if it:

1) lacks security, interesting and meaningful activities, provides a lot of stress and a desire to break out of school;
2) does not cope with bullying;
3) does not encourage the pupils to respect the school friends and teachers.

A particular school can commence in a purposeful way towards the type of "School of happiness" if:

1) a specific type of culture is created in the school and certain educational principles are applied;
2) there is a certain attitude of the pupil's family, towards the child and the school, the family does not stay away from school and co-operates with it.

The following moments of school culture should be mentioned and educational principles applied:

1) The atmosphere of sensitivity, trust and sincerity must be created in the school; if something is wrong, the surrounding people (pupils,

educators) should notice, react, help; pupils should not be afraid to open up, ask questions, talk on different topics.

2) In the case of an unpleasant event at school, "cluttering", concealment must be avoided; publicity and a principled assessment of the event should be evaluated.

3) There must be clear rules in the school that are cordially followed; there should be an adequate reaction towards the violation of rules.

4) The headmaster must be open and easily accessible to pupils and parents, to communicate sincerely and subjectively, do not demonstrate social distance.

5) The school must have a critical mass of teachers who deserve the respect and trust of their pupils, and do not disappoint students. Schoolchildren's disillusionment with teachers, annoyance about their position or activity is one of the strongest factors driving a particular school away from the ideal "school of happiness".

If the school lacks the five above mentioned aspects, then such a school will move away from the "School of happiness" and commences towards its antipode.

The following aspects of the pupil's family and parenting are to be mentioned, which contribute to the formation of the "school of happiness" in a particular school:

1. child's trust in parents (the child can talk to his parents in any situation). While in trouble, the child knows he will be helped.

2. Parents are interested in school, are involved in its affairs, attend school events and parent meetings.

3. The social control of the child in the family is appropriate (parents know the timetable of the child, the plans of the day and the week, are interested in who makes up the circle of the child's friends, are interested in grades, warn of possible risks, and explain the possible consequences).

4. Parents are sincerely interested in the problems of the child, they themselves notice, feel in time if something happens to him. Facing the child's failure or problems, the parents avoid quarrels and moralization.

If families, that lack the above mentioned four things, are dominating, it is likely that such a school will be away of the "School of happiness". In order to construct the identity of the "School of happiness" the efforts of both: school and the family must be synchronized while developing the "School of happiness". These efforts must be consistent and focused.

References

Astor, R.A., Guerra, N., & Van Acker, R. (2010). How can we improve school safety research? *Educational Researcher. 39*(1), 69 – 78. DOI: 10.3102/0013189X09357619

Baker, J.A., Dilly, L.J., Aupperlee, J.L., & Patil, S.A. (2003). The developmental context of school satisfaction: schools as psychologically healthy environments. *School Psychology Quarterly. 18*(2), 206- 221.

Borg, I., & Gabler, S. (2002). Zustimmungsanteile und Mittelwerte von Liker-skalierten Items. *ZUMA Nachrichten*, *26*, 50, 7–25.

Bradshaw, C.P., Waasdorp, T.E., Debnam, K.J., & Johnson, S.L. (2014). Measuring school climate in High schools: a focus on safety, engagement, and the environment. *Journal of School Health. 84*, 593-604

Braunmühl, E. von (1975). *Antipädagogik.* Neuauflage: tologo verlag, Leipzig 2006.

Cobb, N. (2014). Climate, culture and collaboration: The key to creating safe and supportive schools. *Techniques: Connecting Education & Careers*, *89*(7), 14-19.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences.* 2nd ed. New Jersey: Lawrence Erlbaum Associates.

Coldron, J., & Boulton, P. (1996). What do parents mean when they talk about „Discipline" in relation to their children's schools? *British Journal of sociology of education*, *17,* 1, 53-64.

Conaway, J. (2014). *Public and school safety: Risk assessment, perceptions and management strategies*. New York: Nova Science Publishers, Inc.

Fisher, D., Pumpian, I., & Frey, N. (2012). *How to create a culture of achievement in your school and classroom*. Alexandria, Va: ASCD.

Graham, C. (2011). *The pursuit of happiness: An economy of well-being*. Washington, D.C.: Brookings Institution Press.

Gülsen, C., & Gülenay, G.B. (2014). The principal and healthy school climate. *Social Behavior & Personality: An International Journal, 42*, 93-100. DOI:10.2224/sbp.2014.42.0.S93

Guthrie, W.J., & Schuermann, P. (2011). *Leading schools to success: constructing and sustaining high-performing learning cultures*. USA: SAGE.

Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. Maidenhead, Berkshire, England: McGraw-Hill Education.

Hopson, L.M., Schiller, K.S., & Lawson, H.A. (2014). Exploring linkages between school climate, behavioral norms, social supports, and academic success. *Social Work Research. 38*(4), 197-209. DOI:10.1093/swr/svu017

Huizinga, J. (1949). *Homo ludens: A study of the play element in culture*. Routledge & Kegan Paul: London, Boston and Henley.

Illich, I. (1972). *Deschooling society*. Retrieved from http://www.arvindguptatoys.com/ arvindgupta/DESCHOOLING.pdf

Jandrić, P. (2015). Deschooling Virtuality 2.0. *Concept*, *6*(2), 1-10.

MacConville, R., & Rae, T. (2012). *Building happiness, resilience and motivation in adolescents: A positive psychology curriculum for well-being*. London: Jessica Kingsley Publishers.

Malone, D. (2015). Culture: A potential challenge for parental involvement in schools. *Delta Kappa Gamma Bulletin, 82*(1), 14-18.

Merkys, G., & Bubelienė, D. (2016). "Laimės mokyklos" formavimosi prielaidos: šeimos ir mokyklos vaidmuo. *Pedagogika, 122*(2), 33 – 48.

Merkys, G., Bagdonas, A., & Bubelienė, D. (2013). Vaiko ir mokyklos saugumo vertinimo klausimynas: indikatoriai ir faktorinė validacija. *Socialinis ugdymas. 3*(35), 52-61.

Morgan, G. (1986). *Images of Organization*. Newbury Park, CA: Sage Publications.

Pätzold, H. (2013). Images of the School – Images of the Organisation. *Research on Steiner Education. 4,* 1, 111-122.

Pugno, M., Comim, F., & Bruni, L. (2008). *Capabilities and happiness*. Oxford: OUP Oxford.

Sergiovanni, Th.J. (1991). *The Principalship: A Reflective Practice Perspective*, 2nd ed. Boston: Allyn and Bacpon.

Smith, E., & Patton, W. (2009). School students and part-time work: Workplace problems and challenges. *Youth Studies Australia, 28*(3), 21-31.

Ventegodt, S., & Merrick, J. (2009). *Health and happiness from meaningful work: Research in quality of working life*. Hauppauge, NY: Nova Science Publishers, Inc.

PEDAGOGICAL CONFLICT – THE CONTEMPORARY TECHNOLOGY OF THE COMPETENCY-BASED APPROACH

Zoja Chehlova
University of Latvia, Latvia

Mihail Chehlov
Institute of Information Systems and Management, Latvia

Ina Gode
Latvia University of Life Sciences and Technologies, Latvia

Abstract. *In the 21st century, the creative role of education in the socio-economic development is increasing. Therefore, education is focused not only on the acquisition of certain amount of knowledge by learners, but also on the development of creative abilities and personal qualities, including the ability and desire to study, the ability and desire to act and the ability and desire to create. These key competencies develop in the process of learning on the basis of the technologies of the competency-based approach.*
The research problem is the development of positive learning motivation for students as the means of transforming inter-personal conflict into pedagogical conflict, which promotes individual's moral education.
The aim of the article is to analyse the characteristics of pedagogical conflict and elaborate the model of pedagogical conflict on this basis as a contemporary technology of the competency-based approach.
The methodology of the research include:
- *the competency-based approach and the activity-based approach;*
- *the research methods include: theoretical analysis, interpretation and mathematical statistics.*

The results of the study – there have been elaborated the theoretical basis of the pedagogical conflict as a technology of the competency-based approach:
- *the nature of the has been analysed, and the content model of pedagogical conflict has been elaborated;*
- *there has been determined the organization of the process of learning based on the humanitarian inter-action of teachers and learners, which facilitates the transformation of inter-personal conflict into pedagogical conflict and promotes the moral education of an individual.*

***Keywords:** pedagogical conflict, competency-based approach, motivation, technologies.*

Introduction

The topicality of the study lies in the fact that the pedagogical conflict as a technology of the competency-based approach promotes the development of the humanitarian orientation of the process of learning; namely, the transition from the pragmatic goals of education as the aggregate of knowledge and skills to a humanitarian goal - the overall development of individual's culture.

As a result, the organization of the process of learning changes in accordance with the requirements of the competency-based approach. The organization of the pedagogical conflict is underpinned by humanitarian technologies, the key feature of which is the orientation towards the education of a competent individual (Хуторской, 2003).

The object of study– conflicts in the pedagogical process.

The subject of study – the development of positive motivation in learners when resolving the pedagogical conflict.

The aim of the study is to analyse the features of the pedagogical conflict, to develop a model of the pedagogical conflict as a modern technology of the competency-based approach and to implement this model in the pedagogical process.

Conflicts in the context of the contradictory world

Every conflict is underpinned by a contradiction. A conflict is a complex phenomenon: it is both a form of the existence of a contradiction, a substantial component of a contradiction and the source of all development. This is due to the general law of the development of life through the overcoming of contradictions.

A personal meaning is what this phenomenon means for everyone. As long as there is no collision of personal meanings, there is no conflict; there are only different opinions about any phenomenon or subject.

The position of the subject (teacher) towards the conflict is important. It can either be willingness to resolve the conflict or ignore it. Not noticing the contradiction, the teacher removes from himself/herself the responsibility for the formation of child's personality, for their moral, spiritual and intellectual development.

These conflicts can be defined on the basis of cognitive educational activity (Čehlova, 2002).
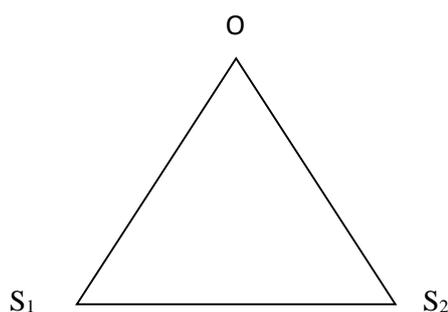
S₁-O - teacher's activity.
S₂-O – learner's activity
S₁-S₂ – communication, the relationship between a teacher and a learner.

*Figure 1 **The structure of cognitive educational activity** (Čehlova, 2002)*

An interpersonal conflict is the clash of the interests of two subjects. It is the most widespread type of conflict: two people are involved in this conflict and are responsible for its outcome: a teacher- a learner, a learner-a learner, a teacher-parents, a teacher-a teacher.

The characteristics of the pedagogical conflict

The nature of the pedagogical conflict is different due to the fact that it involves a learner and a teacher, who is responsible for the conflict because of their social role.

Everything connected with the pedagogical process is subordinated to the upbringing of a person; therefore, the purpose of a pedagogical conflict is the upbringing and development of a person; that is, a pedagogical conflict has a completely different meaning and requires special organization.

In modern pedagogical theories, the principal education strategy of the 21st century is defined – the humanization of the educational process (Нейматов, 2002). It radically changes the essence and the character of the pedagogical process, putting a child in its centre. Therefore, all the functions of the pedagogical process must be reconsidered and re-evaluated in light of their human-forming functions. The development and upbringing of a learner become the main meaning of the pedagogical process. The degree of this development acts as a measure of the quality of the work of a teacher, the school and the entire education system. (Čehlovs, 2008). In this context, the term "pedagogical conflict" appeared (Щуркова, 2002).

In his conception of humanitarian education, M. Chehlov emphasizes that humanization cannot be reduced to a change in the content of education and the style of pedagogical communication. It is an objective pedagogical reality. On the

other hand, there is also a subjective pedagogical reality. It refers to people, the participants in the pedagogical process (Čehlovs, 2011).

The real, most profound and precise meaning of the humanization of education is the constructive self-change of people, the development of humanity in individuals and the harmonization of the personality of each teacher and student, their inclusion in the pedagogical process (Thorosen, 2007). The motivation of learning is very important.

The humanization of the personality is the condition without which education will remain traditional, with the old pedagogical thinking.

The causes of conflicts in the pedagogical process

The age characteristics of senior secondary school students largely determine the conflict situations characteristic of this age. The reasons may be the actions and behaviour of a teacher, the personality characteristics of a student and the teacher, as well as the overall situation at school.

According to school principals, the cause of many conflicts is rooted in the low level of pedagogical communication by teachers, who cannot stop in time, cannot avoid harsh words or blaming students for their family troubles, emphasizing their negative qualities and making fun of individual students in front of their peers. These are well-known norms, but they are often violated by many teachers.

How can the non-professional understanding of the role of conflict be overcome, and how can conflict be turned into a mechanism for personal development? Researchers believe that teachers need to "master" the conflict, i.e. understand its content, the subject of contradiction and project the future result. The main thing is to master positive patterns of behaviour in conflict situations.

In order to do this, it is necessary to have pedagogical argumentation, a strategy for resolving conflict contradictions.

Teacher's strategy to transform an interpersonal conflict into student's intra-personal conflict

Do conflicts arise in personal-business relationships?

Yes, they do. And they do not always arise spontaneously. The teacher, whose goal is the development of the tolerant personality of the student, seeks to create a pedagogical conflict, since the professional resolution of a pedagogical conflict contributes to the intellectual, moral and spiritual development of student's personality.

The way to resolve contradictions in the pedagogical conflict is the tolerance of the participants in the interaction. The conflict acquires the features of a

pedagogical conflict. The professional strategy of the teacher in resolving the conflict is very important. The teacher's skill lies in the fact that an interpersonal conflict between the teacher and the student is transformed into an intra-personal conflict of a student with a focus on development. This results in the contradiction between two interests of the student: the development interest and the situational interest. The development interest is often not relevant for the student. He/she is keen on the situational interest (writes text messages, plays, etc.). The development interest is the socio-cultural norm presented by the teacher, which should be realized by the student in the interests of his/her development. The student does not understand it yet.

In this situation, pedagogical argumentation of the teacher is necessary so that the student can understand the significance of the development interest for his/her social and cultural progress. As a result, it is necessary to ensure intense spiritual work of the student, which contributes to the resolution of the conflict. The one who controls the argument controls the conflict.

Complemented by pedagogical techniques (intonation, facial expressions, voice articulation, vocabulary, etc.), teacher's arguments turn an interpersonal conflict into an intra-personal conflict of student's interests — a situational interest and a development interest.

Teacher's professional strategy is the following:
- first of all, a scientific theoretical analysis of the subject of contradiction and the content of a conflict situation is necessary: in practice, teachers ignore theoretical analysis and rely more on intuition, on the traditional ways of reacting when conflicts arise, for example, on the logic of common sense;
- professional orientation of the teacher is important; she tries to persuade the student of the importance of the development interest for him; At the same time, the teacher analyses the situational interest significant for the student with respect;
- reliance on tolerant relationships between the teacher and the student;
- as a result, the collision is transferred to the field of interests of the student. It acquires the features of the pedagogical conflict;
- the analysis of the conflict process;
- the anticipation of the outcome of the conflict.
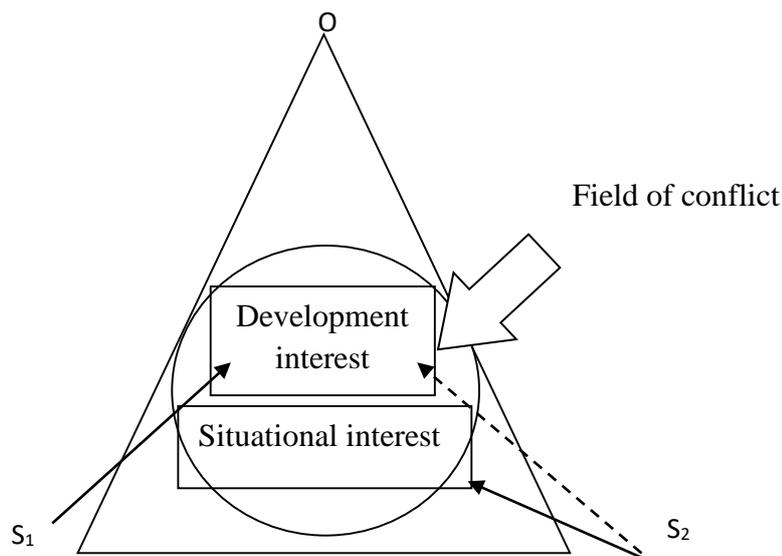
*Figure 2 **Interpersonal conflict** (Щуркова, 2002)*

In order for a pedagogical conflict to become educative, a special organization is needed to resolve it in the pedagogical process. It is based on humanitarian technologies for solving the pedagogical conflict. For this purpose, we use the activity cycle developed by Z. Chehlova (Chehlova, Chehlov, & Gode, 2018).
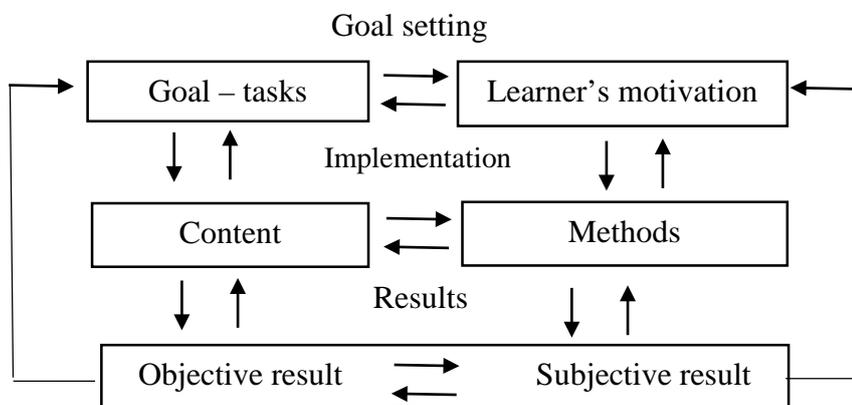
*Figure 3 **Activity cycle** (Čehlova, 2002)*

The main strategy for resolving a pedagogical conflict is the humanization of the educational process. Humanitarian technologies aimed at human development are used.

- Stage 1: goal setting.

The goal is the resolution of the conflict in order to educate the student. The teacher analyses the motivation of the student. Student's situational interest is the leading motive in a conflict situation. In a specific situation, this could be writing

a text message or reading the answer. A teacher's remark may lead to a conflict situation.

- Stage 2: the implementation of the goal – the resolution of a conflict.

The teacher analyses the nature of the conflict, its content and uses humanitarian technologies: she does not raise her voice but tries to understand the student. Teacher's arguments are very important. She addresses the student calmly and voices his situational interest: I understand that, apparently, there is a reason why you want to send that text message now". The teacher tries to emphasize the development interest of the student. Thus, the conflict becomes intra-personal and turns into a conflict of student's motives, the situational interest and developmental interest. The development interest becomes the dominant one. As a result, student's motivation system changes.

- Stage 3: results.

As a result, the conflict is resolved. This is the objective result, and the subjective result is a change in student's motivation. The teacher praises the student for the right decision. Teacher's motivation and her experience in resolving the conflict are also changing. These are the results of the humanization of the educational process. Most importantly - the relationship between the teacher and the student remains positive.
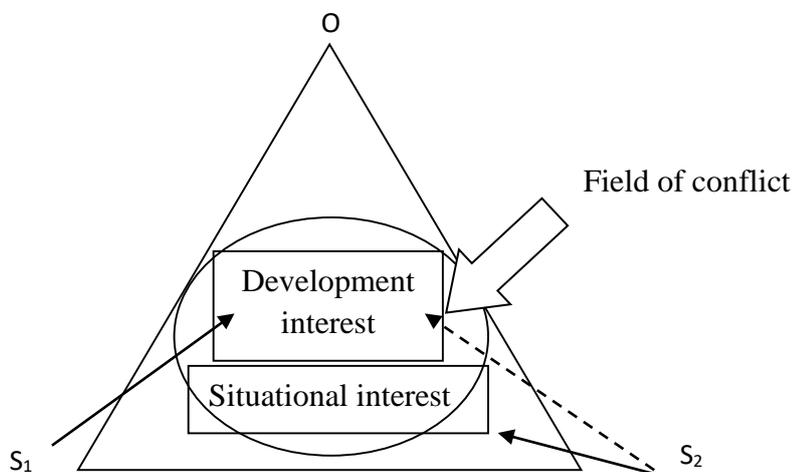
Figure 4 ***Pedagogical conflict*** *(Щуркова, 2002) (intra-personal conflict of the interests of a student)*

Conclusions

1. There have been analysed the characteristic features of the pedagogical conflict.
2. The model of the pedagogical conflict as a modern technology of the competency-based approach has been developed.
3. This model has been implemented in the pedagogical process.
4. The conditions of secondary school students' learning motivation development in the process of the pedagogical conflict:
    - the teacher considers conflict as a factor in the spiritual, moral, and intellectual development of the student;
    - the teacher uses humanitarian technologies to resolve the pedagogical conflict;
    - the teacher translates an interpersonal conflict into the intra-personal conflict of student's motives: the situational and development interest;
    - the student takes the subject position in the lesson and is included in the assessment activity.
5. The organization of the process of learning based on the humanitarian interaction between teachers and learners has been determined, which contributes to the transformation of interpersonal conflict in the pedagogical conflict and the education of the person on this basis.

Summary

For the first time, a pedagogical conflict is considered as a modern technology of the competence-based approach. It is based on tolerant interaction between a teacher and students, where each party treats the other as a value. Therefore, the pedagogical conflict acquires the features of a humanitarian technology. Tolerant interaction is formed on the basis of pedagogical argumentation of a conflict situation. For the first time, the development of a pedagogical conflict is analysed in a cycle of activities. This allowed us to show convincingly the development of positive motivation, the development interest.

References

Chehlova, Z., Chehlov, M., & Gode, I. (2018). Методология развития компетентностного подхода в педагогике [The Methodology of the Development of Competency-Based Approach in Pedagogy]. *Sabiedrība. Integrācija. Izglītība. Starptautiskās zinātniskās konferences materiāli, I daļa. 93-102*. DOI: http://dx.doi.org/10.17770/sie2018vol1.3210

Čehlova, Z. (2002). *Izziņas aktivitāte mācībās* [Cognitive Activity in the Process of Learning]. Rīga: RAKA

Čehlovs, M. (2011). *Vidusskolēnu pašnoteikšanās attīstības humanitārie aspekti* [The Humanitarian Aspects of the Self-Determination of Secondary School Students]. Rīga: RAKA.

Thoresen, V. (2007). *Building Brides Headmark.* University College

Каменский, Я., Локк, В., Руссо, Ж.-Ж., & Пестолоцци, И. (1989). *Педагогическое наследие* [Pedagogical Heritage]. Москва: Педагогика

Нейматов, Я. (2002). *Образование в XXI веке: тенденции и прогнозы* [Education in the 21st Century: Trends and Prognoses]. Москва: Алгоритм.

Сенько, Ю. (2000). *Гуманитарные основы педагогического образования* [The Humanitarian Basis of Teacher Education]. Москва: Академия

Хуторской, А. (2003). Ключевые компетенции: психология конструирования [Key Competencies: the Psychology of Construction]. *Народное образование, 2,* 58-64 с.

Щуркова, Н. (2002). *Педагогические технологии* [Pedagogical Technologies]. Москва: Педагогическое общество.

VECĀKU LOMA IZGLĪTĪBAS PROCESĀ UN VIŅU TIESĪBAS, PIENĀKUMI SADARBĪBĀ AR IZGLĪTĪBAS IESTĀDI

Parents Role in Education Process and their Rights, Duties in Cooperation with the Education Institution

Rihards Erdmanis
Rīgas Stradiņa Universitāte, Latvija

Abstract. *Latvia's educational policymakers already in 2006 pointed out that one of the main obstacles to raising public awareness about the development of education is poor teacher training for working with parents. It means that a full understanding of the educational process by parents and teachers is unthinkable without cooperation. Respectively, cooperation with educational staff, pupils, parents and family, employers, local governments and state institutions, public organizations and society are pointed out as a fundamental principle of education development policy. Alongside with the other equally important basic principles - systemicity, succession, sustainability, accessibility and coordination. In Great Britain, executive representatives recommend actively incorporating parents into educational policies and practices. The inclusion of parents in teaching-related activities alongside prepared teachers has proved to be a useful factor in improving the attendance of school, the quality of teaching and social cohesion. The author thinks that it is necessary to find out the role of parents in the education process both in pedagogy and in jurisprudence. In Latvia, there are no researches done about this topic. The Education Law of the Republic of Latvia defines both the rights and responsibilities of parents. So, it means that it is important to look closer to these rights and responsibilities.*

Keywords: children right to education, education, educational institution, parent's rights, in loco parentis, and responsibilities, parental involvement.

Ievads
Introduction

Latvijas izglītības politikas veidotāji 2006.gadā norādīja, ka sabiedrības izpratnes veicināšanas par izglītības attīstības procesiem viens no kavējošiem faktoriem ir pedagogu nepietiekamā sagatavotība darbam ar vecākiem. (Izglītības attīstības pamatnostādnes 2007.–2013.gadam, 2006). Tas nozīmē, ka izglītojamo vecāku un pedagogu pilnvērtīga izpratne par izglītības procesu nav iedomājama bez sadarbības. Proti, tiek norādīts, ka sadarbība ar izglītības darbiniekiem, skolēniem, vecākiem un ģimeni, darba devējiem, pašvaldības un

valsts institūcijām, sabiedriskajām organizācijām un sabiedrību ir svarīgs izglītības attīstības politikas pamatprincips. Līdzās citiem tik pat svarīgiem pamata principiem - sistēmiskumam, pēctecībai, ilgtspējai, pieejamībai un koordinācijai (Koncepcija, 2006). Lielbritānijā izpildvaras pārstāvji iesaka aktīvi iekļaut vecākus izglītības politikā un praksē. Atsaucoties uz izglītības pētnieku pētījumiem, tiek uzvērts, ka lielākā daļa vecāku uzskata, ka viņiem ir vairāk jāietekmē izglītības programma (Prets, 2000). Papildus augstāk teiktajam, ir jānorāda, ka vecāku iekļaušana ar mācīšanu saistītās darbībās līdztekus sagatavotajiem skolotājiem dažādos apstākļos ir izrādījusies par noderīgu faktoru, kas uzlabo skolu apmeklētību, mācību kvalitāti un sociālo vienotību (Delors, 2001). Kā redzams, tad izglītojamo vecākiem (šī pētījuma ietvaros ar vecākiem tiek saprasti dabiskie aizbildņi, t.i., māte un tēvs) jeb likumiskajiem pārstāvjiem (personas, kas ir leģitīmi pilnvarotas pārstāvēt bērna intereses, t.sk. audžu vecāki, aizbildņi) ir būtiska loma un atbildība viņu bērna izglītības un audzināšanas procesā. Autors uzskata, ka ir nepieciešams meklēt kā pedagoģijas zinātnē, tā arī tiesību zinātnē gūtās atziņas par vecāku tiesību, pienākumu un atbildības saturu izglītības nodrošināšanā. Šī pētījuma mērķis ir noskaidrot viena no tiesību subjekta- vecāku jeb likumisko pārstāvju tiesību un pienākumu, atbildības apjomu bērna izglītības jomā. Proti, autors vēlas noskaidrot tiesiskos vecāku sadarbības aspektus bērna vispārējās izglītības nodrošināšanā.

Autors izmanto juridiskā zinātnē pielietojamās pētījuma metodes. Proti, gramatisko metodi, vēsturisko, teleoloģisko un salīdzinošo metodi.

Tiesību subjekta izglītojamo vecāks un izglītības iestāde sadarbības tiesiskais aspekts
Legal aspect of the cooperation of educates and educational institutions

Autora ieskatā tiesiskās attiecības, kas izriet no tiesību subjektu- izglītības iestādes un izglītojamā vecākiem jeb likumiskajiem pārstāvjiem ir kompleksas. Cīņa par autoritāti starp vecākiem, skolu (valsti) ir pastāvīga. Vecāku, skolas un bērna attiecības veido triādi, kurā pastāv zināma spriedze. Tā, piemēram, vecāku un bērnu attiecības ir privāttiesiskas, kuras pārsvarā tiek materializētas civiltiesiskajā regulējumā, bet skolas jeb izglītības iestādes attiecību raksturs ir publiski tiesisks, kas tiek regulēts administratīvi tiesiski. Vecāki bauda gandrīz pilnīgu autoritāti pār saviem bērniem mājās, savukārt valsts var īstenot varu pār bērniem skolā, nosakot, piemēram, skolu apmeklēšanas obligātumu, kā arī regulējot izglītības mācību programmas, standartus, kas ir attiecināms ne tikai uz valsts skolām, bet arī privātām skolām (Rosenbury, 2007).

Proti, lai izprastu šo tiesisko attiecību saturu, nevar aprobežoties tikai ar tiesību doktrīnas vai tiesiskā regulējuma, tiesu prakses analīzi, kas skar bērnu un vecāku, izglītības iestādes, skolotāju vai tam līdzīgu tiesību subjektu rīcību, bet

arī citu sociālo un humanitāro zinātņu atziņas ir vērā ņemamas. Piemēram, pedagoģijas un socioloģijas zinātnē paustās atziņas par izglītības procesu, izglītības sabiedrisko nozīmi. Jāpiebilst, ka pedagoģijas zinātnē par pedagoģisko procesu uzskata audzināšanu un izglītošanu, t.i., izglītība kā process un rezultāts ir pedagoģiskā procesa sastāvdaļa. Autors līdz ar to izmanto starpdisciplināru pieeju augstāk minēto tiesību subjektu (vecāku un izglītības iestādes) mijiedarbības izpratnei, tādā veidā meklējot un atspoguļojot vecāku un izglītības iestādes sadarbības juridisko dabu, proti precizējot sadarbības objektu, kas autora skatījumā ir izglītība un audzināšana. Ievērojot šī pētījuma robežas, autors detalizētāk analizēs vecāku sadarbības tiesisko dabu.

Tiesību normas, kas regulē tiesības uz izglītību, izglītības iestāžu darbību, izglītības programmu izstrādi, pedagogu tiesībām strādāt par pedagogu un tam līdzīgas izglītības jomas aspektus, izriet kā no izglītības tiesībām, cilvēktiesībām, darba tiesībām, civiltiesībām, tā arī no administratīvajām tiesībām. Pētījumā tiek izmantotas šādas juridiskās zinātnes metodes- gramatiskā, vēsturiskā, teleoloģiskā metode. Ar gramatiskās metodes palīdzību tiek noskaidrota tiesību normu burtiskā izpausme, t.i., tiek analizēts tiesiskais regulējums, ņemot tā tiešo tekstuālo izpratni par izglītības procesu un tajā iesaistītajiem tiesību subjektiem-vecākiem un izglītības iestādi. Vēsturiskā tiesību normu izpēte tiek veikta, lai noskaidrotu tādu tiesību institūtu kā, piemēram, ģimene un tiesības uz izglītību, izglītības vēsturi un tās ietekmi uz Latvijas tiesību un izglītības sistēmu. Visbeidzot teleoloģiskā metode tiek lietota, lai noskaidrotu vecāku un izglītības iestādes sadarbības mērķi. Audzināšanas un izglītības tiesisko izpratni, analizējot šo terminu saturu tiesību aktos un tiesu praksē, judikatūrā.

1999. gada Latvijas Republikas (turpmāk-LV) Izglītības likumā (turpmāk-IL) (LV Izglītības likums, 1999). LV IL tiek noteiktas gan vecāku tiesības, gan pienākumi bērna izglītošanas nodrošināšanā. Kopš LV IL pieņemšanas tas ir ticis grozīts trīsdesmit divas reizes (Likumi.lv vietne, 2019), līdz ar to piedzīvojot nozīmīgas transformācijas. LV Izglītības likuma normas, kas nosaka vecāku tiesības un pienākumus kopš 1999.gada tika grozītas 2010.gada 26.martā. (LV IL Grozījumi, 2010) un 2013.gada 7.augustā (LV IL Grozījumi, 2013), kā arī 2018.gada 18.oktobrī (LV IL Grozījumi, 2018). Līdz ar to redzams, ka tiesiskās saistības starp bērna vecāku un izglītības iestādi ik pa laikam ir nonākušas izglītības politikas īstenotāju redzeslokā. Tas ir saprotami, jo sabiedrības un tiesību sistēmas attīstība ir savstarpēji saistītas. Tiesības attīstās līdz ar sabiedrību.

Tā šobrīd spēkā esošā LV Izglītības likuma 57.pants (LV IL, 1999) nosaka, ka vecākiem ir tiesības: izvēlēties izglītības iestādi, kurā bērns iegūst izglītību, piedalīties mācību procesa pilnveidē un izglītības iestādes padomē, slēgt ar izglītības iestādi līgumu par bērna izglītošanu un aprūpi izglītības iestādē, sniegt

un saņemt informāciju par jautājumiem, kas saistīti ar bērna audzināšanu un mācībām, ierosināt veikt pārbaudes izglītības iestādē, īstenot citas normatīvajos aktos noteiktās tiesības bērna izglītošanas nodrošināšanā. Tātad vecākiem likumdevējs ir noteicis tiesības brīvi izvēlēties izglītības iestādi, tiesības piedalīties mācību procesa pilnveidē un izglītības iestādes padomē, tiesības slēgt līgumus ar izglītības iestādi, kas šajā ziņā ir privāttiesisks sadarbības aspekts. Bērna vecākam ir tiesības sniegt un saņemt informāciju par bērnu audzināšanas un mācību procesu. Audzināšanas saturs un metodes izglītības iestādē tiek reglamentēts. Tas ir, valsts ir sagatavojusi "Izglītojamo audzināšanas vadlīnijas un informācijas, mācību līdzekļu, materiālu un mācību un audzināšanas metožu izvērtēšanas kārtību" (Vadlīnijas, 2016). Šīs Vadlīnijas tika sagatavotas, lai reglamentētu izglītības iestāžu vadītāju un pedagogu atbildību par izglītojamo audzināšanu, kā arī, lai audzināšanas process tiktu īstenots no mūsdienu audzināšanas perspektīvas. Proti, nosacījumu un paklausības principu vietā liekot izglītojamā jēgpilnu attieksmju pret sevi un citiem cilvēkiem, darbu, kultūru, sabiedrību un dabas attīstību, kas arī veido attieksmju kopumu un ir mūsdienīgas audzināšanas satura pamatā. Bērna rīcībspējas veicināšana bērna un pieaugušā sadarbībā, simetriskās un cieņpilnās attiecībās kļūst par Vadlīniju mērķi (Vadlīnijas, 2016). Par papildu pienākumu kopš 2016.gada tiek uzlikts izvērtēt mācību un audzināšanas procesā izmantojamo informāciju, mācību līdzekļus, materiālus un mācību un audzināšanas metodes, un lemt par to atbilstību izglītojamo audzināšanas mērķim un uzdevumiem, kas ir noteikts izglītības iestādes padomei. Savukārt izglītības iestādes padomi veido: a) izglītojamo deleģēti pārstāvji, izņemot izglītojamos pirmsskolas izglītības programmās b) izglītojamo vecāku (personu, kas realizē aizgādību) deleģēti pārstāvji, c) izglītības iestādes pedagogu un citu darbinieku deleģēti pārstāvji. Izglītības iestādes padomē vecāku (personu, kas realizē aizgādību) pārstāvji ir vairākumā (LV IL, 1999). Līdz ar to vecākiem ir būtiska ietekme uz bērnu audzināšanas un izglītošanas procesu. Tā, piemēram, Rīgas 25.vidusskolas padomes reglamentā tiek norādīts, ka tās mērķis ir nodrošināt pedagogu, vecāku, izglītojamo un skolas administrācijas savstarpējo sadarbību un sadarbību ar pašvaldību, kā arī citām valsts un pašvaldības institūcijām un nevalstiskajām organizācijām un ka, tā īsteno izglītības iestādes nolikumā noteikto kopējo mērķu un interešu sasniegšanu (Rīgas, 25.vsk. padomes reglaments, 2017). Tātad izglītības iestādes padomes mērķis ir veicināt sadarbību starp visām pedagoģiskajā procesā iesaistītajām pusēm. Piemēram, gan Siguldas pilsētas vidusskolas (Siguldas pilsētas vsk. nolikums, 2017), gan Nīcas vidusskolas (Nīcas vsk. nolikums, 2017) nolikumā sadarbība ar izglītojamo vecākiem ir viens no šo skolu uzdevumiem, līdzās tādiem kā mācību programmas īstenošana, mācīšanās prasmju pamatu apguve, radošo spēju attīstīšana, racionālu finanšu līdzekļu izmantošana un tam līdzīgiem uzdevumiem.

Savukārt LV IL 58.pants (LV IL, 1999) nosaka šādus vecāku pienākums: savu spēju un materiālo iespēju robežās nodrošināt ģimenē bērna izglītošanai, veselībai, attīstībai un sadzīvei nepieciešamos apstākļus, sadarboties ar izglītības iestādi, kurā mācās bērns, ar pedagogiem un citām mācību procesā iesaistītām personām, ievērot bērnu, pedagogu un citu personu likumiskās tiesības un intereses, informēt izglītības iestādes vadītāju par bērna veselības stāvokli un citiem apstākļiem, ja tiem var būt nozīme mācību procesā (LV IL, 1999). Kā redzams, tad izglītojamo vecākiem ir plašs tiesību un pienākumu apjoms. Pienākums vecākiem sadarboties ar izglītības iestādi ir noteikts jau 1991.gada Latvijas Republikas Izglītības likumā. Respektīvi, tā 60.panta 3.punktā tika noteikts, ka vecāku un viņu aizstājējiem viens no pienākumiem ir sadarboties ar mācību un audzināšanas iestādēm (LV Izglītības likums, 1991). Tātad sadarbības pienākumam ir leģitīms, t.i., likumā noteikts raksturs.

Kādā no 2010.gada semināriem izglītības iestāžu direktoriem LV Izglītības un zinātnes ministrijas pārstāvis norādīja, ka, LV Izglītības likuma tiesību normas pastiprina vecāku atbildību par bērna izglītošanu izglītības iestādē, ievērojot Latvijas Republikas Civillikuma 177.pantā un Bērnu tiesību aizsardzības likuma 24.pantā noteiktos vecāku pienākumus (Izglītības un zinātnes ministrijas seminārs, 2010). Līdz ar to būtu nepieciešams noskaidrot augstāk norādīto tiesību normu saturu. Proti, LV Civillikuma 177.pantā ir runa par tā saucamo aizgādības institūtu, kas nosaka, ka aizgādība ir vecāku tiesības un pienākums rūpēties par bērnu un viņa mantu un pārstāvēt bērnu viņa personiskajās un mantiskajās attiecībās. Bērna aprūpe nozīmē viņa uzturēšanu, t.i., ēdiena, apģērba, mājokļa un veselības aprūpes nodrošināšanu, bērna kopšanu un viņa izglītošanu un audzināšanu (garīgās un fiziskās attīstības nodrošināšana, pēc iespējas ievērojot viņa individualitāti, spējas un intereses un sagatavojot bērnu sabiedriski derīgam darbam) (Latvijas Civillikums, 1937). Savukārt LV Bērnu tiesību aizsardzības likuma 24.pants nosaka vecāku pienākumus pret bērnu. Piemēram, atbilstoši LV Civillikuma noteikumiem vecāku pienākums ir rūpēties par bērnu un viņa mantu un pārstāvēt bērnu viņa personiskajās un mantiskajās attiecībās (24.panta 1.daļa) un vecāki ir bērna dabiskie aizbildņi (likumiskie pārstāvji). Viņu pienākums ir aizstāvēt bērna tiesības un ar likumu aizsargātās intereses. (24.panta 3.daļa) (LV Bērnu tiesību aizsardzības likums, 1998). Tā kā LV Izglītības likums attiecībā pret LV Civillikumu ir speciālais likums, tad no tiesību doktrīnas un juridiskās tehnikas izriet, ka speciālais likums prevalē pār vispārīgo likumu. Proti, *lex specialis derogat legi generali,* kas nozīmē, ka LR Izglītības likuma tiesību normām kā speciālām normām ir priekšroka attiecībā pret Civillikumu kā vispārēju likumu. Savukārt LV Bērnu tiesību aizsardzības likums (LV BTAL, 1998) regulē arī pamatnosacījumus, saskaņā ar kuriem kontrolējama bērna uzvedība un nosakāma viņa atbildība, tas reglamentē vecāku un citu fizisko un juridisko

personu, kā arī valsts un pašvaldību tiesības, pienākumus un atbildību par bērna tiesību nodrošināšanu, nosaka bērna tiesību aizsardzības sistēmu un tās darbības tiesiskos principus. (BTAL, 1998). Bērna tiesības uz izglītību īsteno visi bērnu tiesību aizsardzības subjekti. Proti, bērnu tiesību aizsardzības subjekti ir bērna vecāki (adoptētāji), audžuģimene un aizbildņi, izglītības, kultūras, veselības aprūpes un bērnu aprūpes iestādes, valsts un pašvaldību institūcijas, sabiedriskās organizācijas un citas fiziskās vai juridiskās personas, kuru darbība saistīta ar atbalsta un palīdzības sniegšanu bērniem un darba devēji (LV BTAL, 1998). Līdz ar to kā bērna vecāki, tā arī izglītības iestāde atbild par to, lai tiktu īstenotas bērna tiesības uz izglītību. Valsts nodrošina visiem bērniem vienādas tiesības un iespējas iegūt izglītību atbilstoši katra spējām (LV BTAL, 1998). Tiesības uz izglītību ir vienas no bērna tiesībām, kas ir līdzvērtīgas citām bērnam piemītošām tiesībām. Piemēram, bērna tiesībām uz dzīvību un attīstību, tiesībām uz ģimeni, tiesībām uz individualitāti, tiesībām uz privāto dzīvi, personas neaizskaramību un brīvību, tiesībām uz īpašumu, bērna tiesībām uz pilnvērtīgiem dzīves apstākļiem, tiesībām uz aizsardzību no ekspluatācijas, tiesībām uz atpūtu un brīvo laiku un tiesībām piedalīties bērna tiesību aizsardzības programmu izstrādāšanā (BTAL, 1998). Līdz ar to redzams, ka tiesības uz izglītību tiek īstenotas līdzās citām neatņemamām cilvēka pamattiesībām.

Audzināšana un izglītība tiesu praksē, kā arī mijiedarbība ar pedagoģiju
Upbringing and education in judicial practice, as well as interaction with pedagogy

LV Civillikumā (LV CL, 1937) tiek noteiktas vecāku un bērna personiskās attiecības, t.i., vecākiem ir ne tikai jārūpējas par bērna ēdienu, apģērbu, mājokļa, veselības aprūpi, bet arī par bērna izglītību un audzināšanu. Tādējādi būtu svarīgi noskaidrot audzināšanas un izglītības jēdziena saturu. Šis ir nepieciešams, lai vismaz šī pētījuma ietvaros vienotos par to, ko autors saprot ar jēdzienu "audzināšana" un "izglītība". Tātad ar audzināšanu autors saprot pedagoģijas zinātnē pieņemto definīciju, ka audzināšana ir "..Sarežģīta, ilgstoša, nepārtraukta cilvēku sadarbība, kuras procesā tiek realizētas trīs nozīmīgas funkcijas: cilvēces garīgo vērtību apguve, saglabāšana un attīstīšana. Audzināšana ir objektīva sabiedriska parādība, kas sekmē paaudžu kvalitatīvu pēctecību. To nodrošina cilvēku augšanas, attīstības un audzināšanas mijsakarība…" (Špona, 2006). Kā redzams, tad Latvijas pedagoģijas profesore Ausma Špona audzināšanas saturā ieliek gan ilglaicīgumu, gan nepārtrauktību ("..audzināšana ir mūžīga: tā radās līdz ar cilvēka rašanos un pastāvēs, kamēr vien pastāvēs cilvēce…") (Špona, 2006), gan arī pēctecīgumu. Tā balstās uz noteiktām vērtībām. Līdz ar to audzināšanas saturā ir uzsvērts kā ilglaicīgums, tā

arī tas, ka audzināšana ir sarežģīts process. Arī Latvijas Augstākās tiesas Senāts (turpmāk- LV Senāts) norāda: "..Tulkojot Civillikuma 177.pantu, Izglītības likuma 1.panta 4.punktā noteikto izglītības jēdzienu, 58.panta otro daļu, Bērnu tiesību deklarācijas 7.principu, Konvencijas par bērna tiesībām 29.pantu, secināms, ka ar jēdzienu „audzināšanas un izglītošanas pienākumi" saprot ilgstošu, pastāvīgu, nepārtrauktu, sistemātisku kvalitatīvu procesu, kura mērķis un rezultāts ir patstāvīga un attīstīta personība, demokrātiskas Latvijas valsts un sabiedrības loceklis…" (Latvijas Augstākās tiesas senāta 2008.gada 3.janvāra spriedums, 2008). Šādus secinājums LV Senāts izdara, izskatot lietu par Valsts policijas sagatavotu administratīvā pārkāpuma protokolu kāda pusaudža mātei par to, ka viņa izdarījusi administratīvo pārkāpumu, kas paredzēts Latvijas Administratīvo pārkāpumu kodeksa (Latvijas Administratīvo pārkāpumu kodekss, 1984.) 173.panta pirmajā daļā –par bērnu audzināšanas un izglītošanas pienākumu nepildīšanu. LV Senāts norāda: "..Taču no šāda vispārīga uzstādījuma automātiski neizriet, ka būtu konstatējams administratīvā pārkāpuma sastāvs arī konkrētajā gadījumā, un šajā lietā strīds būtībā ir par to, vai tieši konkrētajā gadījumā pieteicēja ir izdarījusi konkrētu darbību (pieļāvusi konkrētu bezdarbību), kura būtu kvalificējama kā Latvijas Administratīvo pārkāpumu kodeksa 173.panta pirmās daļas pārkāpums…" (LV Senāts, 2008). Šajā gadījumā LV Senāts atstāja negrozītu Administratīvās apgabaltiesas spriedumu, jo kasācijas sūdzības pieteicējs –Ventspils pilsētas dome- nespēja pamatot administratīvā pārkāpuma protokola tiesiskumu pusaudža mātei par to, ka viņa nepildījusi audzināšanas un izglītošanas pienākumus. Tā vietā LV Senāts norādīja: "..Faktiskie apstākļi, kas konstatēti administratīvā pārkāpuma protokolā un pārsūdzētajā lēmumā par administratīvā soda piemērošanu, ir tieši pieteicējas dēla darbības –mācību stundu kavēšana un došanās uz citu skolu, mēģinot traucēt mācību procesu. Tiesa konstatēja, ka pieteicējas dēls patiešām ir kavējis mācību stundas (par to nav strīda), turklāt, saskaņā ar pieteicējas paskaidrojumu –ar viņas atļauju. Tiesa arī konstatējusi, ka pieteicējas dēls netika aizturēts ,un tādēļ atzinusi, ka nav iespējams pierādīt, ka tieši pieteicējas dēls būtu traucējis mācību procesu citā vidusskolā (..) Ne jebkura bērna rīcība, kas ir pretrunā ar kādām vispārējām sabiedrības sociālajām normām, likumiem, skolas iekšējās kārtības noteikumiem vai citām normām, liecina par to, ka bērna vecāki nav pildījuši audzināšanas un izglītošanas pienākumu. Tās tikai netieši var liecināt par vecāku pienākuma pildīšanu vai nepildīšanu. Īpaši rūpīgi šādas saiknes esamība ir vērtējama, ja bērns konkrēto rīcību ir pieļāvis vecumā, kad pats ir lielā mērā patstāvīgi spriest spējīgs. Pat, ja bērna rīcība liecina, ka bijuši trūkumi bērna iepriekš notikušajā audzināšanā un aprūpē, arī tas automātiski neliecina par kādām konkrētām darbībām vai bezdarbību, kas būtu sodāmas kā administratīvais pārkāpums –vērā ņemams, ka bērna audzināšana un izglītošana ir ilgstošs un sistemātisks process…" (LV Senāts, 2008). Gandrīz identisku

viedokli par audzināšanas procesa dinamiku pauž vēl viens pedagoģijas zinātnieks Dr.paed. profesors Voldemārs Zelmenis, kas 2000.gadā raksta: "..Audzināšana ir mērķtiecīgs un divpusēji aktīvs process – savstarpēju pretrunu pārvarēšana audzinātāja (vecāku, skolotāju) un audzēkņu uzskatos, attieksmēs un darbībā. Audzinātājs pārstāv sabiedrības intereses un pozīciju, kas vienlaikus ir arī audzēkņa kā topošā pilsoņa turpmākās intereses un vēlamā pozīcija. Audzēknis ne vienmēr saprot un atzīst. Viņš tiecas apmierināt savas tuvākās vajadzības un intereses un nereti nonāk pretrunā ar sabiedrības prasībām…" (Zelmenis, 2000). Tas pats autors norāda, ka piemērotība, pēctecība, sistemātiskums ir audzināšanas principi jeb likumsakarīgi pamatotas prasības līdzās tādiem audzināšanas principiem kā sociālā mērķtiecība, saikne ar dzīvi, apziņas un uzvedības vienotība, balstīšanās uz pozitīvo, subjekta un objekta vienotība, audzināšana darbībā, prasību un cieņas vienotība (Zelmenis, 2000). Tātad ir svarīgi atšķirt katra tiesību subjekta- bērns un pieaugušai (vecāks skolotājs, treneris utml.) darbību vai bezdarbību, kas varētu būt, vai arī nebūt prettiesiskas rīcības pamatā. Jāatceras, ka audzināšana ir sarežģīts process, tādēļ nevar izdarīt pārsteidzīgus secinājumus par to, vai, piemēram, likumiskais pārstāvis vai skolotājs ir rīkojies prettiesiski, t.i., nepildījis gan Latvijas Izglītības likumā, gan Civillikumā noteiktās tiesības un pienākumus bērna (skolēna, audzināmā, izglītojamā) audzināšanā un izglītošanā.

Citiem vārdiem sakot, ir saskatāms līdzīgs audzināšanas termina pazīmju lietojums, kā pedagoģijas zinātnē, tā arī Latvijas judikatūrā. Kaut vai piemēram, 2013.gadā LV Senāts, izskatot kādu lietu par aprūpes tiesību atņemšanu, norāda, ka izglītošana un audzināšana īstenojama tādējādi, lai bērns pilnvērtīgi attīstītos un turpmāk būtu gatavs patstāvīgai dzīvei sabiedrībā (LV Senāts, 2013).

Tātad ar audzināšanu un izglītību tiek saprasts process un rezultāts vienlaicīgi, kas ir ilglaicīgs, sistemātisks, sarežģīts, nepārtraukts, kvalitatīvs un tā mērķis ir veicināt patstāvīgu un attīstītu personību. Kādēļ autors tik detalizēti analizē audzināšanas un izglītības terminu tiesu praksē un pedagoģijas zinātnē? Tādēļ, ka autors redz ciešu pedagoģijas un juridiskās zinātnes mijiedarbību šī termina izpratnē. Tiesnesis vai tiesību normu piemērotājs lieto un ir spiests lietot ne tikai juridisko zinātņu terminus, bet arī citu sociālo un humanitāro zinātņu atziņas. No augstāk paustā var secināt, ka vecākiem un skolotājiem, skolas vadītājiem jāņem vērā, ka audzināšana, izglītība ir process un rezultāts vienlaicīgi. Tātad juristi lieto pedagoģijas zinātnes atziņas, ietverot tās tiesu spriedumos vai nolēmumos.

Vēsturiski raugoties uz bērna audzināšanu un izglītošanu, ir redzams, ka autoritatīvā pieeja ir mainījusies uz demokrātisko pieeju. Piemēram, Padomju Sociālistisko Republiku Savienības laikā ģimenes tiesībās tika noteikts, ka vecākiem ir tiesības un pienākumi audzināt un izglītot bērnu, balstoties uz Komunistiskās partijas ideoloģijā balstītām vērtībām. Proti, ka vecākiem ir

pienākums sagatavot bērnu "sociāli nozīmīgām aktivitātēm", tajā pašā laikā vecāki nevar noteikt to saturu, bet to nosaka Komunistiskā partija ar tās līderiem (Luryi, 1980). Šis valsts un ģimenes tiesību, pienākumu apjoms jaunās paaudzes audzināšanā un izglītošanā ir vērā ņemams. Te saduras kā publiski tiesiski, tā arī privāttiesiskie aspekti. Tā, piemēram, rodas jautājums, cik lielā mērā bērna izglītošana un audzināšana ir skolas vai vecāku atbildība? Kādā no Skolu zinātniskās pētniecības institūta 1956.gada zinātnisko rakstu krājumiem ir norādīts šāds apgalvojums par skolas un vecāku sadarbību un tās valstisko nozīmi. Proti, kāda no raksta autorēm, kas ir klases audzinātāja vidusskolas klasē, raksta par sadarbību ar vecākiem: "...Sapulcē Zitas māti vispirms pārliecinājām, ka meita nebūt nav mātes personīgais īpašums un Zitas sekmes un uzvedība nav viņas personīgā lieta. Bērnos ir mūsu nākotne. Mūsu valsts katra skolēna izglītībai piešķir lielus līdzekļus, tie ir darba tautas līdzekļi, mūsu enerģija, kas nedrīkst aizplūst nederīgā, tukšā virzienā, nesasniedzot sprausto lielo mērķi- izglītību. Paciest bērna nesekmību vai sliktu uzvedību nozīmē velti izšķiest valsts līdzekļus, nesot par to atbildību sabiedrības un valsts priekšā. Lūk, cik svarīga ir vecāku- audzinātāju loma, tā prasa daudz modrības, kritikas un paškritikas. Bravurīgās Zitas mātes stāja pamazām izzuda, un viņa sāka pārdomāt, ko darīt, lai meitas uzvedība un sekmes uzlabotos.." (Skolas un vecāku sadarbība :rakstu krājums, 1956). Redzams, ka Padomju Sociālistiskās Republikas Savienības (turpmāk- PSRS) laikā valsts iejaukšanās ģimenes dzīvē ir liela. Dominē, t.s., kolektīvisms kā valsts ekonomikā, tā arī pedagoģijā, kas labi redzams no augstāk citētā. PSRS laikā eksistē milzīgs spaidu arsenāls vecāku pienākumu un tiesību īstenošanai bērna audzināšanā (Luryi, 1980). Autors saskata augstāk pausto analoģiju starp vecāku un valsts autoritāti bērna izglītošanas procesā. Valsts ietekme uz izglītības procesu tās tiesiskajā, t.i. formālajā izpausmē jeb institucionalizētajā formā-izglītības un kultūras iestādē ir leģitimizēta. Ja PSRS laikā izglītības process tika pakļauts komunistiskai ideoloģijai, tad Latvijas mūsdienu izglītības sistēma tiek regulēta atbilstoši pedagoģijas zinātnes atziņām nevis autoritārām ideoloģijām.

Secinājumi
Conclusions

Bērnu vecāku iesaiste mācību un audzināšanas procesā ir neatsverama. Izglītības iestāde īsteno pedagoģisko procesu, ņemot vērā kā valsts tiesību aktos noteikto, tā arī bērna vecāku ieteikumus. Tiesu praksē tiek konstatēts, ka nevar tieši secināt par vecāku pienākumu nepildīšanu, ja bērns ,piemēram, neapmeklē skolu, t.i., LV Senāts ir norādījis, ka tas tikai netieši var liecināt par vecāku pienākumu pildīšanu vai nepildīšanu. Tiek prezumēts, ka vecāku atbildība par bērna audzināšanu vispirms izriet no fakta, ka audzināšana ir process, kas ietver

ilglaicīgumu, sistemātiskumu, mērķtiecīgumu, attīstību. Līdz ar to autors uzskata, ka tiesību tulkotājs ņem vērā pedagoģijas zinātnes atziņas. Vecāku tiesību un pienākumu apjoms bērna izglītības nodrošināšanā tiek noregulēts speciālajā likumā (Latvijas Izglītības likums),bet vispārīgais regulējums bērna izglītošanas un audzināšanas pienākumam tiek noteikts vispārējā likumā, t.i., Latvijas Civillikumā. Tā, piemēram, sadarbība starp izglītības iestādi un izglītojamā vecākiem tiek noteikta ar tiesību normu, kas kopš LV 1991.gada Izglītības likuma nav mainīta. Redzams, ka likumdevējs ir leģitimizējis pedagoģijas zinātnes atziņu, ka sadarbība ar skolu un vecākiem ir pilnvērtīga un rezultatīva izglītības pamatā.

Autors uzskata, ka ir nepieciešams turpināt analizēt vecāku un administratīvās atbildības aspektus, detalizētāk pētīt skolas atbildības juridisko dabu, meklēt kopīgo un atšķirīgo gan vecāku, gan arī citu tiesību subjektu attiecībās.

Summary

The author, within the framework of this publication, provides insight into legal relations of the Latvian educational institution and the legal representatives of educates. The author has analysed Latvian law and case law. Cooperation between parents and schools is important not only in the implementation of educational rights but also for the full acquisition of the education of the child. The Latvian Education Act has already legitimized the need for for parental cooperation with the educational institution since 1991. Legal science and jurisprudence use terminology recognized in pedagogical science. The author with this publication updates the lawfulness and necessity of parental and school cooperation. The School, as the performer of the public education function, acts in a public legal relationship. In contrast, parents are also members of private relations. Not always the parents' understanding of the content of the cooperation or the pedagogical process coincides with the opinion of the educational institution. The legal aspects of cooperation between the educational institution and the parents of educatees have not been studied in particular through legal science. Therefore, the author further analyses the content of legal relationships between school and parents.

Literatūra
References

Bērnu tiesību aizsardzības likums (1998). Latvijas Republikas likums. Pieejams: https://likumi.lv/doc.php?id=49096
Civillikums (1937). Latvijas Republikas likums. Pieejams: https://likumi.lv/doc.php?id=225418
Delors, Ž. (2001). *Mācīšanās ir zelts. Ziņojums, ko sniegusi Starptautiskā Komisija par izglītību divdesmit pirmajam gadsimtam*. Rīga: UNESCO Latvijas Nacionālā komisija

Grozījumi Izglītības likumā (2010). Latvijas Republikas likums. Pieejams: https://likumi.lv/doc.php?id=253134

Grozījumi Izglītības likumā (2013). Latvijas Republikas likums. Pieejams: https://likumi.lv/doc.php?id=258475

Grozījumi Izglītības likumā (2018). Latvijas Republikas likums. Pieejams: https://likumi.lv/ta/id/298097-grozijumi-izglitibas-likuma

Izglītības attīstības pamatnostādnes 2007.–2013.gadam (2006). Latvijas Republikas Ministru kabineta rīkojums Nr.742. Pieejams: https://likumi.lv/doc.php?id=144686

Izglītojamo audzināšanas vadlīnijas un informācijas, mācību līdzekļu, materiālu un mācību un audzināšanas metožu izvērtēšanas kārtība (2016). Latvijas Republikas MK noteikumi Nr. 480. Pieejams: https://likumi.lv/ta/id/283735-izglitojamo-audzinasanas-vadlinijas-un-informacijas-macibu-lidzeklu-materialu-un-macibu-un-audzinasanas-metozu-izvertesanas

Latvijas Administratīvo pārkāpumu kodekss (1984). Latvijas Republikas likums. Pieejams: https://likumi.lv/doc.php?id=89648

Latvijas Republikas Augstākās tiesas Senāta Administratīvo lietu departamenta spriedums lietā Nr. A42187004. SKA – 16/2008 (2008). Pieejams: https://manas.tiesas.lv/eTiesasMvc/lv/nolemumi

Latvijas Republikas Augstākās tiesas Senāta Administratīvo lietu departamenta spriedums lietā Nr. Nr.A420420412. SKA-359/2013 (2013). Pieejams: https://manas.tiesas.lv/eTiesasMvc/lv/nolemumi .

Latvijas Republikas Izglītības likums (1991). Latvijas Republikas likums. Pieejams: https://likumi.lv/ta/id/67960-latvijas-republikas-izglitibas-likums

Likumi.lv ir tiesību aktu vietne (2019). Pieejams: www.likumi.lv.

Luryi, Y. (1980). *Soviet family law*. Buffalo, N.Y.: W.S. Hein.

Ministru kabineta noteikumu projekta "Izglītojamo audzināšanas vadlīnijas un informācijas, mācību līdzekļu, materiālu un mācību un audzināšanas metožu izvērtēšanas kārtība" sākotnējās ietekmes novērtējuma ziņojums (anotācija) (2016). Pieejams: tap.mk.gov.lv.

Nīcas vidusskolas nolikums (2017). Pieejams: http://www.nica.edu.lv/wp-content/uploads/2012/01/NOLIKUMS_skolas.pdf

Prets, D. (2000). *Izglītības programmu pilnveide: pedagoga rokasgrāmata.* Rīga: Zvaigzne ABC.

Rīgas 25.vidusskolas Skolas padomes reglaments (2017). Pieejams: http://www.r25vsk.edu.lv/index.php/home/skolas-padome/skolas-padomes-reglaments

Rosenbury, L.A. (2007). *Between home and school*. Retrieved from http://scholarship.law.ufl.edu/facultypub/722

Siguldas vidusskolas nolikums (2017). Pieejams: https://www.sigulda.lv/public/lat/pasvaldiba/dokumenti1/nolikumi_noteikumi/

Špona, A. (2006). *Audzināšanas process teorijā un praksē.* Rīga: RaKa.

Zelmenis, V. (2000). *Pedagoģijas pamati*. Rīga: RaKa.

DIREKTORA LĪDERĪBAS PRAKSES IETEKME UZ PROFESIONĀLĀS MĀCĪŠANĀS KOPIENAS VEIDOŠANOS SKOLĀ

The Impact of Headmaster's Leadership Practice on the Formation of a Professional Learning Community at School

Andrejs Geske
University of Latvia, Latvia

Normunds Rečs
University of Latvia, Latvia

Abstract. *In the context of general education content reform initiated in Latvia, which also provides change of teaching approach, the issue of the role of headmaster has raised. The introduction and implementation of competence approach requires strengthening and development of cooperation between teachers in professional learning communities (PLCs) at school, in order to address didactic issues, regularly analyze pupils` learning outcomes and find best ways to increase the learning outcomes of each pupil, and give an opportunity for teachers to improve their teaching by sharing good pedagogical practice. The change of teaching approach prompts a revision of school management practices as well. In order for the school to grow, there is a need for a headmaster-leader, not just a headmaster-manager and he should focus on the leadership of the teaching process by improving teaching and learning and ensuring conditions for effective learning at school. The main goal of the research is to find out to what extent the headmaster`s pedagogical leadership practice has an impact on the PLCs formation at school. The article discusses theories of the concept of headmaster as pedagogical leader and PLCs, and analyzes the results of 489 teacher survey.*
Keywords: general education, pedagogical leadership, professional learning communities, school leadership, Teaching and Learning International Study (TALIS).

Ievads
Introduction

Pētījumi apliecina, ka skolu direktoru darbībai ir būtiska ietekme uz skolēnu mācīšanos (Pont, Nusche, & Moorman, 2008; Robinson, Hohepa, & Lloyd, 2009; Day et al., 2009; Leithwood, Patten, & Jantzi, 2010; Schleicher, 2015; OECD, 2014; OECD, 2016a; Choi & Gil, 2017) un ka skolas vadības prakse ir otrais nozīmīgākais skolēnu sasniegumus ietekmējošais faktors, – pirmais ir klases skolotāja darbs (Leithwood, Day, Sammons, Harris, & Hopkins, 2006a). Tādai skolu direktoru vadības praksei, kur galvenais uzsvars tiek likts uz darbu ar

pedagoģisko personālu, ir jo īpaši svarīga nozīme arvien pieaugošas skolu autonomijas apstākļos, kā tas ir arī Latvijā (OECD, 2016b). Latvijā uzsāktās vispārējās izglītības satura reformas kontekstā, kas paredz arī mācīšanas pieejas maiņu, skolām būs jādarbojas kā profesionālām mācīšanās kopienām (PMK), kurās skolotāji pastāvīgi sadarbojas un pielāgojas jauniem apstākļiem, lai atbalstītu katra skolēna mācīšanos un īstenotu dziļās mācīšanās pieeju (Valsts izglītības satura centrs, 2017). Jaunā mācību satura un mācīšanas pieejas ieviešanai būs nepieciešams nostiprināt un attīstīt sadarbību starp pedagogiem skolas līmenī mācību un audzināšanas procesa plānošanā un īstenošanā, lai saskaņotu mācību satura jautājumus un pilnveidotu mācību programmas, lai regulāri analizētu skolēnu mācību sasniegumus un rastu labākos risinājumus katra skolēna izglītības rezultātu paaugstināšanai, lai skolotāji mācīšanas uzlabošanas nolūkos savstarpēji dalītos ar labo pedagoģisko praksi. Tikai tādā veidā būs iespējams sasaistīt jaunās idejas un mērķus ar praktisko pedagoģisko darbu, kas ir skolas vadības uzdevums. Laba skolas vadīšana, iespējams, ir svarīgākais faktors mācīšanas pieejas pārmaiņu ieviešanai, skolēnu mācību sasniegumu nodrošināšanai un izglītības kvalitātes paaugstināšanai kopumā.

Skolas direktora kā pedagoģiskā līdera loma tiek uzsvērta arī Ekonomiskās sadarbības un attīstības organizācijas OECD (*Organisation for Economic Co-operation and Development, OECD* – angļu val.) Starptautiskajā mācību vides pētījumā TALIS (*Teaching and Learning International Study, TALIS* – angļu val.) (OECD, 2014; OECD, 2016a).

Izglītības vadības pētnieku (Elmore, 2008; Mulford, 2003) un OECD TALIS 2013.gada pētījuma secinājumi (OECD, 2016a) norāda, ka viena no būtiskākajām skolas direktora funkcijām ir veicināt PMK veidošanos skolā. Tikai tāds ikvienas skolas attīstības virziens, radot vidi un apstākļus pedagogu kolektīvām un individuālām savstarpējām mācībām un labās prakses izplatīšanai, ļauj nepārtraukti uzlabot skolotāju darbu, sasniegt augstu pedagoģisko veiktspēju, kā rezultātā paaugstinās izglītības procesa kvalitāte un skolēnu sasniegumi. Arī Latvijas pētījumos skolotāji ir norādījuši uz skolas vadības svarīgo lomu, nodrošinot iespējas skolotāju sadarbībai PMK un pedagoģiskā procesa praktisko problēmu risinājumam. Latvijā gūtā pieredze apstiprina, ka darbs mācīšanās grupā savas profesionālās darbības izpētei palīdz skolotājiem uzlabot viņu prasmes un pedagoģisko praksi, kā rezultātā vērojama tendence uzveloties skolēnu sasniegumiem, mainās skolēnu attieksme pret mācību priekšmetu, palielinās skolēnu interese un vēlme mācīties (Namsone, Čakāne, Volkinšteine, & Butkēviča, 2018). Savukārt, skolotāju mācīšanās rezultāti ir augstāki, ja skolas vadība darbojas kā mācību līderi, atbalsta skolotājus un veicina sadarbību (Namsone, Čakāne, & Sarceviča-Kalvišķe, 2016).

Zinātniskajā literatūrā ir atzīts, ka ir maz tādu pētījumu, kuros padziļināti analizēta skolas direktora līderības prakses saistība ar specifiskām PMK īpašībām (Vanblaere & Devos, 2016).

Pētījuma mērķis ir noskaidrot, kāda ir skolas direktora pedagoģiskās līderības prakses ietekme uz skolotāju PMK veidošanos skolā.

Pētījumā veikta zinātniskās literatūras teorētiskā analīze. Empīriskā pētījuma veikšanai kā mērinstruments izmantota autoru veidota skolotāju aptauja. Pētījumā analizēti 489 skolotāju aptaujas dati.

Direktora līderības prakse
Headmaster's Leadership Practice

Efektīvas skolu vadības nodrošināšana OECD dalībvalstīs un arī visā pasaulē tiek uzskatīta par galveno liela mēroga izglītības reformu, kas uzlabos izglītības rezultātus (OECD, 2009). Pie tam netiek sagaidīts, ka skolu direktori kļūs par labākiem administratoriem vai menedžeriem kā iepriekš, bet gan ka viņi kļūs par skolu pedagoģiskajiem līderiem (Alava, Halttunen, & Risku, 2012; OECD, 2014; OECD, 2016a).

Valstu izglītības sistēmu pārvaldības reformu prakses kopējās tendences rāda, ka arvien lielāka uzmanība tiek pievērsta skolu pedagoģiskajai autonomijai un atbildībai par mācību rezultātiem (Eurydice, 2007). Šāds valstu izglītības politikas virziens ir daļa no plašākas tendences – atjaunot uzsvaru uz mācīšanu un mācīšanos, lai uzlabotu skolēnu sniegumu. Mācīšanas un mācīšanās jeb, citiem vārdiem, pedagoģiskā procesa kā skolas darbības jēgas akcentēšana būtiski, salīdzinājumā ar XX gadsimta izpratni, maina skolas direktora lomu. Vairs nepietiek ar to, ka skolas direktors ir labs administrators un menedžeris. Lai nodrošinātu skolas izaugsmi, tiek akcentēta direktora kā skolas pedagoģiskā līdera primārā loma, kurš uztur skolas vīziju un stratēģiju, veido skolā mācīšanās kultūru un mērķtiecīgi sekmē skolas veidošanos par organizāciju, kas mācās (Pont et al., 2008).

Skolu direktoru lomas maiņa skolu vadīšanā tiek balstīta divos teorētiskajos konceptos par efektīvu skolas līderību – pārveidojošās līderības (*transformational leadership* – angļu val.) konceptā un mācību līderības (*instructional leadership* – angļu val.) konceptā.

Pārveidojošās līderības (PL) pieeja skolas vadīšanā tiek saistīta ar skolas vīzijas un attīstības mērķu noteikšanu, skolas pārstrukturēšanu un pārmaiņu vadību, darbinieku un mācību programmu attīstību (Leithwood, Jantzi, & McElheron-Hopkins, 2006b). PL konceptā tiek akcentēta direktora loma skolas kā organizācijas vispārējās attīstības veicināšanā, galveno uzmanību pievēršot "sekundāriem procesiem" – skolas organizatoriskās struktūras un kultūras veidošanai un personāla spēju attīstīšanai (Hendriks & Scheerens, 2013).

PL pieejā tiek uzsvērts, ka viens no direktora galvenajiem uzdevumiem ir veicināt procesus un veidot struktūras skolas iekšienē, kas nodrošinātu skolotāju sadarbību un līdzdalību lēmumu pieņemšanā. Šādu pieeju pamato uzskats, ka daudzās skolās skolotāji ir autonomi un izolēti, tādēļ skolu vadītājiem nevajadzētu tieši iejaukties mācīšanas un mācīšanās jautājumos, bet gan skolotāju darbību ietekmēt netieši, pārveidojot skolas kultūru, lai veicinātu koleģiālu plānošanu, sadarbību un labās prakses veidošanos, kas vērsta uz skolas darbības uzlabošanu. Citiem vārdiem sakot, PL konceptā skolas direktora galvenais uzdevums ir radīt darba vidi, kurā skolotāji sadarbojas un uzlabo savu darbu.

Mācību līderības (ML) modeli savos pētījumos ir attīstījis Honkongas Izglītības institūta profesors Filips Halindžers (*Philip Hallinger*). Viņa izstrādāto ML modeli veido 10 līderības funkcijas trīs kategorijās: skolas misijas definēšana (ar funkcijām, kas nosaka skolas mērķus un informē par skolas mērķiem); mācību procesa pārvaldīšana (ar tādām funkcijām kā mācību pārraudzība un novērtēšana, mācību programmu koordinēšana un skolēnu progresa uzraudzība) un skolas mācību vides pārraudzīšana (ieskaitot mācību laika aizsardzību, skolotāju profesionālās izaugsmes veicināšanu, skolas atpazīstamības veidošanu, skolotāju stimulēšanu un motivācijas veicināšanu) (Hallinger, 2009).

F. Halindžers akcentē trīs būtiskākās atšķirības starp ML un PL. Pirmkārt, ML ietekme ir virzīta no augšas uz leju, uzsverot skolas direktora lomu mācību procesa koordinēšanā un pārraudzībā. Otrkārt, direktors kā mācību līderis tiecas ietekmēt un motivēt organizācijas locekļus, respektīvi, skolotājus, lai virzītos uz priekšu noteikto skolas mērķu sasniegšanai. Un, treškārt, ML primāri iedarbojas uz tiem mācību procesa mainīgajiem apstākļiem, kas tieši ietekmē mācību programmu satura kvalitāti, mācīšanu un skolotāju darbu klasē. PL, gluži otrādi, koncentrējas uz pārmaiņu veicināšanu, rosinot skolotāju iesaisti un līdzdalību lēmumu pieņemšanā par mācīšanu un mācīšanās rezultātu uzlabošanu. PL mērķis ir veidot nākotni, sintezējot un vairojot organizācijas locekļu centienus. Turklāt, ka jau minēts, PL mērķis ir radīt sekundāru ietekmi, tādejādi palielinot organizācijas locekļu, respektīvi, skolotāju, spēju radīt primāro tiešo ietekmi uz mācīšanos (Hallinger, 2003).

Efektīvas skolas vadības prakses pētījumi apraksta integrētu līderības modeli (Marks & Printy, 2003; Leithwood et al., 2006b; Robinson, Lloyd, & Rowe, 2008; Bruggencate, Luyten, Scheerens, & Sleegers, 2012). Amerikāņu zinātnieces Helēna Marksa (*Helen M. Marks*) un Sjūzena Printi (*Susan M. Printy*) iesaka līderību skolas vadīšanā skatīt plašākā kontekstā, apvienojot ML un PL konceptus, un pamato viedokli, ka pārmaiņu veicināšanai skolā ir vajadzīga PL un, savukārt, lai uzlabotu skolēnu mācīšanās rezultātus, ir nepieciešama ML (Marks & Printy, 2003). Kā norāda pētnieki, abas līderības teorijas skolu vadības kontekstā nav savstarpēji izslēdzošas un tajās apskatīto vadības principu īstenošana mūsdienu skolās var uzlabot skolēnu rezultātus, atbalstot un veicinot

mācīšanas un mācīšanās apstākļus un uzlabojot skolotāju darbu (Day & Sammons, 2013).

Pēdējās desmitgades publikācijās (sk., piemēram, Robinson et al., 2009; OECD, 2013; Day & Sammons, 2013) integrētās līderības pieejas apzīmēšanai arvien vairāk tiek izmantots termins "pedagoģiskā līderība" (*pedagogical leadership* – angļu val.), tādejādi akcentējot visas skolas vadības darbības, kas koncentrējas uz mācīšanas un mācīšanās, respektīvi, pedagoģiskā procesa uzlabošanu. Autori šajā rakstā attiecībā uz to, kā direktors vada skolas izglītības mērķu izvirzīšanu, informēšanu un skolotāju izpratnes veicināšanu par skolas mērķiem, sekmē resursu nodrošināšanu skolas izglītības mērķu sasniegšanai, atbalsta mācīšanu un mācību programmu attīstību, veicina skolotāju profesionālo attīstību, iniciatīvu un atbildību, veido mācības atbalstošu vidi un veicina profesionālās mācīšanās kopienas veidošanos skolā, lieto terminu "pedagoģiskā līderība".

Šajā pētījumā skolas direktora kā pedagoģiskā līdera vadības prakses saturs tiek balstīts Jaunzēlandes zinātnieku veiktās metaanalīzes secinājumos par veiksmīga, uz skolēnu mācīšanos un sasniegumiem orientēta skolas direktora pedagoģiskās līderības prakses darbību kopām jeb pedagoģiskās līderības dimensijām (Robinson et al., 2008; Robinson et al., 2009).

1.tabulā dots direktora pedagoģiskās līderības prakses satura apraksts katrai no pedagoģiskās līderības dimensijām, kas tiek mērītas šajā pētījumā.

1.tabula. **Direktora pedagoģiskās līderības dimensijas** *(Robinson et al., 2008; Robinson et al., 2009)*
Table 1 **The Dimensions of Headmaster's Pedagogical Leadership** *(Robinson et al., 2008; Robinson et al., 2009)*

Līderības dimensijas	Direktora pedagoģiskās līderības prakses saturs
Skolas mērķu izvirzīšana un uzturēšana	Skolas izglītības (pedagoģisko) mērķu izvirzīšana; informēšana par tiem; mērķu izskaidrošana un to svarīguma un atbilstības pamatošana; darbinieku un citu iesaistīto personu vienprātības, izpratnes un skaidrības veicināšana par izvirzītajiem mērķiem; mērķu sasniegšanas progresa uzraudzība
Mācīšanas un mācību programmu plānošana, koordinēšana un izvērtēšana	Tieša iesaistīšanās mācīšanas atbalsta nodrošināšanā un novērtēšanā, regulāri vērojot mācību stundas un regulāri sniedzot atgriezenisko saikni skolotājiem par viņu darbu. Tieša mācību programmu pārraudzība un saskaņošana ar skolas izglītības (pedagoģiskajiem) mērķiem, izmantojot skolas mēroga koordināciju starp klasēm un mācību gadiem
Skolotāju profesionālās attīstības veicināšana	Skolotāju mācīšanās, profesionālās pilnveides un savstarpējās profesionālās sadarbības veicināšana. Tieša iesaistīšanās skolotāju profesionālās pilnveides un savstarpējās profesionālās sadarbības pasākumos

Skolotāju iniciatīvas un atbildības veicināšana	Katra skolotāja iniciatīvas, individuālas un kolektīvas atbildības veicināšana par skolēnu sasniegumiem
Stratēģiska resursu nodrošināšana	Izvirzītajiem skolas izglītības (pedagoģiskajiem) mērķiem atbilstošu un mērķu sasniegšanai nepieciešamo personāla un materiālo resursu nodrošināšana
Sakārtotas un mācības atbalstošas vides veidošana	Ārēju nevēlamu faktoru un traucējumu ietekmes uz mācību procesu samazināšana un sakārtotas un mācīšanos atbalstošas vides veidošana gan mācību klasēs, gan skolā kopumā

Profesionālās mācīšanās kopiena
Professional Learning Community

Pēdējo desmitgažu laikā veiktie pētījumi akcentē tādu skolu vadības pieeju, kuras pamatā ir PMK attīstība skolās (sk., piem., Louis, Marks, & Kruse, 1996; OECD, 2016a). PMK koncepts tiek uzskatīts par efektīvu organizatorisku pieeju skolas pedagoģiskā personāla attīstībai, skolas pārmaiņām un uzlabojumiem (Hord, 1997). PMK koncepta nozīmīgums skolas kontekstā zinātniskajā literatūrā tiek pamatots ar diviem apsvērumiem. Pirmkārt, tiek prezumēts, ka skolotāju profesionālās zināšanas ir viņu ikdienas pieredzes sastāvdaļa un ka šīs zināšanas vislabāk tiek saprastas kritiskā domu apmaiņā ar citiem skolotājiem, kuriem ir tāda pati pieredze. Otrkārt, tiek pieņemts, ka skolotāji, kuri aktīvi iesaistās PMK, spēs paaugstināt savas profesionālās zināšanas un kompetenci, tādejādi veicinot skolēnu mācīšanos (Vescio, Ross, & Adams, 2008; OECD, 2016a). Arī empīriskie pētījumi parāda pozitīvu saikni starp PMK attīstību skolās un skolēnu sasniegumiem (Stoll et al., 2006; Lomos, Hofman, & Bosker, 2011).

PMK koncepts pārvirza fokusēšanos no tradicionālās "uz atsevišķu izolētu skolotāju vērstas" pieejas mācīšanā uz "skolēncentrētu" pieeju, kur skolotāji strādā savstarpēji mijiedarbojoties un sadarbojoties, koncentrējas uz kopīgu misiju un kapacitātes palielināšanu, identificē mācīšanas un mācīšanās trūkumus un attīsta efektīvu pedagoģisko praksi, lai nodrošinātu visu skolēnu vajadzības (Darling-Hammond, 1996). PMK pieeja maina akcentus arī pedagogu profesionālās attīstības veicināšanā, pārvirzot uzsvaru no formālas kvalifikācijas paaugstināšanas skolotāju profesionālās pilnveides programmu kursos uz skolotāju mācīšanos grupās, sadarbības tīkliem, mentoringu un citām aktivitātēm, kurās skolotāji skolās mācās viens no otra (OECD, 2016a). Pētnieki pat ierosina terminu „profesionālā pilnveide" (*professional development* – angļu val.) aizstāt ar terminu „profesionālā mācīšanās" (*professional learning* – angļu val.) (Kools & Stoll, 2016).

Pētnieki akcentē, ka skolotāju sadarbība pati par sevi nenozīmē PMK pilnvērtīgu darbību. Būtiski ir tas, vai skolotāju sadarbība PMK ir vērsta uz ikdienas darbu klasē ar mērķi uzlabot ikviena skolēna mācīšanos. PMK darbības

efektivitāte un katra PMK skolotāja mācīšanas kapacitātes paaugstināšana lielā mērā ir atkarīga no kolektīvas pašanalīzes un refleksijas, skolotāju izolācijas mazināšanas, pārdomām par pašreizējo mācīšanas praksi un kopīgās atbildības par visu skolēnu mācīšanos. Tādejādi par skolas kā organizācijas vienīgo institucionālo prioritāti kļūst skolēnu panākumi, un uzmanība no attaisnojumiem un vainīgo meklēšanas tiek pārvirzīta uz pieeju, kas vērsta uz skolēnu individuālajām vajadzībām (Du Four, Eaker, & Many, 2006).

Pētījumi atklāj pozitīvu PMK ietekmi gan uz skolotājiem, gan uz skolēniem. Attiecībā uz skolotājiem PMK samazina skolotāju izolāciju; pastiprina apņemšanos pildīt skolas misiju un sasniegt skolas mērķus; paaugstina kolektīvo atbildību par skolēnu mācīšanās rezultātiem; stimulē iedziļināšanos savā ikdienas praksē un tās kritisku analīzi; aktivizē savstarpēju mācīšanos, veidojot labāku mācīšanas praksi un radot jaunas zināšanas un izpratni par mācīšanu un mācīšanos; pastiprina izpratni par skolēnu individuālajām vajadzībām un skolotāja lomu, lai palīdzētu visiem skolēniem sasniegt spējām atbilstošus rezultātus; dod iespēju ātrāk nekā tradicionāli darbojošās skolās gūt būtiskus panākumus, pielāgojot mācīšanu skolēnu individuālajām vajadzībām; nodrošina skolotāju informētību; sekmē skolotāju profesionālo atjaunotni un spējas iedvesmot un motivēt skolēnus; veicina apmierinātību ar darbu; stimulē apņemšanos veikt nozīmīgas un ilgstošas pārmaiņas (Hord, 1997). Skolotāju PMK pozitīvo ietekmi uz skolēniem apliecina priekšlaicīgi mācības pārtraukušo skolēnu un otrgadnieku skaita samazināšanās; kavējumu samazināšanās; augstāki skolēnu mācību rezultāti nekā tradicionāli darbojošās skolās; mazākas mācību sasniegumu atšķirības starp dažāda spēju līmeņa skolēniem (Hord, 1997).

Ņemot vērā PMK komplicētību, šajā pētījumā PMK izpēte tiek balstīta Kanādas zinātnieku izveidotajā modelī par PMK kā vairāklīmeņu daudzdimensionālu konceptu (Mitchell & Sackney, 2011; Sleegers, den Brok, Verbiest, Moolenaar, & Daly, 2013). Minētajā modelī PMK tiek atspoguļota trīs līmeņos – PMK dalībnieka individuālajā līmenī, starppersonu jeb PMK dalībnieku savstarpējās sadarbības līmenī un skolas kā organizācijas līmenī. Katrā no šiem līmeņiem ir identificētas vairākas savstarpēji saistītas PMK raksturojošu īpašību grupas jeb dimensijas. Individuālajā līmenī iesaisti PMK raksturo dalībnieka aktīva un reflektīva jaunu profesionālo zināšanu veidošana un PMK iegūtās labās prakses izmantošana. Starppersonu līmenī PMK veidošanos ilustrē tādas dimensijas kā skolotāju kopīga izpratne par skolas misiju, mērķiem, skolotāju savstarpēja sadarbība, dalīšanās ar individuālajā līmenī iegūtajām profesionālajām zināšanām un personisko praksi, kopīga atbildība par skolēnu mācīšanos. Skolas kā organizācijas līmenis ietver PMK darbībai nepieciešamo atbalsta resursu nodrošinājumu, piemēram, pieejamo laiku, informāciju un materiālus, atspoguļo skolas vadības atbalstu skolotāju profesionālajai sadarbībai,

kā arī raksturo skolotāju kopīgo apņemšanos sekmēt katra skolēna panākumus mācībās.

Šajā pētījumā autori koncentrējas uz trim starppersonu līmeņa un divām organizācijas līmeņa PMK veidošanos raksturojošām dimensijām kā mainīgo skalām, kuru satura apraksts sniegts 2.tabulā.

Pētījuma metodoloģija
Research Methodology

Empīriskā pētījuma veikšanai kā mērinstruments izmantota autoru veidota skolotāju aptauja par skolas direktora vadības praksi un PMK attīstību skolā. Aptaujas apgalvojumi atbilstoši direktora pedagoģiskās līderības dimensiju saturam veidoti un adaptēti Latvijas situācijai, izmantojot ASV publicēto pētījumu aptauju (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; MetLife, 2013) un skolu direktoru profesionālās darbības novērtēšanas testu (Marzano, Carbaugh, Grego, & Toth, 2012) elementus. Savukārt aptaujas apgalvojumi atbilstoši PMK dimensiju saturam veidoti un adaptēti, pielietojot britu (Bolam, McMahon, Stoll, Thomas, & Wallace, 2005) un beļģu (Vanblaere & Devos, 2016) zinātnieku pētījumu aptauju elementus.

Direktora pedagoģiskās līderības prakses mainīgo skalu veidošanai izmantoti Jaunzēlandes pētnieku metaanalīzes secinājumi (Robinson et al., 2008; Robinson et al., 2009) par skolas direktora pedagoģiskās līderības dimensijām (sk. 1.tabulu). Atbilstoši katrai no direktora pedagoģiskās līderības dimensijām šajā pētījumā ir veidotas sešas skolas direktora pedagoģiskās līderības prakses skalas. Savukārt, PMK skala, atbilstoši šajā pētījumā apskatītajām PMK dimensijām, sastāv no piecām PMK apakšskalām. 2.tabulā apkopots pārskats par skolas direktora pedagoģiskās līderības prakses dimensiju skalām un PMK dimensiju skalām.

*2.tabula. **Direktora pedagoģiskās līderības prakses un PMK skalas***
*Table 2 **The Scales of Headmaster's Pedagogical Leadership Practice and PLCs***

Skalas	Apgalvo-jumu skaits	Kronbaha α	Dimensijas saturs
Direktora pedagoģiskās līderības prakse			
Skolas mērķi	6	.70	Skolas mērķu izvirzīšana un uzturēšana
Mācību programmas un mācīšana	14	.70	Mācīšanas un mācību programmu plānošana, koordinēšana un izvērtēšana
Skolotāju profesionālā attīstība	6	.74	Skolotāju profesionālās attīstības veicināšana
Skolotāju iniciatīva un atbildība	10	.78	Skolotāju iniciatīvas un atbildības veicināšana
Skolas resursi	10	.84	Stratēģiska resursu nodrošināšana

Mācības atbalstoša vide	15	.82	Sakārtotas un mācības atbalstošas vides veidošana
Profesionālās mācīšanās kopiena			
Starppersonu līmenis			
Kopīgi mērķi un vērtības	6	.80	Atspoguļo skolotāju vienošanās pakāpi par skolas misiju, kopīgiem mērķiem un darbības principiem
Koncentrēšanās uz skolēnu mācīšanos	10	.71	Atspoguļo diskusijas par mācību metodēm, ideju un problēmu risināšanas padomu apmaiņu starp skolotājiem, pamatojoties uz kolēģu novērojumiem klasē
Dalīšanās ar personisko praksi	7	.70	Raksturo skolotāju kopīgu apņemšanos ilgtermiņā uzlabot skolēnu mācīšanos
Organizācijas līmenis			
Kolektīva atbildība par skolēnu mācīšanos	10	.83	Raksturo skolotāju apņemšanos sekmēt katra skolēna intelektuālo izaugsmi un attīstību un sasniegt skolēnu panākumus mācībās
Atbalstoši apstākļi	7	.68	Raksturo skolas vadības atbalstu skolotāju profesionālajai sadarbībai un izaugsmei
PMK kopējā skala	5	.74	

Aptaujā tiek izmantota Likerta skala. Izveidotā mērinstrumenta mainīgo lielumu skalu iekšējā saskaņotība pārbaudīta ar Kronbaha alfas koeficientu. Pārskats par skolotāju aptaujas apgalvojumu skaitu un Kronbaha alfas koeficientu katrā no skalām dots 2.tabulā.

Skolotāju aptauja veikta 2017./2018. mācību gadā Latvijas rietumu daļas pašvaldību (Engures, Jaunpils, Kandavas, Kuldīgas, Talsu un Tukuma novadu) 25 skolās. Kopumā tika izplatītas 580 papīra formas anketas, no kurām aizpildītas atpakaļ saņemtas 489 jeb 84,3%. No kopējā skaita 306 skolotāji tika aptaujāti 11 vidusskolās un 183 skolotāji – 14 pamatskolās.

Rezultāti
Results

3.tabulā doti Pīrsona korelācijas koeficienti r, kas atspoguļo savstarpēju sakarību starp direktoru pedagoģiskās līderības prakses dimensiju skalām, PMK dimensiju apakšskalām un kopējo PMK skalu.

3.tabula. ***Pīrsona korelācijas koeficients r starp direktora pedagoģiskās līderības prakses skalām un PMK skalām***
Table 3 ***Pearson`s Correlation Coefficient r Between the Scales of Headmaster's Pedagogical Leadership Practice and the Scales of PLCs***

		PMK apakšskalas					Kopējā PMK skala
		Starppersonu līmenis			Organizācijas līmenis		
		Kopīgi mērķi un vērtības	Koncen-trēšanās uz skolēnu mācīšanos	Dalīšanās ar personisko praksi	Kolektīva atbildība par skolēnu mācīšanos	Atbalstoši apstākļi	
Direktora pedagoģiskās līderības skalas	Skolas mērķi	.62*	.47**	.25**	.18**	.62**	.57*
	Mācību programmas un mācīšana	.46*	.37**	.28**	.21**	.56**	.51*
	Skolotāju profesionālā attīstība	.50*	.39**	.30**	.25**	.59**	.55*
	Skolotāju iniciatīva un atbildība	.42*	.36**	.33**	.36**	.56**	.57*
	Skolas resursi	.66*	.48**	.14**	.10*	.64**	.52*
	Mācības atbalstoša vide	.72*	.60**	.27**	.24**	.70**	.66*

*N (skolotāji) = 489 un N (skolas) = 25   * p < 0,01   ** p < 0,05*

Pīrsona korelācijas koeficienti liecina, ka visām sešām direktora pedagoģiskās līderības dimensiju skalām ir būtiska līdz ļoti spēcīga sakarība ar PMK starppersonu dimensiju apakšskalām "Kopīgi mērķi un vērtības" ($0,42 \leq r \leq 0,72$) un "Koncentrēšanās uz skolēnu mācīšanos" ($0,36 \leq r \leq 0,60$) un organizācijas līmeņa dimensiju "Atbalstoši apstākļi" ($0,56 \leq r \leq 0,70$). Pārliecinoši vidēja un pat mērena ir korelācija starp direktora pedagoģiskās līderības dimensiju skalām "Skolotāju profesionālā attīstība" un "Skolotāju iniciatīva un atbildība" un PMK dimensiju apakšskalām "Dalīšanās ar personisko praksi" un "Kolektīva atbildība par skolēnu mācīšanos" ($0,25 \leq r \leq 0,37$). Turpretī vāja līdz mērena sakarība ir konstatējama starp direktora pedagoģiskās līderības dimensiju skalām "Skolas mērķi", "Mācību programmas un mācīšana", "Skolas resursi" un "Mācības atbalstoša vide" un PMK dimensiju apakšskalām "Dalīšanās ar personisko praksi" un "Kolektīva atbildība par skolēnu mācīšanos" ($0,10 \leq r \leq 0,28$). Savukārt Pīrsona korelācijas koeficienti uzrāda būtisku līdz ļoti spēcīgu sakarību starp visām sešām direktora pedagoģiskās līderības dimensiju skalām un kopējo PMK skalu ($0,51 \leq r \leq 0,66$).

Secinājumi
Conclusions

Skolas direktora pedagoģiskās līderības prakse ir svarīgs priekšnoteikums veiksmīgai mācību satura un mācīšanas pieejas reformas ieviešanai Latvijas skolās, veicinot un atbalstot skolotāju profesionālās mācīšanās kopienas veidošanos un uzturēšanu, kurās skolotāji pastāvīgi sadarbojas un pielāgojas jauniem apstākļiem, lai atbalstītu katra skolēna mācīšanos un īstenotu dziļās mācīšanās pieeju. Tas nozīmē, ka skolas direktoram kā pedagoģiskajam līderim noteikti vajadzētu iesaistīties skolas mācību mērķu noteikšanā un mācību procesa plānošanā, koordinēšanā un novērtēšanā, kā arī direktoram ir nepastarpināti jāpiedalās skolotāju formālās vai neformālās profesionālās izglītības norisēs. Tādējādi skolu direktori – pedagoģiskie līderi – vada skolas izglītības mērķu izvirzīšanu, skolotāju izpratnes veicināšanu par skolas mērķiem, sekmē resursu nodrošināšanu skolas izglītības mērķu sasniegšanai, veicina skolotāju profesionālo attīstību, iniciatīvu un atbildību, veido mācības atbalstošu vidi, organizē regulāru skolas izglītības mērķu sasniegšanas novērtēšanu, sniedzot skolotājiem atsauksmes par viņu darbu un nepieciešamajiem uzlabojumiem.

Pētījums apliecina, ka skolu direktoru pedagoģiskās līderības dimensijas ietver gan pārveidojošās līderības, gan mācību līderības konceptu elementus. Abi līderības koncepti atšķiras ar to, uz kādām skolas darbības jomām ir vērsta skolu direktoru ietekme, lai uzlabotu mācīšanu un mācīšanos, un vai šī ietekme ir tieša vai netieša. Pārveidojošo līderu iedarbība uz pedagoģisko procesu ir netieša, jo tiek virzīta uz vispārējo skolas politiku, ikdienas darba kārtību, resursu nodrošināšanu, skolas kultūras veidošanu, uzlabojot skolas apstākļus kopumā. Savukārt direktors kā mācību līderis tieši ietekmē pedagoģisko procesu, vairāk fokusējoties uz mācīšanas, audzināšanas un mācīšanās akcentēšanu un atbalstīšanu skolā un skolotāju profesionālās izaugsmes veicināšanu, lai nodrošinātu, ka visi skolotāji prot un spēj uzlabot skolēnu izglītības rezultātus.

Pētījuma empīriskie rezultāti demonstrē, ka direktora pedagoģiskās līderības prakses dimensijām skolās, kurās tika veikts pētījums, ir pārliecinoša sakarība ar trim – "Kopīgi mērķi un vērtības", "Koncentrēšanās uz skolēnu mācīšanos" un "Atbalstoši apstākļi" – no piecām PMK raksturojošām dimensijām, kas tiek apskatītas šajā pētījumā. Savukārt direktora pedagoģiskās līderības dimensiju saistība ar divām PMK dimensijām – "Dalīšanās ar personisko praksi" un "Kolektīva atbildība par skolēnu mācīšanos" – saskaņā ar pētījuma rezultātiem ir samērā vāja. Tas dod pamatu secināt, ka pētījumā iesaistītajās skolās konstatētās sakarības starp direktoru pedagoģiskās līderības prakses dimensijām un PMK veidošanās dimensijām, visticamāk, liecina par pārveidojošās līderības pieejas dominēšanu skolu direktoru darbībā, galveno uzmanību pievēršot "sekundāriem procesiem" skolas vispārējās attīstības veicināšanā – skolas organizatoriskās

struktūras, kultūras veidošanai un nepieciešamo resursu nodrošināšanai. Šāds secinājums sakrīt ar citu pētījumu secinājumiem (sk., piemēram, Namsone u.c., 2018). Arī OECD TALIS 2013.gada pētījuma dati parāda, iespējams, nepietiekamu Latvijas skolu direktoru tiešu iesaistīšanos pedagoģiskā procesa vadībā un skolotāju darba novērtēšanā. Piemēram, tikai 37% Latvijas skolotāju OECD TALIS 2013.gada aptaujā ziņo par to, ka skolas direktors veic tiešu mācību darba novērošanu klasē, un tikpat – 37% – skolotāju apliecina, ka viņa darba pašnovērtējums tiek apspriests ar direktoru (OECD, 2014; Rečs, 2015).

Tradicionāli Latvijā ar mācību un audzināšanas procesa jautājumiem skolās vairāk nodarbojas direktora vietnieki izglītības jomā, tomēr, kā redzams no pētījuma rezultātiem, skolotāju aptaujas datu analīze liek domāt, ka arī direktoru vietnieku vadības prakse, visticamāk, neveicina PMK veidošanos skolās, ja uz to nemotivē direktors. Kā norāda Latvijas pētnieki, ļoti bieži skolas direktors ir uzņēmies prioritāri saimnieciska rakstura problēmu risināšanu, atstājot pedagoģiskā procesa vadību vietnieku ziņā (Namsone u.c., 2018). Tas varētu būt daļēji skaidrojams ar to, ka skolas vadībai nav formālu prasību tālākizglītībai saistībā ar līderību un vadības zinībām (Daiktere, 2012). Arī vēsturiski Latvijas skolu vadības loma tika vairāk izprasta kā administratīva: resursu un procesu pārvaldība, tiešā veidā neiesaistoties pedagoģiskā procesa un skolotāju profesionālās pilnveides jautājumos (Bluma & Daiktere, 2016). Līdz ar to var secināt, ka, lai nodrošinātu akcentu maiņu skolas direktora darbā no administratīvās vadības uz pedagoģisko līderību, ir nepieciešams izstrādāt skolas direktora profesionālās darbības standartu, un tas dotu iespēju sasniegt četrus mērķus:

- uzskaitīt skolas direktora profesionālās darbības funkcijas;
- noteikt skolas direktora profesionālās sagatavotības un attīstības vadlīnijas;
- definēt skolas direktora profesionālās darbības novērtēšanas kritērijus;
- izvirzīt skaidras un visā valstī vienotas prasības skolas direktora amata kandidātiem.

Pētījuma rezultāti dod pamatu secināt, ka ir nepieciešams pilnveidot skolu direktoru profesionālās sagatavotības un profesionālās pilnveides kārtību, lai gan jaunieceltajiem, gan pieredzējušiem skolu direktoriem būtu iespējas iegūt un papildināt zināšanas un pieredzi, kas ļautu viņiem darboties kā spēcīgiem pedagoģiskajiem līderiem. Turklāt tādā veidā būtu iespējams pievērst uzmanību prioritāšu maiņai skolu direktoru darbā, akcentējot līderības praksi, kas tieši ietekmē profesionālās mācīšanās kopienas veidošanos skolās un skolotāju profesionālo izaugsmi, tādejādi veicinot skolēnu mācību rezultātu uzlabošanos un izglītības kvalitātes paaugstināšanos kopumā.

Summary

The conclusions of researchers of educational management and the TALIS 2013 survey point out that one of the main functions of headmaster is to promote the formation of PLCs at school. From the scientific literature it also became apparent that the number of researches with an in-depth analysis of the relationship between headmaster`s leadership practice and specific characteristics of PLCs is limited. Therefore the relationship between such dimensions of headmaster`s pedagogical leadership practice as "Setting and maintaining school goals", "Teaching and planning, coordinating and evaluating the curriculum", "Promoting teachers` professional development", "Promoting teachers` initiative and responsibility", "Providing strategic resources", "Creating supportive learning environment" and such dimensions of PLCs as "Common goals and values", "Focusing on pupils` learning", "Sharing personal practice", "Collective responsibility for pupils` learning", "Supportive conditions" is measured in this research.

A teacher survey about headmaster`s leadership practice and the development of formation of PLCs at school created by the authors was used as a tool in the empirical part. The 489 teacher survey was conducted in school year 2017-2018 in 25 schools of the western part of Latvia. The empirical findings show that the correlation between the dimensions of headmaster`s pedagogical leadership and the dimensions of PLCs found in the schools involved in the research is likely to indicate on the dominance of a transformational leadership approach in the headmaster`s work by putting the main emphasis on such "secondary processes" in the promotion of overall school development as the development of the organizational structure of the school and its culture and the provision of the necessary resources.

The results of the research provides a basis for the conclusion that it is necessary to improve the system of the professional training and professional development of a headmaster, so that both newly-appointed and experienced headmaster would have the opportunity to acquire and complement their knowledge and experience by enabling them to act as strong pedagogical leaders.

Literatūra
References

Alava, J., Halttunen, L., & Risku, M. (2012). *Changing School Management. Status review – May 2012*. Helsinki: Finnish National Board of Education.

Bluma, D., & Daiktere, I. (2016). Latvia: School Principals and Leadership Research in Latvia. In: Ärlestig, H., Day, C., & Johansson, O. (Eds.) *A Decade of Research on School Principals. Cases from 24 Countries* (137 – 160). Springer.

Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). *Creating and Sustaining Effective Professional Learning Communities*. Research Report RR637. Nottingham: National College for School Leadership.

Bruggencate, G., Luyten, H., Scheerens, J., & Sleegers, P. (2012). Modeling the Influence of School Leaders on Student Achievement: How Can School Leaders Make a Difference? *Educational Administration Quarterly*, *48*, 4, 699 - 732.

Choi, A., & Gil, M. (2017). *Does school leadership affect student academic achievement?* Barcelona: Fundació Jaume Bofill, Ivàlua.

Daiktere, I. (2012). *Vispārizglītojošās skolas direktora loma skolas kultūras pilnveidē. Promocijas darbs*. Rīga: Latvijas Universitāte.

Darling-Hammond, L. (1996). The quiet revolution: Rethinking teacher development. *Educational Leadership, 53*(6), 4-10.

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M.T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.

Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Brown, E., Ahtaridou, E., & Kington, A. (2009). *The impact of school leadership on pupil outcomes: final report*. London: DCSF.

Day, C., & Sammons, P. (2013). *Successful School Leadership*. Reading, Berkshire: Education Development Trust.

Du Four, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for Professional Learning Communities at work*. Solution Tree USA.

Elmore, R. (2008). Leadership as the Practice of Improvement. In: Pont, B.D. Nusche & D. Hopkins (Eds.). *Improving School Leadership, Volume 2: Case Studies on System Leadership*. Paris: OECD Publishing.

Eurydice (2007). *School Autonomy in Europe. Policies and Measures*. Brussels: Eurydice.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*, 3, 329 - 351.

Hallinger, P. (2009). *Leadership for 21st Century Schools: From Instructional Leadership to Leadership for Learning*. Hong Kong: The Hong Kong Institute of Education.

Hendriks, M.A., & Scheerens, J. (2013). School leadership effects revisited: a review of empirical studies guided by indirect-effect models. *School Leadership & Management*, *33*(4), 373–394.

Hord, S. (1997). *Professional learning communities: communities of continuous inquiry and improvement*. Austin: Southwest Educational Development Laboratory.

Kools, M., & Stoll, L. (2016). *What Makes a School a Learning Organisation? OECD Education Working Papers, No. 137*. Paris: OECD Publishing.

Leithwood, K., Day, C., Sammons, P., Harris, A., & D. Hopkins, D. (2006a). *Seven strong claims about successful school leadership*. Nottingham: National College for School Leadership.

Leithwood, K., Jantzi, D., & McElheron-Hopkins, Ch. (2006b). The Development and Testing of a School Improvement Model. *School Effectiveness and School Improvement*, *17*, 4, 441 - 464.

Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a Conception of How School Leadership Influences Student Learning. *Educational Administration Quarterly*, *46*, 5, 671 - 706.

Louis, K.S., Marks, H., & Kruse, S. (1996). Teachers' Professional Community in Restructuring Schools. *American Journal of Education*, *104*(2), 103 – 147.

Lomos, C., Hofman, R.H., & Bosker, R.J. (2011). Professional communities and student achievement – a metaanalysis. *School Effectiveness and School Improvement*, *22/2*, 121-148.

Marks, H.M., & Printy, S.M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, *39*(3), 370–397.

Marzano, R.J., Carbaugh, B., Grego, M., & Toth, M. (2012). *Marzano School Leadership Evaluation Model*. Palm Beach: Learning Sciences Marzano Center for Teacher and Leadership Evaluation.

MetLife (2013). *The MetLife Survey of the American Teacher: Challenges for School Leadership. A Survey of Teachers and Principals.* New York: Metropolitan Life Insurance Company.

Mitchell, C., & Sackney, L. (2011). *Profound improvement: Building learning-community capacity on living-system principles*. New York: Routledge.

Mulford, B. (2003). *School leaders: challenging roles and impact on teacher and school effectiveness.* OECD commissioned paper.

Namsone, D., Čakāne, L., & Sarceviča - Kalviške, D. (2016). Teacher teams and schools become leaders to disseminate innovative practice. In: *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference. Volume II, May 27th - 28th, 2016,* 208-222.

Namsone, D., Čakāne, L., Volkinšteine, J., & Butkēviča, A. (2018). Kā novērtēt skolotāju sniegumu un mērķtiecīgi pilnveidot skolotāju prasmes. No: Namsone, D. (Red.). *Mācīšanās lietpratībai* (146.-157.lpp). Rīga: LU Akadēmiskais apgāds.

OECD (2009). *Creating Effective Teaching and Learning Environments. First Results from TALIS.* Paris: OECD.

OECD (2013). *Leadership for 21st Century Learning. Educational Research and Innovation.* Paris: OECD Publishing.

OECD (2014). *TALIS 2013 Results: An International Perspective on Teaching and Learning.* Paris: OECD Publishing.

OECD (2016a). *School Leadership for Learning: Insights from TALIS 2013*. Paris: OECD Publishing.

OECD (2016b). *Education in Latvia. Reviews of National Policies for Education*. Paris: OECD Publishing.

Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership, Volume 1: Policy and practice*. Paris: OECD Publishing.

Rečs, N. (2015). Skolotāju darba oficiālais novērtējums un atsauksmes par skolotāju darbu. No: Geske, A. (Red.). *Skolotāji Latvijā un pasaulē. Monogrāfiju sērija Izglītības pētniecība Latvijā Nr. 6* (149.-178.lpp.). Rīga: LU PPMF Izglītības pētniecības institūts.

Robinson, V.M.J., Hohepa, M., & Lloyd, C. (2009). *School Leadership and Student Outcomes: Identifying What Works and Why*. Wellington: New Zealand Ministry of Education.

Robinson, V.M.J., Lloyd, C.A., & Rowe, K.J. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, *44*, 5, 635 - 674.

Schleicher, A. (2015). *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches. International Summit on the Teaching Profession*. Paris: OECD Publishing.

Sleegers, P., den Brok, P., Verbiest, E., Moolenaar, N.M., & Daly, A.J. (2013). Towards conceptual clarity: A multidimensional, multilevel model of professional learning communities in Dutch elementary schools. *The Elementary School Journal, 114*(1), 118-137.

Stoll, L., Bolam, R., McMahon, A., Thomas, S., Wallace, M., Greenwood, A., et al. (2006). *Professional learning communities: Source materials for school leaders and other leaders of professional learning.* London: DfES.

Valsts izglītības satura centrs (2017). *Skola 2030. Izglītība mūsdienīgai lietpratībai: mācību satura un pieejas apraksts. Projekta Nr.8.3.1.1./16/I/002 "Kompetenču pieeja mācību saturā" materiāls sabiedriskajai apspriešanai.* Rīga: VISC.

Vanblaere, B., & Devos, G. (2016). Relating school leadership to perceived professional learning community characteristics: A multilevel analysis. *Teaching and Teacher Education*, *57*, 26-38.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, *24*, 80–91.

ARODBIEDRĪBA KĀ SOCIĀLAIS PARTNERIS SKOLOTĀJU PROFESIONĀLĀ ATBALSTA PILNVEIDĒ

Trade Union as a Social Partner in Improving Professional Support for Teachers

Anda Grīnfelde
Latvijas Lauksaimniecības universitāte, Latvija

Līga Paula
Latvijas Lauksaimniecības universitāte, Latvija

Inga Vanaga
Latvijas Izglītības un zinātnes darbinieku arodbiedrība, Latvija

Abstract. *Social dialogue involving all social partners is very important in shaping sectoral policies, therefore an implementation of educational reforms and their evaluation should take place in close cooperation between policy makers, employers' and workers' organizations. In 2018, within the context of current educational reforms in Latvia, the Latvian Trade Union of Education and Science Employees conducted an on-line survey of the teachers aiming to identify problems in teachers' professional support. The survey indicated a gap between political debate and the reality faced by teachers in the process of implementation of reforms. The respondents acknowledged the role of the trade union in improving the professional support for teachers and emphasized its role in social dialogue to strengthen it. Although most of the teachers are satisfied with a professional support during introduction of competence-based educational content, respondents do not feel sufficiently involved in the planning and designing reforms. They believe that the needs of educators for the qualitative implementation of reforms are not being identified. Therefore, the trade union should focus on the protection of labour rights as well as the development of a professional support system and content of education policy.*
Keywords: social dialogue, teacher professional support, Trade union.

Ievads
Introduction

Saskaņā ar labas pārvaldības praksi, sociālais dialogs ietver visus sociālos partnerus nozaru politikas veidošanā, tādēļ plānoto reformu ieviešanai un īstenošanai jānotiek, cieši sadarbojoties politikas veidotājiem, darba devēju un darba ņēmēju organizācijām. Šis aspekts ir uzsvērts arī Eiropas Semestra ziņojumā (European Commission, 2018a, 29). Izglītības jomā Latvijas Izglītības

un zinātnes darbinieku arodbiedrība (LIZDA) ir viena no organizācijām, kas nacionālā līmenī pilda šo funkciju, reprezentējot un pārstāvot izglītības sektora darbinieku intereses un vajadzības. Plānoto un jau īstenojamo izglītības reformu kontekstā ir svarīgi noskaidrot, vai skolotājiem tiek nodrošināts nepieciešamais profesionālais atbalsts un kāda ir arodbiedrības loma tā pilnveidē. Pedagogiem nepieciešamais atbalsts ietver finansiālo, materiāli tehnisko un metodisko atbalstu, kā arī plašāku sabiedrības izpratni un iesaisti reformu īstenošanā. To, kādu profesionālo kompetenču pilnveidošana un kādā apjomā jānodrošina īpaši paredzētās pedagogu profesionālās kompetences pilnveides programmās, Latvijā nosaka Ministru Kabineta noteikumi Nr. 569 (Noteikumi par pedagogiem..., 2018). Tās skar pedagoga vispārējās kompetences, izglītības saturu un didaktiku, kā arī izglītības vadību. Minētie noteikumi paredz, ka profesionālās pilnveides programmas var izstrādāt un īstenot pašvaldības vai privātās izglītības iestādes vai pedagogu profesionālā nevalstiskā organizācija, ministriju padotības iestādes vai pašvaldību iestādes, augstākās izglītības iestādes, kas īsteno pedagoģijas studiju programmas vai ārvalstu institūcijas Latvijā, attiecīgi saskaņojot ar Izglītības un zinātnes ministriju un/vai pašvaldību. Lai arī piedāvājums ir daudzveidīgs, skolotāji atzīst, ka sociāli un tehnoloģiski mainīgajos apstākļos ir nepieciešami aktuālāka un mūsdienīgāka satura pasākumi.

Lai noskaidrotu skolotāju viedokli, 2018.gadā LIZDA veica pedagogu aptauju (n=1258). Pētījuma mērķis bija identificēt problēmas dažādos ar skolotāju profesionālo atbalstu saistītos aspektos un izstrādāt priekšlikumus atbalsta pilnveidei. Rakstā atspoguļoti tie pētījuma rezultāti, kuri akcentē arodbiedrību lomu skolotāju profesionālā atbalsta uzlabošanā un šīs lomas stiprināšanā sociālā dialoga kontekstā.

Sociālais dialogs skolotāju atbalsta pasākumu īstenošanai
Social dialogue for the implementation of teacher support measures

Sociālais dialogs daudzās Eiropas valstīs, tajā skaitā Eiropas Savienībā, ir kļuvis par neatņemamu labas pārvaldības sastāvdaļu, lai arī tā attīstība un pieredze dažādās ekonomikas nozarēs atšķiras (Bechter, Brandl, & Prosser, 2017). Kolektīvo līgumu formā nozares risinājušas tādus jautājumus kā darba laiks, atalgojums, mūžizglītība, veselības un darba drošība. Eiropā sociālā dialoga izglītībā jomā sociālie partneri, tajā skaitā arodbiedrības, tiek aicināti kopīgi risināt pedagogu izglītošanas jautājumus, īstenot atbalsta mehānismus jaunajiem skolotājiem, meklēt profesionālās pilnveides iespējas, atbilstoši mūsdienu vajadzībām un straujajām pārmaiņām darba tirgū (Weber, 2018).

Daudzi pētījumi liecina, ka skolotāju arodorganizācijām ir nozīmīga loma, iestājoties par skolotāju darba tiesībām, vienlīdzību darba tirgū un atbalstu izglītības sistēmas reformu laikā (piemēram, European Union, 2018b; Ironside,

Seifert, & Sinclair, 1997; Mizala & Schneider, 2014; Quinn, 2004; Weber, 2018), skolotāju profesionālās pilnveides pasākumu attīstīšanā un pilnveidē, kas ietekmē arī izglītojamo sniegumu (Vachon & Ma, 2015). Arodbiedrības pedagogiem piedāvā informatīvus kursus, diskusijas un konsultācijas, iesaistās pārrunās ar izglītības iestāžu vadību un politikas veidotājiem gan lokālā, gan nacionālā līmenī, risinot skolu finansējuma un atalgojuma jautājumus, noskaidrojot pedagogu vajadzības profesionālās pilnveides jomā un rosinot nepieciešamos pasākumus atbalsta sistēmas pilnveides īstenošanai.

Pētījuma metodoloģija
Research methodology

LIZDA veica pedagogu aptauju internetā 2018.gadā laika posmā no 2.novembra līdz 27.novembrim portālā *VisiDati.lv*. Informācija par aptauju tika izplatīta izglītības iestāžu arodorganizācijās un LIZDA mājaslapā. Aptauja tika īstenota, ņemot vērā interneta aptaujas metodoloģiskos un ētiskos principus (Roberts & Allen, 2015; Toepoel, 2015). Aptauja bija anonīma, un rezultāti tika izmantoti tikai apkopotā veidā. Rezultātu analīzei tika izmantota SPSS programma t testa vērtību aprēķiniem, tādejādi noskaidrojot, vai pastāv statistiski nozīmīgas viedokļu atšķirības starp dažādām respondentu grupām. Aptaujas anketa tika konstruēta no 19 jautājumu blokiem (pavisam 127 jautājumi/apgalvojumi) par pedagogu profesionālo atbalstu un tā pilnveidi gan valsts, gan pašvaldību, gan skolu līmenī. Izmantojot simetrisko 5 punktu Likerta skalu, pedagogiem tika lūgts novērtēt apgalvojumus par finansiālo, materiāli tehnisko, metodisko un sabiedrības atbalstu izglītības nozarei aktuālos jautājumos šobrīd īstenoto reformu kontekstā: 1) atbalsts kompetencēs balstītā satura ieviešanai; 2) atbalsts jaunajiem pedagogiem; 3) atbalsts pedagogiem iekļaujošās izglītības nodrošināšanai; 4) atbalsts izglītības iestāžu vadītājiem. Lielākā daļa apgalvojumu aptaujā tika veltīti šiem jautājumiem (piemēram, 1.att.). Atsevišķs jautājumu bloks ietvēra apgalvojumus par arodbiedrības lomu pedagogu profesionālā atbalsta pasākumu īstenošanā (skat. 2.att.), sociālā dialoga ietvarā risināmajiem jautājumiem (skat. 3.att.), kā arī par priekšlikumiem (skat. 5.att.).

Aptaujas izlasi veidoja 1258 respondenti, pārstāvot visus Latvijas plānošanas reģionus (Vidzemi (25%), Kurzemi (15%), Zemgali (18%), Latgali (24%), Rīgas reģionu (18%)), kā arī visas izglītības pakāpes un amatus. Aptaujas dalībnieki pārstāvēja dažādas darba stāža un vecuma grupas. Vairāk nekā puse aptaujāto (68%) bija LIZDA biedri. 40% respondentu dzīvo pilsētās, savukārt 60% - novados. Respondentu vidū 94% bija sievietes un 6% - vīrieši.

Skolotāju vērtējums par pieejamo atbalstu īstenoto reformu kontekstā
Teachers' assessment of available support in the context of reforms

Kopumā pedagogi atzinīgi novērtējuši *atbalstu jaunā kompetencēs balstītā izglītības satura ieviešanai*, ko saņem savās izglītības iestādēs. Tomēr 17% respondentu atzinuši, ka informāciju par jauno pieeju izglītībā nesaņem no izglītības iestādes vadības, bet 27% norādījuši, ka to nesaņem no izglītības jomas speciālista pašvaldībā. 26% pedagogu nepiekrita apgalvojumam, ka pašvaldībā katru gadu tiek organizēta pedagogu profesionālās pilnveides vajadzību apzināšana. 31% respondentu noliedza, ka profesionālās pilnveides programmas tiek veidotas, izzinot pedagogu vajadzības nacionālā līmenī.

Pētījumā atklājās, ka mūsdienās izglītības iestādēs arvien biežāk parādās komunikācijas problēmas starp pedagogiem, izglītojamajiem un viņu vecākiem. Tāpēc gandrīz visi respondenti saredzēja *komunikācijas prasmju attīstīšanu* kā problēmas risinājumu (skat. 1.att.). 68% pedagogu vēlētos saņemt profesionālo atbalstu, lai iemācītu izglītojamajiem vadīt savas emocijas, bet 50% no respondentiem paši vēlētos pilnveidot sevi šajā jomā. Viedokļos par pedagogu sociāli emocionālo kompetenci ir statistiski nozīmīgas atšķirības (p<0.05) starp LIZDA biedriem un pārējiem respondentiem, kā arī starp pilsētās un laukos strādājošajiem skolotājiem.
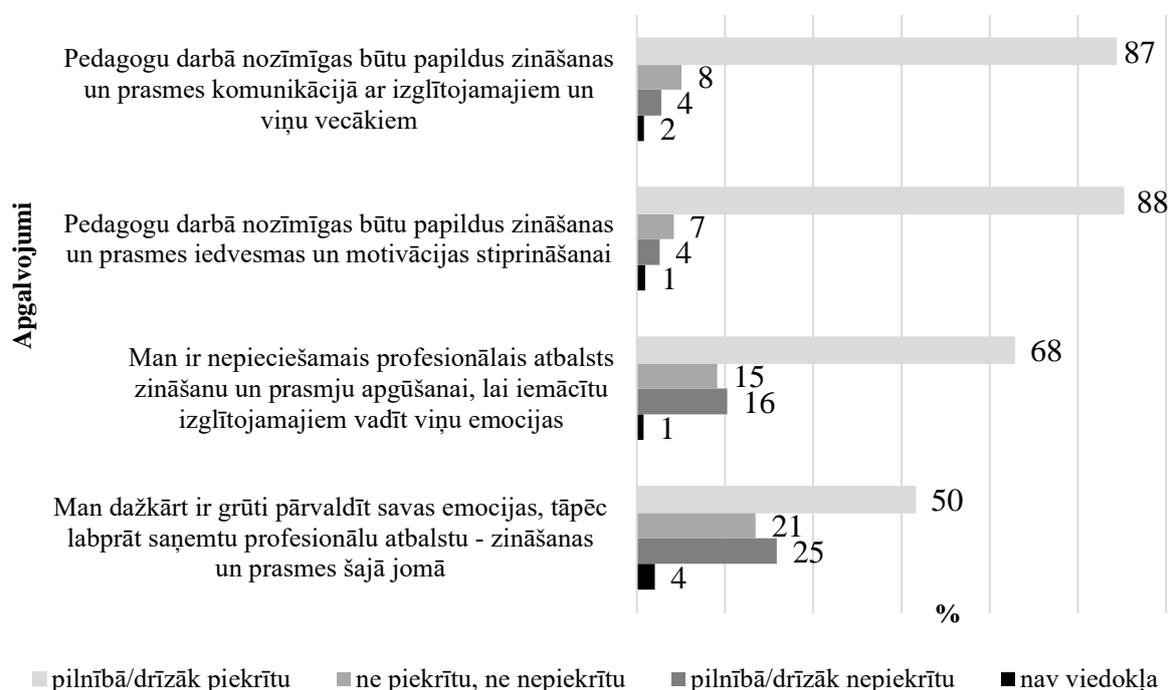
1.attēls. **Skolotāju vērtējums par pedagogu sociāli emocionālo kompetenci (LIZDA pētījums, n=1258)**
Figure 1 **Teachers' assessment of their socio-emotional competence (LIZDA survey, n=1258)**

69% respondentu pilnībā piekrita vai drīzāk piekrita apgalvojumam, ka Latvijā nepastāv vienota un strukturēta *atbalsta sistēma jaunajiem pedagogiem.* Tikai 44% varēja apstiprināt, ka viņu izglītības iestādē jaunajiem pedagogiem tiek piedāvāts mentora atbalsts. 52% respondentu norādīja, ka mentoriem netiek samazināta pedagoģiskā darba slodze, kā arī 44% apstiprināja, ka mentoru darbs ar jaunajiem pedagogiem netiek finansiāli novērtēts, lai arī 73% pedagogu norādījuši, ka mentoriem tiek plānota papildus apmaksāta darba slodze jauno pedagogu ievirzei darbā. 58% respondentu atzinuši, ka jaunajam pedagogam jānosaka mazāka darba slodze, lai spētu kvalitatīvi īstenot visus darba pienākumus un 60% uzskata, ka vienreizēja pabalsta piešķiršana būtu motivējošs faktors jauno pedagogu piesaistei.

Daudz kritiskāk tiek vērtēts *pieejamais atbalsts iekļaujošās izglītības nodrošināšanai*, kas ir viena no aktualitātēm Latvijas izglītības sistēmā. Kopumā 38% respondentu norādīja, ka pedagogi nesaņem nepieciešamo atbalstu šajā jomā. 36% norādīja, ka nav nodrošināta nepieciešamā infrastruktūra, un 40% respondentu atzina, ka trūkst nodrošinājuma ar speciālajiem mācību līdzekļiem, lai integrētu izglītojamos ar speciālajām vajadzībām. 42% nepiekrita, ka ir pieejami pedagogu palīgi darbam ar bērniem, kuriem ir speciālās vajadzības.

Būtisks ir *atbalsts, ko saņem izglītības iestāžu vadītāji.* 55% respondentu atzina, ka pašvaldību deputātiem ir vāja izpratne par izglītības procesu un tas kavē izglītības iestāžu vadītāju darbu. 73% pilnībā vai drīzāk piekrita, ka būtu nepieciešama normatīvo aktu un dokumentu pārskatīšana, lai samazinātu birokrātisko slogu izglītības iestādēs. Līdzīgi kā citi pedagogi, arī izglītības iestāžu vadītāji piedzīvo izdegšanas sindromu, - to atzina 63% respondentu.

Arodbiedrības loma pedagogu profesionālajā atbalstā
Role of the trade union in the professional support of teachers

Skolotāju vērtējums par arodbiedrības lomu pedagogu profesionālajā atbalstā parādīts 2.attēlā.

Pedagogu arodbiedrībai ir būtiska loma sociālā dialoga kontekstā, ne tikai aizstāvot darba tiesības (94%, skatīt 2.att.), bet 90% no aptaujātajiem pedagogiem uzskatīja, arodbiedrībai ir jāpiedalās arī izglītības politikas izstrādes procesā un jāfokusējas uz pedagogu profesionālā atbalsta jautājumiem. Tāpēc 58% no aptaujātajiem apgalvoja, ka arodbiedrība cenšas izzināt pedagoga profesionālās pilnveides vajadzības un 82% uzskata, ka arodbiedrībai ir jārūpējas arī par pedagogu profesionālā atbalsta jautājumiem. Apgalvojumu novērtējumā par arodbiedrības lomu pedagogu profesionālajā atbalstā ir statistiski nozīmīgas atšķirības ($p<0.05$) starp LIZDA biedriem un pārējiem respondentiem. LIZDA biedri biežāk piekrīt apgalvojumiem un viņu vidū ir lielāka vienprātība apgalvojumu novērtējumos.

2.attēls. **Skolotāju vērtējums par arodbiedrības lomu pedagogu profesionālajā atbalstā
(LIZDA pētījums, n=1258)**
Figure 2 **Teachers' assessment of the role of the trade union in teacher professional support
(LIZDA survey, n=1258)**
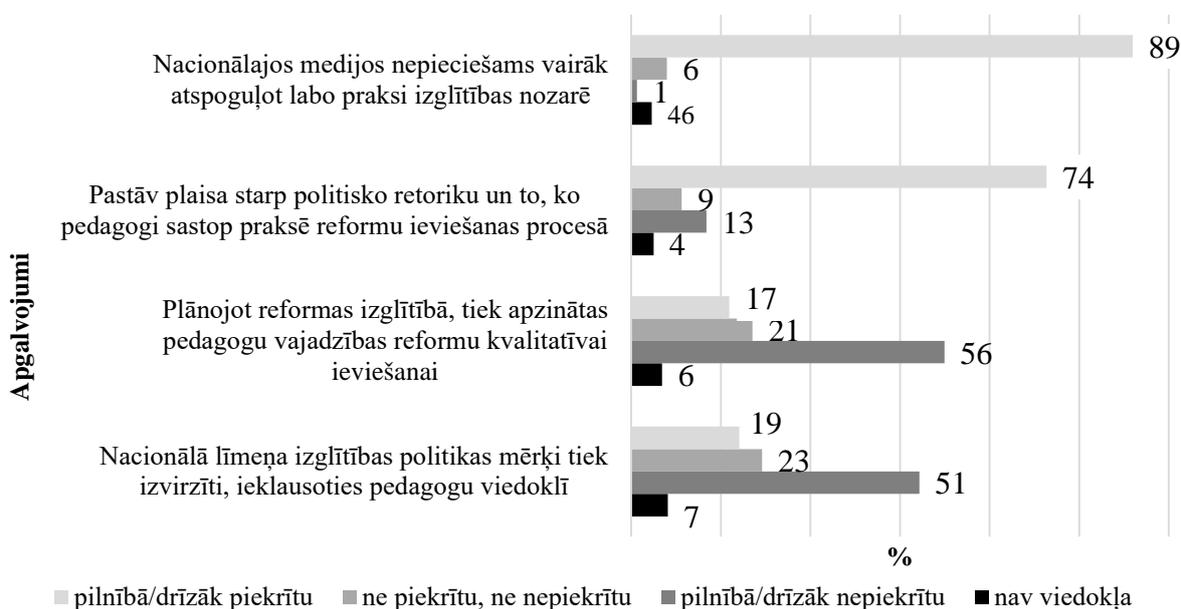
3.attēls. **Skolotāju vērtējums apgalvojumiem par izglītības politikas veidošanu (LIZDA
pētījums, n=1258)**
Figure 3 **Teachers' assessment of the statements related to education policy-making
(LIZDA survey, n=1258)**

Sociālā dialoga izpētes kontekstā nozīmīgi novērtēt *apgalvojumus saistībā ar izglītības politikas veidošanu*, kur 74% no aptaujātajiem pedagogiem uzskatīja, ka pastāv plaisa starp politisko retoriku un to, ar ko pedagogi sastopas realitātē reformu ieviešanas procesā (skatīt 3.att.).

LIZDA regulāri rosina izpildvaru un lēmējvaru kvalitatīvi izvērtēt reformu ieviešanas procesu, ieklausoties ekspertu viedoklī. Pētījums pierāda, ka 56% aptaujāto pedagogu uzskatīja, ka netiek apzinātas pedagogu vajadzības reformu kvalitatīvai ieviešanai un 51%, ka netiek respektēts pedagogu viedoklis. Apgalvojumu novērtējumā saistībā ar izglītības politikas veidošanu ir statistiski nozīmīgas atšķirības (p<0.05) starp LIZDA biedriem un pārējiem respondentiem.

Pedagogu priekšlikumi izglītības nozares turpmākajai attīstībai
Teachers' suggestions for the future development of the education sector

Pētījuma ietvaros būtiski bija noskaidrot pedagogu vērtējumu par **priekšlikumiem izglītības nozares turpmākajai attīstībai.** Eiropas Semestra procesa ietvaros tiek aktualizēta deputātu apmācību nepieciešamība sociālā dialoga kontekstā nacionālo valstu jaunievēlētiem visu līmeņu deputātiem (European Commission, 2018a). LIZDA aptaujā 87% respondenti uzskatīja, ka Saeimā un 73%, ka pašvaldībās ir nepieciešams pilnveidot deputātu izpratni par sociālo dialogu izglītības nozarē (skatīt 4.att.).

4.attēls. Skolotāju vērtējums par priekšlikumiem izglītības nozares turpmākajai attīstībai (LIZDA pētījums, n=1258)
Figure 4 Teachers' assessment of the statements on proposals for the future development of the education sector (LIZDA survey, n=1258)

64% aptaujāto pedagogu uzskatīja, ka metodiskā darba organizēšana ir jāveic vienlīdz gan valsts, gan pašvaldības līmenī, kā arī 64% pedagogu ir ieinteresēti ārvalstu labās prakses apzināšanai saistībā ar kompetencēs balstītās izglītības nodrošināšanu. Šos pasākumus daļēji ir iespējams īstenot arī sadarbībā ar arodbiedrību dažādu projektu ietvaros. Nozīmīgs profesionālo pilnveidi ietekmējošs faktors ir skolotājiem pieejamais finansējums un laika resursi. Daļu profesionālās pilnveides kursu un semināru nodrošina pašvaldības un dažkārt tos arī apmaksā, taču daudzi pedagogus interesējošie pasākumi nav bezmaksas un pedagogiem tie jāsedz no personīgajiem līdzekļiem (58%). Turklāt, ja semināri notiek, piemēram, Rīgā vai citā Latvijas pašvaldībā, kas ir tālu no skolotāja dzīves vietas, sadārdzinās izmaksas un palielinās kursu apguvei patērētais laiks. 39% pedagogi atzina, ka ir piedzīvojuši situāciju, kad nav varējuši apmeklēt nepieciešamo profesionālās pilnveides pasākumu, jo nav bijis iespējams nodrošināt viņu aizvietošanu skolā. Šie aspekti liecina, ka Latvijā būtu jādomā par skolotāju profesionālās pilnveides atbalsta sistēmu nacionālā mērogā, lai būtu attīstāmas iespējas profesionālo pilnveidi gūt arī attālināti, piemēram, tiešsaistes kursos, lekcijās, semināros vai konferencēs. Apgalvojumu novērtējumā saistībā ar priekšlikumiem izglītības nozares turpmākajai attīstībai ir statistiski nozīmīgas atšķirības (p<0.05) starp LIZDA biedriem un pārējiem respondentiem. Apgalvojumiem visbiežāk nepiekrīt LIZDA biedri, jo, vērtējot reālo situāciju, arodbiedrības pārstāvji kļūst kritiskāki.

Secinājumi un priekšlikumi
Conclusions and recommendations

1. Pedagogi visus profesionālā atbalsta veidus (finansiālo, materiāli tehnisko, metodisko, sabiedrības) vērtē kā vienlīdz nozīmīgus. Pedagogi kopumā ir apmierināti ar profesionālo atbalstu kompetencēs balstītā izglītības satura ieviešanā.
2. Daudzu apgalvojumu novērtējumā statistiski nozīmīgas atšķirības ir starp LIZDA biedriem un pārējiem aptaujas respondentiem.
3. Izstrādājot pedagogu profesionālās pilnveidošanās mācību programmas, ir jāapzina pedagogu vajadzības nacionālajā un pašvaldību līmenī. LIZDA rosina panākt ikgadēju pedagogu profesionālās pilnveides vajadzību apzināšanu izglītības iestādes līmenī un uzskata, ka visiem pedagogiem jānodrošina vienlīdzīgas iespējas savas kvalifikācijas paaugstināšanai publiskā finansējuma ietvaros.
4. Pedagogi uzskata, ka nepieciešams pilnveidot izpratni par sociālo dialogu un pilnveidot to plānoto izglītības reformu procesā pašvaldību un nacionālajā līmenī. Eiropas Semestra procesa ietvaros veiksmīgākai Latvijas sociālo partneru sadarbībai LIZDA rosina Saeimas un pašvaldību deputātiem

pilnveidot izpratni par sociālā dialoga nozīmi izglītības nozares politikas veidošanā.

5. Pedagogi uzskata, ka arodbiedrībai ir jāiesaistās ne tikai darba tiesību aizstāvībā, bet arī profesionālās atbalsta sistēmas un izglītības politikas veidošanā. Pedagogi uzskata, ka nacionālā līmeņa izglītības politikas mērķi (reformas) tiek realizētas, neieklausoties pedagogu viedoklī, kā arī netiek apzinātas pedagogu vajadzības reformu kvalitatīvai ieviešanai.

6. Kā nozīmīgākos izaicinājumus nacionālajā līmenī LIZDA akcentē, pirmkārt, pozitīvas attieksmes veidošanu pret pedagoga profesiju sabiedrībā, otrkārt, sociālā dialoga nozīmīguma stiprināšanu starp sociālajiem partneriem izglītības nozarē lēmējvaras un izpildvaras līmenī un, treškārt, pedagogu profesionālās pilnveides labas prakses popularizēšanu.

7. Pašvaldības līmenī LIZDA rosina vienota metodiskā atbalsta dienesta izveidošanu katrā pašvaldībā, akcentējot Izglītības pārvalžu metodiskā darba profesionalitātes pilnveidošanu.

Summary

Many studies have shown that teachers' professional organisations such as trade unions play an important role in the promotion of teachers' rights, equality in the labour market and support during the reforms of the educational system. The unions are involved also in process of teacher professional development which in turn have positive impact on the performance of learners. Trade unions offer information, courses and seminars to educators, engage in discussions with the management of educational institutions and policy makers at both local and national level, addressing school funding and remuneration issues, clarifying the needs of teachers in the field of professional development and encouraging the necessary measures to implement the development of the support system.

In general, the teachers positively assessed the support for the introduction of new competence-based educational content they had received in their education institutions. Nearly a third of respondents denied that professional development programmes were designed to identify the needs of teachers at national level. Only 44% could confirm that their educational establishment offers mentor support to novice teachers. A more critical assessment was received regarding the available support for inclusive education, which is one of the topicalities in the Latvian education system. In general, more than a third indicates that teachers do not receive the necessary support in this area: the necessary infrastructure is not provided; there is a lack of provision with special means of training to integrate students with special needs. More than half of the respondents acknowledged that local government members have a weak understanding of the educational process and this hampers the work of the school leaders. Like other educators, heads of educational establishments are experiencing burn-out syndrome.

The teachers unions play a key role in the context of social dialogue, not only in defending teachers' labour rights. More than 80% of the respondents believed that the

union should also participate in the process of developing education policy and focus on issues of teacher professional support. 57% of those surveyed said the union was trying to investigate the teacher's professional development needs. In the context of social dialogue, it is important that three-fourths of the teachers surveyed believe that there is a gap between political debate and what educators face in practice in the reform process.

The study shows that more than half of the educators surveyed believed that there is no awareness of teacher needs for the qualitative implementation of reforms and that teachers' views were not respected. In the framework of the European Semester process, the need for training of deputies of both municipal and national level on issues of social dialogue has been stressed.

Two-thirds of the teachers surveyed believe that the organization of methodological work should be carried out equally at both national and local level and are interested in identifying foreign best practices related to the provision of competence-based education. These measures can also be partly implemented in cooperation with the trade union in the framework of various projects. There should also be room for further distance development, such as online courses, lectures, seminars or conferences.

Literatūra
References

Bechter, B., Brandl, B., & Prosser, T. (2017). Engagement in European social dialogue: an investigation into the role of social partner structural capacity. *Industrial Relations Journal, 48*(4), 365–382.

European Commission (2018a). *European Semester: Assessment of progress on structural reforms, prevention and correction of macroeconomic imbalances, and results of in - depth reviews under Regulation* (EU) No 1176/2011. Country Report Latvia 2018. Retrieved from https://ec.europa.eu/info/sites/info/files/2018-european-semester-country-report-latvia-en_1.pdf

European Union (2018b). *Teachers and trainers matter. How to support them in high-performance apprenticeships and work-based learning. 12 policy pointers*. Luxembourg: Publications Office of the European Union. Retrieved from http://ec.europa.eu/social/publications

Ironside, M., Seifert, R., & Sinclair, J. (1997). Teacher union responses to education reforms: job regulation and the enforced growth of informality. *Industrial Relations Journal, 28*(2), 120-135.

Mizala, A., & Schneider, B.R. (2014). Negotiating education reform: teacher evaluations and incentives in Chile (1990–2010). *Governance: An International Journal of Policy, Administration, and Institutions, 27*(1), 87-109.

Noteikumi par pedagogiem nepieciešamo izglītību un profesionālo kvalifikāciju un pedagogu profesionālās kompetences pilnveides kārtību. Nr. 569 (2018). Retrieved from https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides

Quinn, M. (2004). Trade Unions, Gender and Claims under Irish Employment Equality Legislation. *Gender, Work and Organization, 11*(6), 648-667.

Roberts, D.L., & Allen, J.P. (2015). Exploring ethical issues associated with using online surveys in educational research. *Educational Research and Evaluation, 21*(2), 95-108. DOI: 10.1080/13803611.2015.1024421

Toepoel, V. (2015). *Doing surveys online*. London: Sage Publications.

Vachon, E.T., & Ma, (Kuo-Hsun) J. (2015). Bargaining for Success: Examining the Relationship Between Teacher Unions and Student Achievement. *Sociological Forum, 30*(2), 391-414. DOI: 10.1111/socf.12168

Weber, T. (2018). *European sectoral social partners in education striving for sustainable influence on European education policy building trough successful social dialogue.* The ESSDE capacity building project III. ICF Consulting Services Ltd. Retrieved from https://www.csee-etuce.org/images/attachments/03.RP_ESSDEIII.pdf

TEACHERS' AND SCHOOL HEADS' POSITION ABOUT THE CHANGES AND PROSPECTS OF THE DEVELOPMENT OF LEADERSHIP IN GENERAL EDUCATION SCHOOL

Aušrinė Gumuliauskienė
Department of Educology at Siauliai University, Lithuania

Asta Vaičiūnienė
Department of Educology at Siauliai University, Lithuania

Abstract. *The article deals with the problems of the changes and prospects of the development of general education school heads' and teachers' leadership: the importance of school heads' and teachers' leadership for systemic change of the quality of school activity has been substantiated, the features of the relations between leadership and the changes in school culture and management have been highlighted, the essential tendencies of the expression of teachers' leadership have been presented; referring to the results of the research school heads' and teachers' position about the changes and prospects of the development of leadership in school has been analysed, the essential factors stimulating and impeding the development of leadership in school have been substantiated.*
Keywords: leadership of school heads and teachers, development of leadership, changes in the expression of leadership, prospects of the development of leadership.

Introduction

The problems of leadership in education have been comprehensively analysed by foreign and Lithuanian authors. In the postmodern society, in the context of new challenges of change education must constantly search for potential opportunities in order to effectively implement its purpose. The quality of education is the main strategic goal, the basis for the growth of future knowledge and innovations. The implementation of the strategies of leadership development in education is related to the aspiration to ensure the quality of education responding to the demands of a person and society of present and future. Leaders of education persistently drawing their and all the society's attention to the improvement of the quality of teaching and learning help solve the tasks of the creation of mature civil society, viable national culture, modern economy and democratic state (Pont et al., 2011; Marzano et al., 2011).

Long-term insights of scientists' research on the importance of leadership on systemic qualitative changes in school and education became important provisions of the documents of the education policy of the European Union and national ones and the programmes of their implementation. Foreign and national scientists' research on leadership stimulated the search for the consolidation of the concept of reconceptualised school leadership as a systemic and distributed process and the strategies of its implementation in schools, focusing on leadership as a factor of the development of staff's potential – the basis of the implementation of organizational aims, the precondition of the effectivation of the quality of activity, an important factor of the changes in school governance and culture (Gumuliauskienė & Vaičiūnienė, 2015). In the research on leadership and the practice of its development the focus has been shifted from the head of an institution as a main source of leadership to leadership as a process that is based on individual and organizational development stimulating personal and systemic improvement (Cibulskas & Žydžiūnaitė, 2012; Skarbalienė, 2015, etc.). Leadership is considered as one of the most important factors conditioning the success in many fields of school (Marzano, Waters, & McNulty, 2011, etc.). Schools where teachers' leadership is supported not only achieve better results but also are more innovative (Leithwood, Janzi, & Steinbach, 1999). At the level of school meaningful changes in quality at first are closely related to school heads' and teachers' leadership. School head's leadership is an inseparable condition of the effectiveness of school, a factor of the motivation of teachers' leadership, an important precondition uniting the whole school community and empowering it for leadership, because the head of school is one of the most important persons in the structure of school activity and the main link joining the community and the school. School head's competence and leadership has a big influence on the effectiveness of school governance and leadership development. Teachers' leadership is described as a phenomenon, which describes the teacher's influence that emerges in the relations with the school community and other participants of the system of education encouraging to take up the activity meant to achieve common aims of the school and the system of education and determine the growth of the quality of education (Skarbalienė, 2015, etc.). Leadership has an opportunity to experience success while the community of the organization takes decisions and finds a compromise concerning the achievement of particular goals and opportunities for every member of the community to be acknowledged because of the possessed integral potential to act and perform particular roles (Cibulskas & Žydžiūnaitė, 2012). In the concept of the ensuring of the quality of formal education (2008) leadership is defined as one of the components of the quality of education characteristic to all stages of the organization of the process of education: creating conditions for high-quality education, implementing it and

assessing the outcomes. Therefore, the implementation of leadership in school is directly related to the increase of the quality of education. The bigger number of community members get involved into leadership, the more successful school activity can be. Striving for the progress of school it is expedient to better use the powers of teachers' leadership (Lithuania. Review of the Situation in Education. Good School, 2018).

Leadership in the field of education reveals itself as a complicated interactive social process that manifests itself in an organization with an active communicative aspect characteristic to it, mentorship, striving for feedback (Skarbalienė, 2015), empowerment, participation, sharing responsibilities, learning, focus on common aims and other features. According to Balevičienė & Urbanovič (2012), the concept of leadership is directly related to the process of the formation of school culture. High school culture is reflected by constant learning of the staff, the feeling of identity, collaboration, confidence, good relationships between school and parents. Urbanovič (2011) points out that the culture of responsibility is formed when responsible behaviour is incorporated into all the processes of the organization and becomes a skill of its every member. In the scientist's opinion, the effectiveness of school activity is proportional to the level of responsibility culture in school.

The encouragement of leadership of schools and creation of the opportunities for its expression is one of the strategies important for effective school development and high quality growth, an instrument to strive for successful activity of schools, high quality of teaching and learning. Effective leadership is attributed to the indicators of governance models of schools characterized with high achievements of students (Analysis of the Problem of Education, 2015). Its function in school is to encourage "organizational learning": to help the others learn, to learn from the others, to influence the others' learning (Lambert, 2011, etc.). Thus the relations of the implementation of leadership with the increase of the quality of school activity, teaching/ learning, changes in organizational culture and governance are emphasized.

The results of the exploratory research on the expression of leadership in Lithuanian schools conducted by the group of researchers in the first stage of the implementation of the national project "Time for Leaders" (2009-2011) showed that leadership in the education of Lithuania is spontaneous, the initiatives are based on the experience of schools themselves, on the projects that they had performed or still perform, the potential of pedagogues' leadership in schools is acknowledged limitedly, the education of new leaders does not receive sufficient care, the manifestations of leadership are the most slowly adapted by teachers, there is a lack of collaboration and closer mutual understanding among different links (Beresnevičiūtė, Dagytė, Dapkus, Katiliūtė, & Savičiūtė, 2011, etc.). Generalizing the situation of the expression of leadership in school it has been

noted that leadership development models are not determined, therefore, leadership in school takes place spontaneously, purposeful activity is not present (Laurinčiukienė, 2012). In the created "Model of Leadership Development in School" (2011) the demand for systemic improvement is emphasized, in case of effective leadership in school the development of leadership in school in the following directions is recommended: *development of leadership culture, development of leadership competences, application of leadership models.* The results of the scientists' research were important for further investigations on leadership in schools and projecting of its development strategies recognizing the features of leadership education that influence successful learning outcomes and the development of the system of education. Especially much work has been done in the field of leadership development in school implementing the follow-up research of "Time for Leaders" (2009-2014) and project activities at the national level. Referring to the results of the research on the expression of leadership and its impact on school effectiveness conducted by the scientists' group of the project and other researchers, the model of leadership for learning has been created, the concept of which is based on the combination of methodological approaches of different types of leadership (transformational, shared, leadership for learning). The concept of leadership for learning integrates the aim expressing the essential purpose of school and requiring to initiate, develop, catalyse activities and apply means making impact on students' learning and the success of learning into the concept of leadership (Valuckienė, Balčiūnas, et al., 2015). It is a weighty contribution to the formation of more effective policy and practice of leadership development.

The research on the opportunities of the development of school heads' and teachers' leadership and its expression conducted by the authors of the article in 2013 in gymnasiums and progymnasiums of Šiauliai town has revealed that the expression of teachers' leadership in school is mostly related to the encouragement of their activity and participation, it is less related to the opportunities of the expression of leadership and education of leaders; statistically significant relations of different strength of the indicators of the development of leadership with separate components of school governance and culture and other tendencies have been identified (Gumuliauskienė & Vaičiūnienė, 2015). In the model of the Good School (2015), the concept of which is the guidelines of its implementation, leadership and management are described as empowering and shared, leadership is an important indicator of a good school. Its importance is also proved by "The self-assessment methods of the quality of activity of a school implementing general education programmes" (2016), where school management and leadership is one of the four fields to be assessed. According to the data of the external assessment of 2017, leadership and management are assessed as one of the best activity fields of schools,

however, the assessments of the fields of outcomes, education and students' experiences were the lowest (Lithuania. Review on the Situation in Education. Good School. 2018). The process of school leadership does not give evident outcomes yet. "According to the data of the research, in schools the opportunities are created for teachers to experiment, to look for new methods of education, to change the order, however, teachers rather rarely take up the leader's role and on their own initiative gather teams to solve relevant issues of students' learning, search for the solutions to improve school activity, actively discuss, give suggestions and take up the implementation of these suggestions" (Valuckienė, Balčiūnas, et al., 2015). The development of leadership is not analysed sufficiently. The analysis of the assessment of the outcomes of the implementation of the Good School (Vaičekauskienė, 2017) shows that leadership is among the least frequently chosen aspects reflecting progress by schools, and that means that the changes in leadership are among the least frequently assessed achievements/results of the good school.

The analysis of the results of the research on leadership in Lithuanian schools, its development models and assessment allows presuming that leadership is not a static phenomenon, many factors has influence on its development, the expression of leadership is characterized by the integration of the features characteristic to its various types (sustainable, transformational, distributed leadership, leadership for learning, etc.), one universal or standardized model of leadership development for the whole system of education does not exist. In each educational institution the direction of leadership, the essential indicators of its expression and their changes depend on its type, region, organizational culture, its head's position towards leadership, school's adaptivity responding to changing conditions of its activity, external context, gained experience in the participation in the implementation processes of national and international projects, its dissemination and other factors. In this context the **research problem** is formulated – what teachers' and school heads' position towards the changes and prospects of leadership development in school is. In case of the present research a position is considered as the system of school heads' and teachers' attitudes and dispositions conditioning the content and way of activity and behaviour with respect to leadership; its evaluation/reflection according to the degree of necessity and importance (according to Jovaiša, 2007. *Encyclopaedic Dictionary of Educology*).

Object of the research: school heads' and teachers' position about the changes and prospects of leadership development in school.

Aim of the research: to investigate school heads' and teachers' position towards the changes and prospects of leadership development in school.

Research methods: content analysis of scientific literature, strategic and normative documents on education, questionnaire survey of heads and teachers

of general education schools, qualitative analysis of research data, systematization, generalization.

Organization and methods of the research. The research was conducted in 2018 in 7 general education schools of Šiauliai town (4 progymnasiums and 3 gymnasiums). Qualitative research has been chosen to implement the aim of the research. Usually for the analysis of the phenomenon of leadership the strategy of quantitative research that allows evaluating the situation of leadership in various aspects is chosen, however, for a deeper analysis of the phenomenon of leadership an extra qualitative research is expedient. Referring to the provisions of social constructivism (Kukla, 2000; Žydžiūnaitė, 2007, etc.), it establishes an opportunity to refer to personal understanding constructed by the surveyed themselves, their attitudes towards the phenomenon and situation analysed, to focus on specific contexts using the influence of practical experience for interpretation, subjective meanings of their own experiences focused on particular phenomena. The research is based on: *systemic concept of leadership* (Avolio, Walumbwa, & Weber, 2009; Cibulskas & Žydžiūnaitė, 2012, etc.); the essential provisions of the *theories of distributed leadership* (Seifert & Vornberg, 2002; Hallinger, 2012; Hargreaves & Fink, 2008; Harris, 2010, etc.) and *leadership for learning* (Valuckienė, Balčiūnas et al., 2015) stating that sustainable development of schools should be based on distributing leadership among the interested parties; commitment to common aims, attention to learning and progress, sharing, empowerment, clear accountability, self-assessment, data-based decisions, etc. To obtain the results the online survey for school heads and teachers was created. Open-type questions were presented in the questionnaire in order to investigate the research participants' position about the current situation of leadership development, the recent changes and the prospects in their school.

72 teachers and school heads participated in the survey: 61 teachers (84,7 percent of the participants) and 11 school heads (principals, vice-principals for education, heads of departments). 43,1 percent of the participants work in a gymnasium, and 55,5 percent work in a progymnasium. 1,4 percent of the participants did not indicate the type of school they work in. 95,8 percent of the participants were women. The average pedagogical experience of the participants is 23,2 years. 22,2 percent of the participants have bachelor's qualification degree, 38,9 percent have master's qualification degree. 38,9 percent of the participants indicated that they had gained the diplomas of higher education of the old edition. Because of the restrictions of the research sample in the article the research data are not analysed, the conclusions are not presented at the level of Lithuania. The research data have been generalized and compared to the tendencies that emerged on the basis of the results of the quantitative research conducted by the authors of the article in the same schools in 2018.

Results of the research

Presuppositions and conditions should be created for the expression of leadership development in school, so that it could be developed to the extent of the whole school community, and also supported by founders and social partners. It is conditioned by systemic approach towards leadership and its development that emphasizes the distribution, transmission and horizontality (relations with the community) of leadership of a successfully learning community. A learning school is a multidimensional and versatile space for the expression of leadership. The organization and management of activity independently chosen by the school is a precondition for the formation of a leadership development model and achievement of better outcomes of education and activity. It also requires cultural changes of the school in order to create the context favourable for the expression and development of leadership. The attitudes of the community members towards leadership are not less important.

During the research the leadership potential of the research participants was evaluated: 57 percent of the participants state that they are leaders, 17,7 percent would like to become leaders. Even 25,3 percent of the participants admitted they did not want to be leaders (*<...> everyone chooses their way of life <...>).* School heads and teachers were asked to evaluate the situation of the development (encouragement and expression) of leadership in their school. 73,61 percent of the research participants positively evaluated the situation of leadership development in their school, 9,72 percent evaluated it negatively, 6,97 percent did not have their opinion, 9,7 percent of the research participants did not submit their evaluation. It could be presupposed that possibly for these research participants leadership might be a secondary subject in comparison with what is going on in the classroom (Cibulskas & Židžiūnaitė, 2012). For a deeper analysis of the practice of leadership development in schools in order to find out school heads' and teachers' position about the changes in leadership development they were asked to answer the question – *"What changes take place in your school in the field of leadership development?"*. 71 statements have been obtained. 93,05 percent of the statements reflect the research participants' positive position towards the changes in leadership development in school. The position of 5,56 percent of the research participants is negative; they noted that they did not observe changes, were not aware about them or the processes of leadership development did not meet the principles of ethics, i.e. are related to their valuably negative expression (*<...> only those teachers who always agree with the opinion of the administration and do not suggest anything themselves are acknowledged <...>, <...> leaders mostly involve their friends into activity, and other colleagues do not know anything <...>).* The mass of statements according to the predominant features of their content has been

distributed into two categories: *"Changes in leadership development are observed"* and *"Changes in leadership development are not observed"*. The statements attributed to the category *"Changes in leadership development are observed"* (67 in total) have been distributed into 10 subcategories (Table 1). Analysing the statements that illustrate their content it is possible to state that the majority of the changes are observed in three fields of leadership development: encouragement and acknowledgement of teachers' leadership (teachers' leadership is even awarded financially), slightly less in teachers' participation in national and international projects (extracurricular activities) and participation in decision making and school activities. The process of the dissemination of good leadership practice is changing the most slowly. Seven research participants did not provide arguments for the changes, limiting themselves to the statement *"positive changes"*. Although the research shows that teachers' leadership in school is encouraged and acknowledged, there appear <...> *more freedom in actions and responsibility* <...>, <...> *leaders, younger teachers appear* <...>, however, the number of new leaders is not sufficient, young pedagogues should take up more initiatives. The research has highlighted the role of a school head for leadership development. More rapid changes in the field of leadership are related to school heads' rotation (<...> *changes do not take place because the school head wants to wait for the end of the term of office calmly, which is already planned* <...>).

Table 1 **The content of the category "Changes in leadership are observed" revealing school heads' and teachers' position**

Subcategory	Numbers	Examples of statements*
Encouragement and assessment of teachers' leadership	10	Teachers are encouraged, favourable conditions to strive for higher aims in professional activity, to implement their ideas are created, initiative and innovativeness are noticed and encouraged, technical base is chosen according to their wish and demands. Teachers are encouraged, acknowledged (2). Encouraged, awarded (2).
Participation in national and international projects	7	Active teachers participating in projects, organizing various activities and participating themselves. Strong community, teachers share their success, get involved into project activity.
Participation in decision making and school activities	7	While planning school activity it is attempted to take each staff member's opinion into account, team activity is encouraged implementing planned measures. Teachers actively get involved into decision making.
Support of teachers' initiatives	6	Teachers are encouraged to take up initiative, collaborate, the possibilities to improve qualification abroad, to share practice are created. Teachers' ideas and initiatives are supported
Development of	6	Teachers are encouraged to communicate and collaborate with

collaboration, sense of community		each other and with the teachers from other schools. It is important that every teacher participates in leadership development. It is an opportunity for everyone to develop as a personality influencing students, their parents, colleagues, teachers, community. The relationships among community members are improving. Colleagues leaders are noticed, their achievements are enjoyed. It motivates everyone!
School heads' role in leadership development	**6**	The school head encourages to be a leader, notices and initiates active, innovative pedagogues. The head of the progymnasium gathers the school community to formulate a school vision, inspires the common meaning of activity and aspiration for high results to all the community members of the progymnasium, intellectually motivates the school community, provides individual support and shows the example to others by his behaviour, creates confidence-based relationships with all the employees, therefore, teachers-leaders give suggestions, they are the members of the team of school development, help the colleagues discover and try new ideas, help the teachers who just started their work or have less experience, actively participate in educational activity.
Learning, participation in qualification events	**6**	The opportunity to study, participate in training courses, freedom to act is given. Strengthening management of teaching and learning. Development of competences in various fields took place (2).
Empowerment of teachers	**5**	Teachers are more and more empowered to act independently, to take more responsibility for their activity. More and more tasks are entrusted believing that gathering a team for the common aim will be effective. Conditions are created for teachers to perform leaders' role while working in groups, planning educational processes, school activities.
Initiatives of new leaders	**4**	Young and brave teachers come to work to the staff, they motivate to work innovatively, have new ideas, encourage the whole staff to develop, especially in using IT in the process of education. Teachers show initiative themselves and they themselves strive for the positions of leaders.
Dissemination of good practice of leadership	**2**	Every month seminars started to be organized, where various issues of leadership are discussed, it is taught how to think creatively, new types of leadership are introduced as well as the means of their effective implementation. Seminars often have a character of practical sessions. Good practice is gained collaborating with various national schools and teachers.

*Note: only authentic statements that reflect the subcategory to the greatest extent have been presented in the table.

The analysis of the responses of the research participants allows stating that in schools specific practice of the encouragement and expression (development)

of teachers' leadership has been formed; the situation of leadership development depends to a great extent on school heads' personal leadership and their position towards leadership development; teachers' leadership in different schools is encouraged and manifests itself in various fields of school activity with different intensity, it is not related only to pedagogue's direct functions; the development of teachers' leadership is focused on pedagogues' learning (it is especially important for the quality of education), distribution of responsibility (school governance processes undergo change), participation in school governance processes, it is based on the development of collaboration and team work. These features are characteristic to systemic leadership development, they also integrate the features of distributed leadership and leadership for learning. They confirm the results of the quantitative research on the encouragement and expression of leadership in school conducted by the authors of the article in 2013 and the re-test in 2018. The aforementioned research has also revealed statistically reliable positive changes in leadership development in recent five years in the processes of mentorship, encouragement of the staff to participate in the processes of school governance, extracurricular activities, dissemination of good practice. Teachers much more actively get involved into learning networks, prepare projects; participate in the processes of school monitoring and assessment; plan to additionally attend leadership studies, create career plans; take responsibility for their professional development, encourage the others to develop.

In order to find out the research participants' position about necessary changes in the prospect of leadership development they were asked to answer the question – *"What changes should take place in your school in the field of leadership development?"* The responses of 44 research participants have been obtained. The mass of statements according to the predominant features of their content has been distributed into two categories *"Changes in leadership development are not necessary"* and *"Changes in leadership development are necessary"*. Having analysed the results of the research it was found out that 12,5 percent of the research participants are sure that changes are not necessary in the field of leadership development in school, it is necessary to continue what is going on now. It allows presuming that schools possibly have already formed their specific practice of leadership development that is functional and effective. However, on the other hand, the doubts arise whether leadership in the context of constant transformation of school can remain unchangeable and consistently effective. This controversial statement has also been confirmed by 48,61 percent of the research participants who think that changes are necessary and substantiated their position. Analysing the statements attributed to the category *"Changes in leadership development are necessary"* 9 subcategories that confirm it have been distinguished (Table 2). Content analysis of the

subcategories allows stating that the research participants mostly relate the prospects of leadership development in school to the expansion of collaboration, development of leadership skills, changes in school governance. The imperative of personal responsibility is emphasized. The principles of the formation and implementation of education policy are also quite important for leadership development. The research participants in the system of education feel the lack of <...> *clarity and continuity* <...>, also <...> *respect to a teacher* <...>. In the research participants' opinion, changes in leadership are also related to <…> *low status of a pedagogue's profession in the society* <...>. These are evident current issues of the formation and implementation of the national education policy of today. Such position of the research participants shows that leadership development in school is also influenced by its external context not only by internal factors. Lack of a culture of dialogue and collaboration at all the levels of the system of education is not less relevant issue. School heads and teachers would like that <…> *the ministry of education, departments of education of municipalities, heads of schools could share more with teachers in the processes of decision making* <…>. Strengthening collaboration, sharing responsibilities at all the levels of the system of education would enable to more effectively ensure the harmony of the formation and implementation of education policy.

Table 2 **The content of the category "Changes in leadership are necessary" revealing school heads' and teachers' position**

Subcategory	Numbers	Examples of statements*
Development of collaboration	**7**	*Young pedagogues having gained high quality education, having youthful courage and drive, curiosity and responsibility could learn from pedagogues of older generation – mentors. Such combination would stimulate collaboration, allow striving for good results.* *We should learn to work in a team. To talk openly more, not secretly. To envy less and go for one aim together.*
Development of leadership skills	**6**	*Firstly theoretical knowledge on leadership (seminars) is necessary for those who want, dissemination of teachers-leaders' work, encouragement of innovative teachers, etc.*
Change in school management	**6**	*Encourage and liberate teacher's individuality, initiative, not waiting for the instructions "from the top", encourage teachers not to lose motivation themselves.*
Increasing personal responsibility	**4**	*Every teacher should take personal responsibility for the development of the organization.* *Everyone should take up extra fields or areas that are attractive or acceptable for them that would allow extra development in a chosen field.*
Leaders' rotation	**4**	*Real leaders should be acknowledged. But for that full rotation of administration must be performed.*

		I think that in this institution a clearer leader should appear who would draw precise aims, see future vision. *Collaboration between pedagogues and administration would also help.* *Change of a principal according to new valid staff regulations.*
Principles of the formation and implementation of education policy	**3**	*The ministry of education, departments of education of municipalities, heads of schools could share more with teachers in the processes of decision making. I think collective leadership should take place, not personal.*
Dissemination of good practice	**3**	*More collaboration, dissemination of practice.* *Dissemination of good practice of pedagogues.*
Encouragement of leadership	**2**	*Consolidation of a leader in a team by various trainings, practical activity, appointed by the head namely to the leader. Discussion and evaluation of his/her activity.* *It would be good that the innovations and ideas suggested by the pedagogues were supported and implemented in school.*
Participation in project activities	**1**	*Active participation in various project activities is very important.*

Note: only authentic statements that reflect the subcategory to the greatest extent have been presented in the table.

The research participants emphasize the need to develop leadership skills, gain more knowledge, and for that the dissemination of good leadership practice might be useful. Having analysed the research participants' responses about the prospects of leadership development in school it was found out that they are related to: school heads' rotation, increasing teachers' personal responsibility, bigger activity and initiative of teachers themselves, development of collaboration, expansion of leadership beyond the boundaries of school, acknowledgement of leaders, engagement and involvement of young pedagogues, bigger ambitions of pedagogues to become formal leaders, encouragement of innovative teachers, changes in the style of governance, change in the interrelations of pedagogues, increase of respect to teacher's profession, parents' involvement, more active participation in school decision making, dissemination of teachers-leaders' work practice, deepening of theoretical leadership knowledge, etc. It is evident that the whole complex of internal and external factors has influence on leadership development in school, and the scope of their impact manifests itself with different intensity. Content analysis of the research participants' responses presupposes the conclusion that in schools the expression of leadership is rather different, some communities even lack knowledge about the phenomenon of leadership. In such a case it is complicated to talk about its impact on separate fields of school activity and this is a relevant issue. Although leadership in schools is encouraged, however, the

problem of the internal context favourable to it still remains. Teachers would like that <...> *innovations and ideas suggested by pedagogues were supported and implemented* <..>. It shows that in school its governance and microclimate, that are important preconditions for leadership development because they create the internal context of the organization favourable for leadership development, are changing too slowly. It could be presupposed that important changes in leadership development named by the research participants are the factors and guidelines that, in their opinion, have the biggest impact on leadership development in school in its nearest and further prospect.

Conclusions

In the postmodern society the implementation of the strategies of leadership development in education is related to the aspiration to ensure the quality of education responding to the demands of a person and society of present and future.

Leadership is a process that is based on individual and organizational development stimulating personal and systemic improvement. In the practice of education leadership reveals itself as a complicated systemic and interactive social process that manifests itself in an organization with an active communicative aspect characteristic to it, mentorship, striving for feedback, empowerment, participation, sharing responsibilities, learning, focus on common aims and other features. Leadership is not static. The whole complex of internal and external factors has influence on its development in school, and the scope of their impact manifests itself with different intensity.

The schools that participated in the research have formed the practice of leadership development that is positively evaluated by the majority of the research participants. The expression of leadership in schools has systemic character, the integration of the features of distributed leadership and leadership for learning is characteristic to it. Self-assessed potential of leadership shows an evident need for its development. The majority of the changes are observed in three fields of leadership development: encouragement and acknowledgement of teachers' leadership, slightly less in teachers' participation in national and international projects, and participation in decision making and school activities. The process of the dissemination of good leadership practice is changing the most slowly. Although leadership in schools is encouraged, however, the internal context still remains a relevant issue in leadership development. More rapid changes in the field of leadership are related to school heads' rotation.

The research participants mostly relate the prospects of leadership development in school to the expansion of collaboration, development of leadership skills, changes in school governance. The imperative of personal

responsibility is emphasized. It shows that the changes in school governance and culture are necessary. External factors – the changes in the principles of the formation and implementation of education policy, a culture of dialogue, collaboration at all the levels of the system of education – are also quite important for leadership development.

References

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. *The Annual Review of Psychology*, *60*, 421-449.

Balevičienė, S., & Urbanovič, J. (2012). Kas yra gera mokykla? *Švietimo problemos analizė*. *3*(67), P.1-12.

Beresnevičiūtė, V., Dagytė, V., Dapkus, G., Katiliūtė, E., & Savičiūtė, D. (2011). *Longitudinis lyderystės raiškos švietime tyrimas*. Vilnius: Mokyklų aprūpinimo centras. Retrieved from https://www.sac.smm.lt/wp-content/uploads/2016/01/438_LONGITUDINIS-LYDERYSTES-RAISKOS-SVIETIME-TYRIMAS.pdf.

Cibulskas, G., & Žydžiūnaitė, V. (2012). *Lyderystės vystymosi mokykloje modelis*. Vilnius: ŠMM Švietimo aprūpinimo centras.

Formaliojo švietimo užtikrinimo sistemos koncepcija (2008). Retrieved from: https://www.e-tar.lt/portal/lt/legalAct/TAR.D3BAC7260C20

Geros mokyklos koncepcija (2015). Retrieved from: http://www.nmva.smm.lt/wp-content/uploads/2015/08/GM_koncepcija_11-121-V.V..pdf.

Gumuliauskienė, A., & Vaičiūnienė, A. (2015). Mokytojų lyderystės raiškos ir jos skatinimo ypatumai bendrojo ugdymo mokykloje. *Mokytojų ugdymas=Teacher Education: mokslo darbai*, 24(1), 25-47.

Hallinger, P. (2012). *Leadership for 21st Century Schools: From Instructional Leadership to Leadership for Learning*. Retrieved from: <http://www.invalsi.it/invalsi/ri/vales/documenti/04102012/03a_Leadership_21st_century_schools.pdf>.

Hargreaves, A., & Fink, D. (2008). *Tvarioji lyderystė. Ar tam, ką kuriate, lemta išlikti?* Versa/The Book, 2008.

Harris, A. (2010). *Pasidalytoji lyderystė mokykloje. Ateities lyderių ugdymas*. Vilnius: Švietimo aprūpinimo centras.

Jovaiša, L. (2007). Enciklopedinis edukologijos žodynas. Vilnius: Gimtasis žodis.

Laurinčiukienė, L. (2012). Kiek lyderystės surasta Lietuvos mokykloje? (2012). *Švietimo problemos analizė*. Vilnius: Švietimo aprūpinimo centras. 2012 m. liepa Nr.12 (76).

Kukla, A. (2000). *Social Constructivism and the Philosophy of Science*. New York: Routledge.

Lambert, L. (2011). *Lyderystės gebėjimai ir tvari mokyklų pažanga*. Vilnius: Švietimo aprūpinimo centras.

Lietuva. Švietimo būklės apžvalga. Gera mokykla. (2018). Retrieved from: https://www.smm.lt/uploads/lawacts/docs/579_8d85af5397fc169eb20eff01e5b0c7ea.pdf

Marzano, R., Waters, T., & McNulty, B. A. (2011). *Veiksminga mokyklų lyderystė. Nuo mokslinių tyrimų iki rezultatų*. Vilnius: Švietimo aprūpinimo centras.

Mokyklos, įgyvendinančios bendrojo ugdymo programas, veiklos kokybės įsivertinimo metodika. 1 priedas. Patvirtinta Lietuvos Respublikos Švietimo ir mokslo ministro 2016 m. kovo 29 d. įsakymu Nr. V – 267.

Pont, B., Nusche, D., & Moorman, H. (2011). *Lyderystės tobulinimas mokykloje. 1 tomas: politika ir praktika*. Vilnius: LR ŠMM Švietimo aprūpinimo centras.

Seifert, E. H., & Vornberg, J. A. (2002). *The New School Leader for the 21 Century: The Principal.* Retrieved from: https://www.amazon.com/New-School-Leader-21st-Century/dp/0810843935.

Skarbalienė, A. (2015). Mokytojų lyderystė ir jos sąsajos su švietimo kokybe. *Švietimo problemos analizė.* Vilnius: Švietimo aprūpinimo centras. 2015 m. gruodis, Nr. 16 (140). ISSN 822 – 4156.

Šiuolaikinės mokyklos valdymas (2015). *Švietimo problemos analizė.* 2015 m. sausis Nr. 2 (126). Retrieved from: https://www.sac.smm.lt/wp-content/uploads/2016/01/vlm_SPA-2015-sausis-Nr2-126.pdf

Urbanovič, J. (2011). *Mokyklos autonomijos valdymo modelis: daktaro disertacija.* Socialiniai mokslai, vadyba ir administravimas (03 S). Retrieved from: <http://jolanta.home.mruni.eu/wp-content/uploads/2010/01/J_Urbanovic_disertacija.pdf>.

Vaičekauskienė, S. (2017). Gera mokykla: vizija ir realybė. *Švietimo problemos analizė.* Vilnius: ŠMM, 2017 m. birželis *2*(158).

Valuckienė, J., Balčiūnas, S., Katiliūtė, E., Simonaitienė, B., & Stanikūnienė, B. (2015). *Lyderystė mokymuisi: teorija ir praktika.* Retrieved from: https://www.sac.smm.lt/wp-content/uploads/2016/01/Lyderyste-mokymuisi_teorija-ir-praktika-mokyklos-kaitai.pdf

Žydžiūnaitė, V. (2007). *Tyrimo dizainas: struktūra ir strategijos*. Kaunas: Technologija

ПРЕЗЕНТАЦИЯ ДИАГНОСТИРУЮЩИХ СИТУАЦИЙ, ОПРЕДЕЛЯЮЩИХ УРОВНИ РАЗВИТИЯ МИЛОСЕРДИЯ У МЛАДШИХ ШКОЛЬНИКОВ

The Diagnosing Situations' Presentation at Determining the Levels of the Development Compassion of Primary School Children

Victoria Guseva
Pskov State University, Russian Federation

Abstract. *This article is devoted to the pedagogical diagnostics' problem of the compassion development in primary school children. The main objective of the article is to present the diagnostic situations to determine the levels of compassion development in primary school children in the educational activities and to present the results of the survey based on the use of this material. The aim of the empirical study was to determine the initial levels of compassion development in primary school children in the educational activities using the diagnostic situations and specially compiled tasks. The methods of empirical research were the survey, qualitative and quantitative analysis of the survey results. As a result of testing, processing and interpretation of the survey results on the basis of the presented diagnostic situations revealed that currently only 12% of primary school children are ready to show compassion.*
Keywords: compassion of the pupil; diagnosing situations; levels of development compassion of primary school children.

Введение
Introduction

Воскрешение базовой ценности «милосердие» – одна из насущных задач системы образования сегодня, имеющая существенное значение в деле восстановления духовного единства общества, культурного возрождения в нашей жизни вообще. Неслучайно поэтому вопросы развития милосердия у младших школьников занимают важное место в государственных образовательных программах и концепциях; ставятся в центр научно-педагогических дискуссий и исследований.

В России идея комплексной педагогической диагностики уровней развития милосердия у младших школьников, позволяющей своевременно выявить возможные отклонения в воспитательной траектории развития личности современного ученика, не получила должного изучения в связи с

недостаточной разработанностью самой категории «милосердие школьника».

Отправной точкой при разработке подобной диагностики, на наш взгляд, может быть обращение к мысли профессора Н.Е. Щурковой: «именно «мелочи выдают человека». Поскольку в ситуациях частного порядка, мелких по значимости, непринципиальных коллизиях человек себя не контролирует, то его поведение раскрывает действительные его качества» (Щуркова, 2013, 6).

Следовательно, для теории воспитания проблема педагогической диагностики уровней развития милосердия у младших школьников в образовательной деятельности начальной школы на основе диагностирующих ситуаций и специально разработанных к ним комплексных заданий является весьма актуальной.

Таким образом, цель настоящей статьи заключается в презентации диагностирующих ситуаций и комплексных заданий к ним, направленных на определение уровней развития милосердия у младших школьников.

В статье представлены материалы, полученные с помощью методов теоретического анализа литературных источников и анкетирования.

Базой исследования явились образовательные учреждения города Пскова: МБОУ «Центр образования «Псковский педагогический комплекс», МАОУ «Лицей экономики и основ предпринимательства №10». Респондентами выступили обучающиеся 1-2-х классов в количестве 51 человека (24 девочки и 27 мальчиков).

Теоретическая основа темы
The theoretical background

Понятие «милосердие школьника» с позиций цивилизационного и аксиологического подходов представляет собой личностную готовность психологически настроенного человека «бескорыстно делать добро, выполнять свой человеческий долг, не боясь предъявлять требования и, в то же время, проявляя снисхождение и терпимость; для которого милосердие становится инструментальной ценностью, выполняющей регулирующую роль в его личности тогда, когда приобретает смысл для него и начинает соответствовать его установкам, убеждениям, идеалам, интересам, отвечать его потребностям в принятии, в любви и в самоуважении, готовый отстаивать значимость этой ценности, жить и трудиться в соответствии с ней, чувствующий другого человека и Природу в целом» (Соловьёва & Гусева, 2017, 135).

В связи со сказанным, мыслится, что педагогическая диагностика – это, прежде всего, «тонкое исследование социально-психологических

характеристик ребёнка, скрытых в глубинах его личностной структуры» (Щуркова, 2013, 10), причём опирающаяся на анализ субъектно-объектных связей, одним из объектов которых выступает одновременно и базовая, и инструментальная ценность – милосердие.

Обращаясь к исследованиям зарубежных учёных, можно осмыслить результаты экспериментального изучения влияния гордости и милосердия как социальных функций в процессе идентификации человека в социуме. Так, К. Овейс, Е. Хорберг и Д. Келтнер установили, что милосердие больше способствует идентификации себя с другими, а гордость, напротив, увеличивает чувство превосходства собственной личности над другими (Овейс, Хорберг, & Келтнер, 2010). Кристиан Неф удалось экспериментально доказать, что самосострадание значительно коррелирует с положительными результатами психического здоровья человека (снижение депрессии и тревоги, удовлетворённость жизнью) (Неф, 2003).

Развивая мысль профессора Н.Е. Щурковой о том, что «анализу могут подлежать способность к сочувствию Другому, готовность к помощи Другому, способность к оценке ситуации, способность к содействию блага для Другого» (Щуркова, 2013, 28), представляется возможным использование диагностирующих ситуаций для определения уровней развития милосердия у младших школьников.

Теоретический анализ литературных источников позволил нам ранее спрогнозировать критерии и номинативные показатели для определения уровней развития милосердия у младших школьников (Гусева, 2018), взятые нами за основу разработки диагностирующих ситуаций и комплексных заданий к ним (см. таблицу 1).

*Таблица 1. **Критерии и показатели развития милосердия у младших школьников***
*Table 1 **The criteria and indicators of compassion development in primary school children***

Критерий	Показатели
Адекватность реакции (эмоциональной, вербальной, поведенческой) обучающегося на предъявляемую ситуацию	A_1 (Э, В, П) – адекватная реакция. A_2 (Э, В, П) – неадекватная реакция.
Способность выбрать действенный вариант оказания помощи в конкретной ситуации	C_1 – способен выбрать действенный вариант оказания помощи в конкретной ситуации. C_2 – частично способен выбрать действенный вариант оказания помощи в конкретной ситуации. C_3 – не способен выбрать действенный вариант оказания помощи в конкретной ситуации.
Своевременность оказания помощи	$Cв_1$ – способен своевременно оказать посильную помощь.

	Св$_2$ – способен оказать посильную помощь, но с некоторой задержкой. Св$_3$ – способен оказать посильную помощь с сильным запозданием (когда в ней нет необходимости). Св$_4$ – не способен оказать посильную помощь.
Эмпатийность	Э1 – понимает эмоциональное состояние другого (человека, природного объекта, воображаемого героя) и демонстрирует это понимание. Э2 – замечает, но неправильно понимает эмоциональное состояние другого (человека, природного объекта, воображаемого героя). Э3 – как бы не замечает эмоциональное состояние другого (человека, природного объекта, воображаемого героя), сосредоточен только на себе.
Обоснованность социального поведения в предъявляемой ситуации	О$_1$ – безотказно помогает другому, оттесняя собственные интересы, по истинной доброй воле. О$_2$ – помогает, ориентируясь на норму взаимности («ты мне – я тебе»). О$_3$ – помогает, преследуя сугубо свои интересы, собственную выгоду, ориентируясь на некое вознаграждение (похвала, одобрение, принцип «бумеранга» и пр.). О$_4$ – оправдывает своё бездействие.
Способность проявить снисхождение и терпимость	Сп$_1$ – способен проявить снисхождение и терпимость к нуждающемуся даже если он сам виноват в своём бедственном положении. Сп$_2$ – способен проявить снисхождение и терпимость к нуждающемуся при условии, если он оказался в этой ситуации под влиянием других (людей, героев и пр.). Сп$_3$ – способен проявить снисхождение и терпимость к нуждающемуся, если он оказался в этой ситуации из-за непредвиденных обстоятельств. Сп$_4$ – не способен проявить снисхождение и терпимость к нуждающемуся.

Методы и организация исследования
Methodology and organization of the research

Данное эмпирическое исследование осуществлялось в несколько этапов. На первом этапе нами были разработаны, апробированы и оформлены в виде опросника диагностирующие ситуации и комплексные задания открытого и закрытого типов, направленные на определение уровня развития милосердия у младших школьников. На втором этапе эмпирического исследования нами были обработаны полученные

результаты анкетирования младших школьников и произведён их качественный и количественный анализ.

Во вводной части анкеты была представлена информация об обучающемся (имя, фамилия), его классе и образовательном учреждении. Для создания комфортной обстановки для младших школьников, принимающих участие в анкетировании, обращение и устную инструкцию по заполнению анкеты сообщал классный руководитель. Основная часть анкеты содержала три диагностирующих ситуации с заданиями открытого и закрытого типов, а заключительная часть анкеты включала слова благодарности за выполненную работу.

Содержание диагностирующих ситуаций представлено школьной тематикой, что обусловлено, прежде всего, социальной ситуацией развития детей младшего школьного возраста. Каждая диагностирующая ситуация имеет противоречивый, проблемный характер и является потенциально возможной в школьной жизни младших школьников. Думается, что попытка разрешения противоречия учеником в ситуации, которую нельзя изменить, делает возможным установление его истинного поведения, «поскольку удается рассмотреть истинные мотивы, интересы, взгляды в остром столкновении» (Щуркова, 2013, 66).

Познакомимся с первой диагностирующей ситуацией, основанной на следующих противоречиях:

– между проступком ученика, виноватого в своём затруднительном положении («не выучил домашнее задание») и наличием уважительной причины для его оправдания («его младший брат заболел, и он ездил ему за лекарством»);
– между доброй волей учителя (разрешила переписать работу завтра) и невозможностью ученика воспользоваться «вторым шансом» без посторонней помощи (трудная тема).

Ситуация 1. Представь, что один из твоих одноклассников «как всегда» поленился и не выучил домашнее задание. За проверочную работу он получил плохую отметку. В очередной раз ученик умолял учителя не ставить ему двойку в дневник, говоря, что родители просто «убьют» его.

Учительница спросила, почему он не подготовился к уроку. Ученик ответил, что его младший брат заболел, и он ездил ему за лекарством. Педагог разрешила мальчику завтра переписать работу, но предупредила, что ему самому будет очень трудно разобраться в теме.

Прочитав ситуацию, учитель предлагает ученикам выполнить четыре задания, позволяющие обнаружить разные показатели развития милосердия у детей (см. таблицу 2).

*Таблица 2. **Комплексные учебные задания для младших школьников, представленные после знакомства с первой диагностирующей ситуацией***
*Table 2 **The complex educational tasks for primary pupils, presented after acquaintance with the first diagnosing situation***

1. *Запиши, какие чувства возникли у тебя после прочтения данной ситуации. В случае затруднения, воспользуйся словами для справок.*
Слова для справок:

обида	возмущение
разочарование	уважение
жалость	неприязнь
несправедливость	сострадание

2. *Выбери два цветных карандаша (фломастера), соответствующих чувствам, которые испытывает в данный момент герой ситуации, и раскрась прямоугольник.*

3. *По твоему мнению, нужно ли предпринять какие-либо действия в данной ситуации? Обведи свой ответ.*

Да	**Нет**
*Если **да**, то перечисли, какие действия ты предпримешь?*	*Если **нет**, то запиши, почему ты так решил(а).*
Выбери с помощью «✓» вариант(ы) своих действий. ☐ Подойду и предложу позаниматься в обмен на его помощь по «домашке» (1). ☐ Подбодрю его добрыми словами (2). ☐ Скажу и выражу уверенность, что он может справиться сам (3). ☐ Подойду и предложу позаниматься (4). ☐ Скажу, что смогу помочь, но только в субботу. На этой неделе у меня кружки и занятия (5). ☐ Я бы помог(ла) тебе, но у меня репетитор (6). ☐ Смогу помочь, если учитель поставит мне дополнительную отметку в дневник или освободит от домашней работы (7).	*Изменил(а) бы ты своё решение, если бы заметил(а), что на тебя смотрит учитель?* Обведи свой ответ. Да Нет *Изменил(а) бы ты своё решение, если бы этот ученик, когда-то тебе помог?* Обведи свой ответ. Да Нет *Поясни свой выбор.*

4. *Напиши, чтобы ты сказал(а) ученику-двоечнику в этой ситуации.*

Для выявления первого критерия «адекватность реакции обучающегося на предъявляемую ситуацию» (эмоциональные реакции), учитель может предложить младшим школьникам записать, какие чувства у них возникли после прочтения первой ситуации в задании 1 (см. таблицу 2).

Далее для определения правильности понимания учениками эмоционального состояния героя и обнаружения показателей критерия «эмпатийность», им предлагается использовать цветовые пары модифицированного теста М. Люшера в задании 2 (см. таблицу 2), которые впоследствии интерпретируются в соответствии с ключом теста.

Руководствуясь мыслью о том, что ребёнок с развитой способностью к эмпатии более склонен к проявлению милосердного поведения, младшему школьнику предлагается ситуация выбора (оказание помощи или бездействие) в задании 3, на основе которой можно проверить критерии «своевременность оказания помощи», «способность выбрать действенный вариант оказания помощи в конкретной ситуации».

Если обучающийся выбирает отрицательный ответ, то есть бездействует, важно узнать причину его отказа от оказания помощи однокласснику, а также выявить обоснованность его социального поведения в предъявляемой ситуации. Поэтому целесообразно предложить ученику дополнительно ответить на несколько вопросов в этой части задания.

Если обучающийся выбирает положительный ответ (оказать помощь), то задачей экспериментатора является уточнить, способен ли он выбрать действенный и своевременный вариант оказания помощи в конкретной ситуации, проявить снисхождение и терпимость к однокласснику, виноватому в своём бедственном положении и выяснить, чем он руководствуется при этом.

Разработанный ключ к данному варианту движения в задании 3 (см. таблицу 2) позволяет определить, какие показатели характерны для развития милосердия у младшего школьника при условии выбора им только *одного* ответа.

Если младший школьник отмечает первый или седьмой вариант ответа (1, 7), это свидетельствует о том, что он способен выбрать и оказать действенную помощь однокласснику в представленной ситуации, но ориентируется на норму взаимности (ты поможешь мне, я помогу тебе) (1), ищет для себя выгоду (7).

Если младший школьник выбирает второй вариант ответа (2), то делается вывод, что его помощь своевременна, но оказана частично (в форме похвалы).

Выбор младшим школьником третьего (3) или шестого (6) варианта ответов, к сожалению, свидетельствует о его бездействии. В последнем случае (6), ученик ещё и оправдывает себя.

Четвёртый (4) вариант ответа в данной ситуации демонстрирует безотказную помощь товарищу в тот момент, когда она необходима.

Выбрав пятый вариант ответа (5), ученик готов оказать необходимую помощь однокласснику, но когда в ней уже нет необходимости.

В случае если обучающийся начальной школы отмечает два или более вариантов ответов, их интерпретация будет зависеть от комбинации выбранных высказываний.

Так, если ученик выбирает ответы «Подбодрю его добрыми словами» (2) и «Подойду и предложу позаниматься» (4), можно сделать вывод о его способности безотказно и своевременно выбрать действенный вариант оказания помощи в конкретной ситуации. Однако выбор только второго варианта ответа (2) позволяет выявить способность ученика частично понять, какая помощь необходима нуждающемуся однокласснику.

Для того чтобы установить, какие вербальные реакции характерны для младших школьников и могут ли ученики проявить снисхождение и терпимость к нуждающемуся, младшим школьникам предлагается задание 4 (см. таблицу 2).

В силу того, что при выполнении разных диагностических заданий младшие школьники зачастую ориентируются на угадывание и предвосхищение ответа «правильно – неправильно», нам видится целесообразным «предотвратить позицию «хорошего ученика», чтобы выявить истинное» (Щуркова, 2013, 27). С целью «перепроверки» ответов учеников, выявления и уточнения наличия или отсутствия у них показателей того или иного критерия развития милосердия, нами разработаны вторая и третья диагностирующие ситуации и задания к ним.

Представим текст второй диагностирующей ситуации, содержащей следующие противоречия:

– между внешней непривлекательностью и отчуждённостью нового ученика («выглядит не так», неопрятный, в поношенной одежде и обуви) и его потребностью в поддержке, общении;
– между необходимостью оказания помощи мальчику и трудностью проявления милосердия по отношению к малознакомому человеку, ещё и виноватому в своём затруднительном положении.

Ситуация 2. В твоём классе появился новый ученик. Твои друзья-одноклассники не хотят с ним общаться, потому что «новенький» выглядит не так как они. Он молчалив, кажется неопрятным, большая школьная форма висит на нём, а сменная обувь испачкана клеем. И вообще, у него нет даже мобильного телефона! Как-то раз этот мальчик забыл дома пенал. На уроке он выглядел растерянно.

Представим в виде таблицы 3 комплексные задания, предложенные младшим школьникам после прочтения второй диагностирующей ситуации (см. таблицу 3).

*Таблица 3. **Комплексные учебные задания для младших школьников,
представленные после знакомства со второй диагностирующей ситуацией***
*Table 3 **The complex educational tasks for primary pupils, presented after acquaintance
with the second diagnosing situation***

---

1. *Как ты думаешь, какие чувства испытывает новый ученик. Выбери с помощью
«✔».*

☐ отчаяние   ☐ раскаяние
☐ тоска   ☐ тревога
☐ зависть   ☐ уныние
☐ огорчение   ☐ недовольство собой

Допиши свой вариант ответа, если <u>не нашёл</u> тот, который подходит.

2. *Прочитай. Опиши свои действия и мысли в данной ситуации, выбрав с помощью
«✔» несколько (не менее 2-х) вариантов ответа.*

☐ Скажу ему, что школьные вещи надо всегда собирать заранее, чтобы ничего не
забыть (1).
☐ Подбодрю его: «Ничего. С каждым такое бывает!» (2).
☐ Пусть попросит ручку и карандаш у кого-нибудь из класса (3).
☐ Поищу и дам запасные ручку, карандаш и линейку (4).
☐ Сообщу учителю, что новый мальчик забыл дома пенал (5).
☐ Подумаю, возможно, его маленький брат вытащил пенал из портфеля, поэтому
он не виноват (6).
☐ У меня только одна ручка и карандаш (7).
☐ Скажу ему при учителе, быть внимательнее в следующий раз (8).
☐ Я бы дал(а) свои вещи, но боюсь, что он потеряет, а меня будут ругать (9).
☐ Наверное, его пенал порвался, а нового нет (10).
☐ Спрошу у ребят: «Народ, у кого есть запасная ручка!?» (11).
☐ Скажу ему, что это я ему помог (12).
☐ Дам ему свою ручку, которая иногда плохо пишет (13).

Допиши свой вариант ответа, если <u>не нашёл</u> тот, который подходит.

Для выявления понимания младшими школьниками чувств героя и
«перепроверки» критерия «эмпатийность», мы предлагаем им выбрать из
предложенного списка в задании 1 (см. таблица 3), что чувствует мальчик,
или дописать это, если по каким-либо причинам школьник не нашёл
подходящего ответа.

Поясним, что ученик понимает эмоциональное состояние другого, если
он выбирает чувства тревоги, огорчения, уныния, отчаяния, недовольства
собой и пр. В другом случае, речь идёт об ошибочном понимании
школьником чувств одноклассника.

В целях «перепроверки» критериев «способность выбрать действенный
вариант оказания помощи в конкретной ситуации», «способность проявить
снисхождение и терпимость», «обоснованность социального поведения в
предъявляемой ситуации» учитель может предложить обучающимся

выбрать несколько (не менее двух) вариантов ответа, характерных для них в данной ситуации в следующем задании 2 (см. таблица 3).

Обратим внимание, что различные комбинации, выбранных младшим школьником высказываний, могут трактоваться по-разному, в зависимости от контекста.

Если школьник выбирает комбинацию ответов 1, 2, 4, можно говорить только о положительных проявлениях милосердия учеником. Однако если школьник отмечает только два первых высказывания (1, 2), то его выбор приобретает несколько иной «оттенок» и свидетельствует о способности ученика только частично выбрать действенный вариант оказания помощи однокласснику.

В ситуации выбора обучающимся ответа «У меня только одна ручка и карандаш» (7), мы можем говорить о его бездействии и неспособности помочь в том случае, когда его последующий выбор не содержит просьбу предоставить школьные принадлежности (3, 11).

Выбор высказываний «Подумаю, возможно, его маленький брат вытащил пенал из портфеля, поэтому он не виноват» (6), «Наверное, его пенал порвался, а нового нет» (10) позволяет констатировать, что младшему школьнику трудно проявить снисхождение и терпимость к однокласснику, когда тот сам виноват в случившемся. Возможно, чтобы оказать помощь, ученику необходимо как-то оправдать героя ситуации (кто-то другой виноват, непредвиденные обстоятельства).

Обратимся к третьей диагностической ситуации, в содержании которой имеется противоречие, выраженное необходимостью оказания срочной помощи однокласснице Оле и оправданием ожиданий учителя («поручила тебе очень важное и срочное задание»).

Ситуация 3. Представь, что твоя учительница поручила тебе очень важное и срочное задание. Выполняя его, ты увидел(а), как Вася Петров сильно толкнул твою одноклассницу Олю в школьном коридоре. Она заплакала.

Третья диагностирующая ситуация включает в себя два диагностических задания (см. таблицу 4).

Первое задание аналогично заданию 2 (см. таблицу 2) на основе использования цветовых пар теста М. Люшера в первой ситуации (критерий «эмпатийность») (см. выше).

Второе задание составлено с использованием шкалирования и нацелено на «перепроверку» критериев «своевременность оказания помощи», «способность выбрать действенный вариант оказания помощи в конкретной ситуации», «обоснованность социального поведения» и «адекватность реакции обучающегося» в предъявляемой ситуации.

*Таблица 4. **Комплексные учебные задания для младших школьников,**
представленные после знакомства с третьей диагностирующей ситуацией*
*Table 4 **The complex educational tasks for primary pupils, presented after acquaintance**
with the third diagnosing situation*

1. Вырази цветом, чтобы ты почувствовал(а), если бы оказался на месте девочки. Выбери два цветных карандаша (фломастера), соответствующий чувствам девочки, и раскрась прямоугольник.

2. Определи с помощью «✓» по шкале от 0 до 5, какой вариант ответа в данной ситуации подходит тебе больше всего, где *5 – **очень подходит, а 0 – совсем не подходит.***

0	1	2	3	4	5

(В анкете для младших школьников после каждого утверждения находится шкала.)
- Догоню обидчика и «наподдаю» ему (1).
- Скажу учителю, что Петров обидел Ольгу (2).
- Подойду и спрошу больно ли ей. Если надо, позову взрослых (3).
- Так как ребята из класса подошли к ней, то я выполню задание учителя (4).
- Нужно помогать только тем, кто помогает тебе (5).
- Я выполню срочное задание учителя, а затем подойду к ней спросить всё ли в порядке (6).
- Завтра я буду дежурить в коридоре и прослежу, чтобы никого из моего класса больше не обидели (7).
- *Допиши свой вариант ответа, если не нашёл тот, который подходит.*

Для проверки данного задания нами разработан ключ. Если младший школьник определяет, что высказывание «Догоню обидчика и «наподдаю» ему» (1) подходит ему, то экспериментатор фиксирует проявление у ученика неадекватной поведенческой реакции, несвоевременность и неспособность оказания необходимой помощи девочке Оле.

Выбор высказывания «Скажу учителю, что Петров обидел Ольгу» (2) говорит об адекватной реакции, оказании посильной помощи учеником, но с некоторой задержкой.

Третье высказывание «Подойду и спрошу больно ли ей. Если надо, позову взрослых» (3) демонстрирует безотказное и своевременное оказание необходимой посильной помощи товарищу, наличие адекватных вербальных и поведенческих реакций.

Выбор четвёртого высказывания «Так как ребята из класса подошли к ней, то я выполню задание учителя» (4), к сожалению, констатирует неспособность помочь, преследование своих собственных интересов (похвала учителя, что выполнил(а) задание).

Высказывание «Нужно помогать только тем, кто помогает тебе» (5) нацелено на проверку обоснованности социального выбора младшим школьником *помогающего поведения* и, в данном случае, характеризует обучающегося как стремящегося к взаимовыгоде.

Выбор ответа «Я выполню срочное задание учителя, а затем подойду к ней спросить всё ли в порядке» (6) показывает адекватную вербальную реакцию ученика, однако оказание помощи Оле происходит с некоторой задержкой, не в полной мере. Прослеживается желание школьника получить некое вознаграждение за выполнения важного и срочного задания учителя.

Если младший школьник определил, что высказывание «Завтра я буду дежурить в коридоре и прослежу, чтобы никого из моего класса больше не обидели» (7) подходит ему, то это говорит о том, что ученик способен частично выбрать действенный вариант оказания помощи, но с сильным запозданием, когда в ней нет необходимости.

Укажем, что при анализе результатов выполнения данного задания младшими школьниками, необходимо также обращать внимание на различные комбинации выбранных ими высказываний.

Обобщая вышесказанное, можно сделать вывод о том, что разработанный диагностический инструментарий разнообразен, демонстрирует примерные трактовки заданий для учеников начальной школы, позволяет «перепроверить» показатели разных критериев развития милосердия, учитывает социальную ситуацию развития детей младшего школьного возраста, содержит противоречивые ситуации, позволяющие установить реальный уровень развития милосердия у детей.

Результаты исследования
The results of the research

Вводный блок анкеты показал, что в анкетировании приняли участие 51 младший школьник, из них 55% составили обучающиеся первого класса МАОУ «Лицей экономики и основ предпринимательства №10» г. Пскова, а 45% − второклассники МБОУ «Центр образования «Псковский педагогический комплекс» г. Пскова.

Целью анкетирования являлось определение исходных уровней развития милосердия у младших школьников в образовательной деятельности начальной школы с использованием диагностирующих ситуаций и специально составленных к ним заданий.

Проанализировав и интерпретировав результаты анкетирования первоклассников и второклассников (См. Рис. 1), мы установили, что у 43% учеников выявлены неадекватные реакции на предъявляемую ситуацию, присутствует аргументация оправданного ими бездействия, что

свидетельствует о *первом (низком) уровне* развития милосердия у младших школьников.

Большинство обучающихся (45%) показали *второй уровень (ниже среднего)* развития милосердия, для которого характерно ошибочное понимание учениками эмоционального состояния другого, наличие разных реакций (адекватные, неадекватные) на предъявляемую ситуацию, малодейственная, избирательная, несвоевременная помощь, зачастую при условии какой-либо личной выгоды.

10% учеников имеют *третий (средний) уровень* развития милосердия. Они правильно понимают эмоциональное состояние другого человека, демонстрируют адекватные эмоциональные и вербальные реакции на предъявляемую ситуацию, оказывают действенную помощь, но, как правило, с задержкой и ориентируясь на взаимовыгоду, внешние факторы, побуждающие к оказанию помощи.

Только 2% младших школьников находятся на *четвёртом уровне (выше среднего)* развития милосердия. Обучающиеся данного уровня имеют адекватные реакции (эмоциональная, вербальная и поведенческая) на предъявляемую ситуацию, оказывают своевременную помощь и поддержку нуждающемуся однокласснику, несколько оттесняя свои личные интересы.
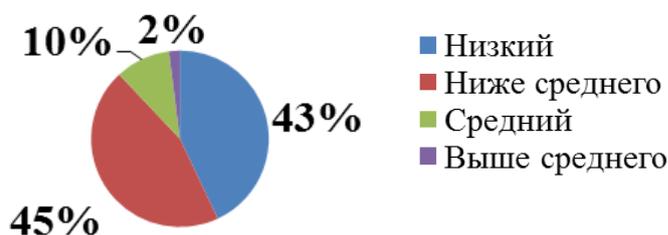
*Рис. 1. **Уровни развития милосердия у младших школьников, выявленные в результате анкетирования***
*Figure 1 **Levels of development of compassion in primary school children, identified as a result of the survey***

Таким образом, полученные результаты анкетирования младших школьников позволяют утверждать, что только 12% обучающихся начальной школы готовы своевременно проявлять милосердную помощь необходимую их товарищу, оказавшемуся в трудной ситуации.

Выводы
Conclusions

Обобщая вышесказанное, мы пришли к следующим выводам:
– диагностирующие ситуации проблемного характера, «перепроверяющие» комплексные задания открытого и закрытого типов помогают педагогу увидеть «истинное» в ученике;
– по результатам анкетирования обучающихся начальной школы на основе использования диагностирующих ситуаций и комплексных заданий к ним было установлено, что изначально только 12% младших школьников готовы к проявлению милосердия.

Summary

The subject of the article is the presentation of diagnostic situations to determine the development compassion levels in primary pupils in the educational activities and the results' presentation of the survey based on the use of this material.

At the beginning of the article the author describes the theoretical background. Next some advantages are presented the developed diagnostic tools. It's diverse demonstrate approximate interpretations of tasks for primary school students, allow to "recheck" the indicators of the different criteria for the development of compassion, take into account the social situation of the development of primary school children age, contains the contradictory situations that allow to establish the real initial development level of the primary school children the primary school children.

The next point deals with diagnosing the moral development of the pupil's personality in primary school based on the use of diagnostic situations.

The base of the study was the educational institutions from Pskov. Respondents were pupils of 1-2 grades in the number of 51 people (24 girls and 27 boys).

We found that 43% of pupils showed inadequate reactions to the situation, there is an argument justified their inaction, which indicates the first (low) level of the development compassion of primary school pupils.

The majority of pupils (45%) showed the second level (below average) of the development compassion, which is characterized by erroneous understanding by pupils of the emotional state of the other, the presence of different reactions (adequate, inadequate) to the situation, ineffective, selective, untimely assistance, often provided any personal benefit.

10% of pupils have the third (average) level the development compassion. They correctly understand the emotional state of another person, demonstrate adequate emotional and verbal responses to the situation, provide effective assistance, but, as a rule, with a delay and focusing on mutual benefit, external factors that encourage assistance.

Only 2% of primary school children are at the fourth level (above average) of the development compassion. Pupils of this level have adequate reactions (emotional, verbal

and behavioral) to the situation, provide timely assistance and support to a classmate in need, somewhat pushing their personal interests.

Литература
References

Neff, K. (2003). The Development and Validation of a Scale to Measure Self-Compassion. *Self and Identity*, *2*, 223-250.

Oveis, C., Horberg, E.J., & Keltner, D. (2010). Compassion, Pride, and Social Intuitions of Self-Other Similarity. *Journal of Personality and Social Psychology*, *4*, 618-630.

Гусева, В.А. (2018). Критерии, показатели и уровни развития милосердия у младших школьников. The Criteria, Indicators and Levels of the Development Compassion of Primary School Children. *Society. Integration. Education. Proceedings of the International Scientific Conference, II,* 158-168. Retrieved from journals.ru.lv/index.php/SIE/article/download/3123/3009

Соловьёва, Т.А., & Гусева, В.А. (2017). Идеология милосердия как нравственная первооснова ноосферного образования. *Ноосферное образование в евразийском пространстве*. Т. 7. Кн. 1. / А.И. Субетто, Г.М. Иманов (ред.). СПб.: Астерион, 134-139.

Щуркова, Н.Е. (2013). *Педагогическая диагностика личностного развития младшего школьника*. М.: Ювента.

SCHOOL TEACHER OUTSIDE OF CLASS: SELF-REFLECTION OF PEDAGOGUES FROM LATVIA AND RUSSIA ON THEIR COOPERATION WITH COLLEAGUES

Jelena Jermolajeva
University College of Economics and Culture, Latvia

Tatiana Bogdanova
Smolensk State University, Russian Federation

Svetlana Silchenkova
Smolensk State University, Russian Federation

Abstract. *In this article teachers' self-reflection on the cooperation with colleagues is considered. In the study the instruments elaborated in the framework of Latvian-Russian research project on modern teacher professional identity (2014 – 2018) were used: the six component model of the content of the teacher professional identity and the questionnaire "School Teacher Professional Identity". In the international survey carried out in 2017 schoolteachers from Latvia and the Smolensk region of Russia participated; the total number of respondents was 437. The aim of the article is to analyze and compare the data of two national samples for the items of the questionnaire concerning the teachers' self-reflection on the cooperation with colleagues, and reveal differences in views and attitudes of the urban and rural teachers from Latvia and Russia. In general, the mentioned items have relatively high scores in both national samples. At the same time certain differences between the data of Latvian and Russian respondents as well as the urban and rural subgroups of both countries are observed.*

Keywords: *cooperation with colleagues, school teachers of Latvia and Russia, self-reflection, teacher professional identity.*

Introduction

The teaching profession is unique in combining features that are rarely united: being one of the oldest professions, it continues to develop dynamically; the profession is both very widespread and highly intellectual; it is, to a great degree, directed outward (at students) and at the same time requires strong personal introspection and self-reflection. Self-observation and self-reflection are necessary tools for the formation and development of teacher professional identity (TPI) (Jenlink, 2014; Парабучев, 2005; Beauchamp & Thomas, 2009).

By the very nature of her/his work teacher is at the center of many socially significant interactions between people, such as the interaction of generations, people of diverse backgrounds and different levels of education, representatives of various professions. The interaction with colleagues is the most professionally important kind of social contacts and activities of teacher (Vangrieken, Meredith, & Kyndt, 2017; Prytula & Weiman, 2012). The cooperation with colleagues as the subject of self-reflection of modern teachers is in the center of this article. Its aim is to analyze and compare the self-reflection of school teachers from Latvia and the Smolensk region (Russia) on different aspects of cooperation with colleagues, and reveal differences in views and attitudes of urban and rural teachers.

Methodology

This study uses the technique developed in the implementation of the research project "Professional Identity of a Modern Teacher" carried out by the Latvian-Russian group of researchers led by A. Shpona in 2014 – 2018. Based on the analysis of scientific sources (Emerson, 2010; Woo, 2013; Beijaard, Meijer, & Verloop, 2004), the participants of the project elaborated the six components model of the TPI content. The Cooperation with Colleagues is the 5th structural component of the model; the other components are Philosophy of the Profession, Professional Knowledge and Skills, Professional Roles, Professional Attitude to Work, and Professionally Determined Social Behavior (Шпона et al., 2016). To examine the model the questionnaire "Professional Identity of School Teacher" was created (authors A. Shpona, M. Vidnere, J. Jermolajeva, T. Bogdanova, and S. Silchenkova) consisting of 60 items (statements) grouped into 6 blocks. Respondents are asked to evaluate them by the six point Likert scale (1 point for "strongly disagree" and 6 points for "agree completely").

The international survey was carried out in 2017 in Latvia and the Smolensk region of Russian Federation. Stratified repetition-free samples were used in the study. The general population was divided into 2 strata: urban school teachers and rural school teachers; the individual respondents were randomly selected from each stratum. In both countries over 20 urban and 20 rural schools participated; the total number of respondents was 437. The samples are representative for the general populations with the permissible sample error: 6.8% for the Smolensk region and 6.4% for Latvia (Ядов, 2007). The questionnaire was tested by Cronbach's Alfa method. For the component "Cooperation with colleagues", the corresponding coefficients are 0.96 in the Russian sample) and 0.98 in the Latvian one, which testifies the reliability of the technique.

The main characteristics of the Latvian/Russian samples and urban/rural subgroups are shown in Table 1.

*Table 1 **Characteristics of Latvian (LV) and Russian (RU) samples of teachers***
(Bogdanova, Jermolajeva, & Silchenkova, 2018)

Characteristics / Groups	Number of teachers		Age (mean)		Work experience, years (mean)		Education (%)			
							Higher		Specialized secondary	
	LV	RU	LV	RU	LV	RU	LV	RU	LV	RU
Urban schools	182	96	48.4	46.7	22.8	22.8	99.4	97.9	0.6	2.1
Rural schools	53	106	47.9	46.8	22.2	26.5	100	90.6	0	9.4
All	235	202	48.2	47.0	22.7	24.6	99.6	94.0	0.4	5.9

Statistical methods with the significance level of 0.05 were used in the processing the data. For two national samples and four subgroups of urban and rural teachers mean rate, statistical mode, dispersion, standard deviation, and coefficient of variation were calculated for each item. The statistically significant correlations within each block and between the blocks were identified by the Spearman rank correlation analysis. Statistically significant differences were checked by the Mann-Whitney test.

Results

The statements of the questionnaire block "Cooperation with Colleagues" offered to teachers for the evaluation are as follows:
1. To develop my professional skills, I consult with colleagues and take into account their comments on my work.
2. Participation in professional associations, methodological councils, and pedagogical conferences really increases my qualification.
3. I actively participate in meetings of teaching staff and work of the school pedagogical council.
4. I have participated in professional skills competitions.
5. Participation in the jury, expert councils, attestation commissions do not destroy sincere and constructive relations with colleagues.
6. I have no problems in the communication with the school administration and supervisory bodies.
7. I consider it important to introduce my ideas and projects to colleagues, including colleagues from other schools.
8. In discussions it is interesting for me to listen and understand the opinion of colleagues, even if they do not coincide with my point of view.
9. I have experience of cooperation with colleagues from other educational institutions and scientific research laboratories.

10. I like taking part in joint holidays, trips and other group events with colleagues.

The generalized statistics of answers of the Latvian and Russian teachers is shown in Table 2.

Table 2 **Statistical indicators of Latvian (LV) and Russian (RU) samples for items of component "Cooperation with Colleagues"**

Item	Mode		Mean value		Dispersion		Standard deviation		Coefficient of variation (CoV, %)	
	LV	RU	LV	RU	LV	RU	LV	RU	LV	RU
1	6	5	5.21	4.98	0.69	0.90	0.83	0.95	15.91	19.07
2	6	5	5.08	4.86	1.02	0.99	1.01	0.99	19.89	20.48
3	6	5	5.16	4.95	0.97	1.26	0.99	1.12	19.12	22.66
4	5	6	3.53	3.62	2.99	3.59	1.73	1.89	48.97	52.29
5	5	5	4.03	4.27	2.62	2.40	1.62	1.58	40.21	36.95
6	6	5	4.99	4.87	1.54	1.45	1.24	1.20	24.85	24.69
7	5	5	4.58	4.43	1.18	1.67	1.08	1.29	23.60	29.16
8	5	5	5.17	5.06	0.84	0.95	0.92	0.98	17.76	19.28
9	5	5	3.96	4.01	2.57	2.67	1.60	1.63	40.46	40.72
10	6	5	5.01	4.86	1.23	1.29	1.11	1.13	22.17	23.37
Component as a whole	5	5	4.67	4.59	1.90	1.95	1.38	1.39	29.47	30.24

The data show that in general, the Latvian and Russian teachers highly appreciate the value of the professional community, feel included in it, and are aware of the importance of professional interaction. In both national samples, the mode of teachers' rates for all 10 items taken together is 5 ("agree"); the modes for the component's separate items are 5 or 6 ("agree completely"). However the comparison of the data of the Latvian and Russian samples by the Mann-Whitney test demonstrates statistically significant differences for this TPI component (Tab. 3).

Table 3 **Mann-Whitney U-test for Latvian and Russian data on TPI component "Cooperation with Colleagues"**

	Rank Sum 1	Rank Sum 2	U	Z	p-level	Z	p-level	Valid N 1	Valid N 2	2*1 sided exact p
Latvian sample (the criteria below are significant for p <,05)										
Russian sample	36.5	239.5	15.5	-2.49	0.01	-2.49	0.01	6	17	0.01

The Spearman rank correlation analysis of the data reveals a strong correlation between the component "Cooperation with Colleagues" and TPI as a whole, which indicates the importance of this component in the general TPI structure: the corresponding Spearman's rank correlation coefficients are 0.71 for Latvian teachers and 0.78 for Russian teachers. There are also statistically significant intercomponent correlations with the other TPI components (in the range 0.42 – 0.66 in the Russian sample and 0.44 – 0.46 in the Latvian one).

The teachers of both countries readily participate in professional associations, methodological councils, and pedagogical conferences, realizing their usefulness and effectiveness to improve the quality of work (Item 2). The teachers consider active participation in meetings of the school pedagogical council as professional duty (Item 3). They often discuss with colleagues general professional issues and their own professional problems, the results of work in formal and informal settings; these discussions are important for them (Item 1). Pedagogues perceive comments and reviews of colleagues on their work as a tool to improve the work quality (the mode of Item 1 is 6 for Latvian teachers and 5 for Russian teachers; CoV are 15.91% and 19.07%, respectively).

The authors of the questionnaire expected higher discrepancy of data at Item 6 ("I have no problems in the communication with the school administration and supervisory bodies"), but the expectation was not confirmed. The modern schools of Latvia and the Smolensk region are not a zone of acute conflicts between teachers and school administration or supervisor authorities: the modes 6 ("agree completely") and 5 ("agree") in the Latvian and in the Russian samples indicate constructive interaction in the ongoing dialogue between them. Although CoV for Item 6 (24.85% in the Latvian sample and 24.69% in the Russian one) are greater than CoV for Items 1, 2, and 3, however they do not exceed 33%, which testifies that the data are homogeneous enough to draw conclusions based on the mean rates and modes. Beside the cooperation in work, teachers willingly spend their free time with colleagues (Item 10): the modes in the Latvian and Russian samples are 6 and 5, relatively.

Compared to the data of the Russian sample, the abovementioned Items 1, 2, 3, 6, and 10 in the Latvian sample have higher mean rates and greater value of mode (6 "agree completely" versus 5 "agree"), whereas the indicators for Items 7 ("I consider it important to introduce my ideas and projects to colleagues, including colleagues from other schools") and 8 ("In discussions it is interesting for me to listen and understand the opinion of colleagues, even if they do not coincide with my point of view") have the equal mode 5, and mean rates are very close to each other. Altogether, it can be concluded that compared to the Russian colleagues, the Latvian teachers, in general, are more open to personal and professional communication; they have more confidence in their colleagues. This indicates that cooperative relationships in Latvian schools are freer and more

constructive than in the schools of the Smolensk region. These features of the psychological atmosphere in the Latvian teacher community may be connected with certain traits of the national mentality, namely, restrained expression of feelings and opinions, respect for other people's psychological space, strong thoroughness in work.

Only for Item 4 related to participation in pedagogical skills contests, the general Russian indicators are higher than the Latvian ones. In both teacher groups, this item shows the lowest mean rates (3.53 and 3.62 in Latvian and Russian samples, respectively), which means that the teachers rarely participate in professional skill contests. However the modes in Latvian and Russian samples are 5 and 6, that is, many teachers do participate in professional contests. Here the highest CoVs are observed (48.97% for Latvians and 52.29% for the Russians), so the mean values and modes cannot be considered typical and reliable for the samples. For example, in the Russian sample the number of the answers "strongly disagree" (46 respondents) almost coincides with the number of the answers "fully agree" (48); a similar situation is in the Latvian sample. The teachers self-reflection on this aspect of the professional cooperation is essentially individual and depends on many circumstances, probably including professional biography, psychological atmosphere in the school team, and personal characteristics of respondents.

In both national samples, high dispersion of answers (37% – 41%) and relatively low mean rates (about 4.0) are also observed at Item 5 (the question of the impact of teacher's participation in jury, expert councils and attestation commissions on her/is relations with colleagues) and Item 9 (the experience of cooperation with colleagues from other educational institutions and scientific research laboratories). In Latvian and Russian samples, CoVs for Item 5 are 40.21% and 36.95%, respectively. About 15% of respondents certainly believe that the interpersonal relationship can deteriorate if a colleague evaluates their teaching skills and makes decisions, on which additional payments, certification category, or other professional bonuses may depend. Professional evaluation and competition is a conflict-causing factor in any professional community; the teacher community is not an exception. It is possible, however, to reduce the conflictogenity of professional assessment and competition by increasing the objectivity of the set criteria of evaluation, ensuring reliable feedback between contestants and jury (discussion and detailed analysis of the evaluated work), as well as by strengthening the personal responsibility of all members of expert commissions for their decisions.

Another weak point in professional collaboration of school teachers is the cooperation with colleagues from other educational institutions and scientific research laboratories (Item 9). The data show that despite the high mode (5 in both samples), quite a lot of teachers (18 % and 21 % in the Latvian and Russian

samples) have no opportunity or wish to share experience with colleagues from other institutions, which does not contribute to their professional development. CoVs at this item are 40.46% and 40.72%, respectively.

In both national samples, there are identified some differences between the data of the urban and rural teachers subgroups (Tab. 4 and 5).

Compared to the Russian urban teachers, the data of their rural colleagues show greater involvement in professional collaboration (Tab. 4). In the Russian rural subgroup, Items 1, 3, 5, 6, and 10 received maximum mode 6 (whereas the mode for these items in the urban subgroup is 5) and higher mean rates. This indicates closer cohesion of small pedagogical teams in rural schools, smaller distance between the administration and staff, closer interpersonal relationship.

*Table 4 **Statistical indicators of Russian urban (U) and rural (R) subgroups***

Item	Mode		Mean value		Dispersion		Standard deviation		Coefficient of variation (CoV, %)	
	U	R	U	R	U	R	U	R	U	R
1	5	6	4.89	5.06	0.50	1.12	0.71	1.06	16.50	20.93
2	5	5	4.81	4.90	0.68	1.07	0.83	1.03	19.84	21.08
3	5	6	4.77	5.10	1.26	0.86	1.12	0.93	26.94	18.21
4	6	4	3.67	3.56	3.91	3.38	1.98	1.84	53.48	51.64
5	5	6	3.95	4.56	3.00	1.94	1.73	1.39	43.39	30.60
6	5	6	4.82	4.92	0.98	1.74	0.99	1.32	22.11	26.80
7	5	5	4.39	4.47	1.42	1.76	1.19	1.33	28.72	29.64
8	5	5	4.99	5.12	1.10	0.95	1.05	0.97	19.61	18.99
9	4	5	4.05	3.97	2.40	2.77	1.55	1.66	39.61	41.91
10	5	6	4.70	5.00	1.44	1.10	1.20	1.05	25.68	21.02
Component as a whole	5	6	4.43	4.67	1.82	1.91	1.35	1.38	30.92	29.59

The same trend is observed in the data of the Latvian sample (Tab. 5). There are five items with the mode 6 in the rural subgroup versus three items in the urban one. However the difference between Latvian urban and rural subgroups is less than that is in the Russian sample.

*Table 5 **Statistical indicators of Latvian urban and rural subgroups***

Item	Mode		Mean value		Dispersion		Standard deviation		Coefficient of variation (CoV, %)	
	U	R	U	R	U	R	U	R	U	R
1	5	6	5.18	5.30	0.69	0.68	0.83	0.82	16.04	15.51
2	6	6	5.03	5.25	1.10	0.73	1.05	0.85	20.85	16.26
3	6	6	5.05	5.53	1.00	0.72	1.00	0.85	19.81	15.30
4	5	5	3.46	3.77	3.05	2.76	1.75	1.66	50.49	43.99

5	5	5	3.99	4.13	2.61	2.69	1.62	1.64	40.44	39.72
6	5	6	4.96	5.11	1.57	1.45	1.25	1.20	25.26	23.54
7	5	5	4.57	4.62	1.20	1.12	1.09	1.06	23.96	22.94
8	5	5	5.17	5.17	0.86	0.80	0.93	0.89	17.94	17.27
9	5	5	3.98	3.89	2.53	2.76	1.59	1.66	39.91	42.71
10	6	6	4.97	5.15	1.23	1.25	1.11	1.12	22.32	21.67
Component as a whole	5	6	4. 64	4.79	1.91	1.84	1.38	1.36	29.78	28.30

It should be emphasized that only few teachers from rural schools of Latvia and Russia participate in the pedagogical skill contests (Item 4). It seems that the reason for this fact is not only and not so much in the lack of skills, but in the rules of the organization of contests, which put rural teachers in unequal position due to the inequality of technical and financial possibilities of urban and rural schools.

Conclusions

The data of the survey demonstrate the importance of the component "Cooperation with Colleagues" in the TPI structure. In general, the Latvian and Russian school teachers highly appreciate the value of the professional community, feel included in it, and are aware of the necessity of the professional cooperation.

At the same time, analysis of the data has shown the weak points in the studied component of the professional identity of teachers. The great dispersion of answers in certain items indicates that the teacher self-reflection on some aspects of the professional cooperation is essentially individual and depends on many circumstances, probably including professional biography, psychological atmosphere in the school team, and personal characteristics of respondents.

Especially high discrepancy of answers is observed in the items concerning professional competition, interaction of personal and professional relationships in process of mutual evaluation of pedagogical skills, and collaboration with colleagues from other educational and research institutions. Only few teachers from the rural schools of Latvia and Russia participate in pedagogical skill contests. This implies the need to change the rules of the organization of contests, which now put rural teachers in unequal position due to the inequality of technical and financial possibilities of urban and rural schools.

The results of the study suggest the necessity of changes in the system of teacher certification and out-of-service teacher training. It is necessary to reduce the conflictogenity of professional assessment and competition by increasing the objectivity of the set criteria of evaluation, ensuring reliable feedback between contestants and jury (discussion and detailed analysis of the evaluated work), as

well as by strengthening the personal responsibility of all members of expert commissions for their decisions.

In both countries, no significant conflicts or confrontation between teachers and school administrators or supervisors are diagnosed; their interaction is based on constructive dialogue on key issues.

Compared to the Russian teachers, their Latvian colleagues, in general, are more open to personal and professional communication and have more confidence in their colleagues. This indicates that cooperative relationships in Latvian schools are freer and more constructive than in the schools of the Smolensk region.

References

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of Issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39,*175-189.

Beijaard, D., Meijer, P.C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20,* 107–128.

Bogdanova, T., Jermolaeva, J., & Silchenkova, S. (2018). Characteristics of samples in Russian-Latvian research project on pedagogue's professional identity: analysis of personal information items. *Society. Integration. Education. Proceedings of the Scientific Conference, II,* 63-73. Retrieved from:
http://conferences.rta.lv/index.php/SIE/SIE2018/paper/view/2167

Emerson, C.H. (2010). *Counselor Professional Identity: Construction and Validation of the Counselor Professional Identity Measure.* PhD thesis. Greensboro: The University of North Carolina.

Jenlink, P.M. (Ed.) (2014). *Teacher Identity and the Struggle for Recognition: Meeting the Challenges of a Diverse Society.* Lanham, Maryland: Rowman & Littlefield Education.

Prytula, M., & Weiman, K. (2012). Collaborative professional development: An examination of changes in teacher identity through the professional learning community model. *Journal of case studies in education*, *3 (Jule 2012),* 1–19.

Vangrieken, K., Meredith, C., & Kyndt, E. (2017). Teacher communities as a context for professional development: A systematic review. *Teaching and Teacher Education*, *61*, 47-59. DOI: https://doi.org/10.1016/j.tate.2016.10.001

Woo, H.R. (2013). *Instrument construction and initial validation: professional identity scale in counseling. PhD thesis*. University of Iowa. Retrieved from: http://ir.uiowa.edu/etd/2663

Парабучев, А.И. (2005). Учитель в эпоху общественных трансформаций – к автопортрету профессии. *Вопросы образования, 4,* 246-260.

Шпона, А., Сенченков, Н.П., Виднере, М., Ермолаева, Е., Богданова, Т., & Сильченкова, С. (2016). *Профессиональная идентичность педагога: сравнительное международное исследование: коллективная монография* / Под ред. А.П. Шпоны, Н.П. Сенченкова. Смоленск: Из-во СмолГУ.

Ядов, В.А. (2007). *Стратегия Социологического Исследования. Описание, Объяснение, Понимание Социальной Реальности*. Москва: Омега-Л.

IZGLĪTĪBAS IESTĀDES SAGATAVOTĪBA MOBINGA GADĪJUMU RISINĀŠANĀ STARP SKOLĒNIEM

Educational Institution Preparedness in Dealing with Mobbing Situations between Pupils

Sarmite Jēgere
Liepājas Universitāte, Latvija

Abstract. *Most people spend a significant part of their day at the workplace doing their job, so it is very important that no side-effects hinder the successful and efficient performance of their duties and the employee feels comfortable. In order to prevent mobbing situations at an early stage or not to be formed at all, adults need to critically evaluate the smallest changes in pupils' relationships, and moreover want to notice them in order to see the root in the development of mobing. The theoretical basis of this research consists of the findings of authors such as D. Olweus, H. Leymann, Sperry L., G.P. Elliot and other. Provided insight into the definition of mobing, the causes of the mobing and the most common features, as well as the possible consequences of prolonged mobing. An empirical study is being carried out to find out if there are signs of mobility in the institution and how the management and educators of the institution respond to them, as well as the development of proposals for early detection and prevention of mobbing in its early stages. Within the framework of the research, an interview with the head of the institution was carried out, the teachers participated in the questionnaire and the focus group interview, but the students participated in two surveys. During the empirical research it confirmed that there are signs of mobbing in the institution among the pupils, but the teachers' actions in solving these situations are not always effective because of the lack of necessary knowledge about mobing as a complex problem in the education system. Suggestions for improving the situation are provided.*
Keywords: mobing, mober and victim, intimidation, exclusion.

Ievads
Introduction

Lielākā daļa cilvēku ievērojamu savas dienas daļu pavada darbavietā veicot savus darba pienākumus, tādēļ ir ļoti svarīgi, lai nekādi blakus apstākļi netraucētu veiksmīgi un efektīvi pildīt darba pienākumus un darbinieks justos komfortabli. Tieši tāpat arī skolēniem izglītības iestāde nereti kļūst par otrajām mājām, kur tiek pavadīts daudz vairāk laika, nekā jebkur citur. Daudzu problēmu pamatā ir tikai mazsvarīgi sīkumi, tomēr, ja konfliktu laikus neatrisina, tas var pāraugt nopietnākā psiholoģiskā problēmā jeb mobingā, jo tas

visbiežāk aizsākās no nebūtiska konflikta. Lai arī mobings sākas attiecībās starp divām personām, laika gaitā tas var pārvērsties arī par kolektīvu mobingu pret vienu kolektīva izvēlēto upuri, kuram no pieaugušo puses ir svarīgi parādīt, ka ir iespējams uzticēties un runāt par pārciesto vardarbību, kopīgi meklējot risinājumu, lai novērstu radušos situāciju. Raksta tēma ir aktuāls un nozīmīgs jautājums Latvijā, īpaši izglītībā, kur ar mobingu var saskarties ne tikai skolēni, bet reizēm arī paši skolotāji un izglītības iestādes vadītājs.

Darba mērķis ir noteikt iespējamās mobinga pazīmes skolēnu starpā un noskaidrot pedagogi profesionāli spēj izvērtēt mobinga gadījumus un ir sagatavoti tos risināt.

Metodes un materiāli
Methods and Materials

Jēdziens mobings ir cēlies no anglosakšu darbības vārda "to mob", kas nozīmē „nikni uzbrukt" (Milivojević, 2011, 51). Vebstera skaidrojošā vārdnīca apskata jēdzienu mobings kā „saīsinātu formu no latīņu valodā lietota izteiciena "mobile vulgus", kas tulkojumā nozīmē „nepastāvīgs, svārstīgs pūlis". Angļu valodā šo jēdzienu lieto, lai raksturotu nedisciplinētu, svārstīgu cilvēku grupu vai nelikumīgu vardarbību, kas tiek veikta grupā" (Merriam-Webster Collegiate Dictionary, 1997, 174).

Pamatā Eiropā tiek lietots vardarbības jēdziens, Amerikas Savienoto Valstu teritorijā tiek izmantoti divi jēdzieni – vardarbība un mobings. Skandināvijā, Vācijā lieto jēdzienu mobings, bet Ziemeļamerikā tiek izmantoti dažādi jēdzieni, piemēram, agresija, emocionālā aizskaršana, psiholoģiskā traumēšana.

Viens no pirmajiem, kurš sāka pētīt iekšējās psiholoģiskās vardarbības cēloņus pieaugušo darba vidē, bija vācu izcelsmes zviedru psihologs H. Leimans. Pētījumos atklājās, ka liela daļa Zviedrijā nodarbināto ir saskārušies ar psiholoģisko teroru savā darbavietā, piemēram, saņemot draudus no viena konkrēta kolēģa vai kolēģu grupas, tāpat arī izjūtot pazemošanu vai ilgstošu vajāšanu. H. Leimans ir identificējis vairāk nekā 45 tipiskas mobinga izpausmes, iekļaujot informācijas nesniegšanu, apmelošanu, tenku izplatīšanu, pastāvīgu kritizēšanu, izsmiešanu un kliegšanu H. Leimans šādu uzvedību nosauca par mobingu, kas ir „sistemātiska naidīga un neētiska komunikācija no vienas vai vairākām personām un vērstu galvenokārt uz vienu indivīdu" (Leymann, 1996, 168). Nereti autori uzsver, ka mobingam parasti nepiemīt seksuāls raksturs. Mobings tiek veikts ar mērķi atbrīvoties no konkrētas personas, vispirms izstumjot to no grupas un vēlāk cenšoties panākt, lai persona pamet konkrēto organizāciju (Sperry, 2009).

Izglītības iestādēs Latvijā sieviešu – skolotāju, īpatsvars ir aptuveni 89%, attiecīgi, jaunajam skolotājam – sievietei, ienākot šādā darba vidē iespējams saskarties gan ar skaudību no citu kolēģu vidus, piemēram, ārējā izskata dēļ, gan kļūt par sieviešu konkurences upuri citu apstākļu dēļ, kas agrāk vai vēlāk var novest līdz mobingam pret jauno kolēģi.

Attiecībā uz darbības formām, ko ietver mobings, H. Leimans izdalījis „piecus galvenos darbību veidus atkarībā no to ietekmes:

– ietekme uz personas komunikācijas spējām (piemēram, tiek saņemta pastāvīga kritika par savu darbu, personīgo dzīvi, rakstiski vai mutiski draudi);
– ietekme uz personas sociālajām attiecībām (piemēram, persona tiek izolēta no pārējā kolektīvā vai viņu ignorē);
– ietekme uz personas reputāciju (piemēram, veidojot tenkas, pazemojot personu);
– ietekme uz personas profesionālo dzīvi (piemēram, dodot bezjēdzīgus uzdevumus vai pārāk sarežģītus uzdevumus, nedodot darba uzdevumus vispār);
– ietekme uz personas psihisko veselību (piemēram, fiziska vai mutiska draudēšana, uzbrukumi)” (Leymann, 1996, 170).

Lai arī lielā daļā pētījumu mobings tiek saistīts ar darba vidi, kur personu grupa dažādos veidos cenšas izraidīt no organizācijas vienu konkrētu kolēģi, visbiežāk liekot tam ciest psiholoģiski, jēdzienu var attiecināt arī uz skolas vidi. Izglītības iestādē klašu kolektīvi, tieši tāpat kā darba vidē, pavada kopā vairākas stundas dienā, veic kopīgus pienākumus, dala atbildību dažādās situācijās, veido savstarpējās attiecības un uztur regulāru komunikāciju viens ar otru ne tikai iestādē, bet arī ārpus tās.

Mobinga cēloņi organizācijās var būt saistīti gan ar pašu organizācijas kultūru, gan cilvēku personībām, kuri strādā šajā organizācijā (Davenport, 1999). Tāpat cēloņi var būt meklējami arī pašā mobinga upurī, kurš neapzinātā veidā padara sevi par upuri mobera acīs.

Pēc 2013./2014. gada skolēnu veselības paradumu aptaujas datiem vidēji 14% skolēnu, vismaz 2 - 3 reizes pēdējo pāris mēnešu laikā ir vai nu cietuši no ņirgāšanās, vai arī ņirgājušies par citiem skolēniem. 9,1% pusaudžu savā skolā gan ņirgājas par citiem, gan arī paši cieš no ņirgāšanās, proti, pieder cietēju/pāridarītāju grupai. Tādejādi kopumā gandrīz 37% Latvijas skolēnu ir ieklasificējami kādā no ņirgāšanās grupām. Aptaujā pirmo reizi tika iekļauti arī jautājumi, kas ļauj noskaidrot ņirgāšanās izplatību, izmantojot informāciju tehnoloģijas un internetu, jeb kiberņirgāšanos. Skolēniem tika jautāts, cik bieži pēdējo pāris mēnešu laikā viņi ir cietuši no ņirgāšanās interneta vidē (e-pasts, sociālie tīkli, publicētas fotogrāfijas u.c.). Kopumā 6,5% Latvijas skolēnu

atzīmēja, ka regulāri cieš no kiberņirgāšanās (Slimību profilakses un kontroles centrs, 2015).

Mobinga gadījumā tiek iedragāta klases atmosfēra un mikroklimats, to padarot neciešamu ne vien upurim, bet arī pārējiem skolēniem. Mobinga gadījumā ļoti nozīmīga ir skolotāja loma, jo skolotājs, īpaši klases audzinātājs, ir tā persona, kas var veidot pozitīvu vidi, veicot preventīvo darbu. Skolotājam būtu jāsaprot un jāapzina tās vietas skolā, kurās skolēns nejūtas droši, tāpat saprast, kādā veidā mobings izpaužas konkrētajā klases kolektīvā, cik tajā ir iesaistīto personu.

Ja darbavietā mobinga upurim ir iespēja to pamest, lai atrisinātu situāciju un nokļūtu vidē, kur persona jūtas novērtēta un vajadzīga, tad skolēniem visbiežāk šādas iespējas nav, ja vien ģimene, piemēram, nepārceļas dzīvot uz citu pilsētu. Lielākā problēma mobinga gadījumu novēršanā ir tā savlaicīga atpazīšana, jo visbiežāk mobings tiek veikts brīžos, kad tuvumā nav neviena pieaugušā, tāpat, novērojot mobinga gadījumus, nereti tie var netikt uztverti kā mobings, jo gan upuris, gan moberis to noliedz. Upuris, jo baidās, moberis, jo zina, ka ir ieguvis pārākumu pār upuri, nodrošinot tā klusēšanu par notiekošo.

4.-6.klases skolēnu reakcija uz vardarbību visbiežāk izpaužas kā problēmas koncentrēties, vainas apziņa par notikušo situāciju, bailes kļūt atkarīgam no tādām emocijām kā dusmas vai skumjas, miega traucējumi, tāpat bažas par savu drošību. Skolēniem kļūstot vecākiem, par upuri tiek izvēlēti tie, kuri atšķiras fiziski, piemēram, augumā, vai tie, kurus ir, piemēram, viegli nokaitināt, saraudināt un tamlīdzīgi. Meitenes biežāk tiek aizskartas par savu ārējo izskatu ģērbšanās ziņā vai tautību, bet zēni – par briļļu nēsāšanu (Pynoos & Nader, 1998).

Tā vietā, lai moberu uzvedību atzītu par ļaunprātīgu, apkārtējie vaino pašu upuri, skaidrojot to ar upura rīcību, kas izraisījusi mobera dusmas, kas nebūtu attīstījušās, ja vien upuris tās neizprovocētu.

Sekas moberim

Pieaugušajiem, kuri atzīst, ka skolas laikā ir izturējušies vardarbīgi pret saviem vienaudžiem, daudz biežāk atklāj depresiju vai tās iezīmes, nekā tiem, kas nav bijuši vardarbīgi. Pusaudža gados viņi var pamest izglītības iestādi, lieto alkoholu .Tāpat šīs personas pielieto agresiju pret saviem bērniem, kā rezultātā šie bērni arī kļūst par vardarbības veicējiem, turpinot mobinga attīstības ciklu (Duffy & Sperry, 2012).

Sekas mobinga novērotājiem

Mobinga situācijas iesaistītās personas – novērotāji, ļoti bieži cieš no tādiem pašiem simptomiem kā mobinga upuris. Novērojot vardarbīgās darbības pret vienu konkrētu personu, situācijas aculiecinieki izjūt dažādu emociju spektru: dusmas, skumjas, bailes, arī vienaldzību.

Sekas iestādei

Pētot konkrētas izmaksas, kas rodas mobinga gadījumā, ir aprēķināts, ka „organizācijai, kurā tiek nodarbināti vismaz 1000 darbinieki, mobinga sekas var izmaksāt līdz 168 tūkstošiem eiro gadā. Darbinieks, kas ilgstoši tiek pakļautas psiholoģiskajam teroram, samazina savu produktivitāti par vismaz 60%, palielinot darba devēja izmaksas par 180%. Tā vietā lai strādātu, moberis 15% sava darba laika pavada psiholoģiski ietekmējot savu upuri. Organizācijā samazinās darbinieku motivācijas līmenis, darbinieks, kurš pārtrauc darba tiesiskās attiecības ar organizāciju, ļoti bieži saņem arī kompensāciju. Lielām organizācijām šāda darbinieka aizvietošana un jauna darbinieka atrašana var izmaksāt līdz pat 8 tūkstošiem eiro" (Mobbing: Recognizing and Dealing with Bullying and Harassment in the Workplace, 2011, 12-13).

Mobinga gadījumā finansiāli zaudējumi iespējami arī izglītības iestādēm.

Pētījuma rezultāti
Research results

Lai sasniegtu izvirzīto mērķi, darba autore kā pētījuma vietu izvēlējās X vispārizglītojošo izglītības iestādi, precīzāk, sākumskolu, kurā 2016./2017.mācību gadā savu izglītību ieguva 246 skolēni un strādāja 46 darbinieki.

Lai noskaidrotu iestādes vadītājas viedokli mobinga jautājumā, kā pētījuma metode tika izvēlēta intervija. Vadītājai tika uzdoti septiņi jautājumi, ar mērķi noskaidrot izpratni par mobingu kā parādību, pieredzi mobinga gadījumos un viedokli par pedagogu un skolēnu rīcību mobinga gadījumā.

Lai nepieļautu mobinga gadījumus, vadītāja iesaka izglītības iestādēs strādājošajiem būt atvērtiem un aicināt skolēnus pieņemt arī atšķirīgu viedokli. Vadītāja uzsver, ka iestādē ir pietiekami daudz normatīvo aktu, kas regulē skolēnu darbības, tomēr ne vienmēr pedagogi tos pārzina pietiekamā līmenī un nereti izvēlas savu veidu, kā to atrisināt, tāpat baidās atzīt, ka klases kolektīvā ir nopietnas problēmas.

Pedagogu aptaujā iegūto rezultātu analīze

Pedagogiem tika piedāvāta viena aptauja e-vidē, lai noskaidrotu respondentu viedokli par mobingu kā aktuālu problēmu. Tika uzdoti 22 jautājumi un būtiskākās atziņas minētas zemāk.
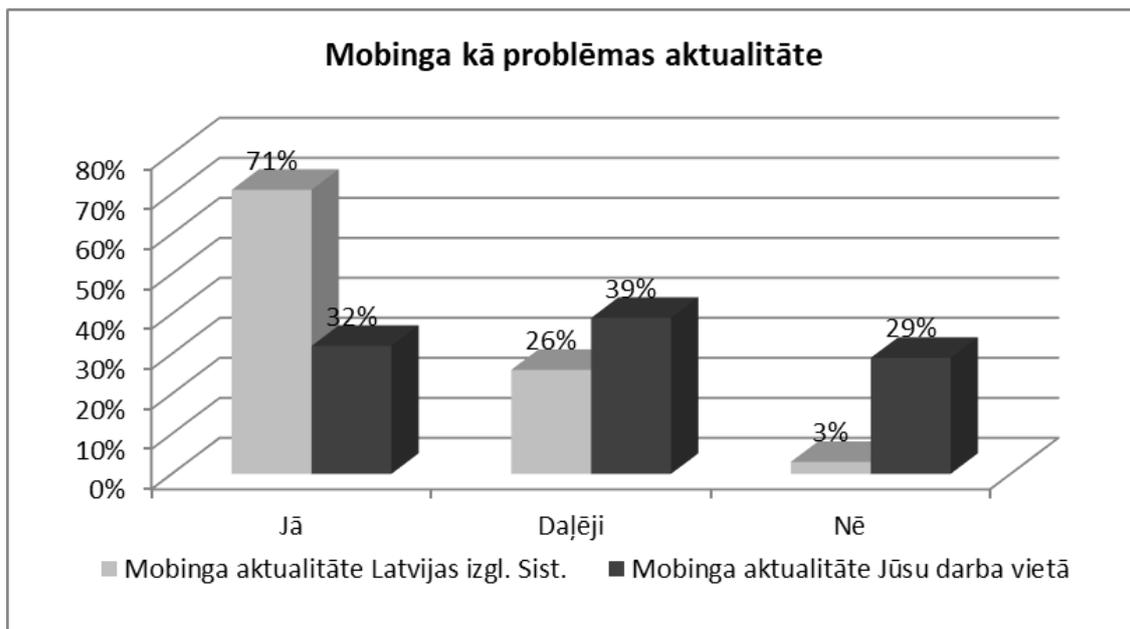
1.attēls. **Mobinga kā problēmas aktualitāte Latvijā un X izglītības iestādē**
Figure 1 **Mobbing as a topical problem in Latvia and in education institution X**

Lielākā daļa aptaujāto respondentu (71%) atzīst, ka mobings ir aktuāla problēma Latvijas izglītības sistēmā. Vērtējot skolēnu atklātību vardarbības jautājumos, respondentiem tika lūgts novērtēt, cik bieži, viņuprāt, skolēni par mobingu stāsta saviem skolotājiem, vecākiem un draugiem. 84% respondentu uzskata, ka skolēni vecākiem un draugiem par vardarbības gadījumiem stāsta tikai reizēm. 35% respondentu uzskata, ka tieši skolotājs ir tas, kuram tiek uzticēta informācija par mobinga gadījumiem, kamēr 61% respondentu uzskata, ka skolotājs tikai reizēm ir galvenā skolēna uzticības persona.

3% respondentu norāda, ka katru dienu ir gadījums, kad pie viņiem vēršas skolēns, lai informētu par vardarbību, tomēr neviens no respondentiem neatklāj, ka mobinga izpausmes būtu vērojamas katru dienu. Vismaz 1 reizi nedēļā 48% respondentu ir novērojuši mobingam raksturīgās izpausmes, tomēr tikai 6% gadījumu skolēni ir vērsušies pie pedagogiem, lai par šīm situācijām pastāstītu (2.attēls).
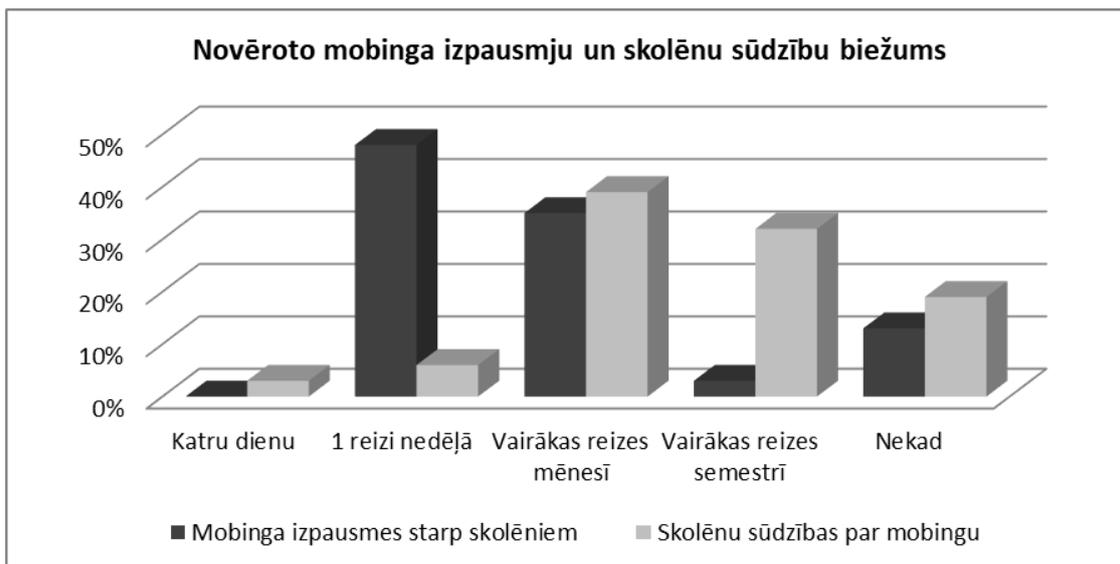
*2.attēls. **Novēroto mobinga izpausmju un skolēnu sūdzību biežums***
*Figure 2 **Mobbing expressions and frequency of complaints***
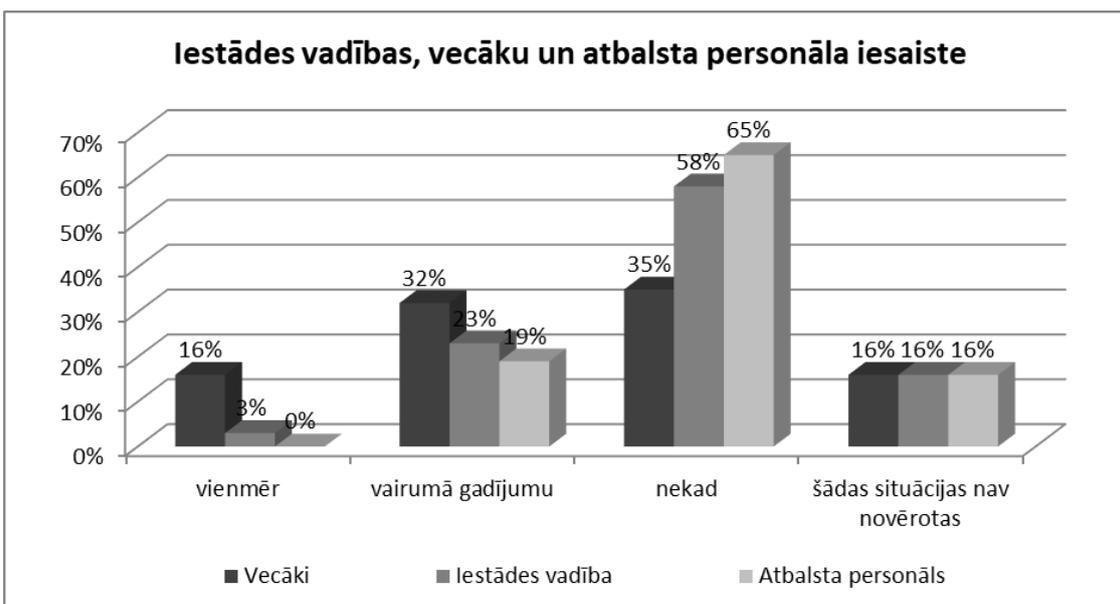
*3.attēls. **Iestādes vadības, vecāku un atbalsta personāla iesaiste mobinga gadījumos***
*Figure 3 **Involvement of parents, leaders of the institution and support personal***

16% respondentu atzīst, ka vecākus vienmēr informē par mobinga gadījumiem. Iestādes vadību vienmēr informē 3% respondentu. Tā kā iestādē trūkst atbalsta personāla speciālistu (iestādē nav sociālā pedagoga, psihologs tiek apmaksāts tikai nepieciešamības gadījumā, tomēr, neskatoties uz to, ir pieejams), 65% respondentu atzīst, ka pie pieejamā atbalsta personāla nevēršas nekad, bet 19% atzīst, ka to dara vairumā gadījumu. Iestādes vadību lielākajā daļā mobingam raksturīgo gadījumu informē 23% respondentu.
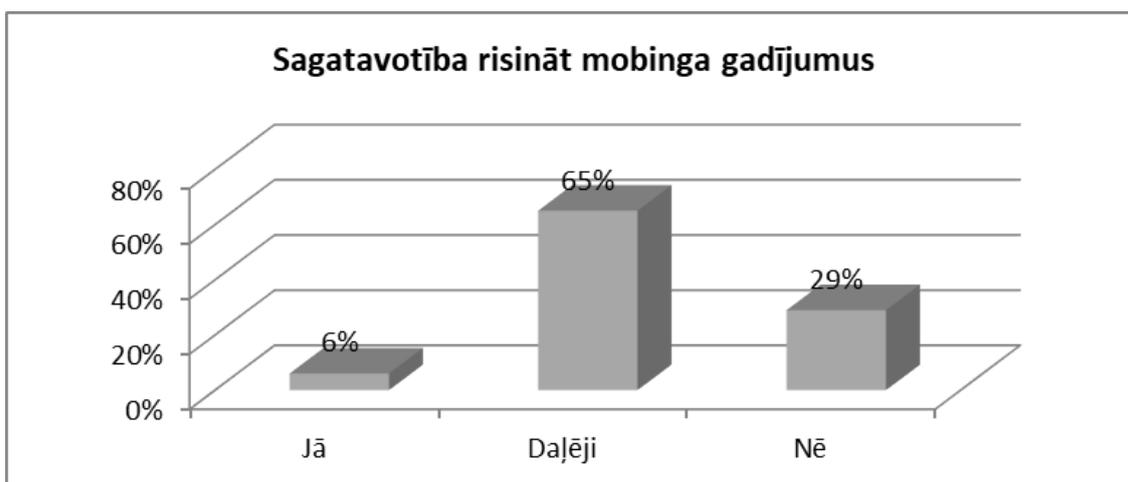
4.attēls. **Respondentu sagatavotība risināt mobinga gadījumu**
Figure 4 **Preparation of respondents for solving the mobbing situations**

5.attēls. **Aptauju veikšanas biežums, lai noskaidrotu skolēnu attiecības klasē**
Figure 5 **Frequency of questionnaires for student, to determine mutual relations in a class**

Tikai 3% respondentu atklāj, ka šādas aptaujas vai sarunas veic katru dienu. 13% respondentu to dara vairākas reizes mēnesī, kamēr 39% tikai vairākas reizes gadā, bet 45% to nedara nekad. Šāds atbilžu sadalījums varētu būt skaidrojams ar to, ka tikai 4.daļa respondentu ir klases audzinātāji, kuriem ir tieša pieeja savai audzināmajai klasei, kamēr pārējie pedagogi šīs klases nesatiek tik bieži vai arī neuzskata, ka tas ir viņu pienākums ar skolēniem pārrunāt šos jautājumus.

Pedagogi tika aicināti dalīties pieredzē par mobinga gadījumiem un aprakstīt savu rīcību, kā situācija tika risināta. Respondentu atbildes atklāj, ka tie

pedagogi, kuri nav klases audzinātāji, visbiežāk par mobingam raksturīgiem gadījumiem ziņo klases audzinātājam, kuram arī uztic situācijas tālāku risinājumu.

Klases audzinātāju aprakstītās situācijas nereti ir daudz sarežģītākas, nekā stundā novēroti gadījumi.

Pedagogu atbildes un pieredze norāda uz to, ka mobinga gadījumus ir sarežģīti atrisināt bez vecāku, vadības un citu speciālistu piesaistes. Tāpat pedagogi bieži rīkojas tā, kā uzskata par pareizu, nevis tā, kā norādīts iestādes iekšējos normatīvajos aktos, kas padara sarežģītu mobinga situāciju savlaicīgu atrisināšanu, jo katram pastāv sava sistēma, kā rīkoties un kuru informēt attiecīgajā gadījumā.

Skolēniem tika piedāvātas divas aptaujas „Mobings tavā skolā" un „Negatīvās rīcības aptauja". Aptaujas „Mobings tavā skolā" mērķis bija noskaidrot skolēnu attieksmi un pieredzi par vispārīgiem vardarbības jautājumiem. Skolēnu atbildes tika analizētas divās grupas: 1.-3.klase (7 līdz 9 gadi) un 4.-6.klase (10 līdz 12 gadi). 1.-3.klašu grupā 49% respondentu bija meitenes, bet 51% - zēni. 4.-6.klašu grupā skolēnu dzimuma sadalījums ir 61% meiteņu pret 39% zēnu. Šajā rakstā analizēta tikai 1 aptauja, jo ierobežotā apjoma dēļ „Negatīvās rīcības aptauja" un sakarību meklēšana un to attiecību analīze, izmantojot atbilstošas datu apstrādes metodes ir cita raksta mērķis.

56% 1.-3.klašu skolēnu uzskata, ka izglītības iestāde ir droša un tajā nav tādu telpu, kurās šie skolēni justos apdraudēti, tomēr piektā daļa respondentu jeb 20% kā nedrošu telpu izglītības iestādē ir norādījuši tualeti. 4.-6.klašu grupā skolēnu atbildes sadalījušās divos galvenajos vērtējumos: 33% sniedz atbildi, ka skolā nav nedrošu vietu, bet 40% skolēnu atzīst, ka par nedrošu vietu uzskata klases telpu, kas ir par 32% vairāk nekā 1.-3.klašu grupā. Tikai 2% 4.-6.klašu skolēni atzīst, ka nedroša vieta skolā ir tualete, kamēr 1.-3.klašu grupā tie bija 20% respondentu. Šāda atšķirība varētu būt izskaidrojama ar to, ka mazāko klašu skolēni tualeti uztver kā nedrošu tieši vecāko klašu skolēnu dēļ, piemēram, vecāko skolēnu auguma atšķirību vai uzvedības īpatnību dēļ, kas mazākajiem var šķist draudīgas, nedrošību veicinošas (skat. 6.attēls)
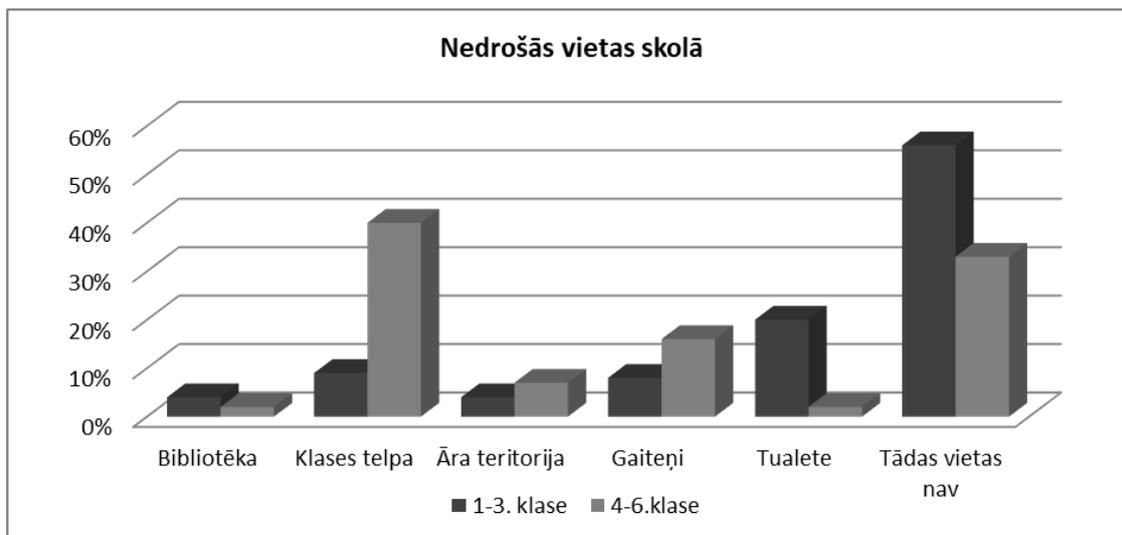
*6.attēls. **Nedrošās vietas skolā***
*Figure 6 **Unsafe places in school***

1.-3.klašu skolēni atzīst, ka ir saskārušies ar vardarbību gan paši, gan novērojuši to pret citiem skolēniem. 4.-6.klašu skolēnu atbildēs ir redzamas atšķirības.
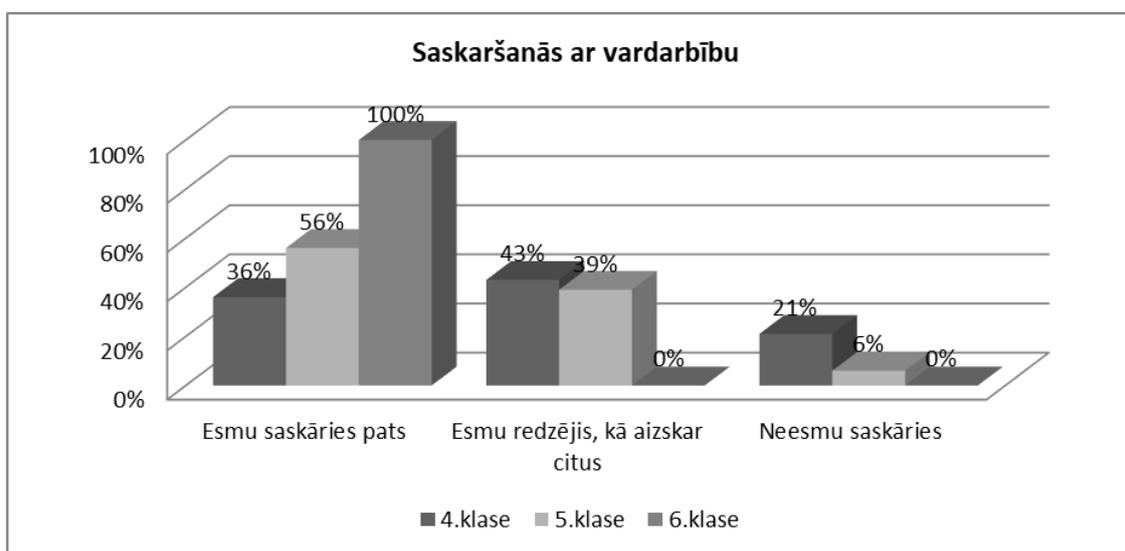
*7.attēls. **Saskaršanās ar vardarbību 4.-6.klasē***
*Figure 7 **Facing violance in grades 4-6***

Skolēniem, abās grupās sniedzot līdzīgas atbildes, visbiežākās vardarbības pazīmes atlasītas vienkopus.
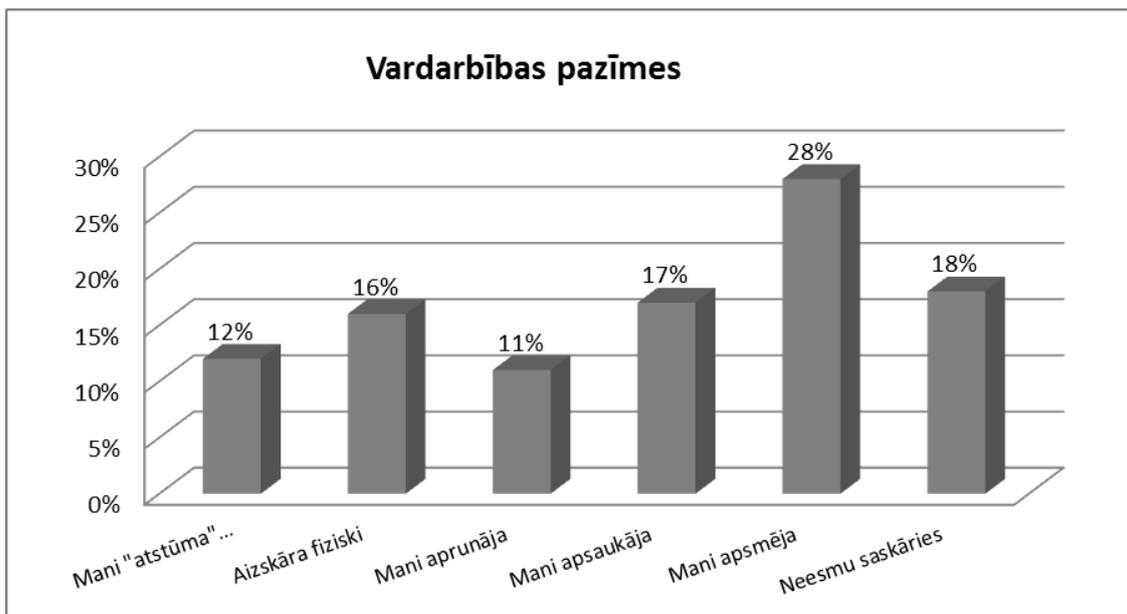
8.attēls. **Vardarbības pazīmes**
Figure 8 **Signs of violence**

Skolēnu atbildes jautājumā par rīcību pret sevi vai citiem vērstas vardarbības gadījumā norāda uz to personu iestādē, kurai skolēni uzticas visvairāk. 62% 1.klašu skolēnu, 51% 2.klašu skolēnu un 50% 3.klašu skolēnu atzīst, ka visbiežāk vardarbības gadījumā meklē palīdzību pie klases audzinātāja. 4.-6.klašu skolēnu atbildēs redzamas tendences, kas raksturīgas pusaudžiem, piemēram, personīgās informācijas neizpaušana vecākiem, vēlēšanās atrisināt savas problēmas patstāvīgi (9., 10. attēls)
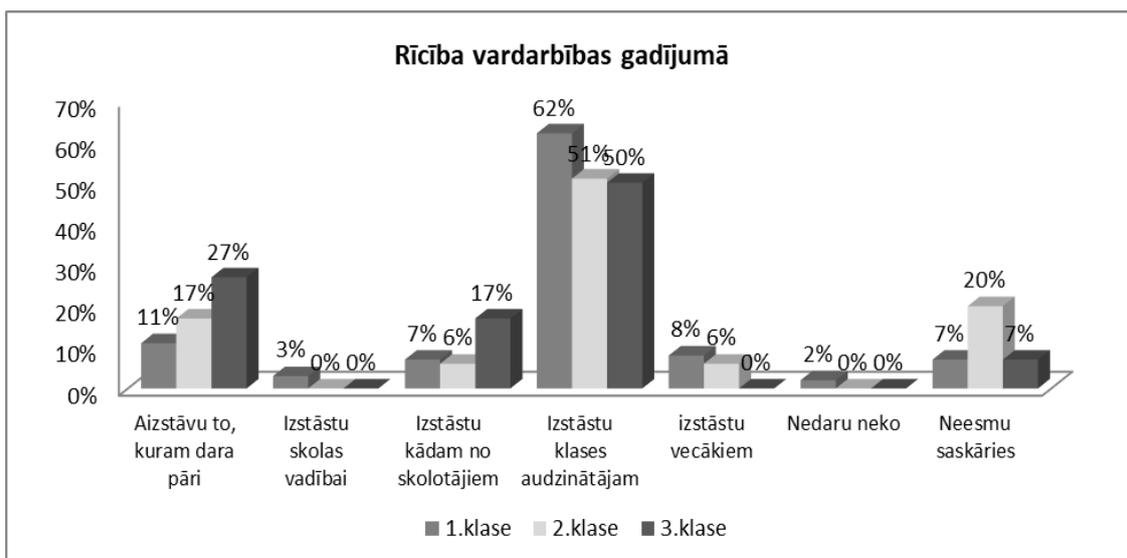
9.attēls. **Rīcība vardarbības gadījumā 1.-3.klasē**
Figure 9 **Action in a case of violence in grades 1-3**
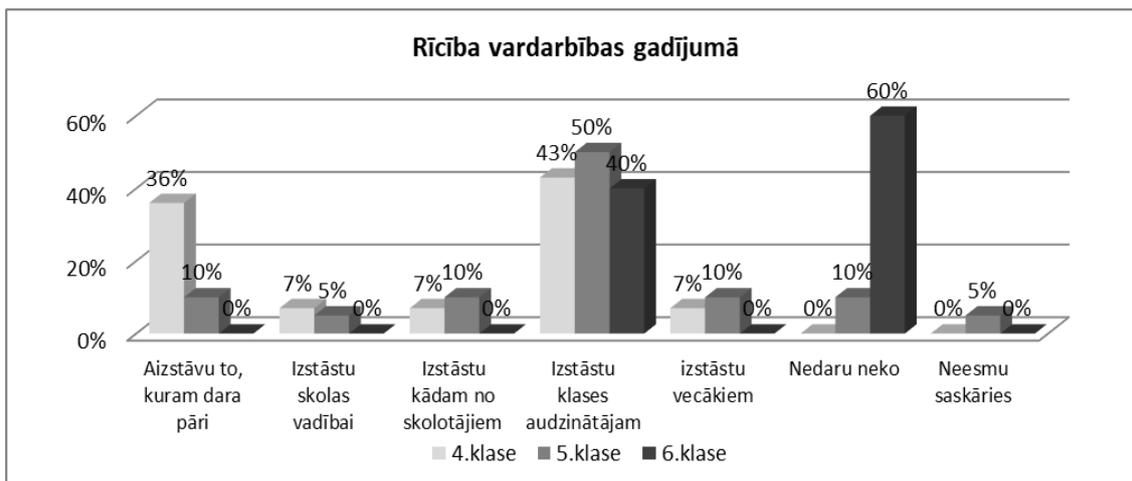
*10.attēls. **Rīcība vardarbības gadījumā 4.-6.klasē***
*Figure 10 **Action in a case of violance grades 4-6***

Vērtējot praktisko pētījumu kopumā, darba autore **secina**, ka:

- izglītības iestādē ir novērojamas mobingam raksturīgās pazīmes;
- iestādes vadība ir atvērta problēmu risināšanai un piekrīt pētījumā paustajai atziņai, ka iestādē ir novērojami gan fiziskās, gan psiholoģiskās vardarbības gadījumi, kas pielīdzināmi mobingam;
- pedagogu rīcība vardarbības gadījumos ne vienmēr ir atbilstoša iestādē pastāvošajai kārtībai, kādā risina ar vardarbību saistītus gadījumus;
- pedagogi atzīst, ka mobings ir aktuāla problēma gan valstī, gan izglītības iestādē, tomēr skaidro, ka ir tikai daļēji sagatavoti risināt mobinga gadījumus;
- pedagogu zināšanas par mobinga cēloņiem un sekām ir vērtējamas kā apmierinošas, tomēr nepietiekamas, lai efektīvi risinātu mobinga gadījumus;
- visbiežākās mobinga pazīmes starp skolēniem ir: fiziska aizskaršana, atstumšana, apsaukāšana un ignorēšana, aizvainojošu piezīmju izteikšana un apzināta kaitināšana;
- skolēniem, kļūstot vecākiem, palielinās saskaršanās biežums ar fizisko vardarbību.

Pamatojoties uz secinājumiem, izteikti sekojoši priekšlikumi
Proposals

1.Izstrādāt vienotu plānu mobinga pazīmju mazināšanai un savlaicīgai novēršanai izglītības iestādē, kura elementi tiktu iekļauti arī klases audzināšanas

stundās un ikdienas dzīvē kā darbības, kuras ir pašsaprotamas un vērstas uz skolēnu savstarpējo attiecību uzlabošanu.

2.Apkopot un popularizēt mobinga novēršanas labās prakses piemērus, kas veiksmīgi tiek īstenoti citās izglītības iestādēs, piesaistīt speciālistus, rīkojot seminārus un lekcijas vecākiem un pedagogiem, lai veidotu dziļāku izpratni par mobinga izraisīto seku ietekmi uz personas turpmāko dzīvi.

3.Nodrošināt sistēmu, kurā skolēni apzinās, kādā veidā iespējams risināt ar mobingu saistītas problēmas, paliekot anonīmam, tā radot vidi, kurā skolēni jūtas uzklausīti un nebaidās atklāt savas pārdomas un viedokli.

4.Aktīvi problēmu risināšanā iesaistīt vecākus, risinot radušās situācijas un meklējot kopīgu risinājumu, kas ir labvēlīgs abām iesaistītajām pusēm.

5.Strādāt ne tikai ar upuri, bet arī ar moberi kā skolēnu, kuram nepieciešama palīdzība savu darbību analizēšanai un izpratnei par tās cēloņiem un iemesliem, attīstot empātijas spēju un radot priekšstatu par veikto darbību atstātajām negatīvajām sekām uz otras personas veselību.

6.Uzlabot iestādes fizisko vidi, nodrošinot skolēniem iespēju piedalīties dažādās aktivitātēs starpbrīžu laikā, lai skolēniem būtu iespēja nomainīt klases vidi pret neitrālu telpu, tāpat apzināt tās telpas, kuras skolēniem šķiet nedrošas.

7.Atbalsts gados jaunajiem pedagogiem, piemēram, no sociālā pedagoga, psihologa vai mentora puses, lai palīdzētu adaptēties izglītības iestādes vidē un savlaicīgi ieraudzīt radušās problēmas arī klases kolektīvā un atbilstoši reaģēt uz tām.

8.Nodrošināt iespēju skolēniem izpaust savas izjūtas un emocijas, mijiedarbojoties ar saviem vienaudžiem, tajā pašā laikā nosakot šo izpausmju robežas, kas kontrolē nepamatotas kritikas izteikšanu un otras personas noniecināšanu.

Summary

Most people a significant part of their day spend at workplace doing their work responsibilities; therefore it is very important that no other circumstances disturb fulfilling them successfully and efficiently so the employee can feel comfortable. Precisely likewise for students educational institution often becomes as their second home, where they spend their time much more than anywhere else. Numerous problems are based on a few insignificant things, nevertheless, if conflict is not solved on time it may turn out to become a serious psychological problem or in other words into mobbing, because it often starts from minor conflict. The proportion of female teachers in educational institutions in Latvia is about 89%, respectively, a new teacher – female, entering such work environment might possibly face both: envy, from other colleagues, for example, due to their appearance, or to become a victim of women's competition due to other circumstances, which may sooner or later lead to mobbing against the new colleague. Causes of mobbing in organisations may be

related both: with its own organizational culture and human personality, which works in this organization. As well, the causes may also be found in the mobbing victim itself, who unintentionally makes himself as a victim in the eyes to those who are mobbing. Students, who are mobbing, very often do not feel the extent and possible consequences; therefore they also need help to be aware of their characteristics.

The purpose of this work is to identify possible signs of mobbing, to find out the educator and school management understanding of mobbing issues.

The role of an educator is very important in a case of mobbing, because teacher, especially a classroom tutor is the person who can create a positive environment, carrying out preventive work. To achieve the goal author of this work chose X general education institution as a research site, more precisely – a primary school, where in the 2016/2017 school year 246 students got their education and 46 employees were employed.

Research resulted in the following proposals:
- Develop a unified plan to decrease mobbing indications and timely prevention in educational institutions
- Collect and promote examples of good practices for mobbing prevention
- Provide a system where students are aware how to deal with mobbing problems while remaining anonymous
- Actively involve parents in problem solving
- Not only work with the victim, but also with the one who is mobbing as a student and need help as well
- Provide opportunity for students to express their feelings and emotions, interacting with their peers, etc.

Literatūra
References

Davenport, N., Schwartz, R.D., & Elliott, G.P. (1999). *Mobbing: Emotional Abuse in the American Workplace*. Civil Society Publishing.

Duffy, M., & Sperry, L. (2012). *Mobbing: causes, consequences, and solutions.* NY: Oxford University Press. *Education Act.* (2010). Retrieved from http://www.friendsinternationalcenter.com/advice/the-swedish-education-act/

Leymann, H. (1996). The Content and Development of Mobbing at Work. *European Journal of Work and Organizational Psychology*, *5*, 165-184.

Merriam-Webster Collegiate Dictionary. (1997). USA: Merriam-Webster.

Milivojević, D. (2011). Mobbing – how to Recognize and deal with it. *Physical culture, 65*, 51-54.

Mobbing: Recognizing and Dealing with Bullying and Harassment in the Workplace. (2011). Retrieved from http://ec.europa.eu/justice/grants/results/daphne-toolkit/en/file/1481/download?token=G614s3vy

Pynoos, R.S., & Nader, K. (1988.) Psychological first aid and treatment approach to children exposed to community violence. *Journal of Traumatic Stress, 1*. 445-473.

Slimību profilakses un kontroles centrs. (2015). *Latvijas skolēnu veselības paradumu pētījums. 2013./2014. mācību gada aptaujas rezultāti un tendences*. Rīga: Slimību profilakses un kontroles centrs.

Sperry, L. (2009). Workplace mobbing and bullying: A consulting psychology perspective and overview. *Consulting Psychology Journal*, 165–168.

TEACHER AUTHORITY IN SCHOOL

Kristine Jozauska
University of Latvia, Latvia

Abstract. The purpose of education is to initiate the young into the different ways in which, over the centuries, men have organized their experience and understanding of the world. This initiation depends upon the ability of teacher to explain and inspire, and on the willingness of the young to engage in this enterprise with a proper humility. The discussion on the role of authority in knowledge development and the subject of lack of teacher's authority is in great tension. The role of the teacher has changed, authority, a fundamental part of the teaching–learning process, is a problematic and questioned by society, the media, parents and students. Due to the fact that the teacher is in the role of the manager of the class, they require power in another form, the authority to influence student behavior. This could be termed teacher authority. Power and authority are central features of teachers' work. Many studies of teachers emphasize the impact that teachers have on students. Legitimate teacher authority is fundamental to effective teaching, but is often a thorny issue that teachers need to grapple with when teaching in modern teaching contexts.
The main goal of the article is to analyze the teacher's authority and the pedagogical act in the situation of social change.
Keywords: social change, role of education, power, teacher authority.

Introduction

The world we leave to our children depends in large measure on the children we leave to our world. The world's hopes for the future rest with today's young people and their readiness to take up the challenges of the coming century. On the threshold of the twenty-first century, the education of the young has never been more in need of our commitment and resources. Our teachers have never been more crucial to our collective future.

The young generation is entering a world, which is changing in all spheres: scientific and technological, political, economic, social and cultural. The outlines of the 'knowledge-based' society of the future are forming. The status of education is changing: once seen as a factor of unity and integration within societies, capable of overcoming social and economic differences and distinctions, it is increasingly becoming a source of such differences and distinctions between societies in a global economy which rewards those who possess more advanced skills and limits the opportunities of those who do not. Perceptions of the scope of education also are changing as societies come to

recognize that 'the time to learn is now the whole "lifetime", not just during the period of childhood and youth.

Education is significant social institution leading the individual to empowerment and social- emotional development. As a human being man cannot live without association, without social relationships. In these interactions we learn and adopt values, attitudes and build behavior models. Education is a process of guidance and leadership. Education should prepare learners for future challenges. The person who offers the guidance, judgment and knowledge is the teacher.

Teachers are looked upon as the individuals who can help to bring about positive changes in the lives of people. They are seen as natural leaders who can give advice on various affairs in the community. Bourn (2015) believes that education is all built on the assumption that learning is closely linked to personal and social change. Within these discourses and practices, the role of the teacher as the agent for promoting these changes is often assumed but rarely discussed as to what it means. The discussion on teachers' loss of authority is today taking on a totally new dimension. From the former "man of repute" who, while not necessarily well-paid, was at least seen as a person above suspicion and beyond criticism, the teacher has become a service provider mistreated both by the media and by his students.

The aim of this paper is to analyze major guiding concepts to explain the teacher authority and interaction in pedagogical act in the situation of social change.

This leads to the following research questions:

1) What major guiding concepts have been the focus of research in the context of teacher authority, the interaction in pedagogical act in the situation of social change?

2) What are the main conclusions about the teacher authority in modern school?

3) What research methods have been used to explore teacher authority?

To explain teacher authority, this study aims to carry out a Systematic Literature Review (SLR) to analyze the articles available on the EBSCOhost web database, with the results of the research on the teacher authority and teacher role in modern school. The purpose of this paper is to provide a further development of the analysis of the concept of authority where it applies to education.

This article focuses only on full-text articles available on the EBSCOhost web search platform that were published in English in peer-reviewed journals. Selected studies were published in the period from 2009 to 2018.

Method

Systematic review of the published research was undertaken between March and December 2018 in EBSCOhost Web search platform. In the first phase initial key words were identified from the researchers' knowledge of the field. These included: teacher authority, modern school, teacher role, power relation, student teacher relationships, teacher competency.

The next step was reading of abstracts, articles to use thematic analysis principles in the analysis of articles to analyze the content of the selected articles (Braun & Clarke, 2006). Each article has been read several times in order to get range of pattern in the article and the methods used in obtaining evidence. Author read the articles and marked the topic information whitch need explicity to be considered and discussed, then the obtained results were summarized and discussed.

Results

Results were analyzed in accordance with the defined criteria: research methods used, theme patterns and nature of evidence. There was analized content of 11 articles.

Research methods used. Author, starting the analysis of the selected articles, wanted to find out what kind of research metodes were more frequently used when analyzing the teacher authority in the pedagogical process (see Table 1).

*Table 1 **A categorisation of the research methods***

Research methods used	Articles involving this research method
Questionnaires	Esmaeili, Mohamadrezai, & Mohamadrezai, 2015. Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Khany & Tarlani-Alibadi, 2016. Hen & Goroshit, 2016. Elliott, 2009. Warren, 2016.
Document analysis/ Resource analyses (OER)	Bourn, 2015. Macleod, MacAllister, & Pirrie, 2012. Yuan, 2012.
Interviews	Khany & Tarlani-Alibadi, 2016. Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Wong, 2016.

Theme paterns or key concepts analyzed in the study were the next criterion (see Table 2). The number of the key concepts itself does not serve as an indicator for the credibility of the results because it is very difficult to keep strict research boundaries.

*Table 2 **A categorisation of the theme patterns***

Theme patterns analyzed in research	Articles involving this key concept
Class management	Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Esmaeili, Mohamadrezai & Mohamadrezai, 2015. Warren, 2016.
Authority	Elliott, 2009. Esmaeili, Mohamadrezai, & Mohamadrezai, 2015. Macleod, MacAllister, & Pirrie, 2012. Yuan, 2012.
Student learning	Bourn, 2015. Esmaeili, Mohamadrezai, & Mohamadrezai, 2015. Hen & Goroshit, 2016. Patil, 2012. Warren, 2016.
Social change	Bourn, 2015. Patil, 2012.
Teacher competence	Elliott, 2009. Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Hen & Goroshit, 2016. Patil, 2012.
Behaviour management	Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011. Hen & Goroshit, 2016. Macleod, MacAllister, & Pirrie, 2012.
Wrong's five forms of authority	Macleod, MacAllister, & Pirrie, 2012.
Power relation	Esmaeili, Mohamadrezai ,& Mohamadrezai, 2015. Khany & Tarlani-Alibadi, 2016. Wong, 2016.
Teacher effectiveness	Warren, 2016.

Then author summarized the evidence mentioned in the published articles (see Table 3) that allow drawing conclusions about the teacher authority.

*Table 3 **A categorisation of evidence***

Nature of evidence	Article using that form of evidence
Class management can be considered as an important indicator in teachers' task is a complicated take that is referred as an "art". Authority concept has close relation with the concept of power and influence.	Esmaeili, Mohamadrezai & Mohamadrezai, 2015.
Education are all built on the assumption that learning is closely linked to personal and social change. The role of the teacher is to act as an agent for change within the classroom. The recognition of this is key in relation to global learning.	Bourn, 2015.
Teacher quality and authority are most important factors influencing learner outcomes.	Elliott, 2009.
Despite the fundamental importance of the social and emotional climate of classrooms for many teachers, the creation of positive relationships with students is perceived to be the most demanding aspect of their work.	Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011.
Authority is not the one-dimensional concept that a reading of education policy and professional literature might imply; it is a multi-dimensional concept that encompasses a range of different forms.	Macleod, MacAllister, & Pirrie, 2012.
Empirically, power affects relations between categories of groups/ agents, but control socializes people within given forms of interaction. Thus, power can be seen as more than authority, domination or control.	Wong, 2016.
One of the fundamental principles education should be based is the consideration of learners needs, wants and lacks or a needs analysis. Interaction is "dialogic".	Khany & Tarlani-Alibadi, 2016.
Children's misbehaviour in the classroom is a reaction to the teachers' behaviour towards them, which is "unacceptable" to the students; in another words, teachers' actions can provoke students' misbehaviour.	Yuan, 2012.
Caring teachers set the tone for strong and supportive relationship between teachers and students. These relationships are fundamental for the healthy development of students in schools and are positively associated with students' academic performance, achievements, social functioning, school engagement, and learning motivation.	Hen & Goroshit, 2016.
In describing education as an instrument of social change, three things are important: the agents of change, the content of change, and the social background of those who are sought to be changed.	Patil, 2012.

This is important to know, what makes teachers effective in the classroom. Research indicates that teachers' effectiveness is contingent upon the teacher knowing pedagogy, learn theory, knowledge of subject matter, experience as well as other qualifications such as classroom management skills.	Warren, 2016.

Answering the research questions that had been put forward: 1) What major guiding concepts have been the focus of research in the context of the interaction in pedagogical act in the situation of social change? 2) What are the main conclusions about the teacher authority in modern school? 3) What research methods have been used to explore teacher authority? Questionnaire is the most frequently used research method to find out the respondents' opinion about teacher authority. The evidence obtained and described in the studies emphasize that there are some main key concepts on focus of research: authority concept, concept of social change, concept of power and teacher competency. Role of the teacher in modern school can be seen through the aspect of class management and teacher student relationships (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015; Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011; Yuan, 2012; Hen, & Goroshit, 2016), as well as through the aspect of teacher competency (Warren, 2016; Elliott, 2009). Interaction in pedagogical act also can be discussed analyzing power relations between teacher and student (Esmaeili, Mohama-drezai, & Mohamadrezai, 2015; Macleod, MacAllister, & Pirrie, 2012; Wong, 2016). Topicality in education is to illustrate the learning and teaching through the social change paradigm (Bourn, 2015). One of the acknowledgments in new paradigm in describing childhood and adult-child relationships, is that children are active agents who are not simply shaped by the world around them but actively shape and change that world. They make sense of and interpret their everyday interactions with adults. Within these interactions with more powerful actors, children strive to achieve elements of social control over their daily environment, power to make and shape decisions about their everyday lives. This focuses on necessitate to revisit structured power relationships between adults and children. It is possible to conclude that there is evidence showing that the teacher impacts student success, as well as can bring up strategies that activate student thinking and learning intentions. For teachers, a direct relationship needs to exist between what happens in the classroom, in the school, and within wider society, because teachers are agents for change. There is a strong opinion that one way to improve the situation of learning and teaching is to shift the overriding focus from pure emphasis on content coverage to intellectual engagement and growth by giving students chances to negotiate their learning so as to make teaching more attuned to their paces (Khany & Tarlani-Alibadi, 2016). Existing researches proove, that the role of the teacher and its management style is highly important and essential

for succeeding in educational objectives of students in proportion of today world. It is concluded (Yuan, 2012) that there are common reasons for student misbehaviour that are linked to the teachers' actions, which can be simply classified into three reasons that can lead to children's bad behaviour in the classroom. These are: the teacher's authority, the teacher's ability to exercise the necessary classroom control and the teacher's personality. According to Hen and Goroshit (2016) when teachers feel confident about their emotional and teaching abilities, they tend to be more caring toward their students. These findings support the notion that in order to enhance teachers' empathy and contribute to the student– teacher relationship, teachers' positive self-beliefs must be in the focus of teachers' training.

Trying to build a positive student-teacher relationship can effectively minimise the chances of the happening of student misbehaviour, and also, it can solve the problem easier. One important aspect of the teacher that makes the transmission of all qualities is his or her authority. The role of authority in knowledge development is emphasized in many publications. A person with knowledge is oftentimes able to use that knowledge to directly or indirectly influence the actions of others. As many authors (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015; Macleod, MacAllister, & Pirrie, 2012; Wong, 2016.) posit authority concept has close relation with the concept of power and influence. Concern with authority is as old as human history itself. The modern world attempted to develop new foundations for authority - democratic consent, public opinion. It is clearly defined that the authority figure today no longer represents purported perfection, but is clearly flesh and blood, requiring time for thought, help in making decisions and the opportunity to correct mistakes. Teacher authority is essential in developing knowledge. Today's teacher must acknowledge that they are not immune to error. Those who understand this can transform their vulnerability into an asset, by setting the personal example in the form of admitting to mistakes and being willing to correct hem. This can become one of the characteristics of the new authority that contribute most to its leadership. Bourn (2015) states that teachers are looked upon as the individuals who can help to bring about positive changes in the lives of people. They are seen as natural leaders who can give advice on various affairs in the community. Teachers should be seen as people who are socially responsible and actors in securing change in both their own educational community and in wider society. Teachers who are supportive of the principles of global learning are likely to see it as their role to secure greater engagement with its principles within the school, to be agents of change, ambassadors for global social justice. Teachers effectiveness are often determined by many indicators. As Warren (2016) describes lists of qualities that characterize effective teachers includes a range of characteristics, such as strict discipline skills, engaging personality, ability to

form good relationships with adults, as well as knowledge of subject matter, curriculum and standards, passion for teaching, and strong rapport with students. When asked what makes a good teacher, pupils give impressively consistent answers, one of which is always the personal qualities of the teacher. This is evidence that personal authority is something which school children are naturally predisposed to recognise and respond to (Macleod, MacAllister, & Pirrie, 2012.). In relation to classroom management, the skilled teacher can often prevent problems from occurring in the first place by the exercise of their professional skills. But teachers comment (Elliott, Stemler, Stenberg, Grigorenko, & Hoffman, 2011) that they often respond to school- based problems in ways which they consider to be inappropriate, usually because of frustration or other forms of heightened emotion.

Patil (2012) presume that different types of social changes occurring in society make the existing educational system dysfunctional to a certain extent and in course of time pressurize to bring changes in it. As well as Patil, Bourn (2015) allege that change can and does take place at a number of levels within and around the learner, the school, the community, and wider society. The experience of the new authority entails changes not only in the external behavior, but also in the inner discourse. This proves that the public discussion about the need of competent teachers and teachers who are authority is needed. This means discussions, analyses of experiences, unified understanding and strategic approach, critical thinking and persistent improvement of competence in the field of teacher authority. The modern environment requires new knowledge and thinking and attitudes therefore cooperation between society and school is vitally important for children learning and well-being. Challenges of modern society including school requires changes in conceptual approach of pedagogical sciences for interpretation of modern social phenomena. Teacher quality and authority are most important factors influencing learner outcomes.

Conclusions

1. It is essential to consider the context in which authority of the teacher forms. It is important to have a view of knowledge transmission and teacher-student relations in the fast-changing world in which we live. Education today is oriented to promoting values of an urban, competitive consumer society (Patil, 2012).
2. Teachers' authority resources have significant relationship with students' learning (Esmaeili, Mohamadrezai, & Mohamadrezai, 2015.).
3. Change can and does take place at a number of levels within and around the learner, the school, the community, and wider society. Teachers are looked upon as the individuals who can help to bring about positive changes in the

lives of people (Bourn, 2015).

4. If learning is seen as much more than the acquisition of facts and data, or even the improvement of skills and a stronger values base, namely as a process that brings together all of these elements alongside experience and the power of emotion and feeling, then learning is by itself an agent of change (Bourn, 2015).

5. Caring teachers set the tone for strong and supportive relationship between teachers and students. These relationships are fundamental for the healthy development of students in schools and are positively associated with students' academic performance, achievements, social functioning, school engagement, and learning motivation. (Hen & Goroshit, 2016).

6. Personal authority is something which school children are naturally predisposed to recognise and respond to (Macleod, MacAllister, & Pirrie, 2012).

7. Teacher education programs should begin to be developed in which teachers are taught to modify their interactions with their students (Khany & Tarlani-Alibadi, 2016). Teachers' positive self-beliefs must be in the focus of teachers' training (Hen & Goroshit, 2016).

References

Bourn, D. (2015). Teachers as agents of social change. *International Journal of Development Education and Global Learning, 7*(3), 63-77.

Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, *3*(2):77-101.

Elliott, J.G. (2009). The nature of teacher authority and teacher expertise. *Support for Learning*, *24*(4), 197-203.

Elliott, J.G., Stemler, S.E., Stenberg, R.J., Grigorenko, E.L., & Hoffman, N. (2011). The socially skilled teacher and the development of tacit knowledge. *British Educational Research Journal, 37*(1), 83-103.

Esmaeili, Z., Mohamadrezai, H., & Mohamadrezai, A. (2015). The role of teacher's authority in students' learning. *Journal of Education and Practice, 6*(19), 1-15.

Hen, M., & Goroshit, M. (2016). Social-emotional competencies among teachers: An examination of interrelationships. *Cogent Education, 3,* 1151996, 1-9.

Khany, R., & Tarlani-Alibadi, H. (2016). Studying power relations in ne academic setting: Teachers'and students' perceptions of EAP classes in Iran. *Journal of English for Academic Purposes, 21,* 72-85.

Macleod, G., MacAllister, J., & Pirrie, A. (2012). Towards a broader understanding of authority in student-teacher relationships. *Oxford Review of Education, 38*(4), 493-508.

Patil, N. (2012). Role Of Education In Social Change International Educational. *E-Journal I* (II), 205-210.

Warren, L.L. (2016). Viewing teachers as leaders without being administrators. *Education, 136*(4), 508-514.

Wong, M.Y. (2016). Teacher–student power relations as a reflection of multileveled intertwined interactions. *British Journal of Sociology of Education, 37*(2), 248–267.

Yuan, X. (2012). How to Deal with Student Misbehavior in the Classroom? *Journal of Educational and Developmental Psychology, 2*(1), 144-150.

THE MANIFESTATION OF THE MICROPOLITICS IN CURRICULUM DEVELOPMENT

Aida Kairienė
Vytautas Magnus University, Lithuania

Abstract. *The purpose of the research paper is to disclose the manifestation of micropolitics in curriculum development. The objectives of the research are: 1) to analyze scientific literature by presenting the main concepts; 2) to discuss how they help to develop a curriculum. The novelty is that the research is based on the postructuralism theory, where micropolitics is not only a resistance, but also a novelty, in this case self-education. The research method is hermeneutic review of literature. It is important to understand the meaning and importance of individual texts, which, in turn, can be seen as parts of the whole body. The analysis of scientific literature revealed that the main concepts are the following: rhizome, assemblages, the strata, and micropolitics. Self-education should be implemented through rhizomatic learning, observation of self-education, creation of new learning territories and a favourable micro environment.*
Keywords: micropolitics, curriculum, self-education.

Introduction

The significance of this research lies within the fact that the micropolitics in curriculum development is analyzed on the basis of postructalistical philosophical background, where micropolitics is defined not by the smallness of its elements, but by the nature of its "mass" – the quantum flow, where opposition is macropolitics. (Deleuze & Guattari, 2004). There are no doubts about manifestation of the micropolitics in curriculum development: *"Micro-politics is a conceptual frame and this conceptual frame can be utilized to decipher the nuances of curriculum development process that involves political interactions. It offers a mean to explore the process of curriculum development, particularly its decision making aspect, from the perspective of human interactions against the backdrop of conflicting views, interests and egos"* (Rai & Rai, 2016, p. 50). In this case, informal curriculum – self education will be discussed. It should be noted that education *(in german Erziehung)* means to educate oneself, while cultivation or formation *(in german Bildung)* is referred to as self cultivation (Gadamer, 2001). The essence of curriculum content is what subjects need to be taught, how much time will be spent on learning things, how knowledge is organized (Resh & Benavot, 2009). Consequently, it is not just what students

should learn, but how they should learn, it is an official statement of what students are expected to know and be able to do (Levin, 2007). Micropolitics is not only as a resistance force, but as a curriculum novelty (Bjork & Browne-Ferrigno, 2016; Caruso, 2013), while the content of the curriculum is aimed at promoting educational innovation, upholding the vision of education through the transfer of knowledge, skills and values to students. Innovative educational content may include new things, combinations of old subjects, or common learning goals (Karkkainen, 2012). The micropolitics is seen as resistance in a learning organization, while creating a new curriculum, which could be understood as innovation or perspective, in this case – self-education, based on development of self-learning competencies. Consequently, the innovation of curriculum, development of essential competences promotes student growth and progress. In addition, self-education is defined as an independent learning based on the knowledge of a person from various sources and his practical experience (The Law of Lithuanian Education, 2011). In order to achieve good results, a flexible and open educational system should be created that combines both general education and self-education into a common educational space.

The problem and its relevance. The curriculum content is constantly changing and updated. Thus, it is a systematic and continuous process. In turn, the development of student competences becomes significant. Moreover, while implementing new curriculum, teacher training and qualification development changes too. The content of the curriculum is related to the macropolitics, which is the official objectives and curriculum itself, as well as the micropolitics – teaching and learning and assessment in the organization (Alexander, 2009; Resh & Benavot, 2009). Thus, the following problem related questions are raised: 1) what are the main concepts of the micropolitics of a school in scientific literature? 2) how they help to develop curriculum at school?

The object of research – the manifestation of the micropolitics in curriculum development.

The aim of research – to disclose the micropolitics in curriculum development.

The objectives of research: 1) to analyze scientific literature by identifying the main concepts; 2) to discuss how they help to develop curriculum.

Theory. The analysis is based on poststructuralism philosophical background. At ontological level, micropolitics can be defined as a molecular structure that enhances its powers and attitudes in the organization (Deleuze & Guattari, 2004). Epistemological level is transactional (Guba & Lincoln, 1994). It is based on power of knowledge, where the main feature is that it coincides with a broad educational process of competences (Lyotard, 1993).

The methodology of research

Sample. EBSCO, Research Gate, Taylor Francis, Sage publication databases were searched for the keywords *"micropolitics", "curriculum development", "micropolitics in curriculum development"*. The criteria, applied for the literature sources, were the following: 1) The sources should not be older than 15 years; 2) The sources should be scientific (based on research evidence and published as article, monograph, PhD dissertation or research report); 2) The keywords *"micropolitics", "curriculum"* were to be mentioned; 3) Links of the literature sources were available; 4) It helped to clarify the micropolitics in curriculum development. *Method. Hermeneutic review of literature*. Hermeneutics provides an account of how understanding of a subject is formed, for example, a body of literature relevant to a particular problem. It is interpreted in the context that it is written in, and then influenced by the understanding of other relevant literature of the whole. In other words, the way one comes to understand a specific literature is based upon earlier understanding of other literature (Boell & Cecez-Kecmanovic, 2014). Hermeneutic review of literature was performed to reveal the manifestation of the micropolitics. Literature search started with review of articles in EBSCO, Research Gate, Taylor Francis, Sage publication databases. Citations from previous articles, editorials, and research articles were identified and interpreted in the context of the knowledge derived from all identified relevant articles. Upon reviewing 110 scientific sources, 85 sources were rejected, meanwhile, 25 the most relevant and significant works were selected.

The Rhizome, the Assemblages, the Strata and Curriculum

Micropolitics could be understood through rhizome, assemblages, strata. These words are concepts, however, the concepts are lines or, number systems attacked to particular dimension of the multiplicities (strata, molecular chains, lines of flight or rupture, circles of convergence) (Deleuze & Guattari, 2004).

The Rhizome and Curriculum. Rhizome is defined as a formation without any common centre, which can connect anywhere with any other point. Rhizome has no beginning or end, they are made up of *"lines of flight"* and assemblages (Deleuze & Guattari, 2004), where *„lines of flight"* are movements assemblages are multiplicities. *"A rhizomatic conception allows affective investments and existential narratives to enter the learning environment obliquely and powerfully, in irregular ways, opportunities not provided for by the official curriculum, connecting the classroom with the lived realities of the social actors in the school"* (Roy, 2003, p. 91). It should be noted that the concept of rhizome, related with formation of a new curriculum can be found in various (Garbauskaitė-Jakimovska, 2018; Duoblienė, 2013; Chan, 2010; Cormier, 2008) scientific

works. While speaking about rhizomatic access, the participation of students in creating a new curriculum becomes a reality; the curriculum is as a continuous, dynamic learning process, which takes into account the students' desires and their experiences (Chan, 2010). The school community shapes the curriculum in real time, and responds to the changing environmental conditions (Cormier, 2008). Thus, learning in a self-study way has neither the beginning nor the ending. It can start from anywhere and connect to any other point. In the rhizome, a new curriculum (s) is formed, where the *"lines of flight"* consist of innovations and perspectives. Consequently, while developing a curriculum, the views, values and experiences of each member of the community should be considered. Furthermore, a collective space is an important element of curriculum-related work that is, framing the curriculum in relation to the institutional logics of the local school. Turning from a coercive situation, allowing upholding creativity and tactics at school (Duoblienė, 2013), and attention on the processes, where students and teachers are involved, how they change and how they understand their *nomadic trips* and their how they substantiate them (Garbauskaitė-Jakimovska, 2018) is important. Hence, it might be stated that rhizomatic learning becomes increasingly significant (Cormier, 2008), especially in distance learning (Mackness & Bell, 2015).

The Assemblages and Curriculum. The assemblage is defined as overlapping of multiplicities. There are only multiplicities, which are forming a single assemblage: packs in masses and masses in packs (Deleuze & Guattari, 2004). Viewing teaching as assemblage means considering the various components of the classroom - the students, the teacher, the content, the classroom, and so on - as working collectively to shape teaching practices (Storm, 2015). A teacher employs strategies and tries to create ways and innovations in curriculum through teaching and learning (Duoblienė, 2017). It is an experiential exercise at school, involving teaching, learning and assessment processes through critical thinking. The knowledge requirements are an essential part of the curriculum structure. Knowledge structures reveal that as a transversal and integrated dimension of the knowledge requirements, the abilities can be seen as a hierarchical knowledge structure in the curriculum (Alvunger, 2018). The curriculum, which is an expression of the state, must remain a creative element, consisting of the assemblages, where creativity, innovation and harmony consist of many elements (Duoblienė, 2017). Learning happens when new assemblages are created (Semetsky et al., 2012). Hence, a curriculum must be based on experiential learning and freedom of choice in a learning process. Moreover, creating new assemblages through learning desires allows us to develop a curriculum in all directions, where there is an opportunity for self-expression.

The Strata and Curriculum. The strata is a territory, which could be deterritorialization or territorialisation. Deterritorialization is as new territory with *lines of flight*, where all lines like bridges to a new direction. Lines of flight are movements of deterritorialization. According to the author, there is a domination of the desired machines. In order to improve the quality of education, *"there exists machines of desire, inside each other and connecting them from the outside, and so many of them become"* (Deleuze & Guattari, 2004, p. 23). This desiring-machine might turn into experimentation and deterritorialization. In education, it is like *nomadic* travel, where the main task is to be creative and to expand curriculum. A teacher and a student are curriculum developers. It should be noted that a school has elements of smooth space, owing to a reduction of hierarchy, that is, strata, and the possibility of constantly creating new curriculum, that is, the possibilities of making new connections (Roy, 2003). Meeting a community and finding new territories on rhizomatic mapping will help to create a new learning school.

Micropolitics and Curriculum Development

The sequence shows that rhizome, the assemblages, the strata depict the micropolitics. Micropolitics is not an issue of the it smallness elements, it is an issue of quantum flux, where opposite is molar segment-macropolitics (Deleuze & Guattari, 2004). It can be utilized to depict the nuances of curriculum development process that involves political interactions (Rai & Rai, 2016). "*Micropolitical landscape illustrates the symbiotic and complex relationships between students and teachers involving organization of school, teacher philosophy, and power dynamics in the school*" (Conway, Rawlings, & Hibbard, 2018, p. 89). It is obvious that the process of curriculum development continues in the classroom. In particular, the teacher's role as the one of curriculum developer includes implementation of the designed curriculum in the classroom. Thus, teachers are seen not only as active curriculum implementers, but also as primary elements giving feedback about the current curriculum to improve it. They start by establishing instructional problems and end by proposing certain solutions (Konokman et al., 2017). In order to develop curriculum, teachers ought to have digital, learning, thinking competences, initiative and operating autonomously, self-directed, are able to planning and managing for result (Oudeweetering & Voogt, 2018). The foreign authors (Isriyah & Lasan, 2018; Ozola, 2017; Jayanaik, 2016; Kimer et al., 2016; Chan, 2010) point out that the curriculum discloses the choice of the student's freedom in the learning process, enlightens awareness and internal motivation to participate in the learning process, and upholds a creative learning environment (Ozola, 2017; Jayanaik, 2016). There are no doubts that teaching programs are designed to help students

to develop fully and to hear their "voice" (Jayanaik, 2016; Chan, 2010). Moreover, they develop social skills and reveal talents. Understanding the learning process by taking into account each individual student forms new experiences, which, in turn, help to improve the quality of education (Isriyah & Lasan, 2018). Teachers, considering the wishes of students, are able to adjust the curriculum with new teaching aspects. Educational practice clearly outlines further guidelines for learning and feedback (Kimer et al., 2016). Consequently, the participation of students in curriculum development creates social skills, improves students' and teachers' competences, promotes mutual communication and cooperation for achieving good results of each student.

Micropolitics and self-education. The emergence of micropolitics is determined by the changed role of a student and a teacher. Despite the fact that teachers try to construct new policies, it is increasingly difficult as they must obey to norms and rules. The resistance is possible through formation of assemblages, or introduction a curriculum novelty. The self-education, as a part of self –directed learning, is considered as one of them.

Rhizome The curriculum is as a continuous, dynamic learning process, which takes into account the students'' desires and their experiences, thus, creating the *"lines of flight"* without beginning and ending **Creating rhizomatic learning of Self Education**	Assemblages The teacher employs strategies and tries to create ways and innovations, a curriculum and new teaching strategies. **Rhizomatic Mapping of Self Education**	Strata Deterritorialization is as new territory *with lines of flight*, where all lines like bridges to a new direction. It allows to be creative and expands a curriculum. **Expanding Learning of Self-Education**	Micropolitics Micropolitics is not only a resistance, but as implemention of a curriculum novelty. **Realizing Learning of Self-Education**

*Figure 1 **Micropolitics and self – education***

The sequence in Figure 1 shows Deleuze, Guattari (2004) concepts in education. The teacher and students create a rhizomatic learning of education, which converts into rhizomatic mapping of self-education. They create new territories of self -education, it means that they are searching for various learning methods, so they create a new curriculum. The self-education could be understood

as a learning method and a learning manner. The competencies acquired through self-education can be recognized as a part of formal education (The Law of Lithuanian Education, 2011). It is widely accepted that the self-education is the knowledge acquisition initiated by the individuals themselves in respect of the classes' subject, volume and sources of perception, establishing the classes duration, as well as the choice of form of satisfying the cognitive needs and interests (Amirkhanova et al., 2015).

The self-education uphold rhizomatic learning, creating the *"lines of flight"*, which have no beginning and no ending. A student creates his rhizomatic map and a teacher becomes an advicer. Teacher leaders continue to emerge in the leadership roles. They possess to be politically effective in the micropolitical environment of the school (Brosky, 2011). A student communicates with his teacher as a partner. A teacher has more rights and decisions to be made, while observing student's self-learning and evaluating his achievements. Moreover, a teacher develops the learning plans in a wider manner. Thus, a school climate is improved, and the learning itself becomes horizontal. It is based on innovative teaching (learning) and assessment.

Findings and Discussion

This research of scientific literature discussed the micropolitics in curriculum development by invoking Deleuze & Guattari (2004) conceptual point of view. In order to implement self-education in lessons, a favourable micropolitics of a school is necessary. Development of rhizomatic learning allows for more possibilities for both students and teachers. Meanwhile, observing curriculum at assemblage area allows to create new ways. The main figures at school are teachers and students. There are no doubts that knowledge enriches teacher's competences luggage. Teachers must acquire various professional competences (Oudeweetering & Voogt, 2018; Konokman et al., 2017; Kimer et al., 2016), therefore, they are considered to be the creators of the learning process. Importantly, teachers employ strategies trying to create ways and innovations that will help them to deal with the content burdens and time constraints (Alvunger, 2018). The relevant studies (Conway, Rawlings, & Hibbard, 2018; Jayanaik, 2016) demonstrate the significance of the horizontal knowledge, which is embedded in a curriculum task, inserted and added in a new context. The existence of multiple innovative pedagogic, democratic practices and creativity (Jayanaik, 2016) enables to draw the *lines of flight*. It allows to understand micropolitics better and enables to make appropriate decisions.

Conclusions

The analysis of scientific literature disclosed that the main concepts are rhizome, assemblages, the strata, and micropolitics. All these concepts are related to curriculum. Through *rhizomatic learning*, a new curriculum content is formed, where the *lines of flight* are made up of innovations and perspectives. Learning happens when is freedom and *new assemblages* are created. In the strata a teacher and a student are curriculum developers. Micropolitics is not only a resistance, but as implemention of a curriculum novelty.

Micropolitics manifests in curriculum development. Self-education should be implemented through rhizomatic learning, observation of self-education, creation of new learning territories and a favourable micro environment.

Micropolitics might be considered as a force of the school community to implement a curriculum novelty. The rhizomatic learning of *self-education* is one of them. It upholds creativity, enriches the competencies of both teachers and students.

References

Amirkhanova, A., Davletkalieva, E., Muldasheva, B., Kibataeva, N., Satygliyeva, G., & Arynhanova, E. (2015). A Model of Self-Education Skills in High Education System. *Social and Behavioral Sciences, 171,* 782-789.

Alexander, R. J. (2009). Pedagogy, Culture and the Power of Comparison. In Daniels, H., Lauder, H and Porter, J. (Eds.). *Educational theories, cultures and learning: A critical perspective* (10-26). London: Routledge.

Alvunger, D. (2018). Teachers' Curriculum Agency in Teaching a Standards-Based Curriculum. *The Curriculum Journal,* 1-20, DOI: https://doi.org/10.1080/09585176.2018.1486721

Bjork, L. G., & Browne-Ferrigno, T. (2016). International Perspectives on the Micropolitics of the Superintendency. *Educational Administration and Leadership*, 1(1), 121–156.

Brosky, D. (2011). Micropolitics in the School: Teacher Leaders' Use of Political Skill and Influence Tactics. *International Journal Of Educational Leadership Preparation*, 6(1), 1-11.

Boell, S. K., & Cecez-Kecmanovic, D. (2014). A Hermeneutic Approach for Conducting Literature Reviews and Literature Searches. *Communications of the Association for Information Systems*, 32, 257-286.

Caruso, L. F. (2013). The Micropolitics of Educational Change Experienced by Novice Public Middle school Principals. *NASSP Bulletin, 97*(3), 218–252.

Chan, K. H. (2010). Rethinking Children's Participation in Curriculum Making: A Rhizomatic Movement. In Pacini-Ketchabaw, V. (Ed.) (2010). *Flows, Rhythms, and Intensities of Early Childhood Education Curriculum,* 107–122. New York: Peter Lan.

Conway, C., Rawlings, J., & Hibbard, S. (2018). Music Teachers' Descriptions of Their Workplaces in Relation to Micropolitics. *Music Education Research*, 20(3), 305-316.

Cormier, D. (2008). Rhizomatic Education: Community as Curriculum Innovate. *Journal of Online Education, 4*(5), 1-8.

Deleuze, G., & Guattari, F. (2004). *A Thousand Plateaus: Capitalism and Schizophrenia.* London: University of Minnesota Press.

Duoblienė, L. (2017). Šizoidinė mokytojų situacija: pavojus tapatybei ir kūrybiškumo prielaida. *Acta Paedagogica Vilnensia, 38,* 11-24.

Duoblienė, L. (2013). Erdvės ir laiko sampratos ugdymo filosofijoje: nuo mokslinės pedagogikos prie kasdienės praktikos. *Problemos, 83,* 121-132.

Gadamer, H. (2001). Education is Self Education. *Journal of Philosophy of Education, 35*(4). 529-538.

Garbauskaitė-Jakimovska, J. (2018). Neformaliojo ugdymo ribos: poststrūktalizmo perspektyva. *Acta Paedagogica Vilnensia, 40,* 142-154.

Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In. Denzin N. K. & Lincoln Y. S. (Eds.). *Handbook of Qualitative Research* (105-117). London: Sage.

Isriyah, M., & Lasan, M. (2018). Classical Philosophy: Influence the Education Philosophy of Age. *Jurnal Bimbingan den Konseling,* 1, 202-208, Retrieved from: https://ejournal-bk.unindra.ac.id/index.php/teraputik

Jayanaik, P. R. (2016). Interaction of Micropolitics and Education Quality: Commentary on Infrastructure and Curriculum. *International Education and Research Journal*, 2(5), 75-80.

Karkkainen, K. (2012). Bringing About Curriculum Innovations: Implicit Approaches in the OECD Area, *OECD Education Working Papers*, 82, Paris: OECD Publishing.

Kimer, M., Tuul, M., & Õun, T. (2016). Implementation of Different Teaching Practices in Early Childhood Education Practice in Estonia. *Early Years, 36*(4), 368-382.

Konokman, Y. G., Yelken, Y. T., Karasolak, K., & Cesur, E. (2017). Teachers' Perception: Competent or Not in Curriculum Development. *Malaysian, Online Journal of Educational Sciences, 5*(4), 56-73.

Levin, B. (2007). Curriculum Politicy and the Politics of what should be Learned at School. *In. Connelly, M., & Fillion J. (Eds.). Handbook of Curriculum and Instruction.* Publisher: Sage, 7-24.

Lyotard, F. (1993). *Postmodernus būvis.* Vilnius: Baltos lankos.

Mackness, J., & Bell, F. (2015). Rhizo14: A Rhizomatic Learning cMOOC in Sunlight and in Shade. *Open Praxis*, 7(1), 25-38

Oudeweetering, K., & Voogt, J. (2018) Teachers' Conceptualization and Enactment of Twenty-First Century Competences: Exploring Dimensions for New Curricula, *The Curriculum Journal, 29*(1), 116-133, DOI: https://doi.org/10.1080/09585176.2017.1369136

Resh, N., & Benavot, A. (2009). Educational Governance, School Autonomy and Curriculum Implementation: Diversity and Uniformity in Knowledge Offering to Israeli Pupils. *Jounal of Curriculum Studies, 41*(1), 67-72.

Storm, K. J. (2015). Teaching as Assemblage: Negotiating Learning and Practice in the First Year of Teaching. *Journal of Teacher Education.* 1-13.

Rai, A. K., & Rai, M. K. (2016). Micro-Politics in Educational Institute and Curriculum Development. *The Equonomist, 2*(1), 47-53.

Roy, K. (2003). *Teacher in Nomandic Spaces: Deleuze and Curriculum.* New York: Peter Lang Publishing.

Semetsky, I., & Delpech – Ramey, J. A. (2012). Jung's Psychology and Deleuze's Philosophy: The unconscious in Learning, *Educational Philosophy and Theory*, 44(1), 69-81, DOI: https://doi.org/10.1111/j.1469-5812.2010.00670.x

The Law of Lithuanian Education (2011). Retrieved from: https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.395105

Ozola, A. (2017). Young Children's Freedom of Choice in Child Centred Educational Practice. *Society. Integration. Education, 2,* 308-317.

CO-CREATION OF LEARNING AS AN ENGAGING PRACTICE

Lina Kaminskiene
Vytautas Magnus University, Lithuania

Nano Khetsuriani
Vytautas Magnus University, Lithuania

Abstract. *The paper focuses on the co-creation of learning as a contemporary approach to engage learners. Today researchers discuss different engaging practices based on the learner-centred strategies, trying to respond to variety of personal learning needs, requirements and interests. By having a central role in the process, learners can decide how to organize their learning based on their abilities and stay actively engaged in the process. The idea of learners as change agents, active partners, producers and co-creators of their own learning has been a topic of increased interest in recent years. Development of student-led, collaborative initiatives leads educational institutions towards promoting co-creating of learning processes and co-created learning outputs.*
Keywords: *co-creation of learning, personalised learning, students' engagement*

Introduction

The recent researches indicate that students are valuable, yet still undiscovered resource in the learning and teaching process (Gärdebo & Wigberg, 2012). Students bring to the classroom new experiences and knowledge which, if properly, exploited, can contribute to the development of new knowledge with significant benefit to both parties. Co-creation of learning is still under-investigated phenomenon as well as teachers-students' partnerships are not common in the school practices. Bovill, Cook-Sather, Felten, Millard and Moore-Cherry (2015) define co-creation process as collaborative work of teachers and students to create components of curricula and/or pedagogical approaches.

Co-creation expands the scope of knowledge, as it promotes from both sides (students and teachers) to research more into subject and transforms learning experience into something that adds value for learners, who become active agents of the process (Fraser & Bosanquet, 2006). Learners' engagement in co-creation of learning process is a requirement for and an outcome of mutual partnership. However, the key question remains whether this partnership is based on equal contribution from both sides. If we look at the tertiary level, when learners are more mature and motivated, the idea of learning co-creation looks feasible enough

to be realised in practice. A different situation is observed in secondary level, where the curricular implementation traditionally falls on the teachers' side. Thus, the problem arises whether co-creation of learning is possible at secondary, whether it is realised through the partnership of teachers and students. This partnership is realised in a complex process of involvement, and the learners are required to demonstrate high intellectual and intensive emotional investment within a classroom or task and assignment (Dunne & Zandstra, 2011).

The paper aims to investigate prerequisites for co-creation of learning at secondary education level. For reaching this aim, the following objectives were defined:

1) Define learning co-creation concept and its main characteristics.
2) Develop a theoretical framework of learning co-creation at secondary education level.
3) Discuss teaching strategies and methods which support co-creation activities.

The paper is based on literature review, trying to systemise current theoretical and practical approaches of co-creation of learning with a special focus on secondary education level, trying to define roles of teachers and learners as well as to name benefits of this practice. The authors referred to the theory of curriculum (Kelly, 2004), viewing curriculum not only as a content and a product but also as a process and a development through partnership. This theory and results of literature review were used to develop a theoretical framework of learning co-creation at secondary education level.

Literature review

Contemporary education refers to the importance of the learner, which maintains informal and active role in the learning process. Learners ask teachers for more ways of learner-centred approaches, fitting their personal learning requirements and interests (Loyens & Gijbels, 2008). The idea of learners as change agents, active partners, producers and co-creators of their own learning has been a topic of increased interest in recent years (Carey, 2013). Development of student-led, collaborative initiatives leads educational institutions towards promoting co-creating of learning processes and co-created learning outputs. Co-creation of learning stimulates the development of a meta-cognitive awareness about what is being learned (Cook-Sather, Bovill, & Felten, 2014).

Learner's engagement in co-creation of learning process can be achieved through the mutual partnership. The key challenge for secondary level students is to get involved into the complex process and take not very typical roles. In higher education institutions, according to Bovill et al. (2005), collaboration may be realised in diverse ways: both students and teachers can evaluate course content

and learning and teaching processes; students can contribute to the (re)design of the content of courses; students can collaborate in research learning and teaching; undertake disciplinary research; teachers and students can collaboratively design assessment tools and methods, agree upon assessment criteria. Bovill et al. (2015) identified four roles students often assume in co-creating learning and teaching:

(1) consultant teaching;
(2) co-researcher;
(3) pedagogical co-designer;
(4) representative.

According to Bray and McClaskey (2015), learning co-creation (collaboration) is considered one of the principles of personalised learning. Bearing in mind that currently there are a lot of debates how differentiation, individualisation and personalisation is ensured and developed in education institutions, it is worth analysing the essential characteristics of personalised learning. Accepting learning co-creation as a core approach in personalised learning, allows empower learners to take real ownership on learning, identify themselves as the meaningful part of the process, have dynamic connection with teacher, who recognizes variety of cognitive and behavioural abilities and supports their integration in the acquisition of learning (Grant & Basye, 2014).

*Table 1 **Characteristics of Personalized Learning** (adapted from Bray & McClaskey, 2015)*

Dimension	Characteristics
STANDARDS AND LEARNING GOALS	Learning core list with optional knowledge, corresponding students interests and abilities.
DEMONSTRATION OF LEARNING	Learning based on teachers' recommendation, involving students' interests and skills.
LEARNING PROCESS	Making choice what and how to learn in flexible set of activities. Having freedom of choice.
ASSESSMENT OF LEARNING	Experience formative assessments from teacher, self and peers based on learning unit and summative assessment.
ROLE OF COLLABORATION	Collaboration as a critical element of learning process.
ROLE OF SELF-DIRECTION	Making own decisions about how to demonstrate knowledge or plan and organize activities. Learning self-assessment and effective usage of resources.

Discussing the proposed learners' roles by Bovill et al. (2015) in the context of a secondary education level, it is useful to discuss how co-creation of learning takes place in the educational process from the perspective of curriculum as a cyclic process. Kelly (2004) argues that curriculum theory might look at curriculum as a content and a product as well as a process and a development. So,

if we look at different steps of curriculum as a cyclic process where curriculum is developed in partnership, we can identify such stages as planning (setting educational (learning and teaching) goals), implementation of the educational process, assessment and feedback including reflection (Figure 1).
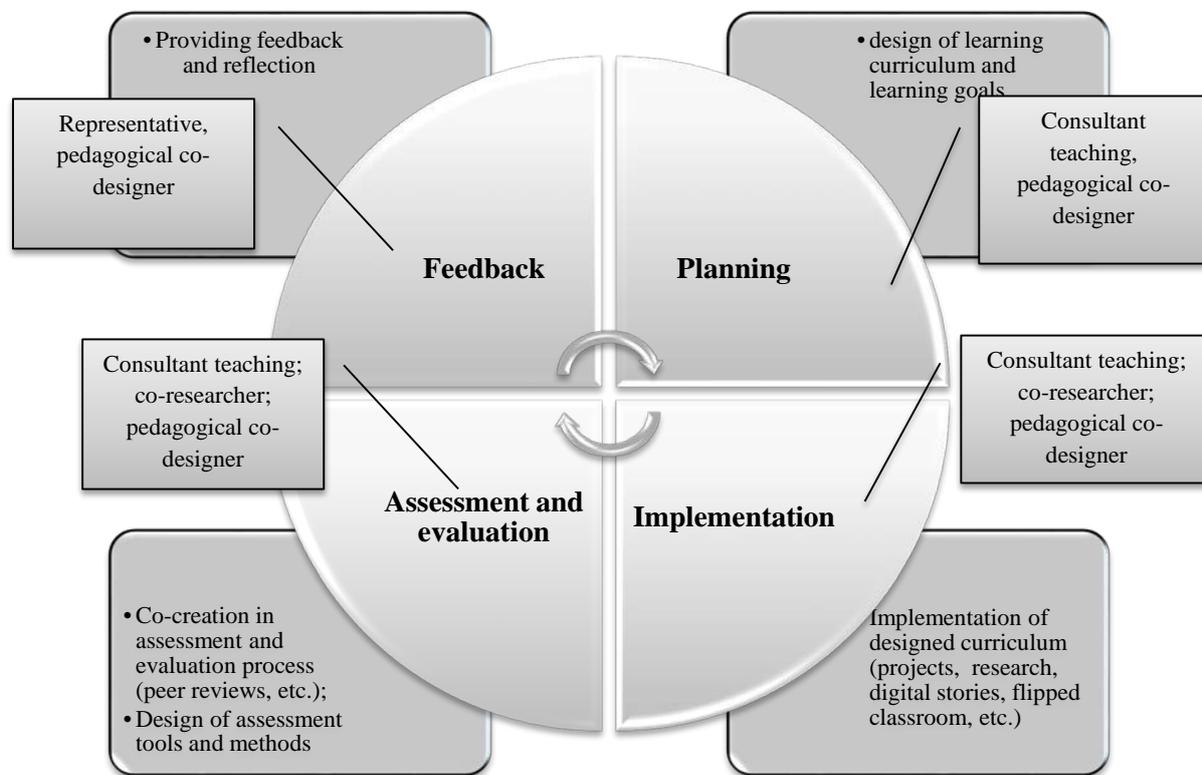
Figure 1 ***Areas of learning co-creation***

Nowadays, most of the educational institutions share understanding that curriculum development is not a rigid process, rather than flexible one, which involves collaborative process of learning, where the teacher and the student are acting as constructors of knowledge (Jarvis, 2016). Conceptualizing curriculum in this way aligns with the idea that learning is an emergent and social process, which requires on-going reflection and action from both parts: educators and learners. Such kind of collaborative approach rejects the idea of positioning only one part as a producer and the other one as a receiver (King & Felten, 2012). The latter approach is in line what Brundrett and Silcock (2002) say about co-constructive teaching. These authors claim that co-constructive teaching gives parity to both – the teacher and the learner.

Starting from the first, planning phase, teachers define learning goals and objectives. The challenge is how learners can contribute to this process and what strategies could be taken. Normally, advanced learners are capable to define their

individual learning goals while aligning them to the learning objectives presented by teachers. However, co-creation of learning is not focused only to advanced learners. Learners which need a more individual approach and longer learning time may also contribute to defining learning objectives. Particularly for such learners it is very important to realise that teachers consider diverse and specific needs. Referring to learners' roles by Bovill et al. (2015), students may take the role of a teacher consultant, a pedagogical co-designer. The methods for implementing general and personal goals could be a case analysis, a project, roles' play, digital story telling. Particularly the latter method could be more explored by practitioners and applied as an effective tool for engaging students. Based on constructivist and constructionist paradigms, digital story telling involves learners into co-creation process from the idea generation to realisation.

According to Green, Dillon and Humphreys (2005), digital story telling enables learning co-creation through fostering four key areas with the help of ICT:

- Ensuring learner's capacity of making informed and efficient educational decisions;
- Diversifying and recognizing variety forms of abilities and knowledge while applying ICT;
- Creating and promoting diversity in learning environment through different tools;
- Keeping learners in the focus of the whole process.

By encouraging students to organize their own ideas into individual stories digital storytelling works as a vehicle, which combines interactive digital media and tools with new practices of pedagogy, enabling learners to take part in creation of learning value. Technology enhancement in learning process brings student's excitement of acquiring knowledge on new level, thus encourages them to take lead on what they are learning and how they are learning (Lee & McLoughlin, 2010). Meanwhile, teachers keep learners on track by assessing their interaction with ICT tools and how they create their own learning scenarios. Such environments promote constructivist innovation, which stands for providing more authentic and reflective learning values, where students get opportunity to position their own ideas, convert them into stories and share it with others. Digital storytelling encourages additional educational outcomes by enhancing motivation and creativity, increasing collaboration and co-creation among learners and teachers (Kreps, 1998). It supports higher order thinking and better accessibility of curriculum for each learner, thus enables them to bring personal contribution towards content creation. This pedagogical approach emphasizes the importance of accumulating knowledge, rather than simply memorizing facts and is linked with the concept of personalization and theory of constructivism, which suggests that learners construct knowledge out of their experiences and promotes active learning, or co-learning and co-creation, by engagement and collaboration.

At the implementation phase students may become co-researchers while working collaboratively on a project, a specific assignment, experiment and similar. As application of knowledge takes over the accumulation of the knowledge, educators seek more ways of expanding teaching and learning tools, more ways to keep learners engaged in their own learning process from the very first days of schooling. 21st century ICT innovations in education showcase that students not only learn how to use technologies but also are able to leverage it effectively to create their own learning experiences and improve the level of interaction. One of the good examples of personalization through learning co-creation is a flipped classroom model. The flipped classroom has two defining components: moving the lesson outside of class, usually delivered through some electronic means, and moving the practical application assignments into the classroom (Educause, 2012). Emphasizing the strengths of the flipped model includes efficient usage of class time, more active learning opportunities, student responsibility and creation for own learning scenarios, increased one-on one interaction between educator and learner (Cole & Kritzer, 2017). This enables learners to ingest topic independently, explore and create content around it and then discuss it in the classroom. Meanwhile teacher seizes control of the classroom by freeing up time for in-depth discussions and personalized teaching.

An important co-creative process takes at the assessment phase. One of the best practices is a peer review which involves all learners and allows them realising how the defined criteria can be applied in the assessment process. Feedback from learners is crucial for both sides – teachers and students – to improve the educational practice as well as stimulates metacognitive experiences.

Working collaboratively on teaching and learning process provides significant benefits for both sides, as co-created initiatives enable experiential, problem-based and active learning. Co-creation of learning between educators and learners can significantly impact sense of learning community and enhance collaborative and flexible learning experiences. As co-creation of learning enables experiential learning, learners become key indicators of learning environment. Through co-creation of learning process, educational institutions can provide better teaching and classroom experiences, enhanced engagement, enhanced meta-cognitive awareness and stronger sense of identity among learners (Cook-Sather et al., 2014).

Co-creation of learning also rejects traditional way of teacher simply controlling and conducting lesson by standing at the front of the class and imparting knowledge. It provides more ways for better empowerment of learners. Co-creation of learning promotes shift of roles inside the learning environment by implementing crucial innovative pedagogical approaches, where students get opportunity to participate in project-based, ICT-enhanced or outdoor, real-world

classrooms. These approaches require putting learners in control of their own learning, as learning is based on exploration, leadership and self-driven activities.

Student engagement is considered as a key factor to student success, as adoption of active role enhances learning activities by adding personal role and value on it. It is mostly associated with metacognitive awareness about what is being created as a learning value. Such an approach makes learners more likely to develop deep and complex attitudes towards learning, as they 'become adaptive experts who both recognize and even relish the opportunity and necessity for breaking with traditional approaches and inventing new ones' (Bain & Zimmerman, 2009, p. 10). Respectively, today's learning environment should promote the development of student's critical thinking skills; foster their personal contribution, support enthusiasm and engagement as key dispositions in their learning. These characteristics will only be nurtured if learners get possibility to remain actively engaged in educational activities while conducting some autonomous investigations or contributing towards value creation process. By reflecting more complexity, curiosity and clear instruction, learners' engagement becomes more efficient. A rich and supportive learning environment provides activities that encourages student's interests, promotes purposeful engagement and cooperation, and facilitates learning within and across all developmental domains cognitive, physical or social.

Conclusions

In this paper, co-creation of learning as a contemporary approach in education is framed as a process of enhanced student engagement. This approach is more dynamic rather than a simply achieved state or result, which offers the potential for a more authentic and genuine transformation of learning for all involved. Reciprocity of the relationship between educators and learners, inter-independence and learner-centred methodologies are ground qualities for learning co-creation.

As 21ˢᵗ century learners have begun to show interest in adopting active and participatory roles throughout learning acquisition, educators are being encouraged to interact and work in collaboration together with them through value creation. Co-creation is understood as a complex interaction between the learner and the teacher, which takes way through planning, implementing, evaluating and feedbacking educational content. If integrating learners' intellectual capabilities and personal traits alongside the other institutional resources, it can provide mutual and added value for both, students and teachers.

Involving learners to design their own educational experiences enhances ownership and sense of responsibility, respectively it provides significant step in deepening learning experiences.

Engaging students in learning creation is a complex task, however it leads towards more authentic, meaningful and personalized learning scenarios, which directly correspond to the learner's needs, who no longer take any passive role in learning process. Students can take an important part by providing accurate information about how learning should take place and which technologies and learning environments best meet their needs.

References

Bain, K., & Zimmerman, J. (2009). Understanding Great Teaching. *Good Teaching: What Is It and How Do We Measure It? 11*(2), 9–12.

Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2015). Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *The International Journal of Higher Education Research 71*(2), *195-208.* DOI: https://dx.doi.org/10.1007/s10734-015-9896-4

Bray, B., & McClaskey, K. (2015). *Make learning personal: The What, Who, WOW, Where, and Why.* USA: Corwin SAGE Publications.

Brundrett, M., & Silcock, P. (2002). *Achieving Competence, Success and Excellence in Teaching*. London: Routledge.

Carey, P. (2013). Student as co-producer in a marketised higher education system: a case study of students' experience of participation in curriculum design. *Journal of Innovations in Education and Teaching International*, *50*(3), 250–260. DOI: https://doi.org/10.1080/14703297.2013.796714

Cole, J. E., & Kritzer, J. B. (2017). Strategies for success: Teaching an online course. *SAGE Journals Rural Special Education Quarterly, 28*(4)*, 36-40.* DOI: https://doi.org/10.1177/875687050902800406

Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging Students as Partners in Teaching and Learning: A Guide for Faculty.* San Francisco: Jossey-Bass.

Dunne, E., & Zandstra, R. (2011). *Students as change agents: new ways of engaging with learning and teaching in higher education.* University of Exeter: Corp creators.

Educause (2012). 7 things you should know about flipped classrooms. *Educause Learning Initiative*, *376.* Retrieved from: https://library.educause.edu/~/media/files/library/2012/2/eli7081-pdf.pdf

Fraser, S. P., & Bosanquet, A. M. (2006). The curriculum? That's just a unit outline, isn't it? *Journal of Studies in Higher Education 31*(3), 269–284. DOI: https://doi.org/10.1080/03075070600680521

Gärdebo, J., & Wiggberg, M. (2012). Students, the university's unspent resource. In J. Gärdebo & M. Wiggberg (Eds.) *Revolutionizing higher education through active student participation* (7-14). Sweden: Uppsala Universitet Press.

Grant, P., & Basye, D. (2014). *Personalized Learning: A Guide for Engaging Students with Technology.* Washington DC: Eugene Oregon.

Green, H., Dillon, P., & Humphreys, P. (2005). *Futurelab: Personalization and digital technologies*. Retrieved from: https://telearn.archives-ouvertes.fr/hal-00190337

Jarvis, R. G. (2016). *Culture, Curriculum, and Consciousness: Resurrecting the Educational Praxis of Dr. Carter G. Woodson, 1875-1950*. University of California: California Digital Library.

Kelly, A. V. (2004). *The Curriculum: Theory and Practice*. London: Thousand Oaks.

King, C., & Felten, P. (2012). Threshold Concepts in Educational Development: An Introduction. *The Journal of Faculty Development, 26*(3), 5-7.

Kreps, G. L. (1998). *The power of story to personalize, enrich, and humanize communication education: My own story about having fun spinning tales, and illustrating key points in the classroom.* Paper presented at the National Communication Association Conference, New York, NY. Retrieved from: https://www.learntechlib.org/p/87139/

Lee, M., & McLoughlin, C. (2010). Personalized and self-regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology*, *26*(1), 28-43. DOI: https://doi.org/10.14742/ajet.1100

Loyens, S., & Gijbels, D. (2008). Understanding the effects of constructivist learning environments. *Journal of Instructional Science*, *36*(5-6), 351–357. DOI: https://doi.org/10.1007/s11251-008-9059-4

„UPBRINGING TO TOLERANCE" AS A VALUE SHAPING THE ATTITUDES OF A CHILD IN THE EARLY SCHOOL-AGE - PARTICIPATION OF THE FAMILY AND SCHOOL

Jolanta Karbowniczek
Ignatianum Academy in Cracow, Poland

Abstract. *Dynamic socio-economic, cultural and technological changes as well as the crisis in upbringing and education caused uncertainty, unsteadiness and axiological instability, including the chaos of ethical values, principles and norms. Tolerance as a basic, universal and timeless value in the era of typical „anti-value" globalisation should be one of the priority categories of social life, developed in the paradigm of coexistence, cooperation, openness to dialogue and otherness. The article presents empirical research on education and "tolerance" upbringing as a value shaping the attitudes of a child in early school age. The definition of tolerance and intolerance, their essence, scope, types and boundaries was re (interpreted). Two child-rearing environments have been critically and specifically reflected: the family (parents) and school (teachers) as places for shaping and developing tolerant and intolerant attitudes, world-view responsibility and axiological openness.*
Keywords: *upbringing, values, tolerance, intolerance, attitudes, family, school*

Introduction

In a life of an individual, values play a fundamental role. Their appearance in reflections and scientific deliberations not only had a huge impact on the development of the humanities, but also drew attention to the invisible specificity of this certain fragment of reality. Today, we are observing an increase in interest in terminology in relation to the phenomenological ethics of values. Philosophers in their considerations regarding values touch, apart from others, problems of good and evil, perfection, beauty and truth, tolerance, identity, etc. It is worth to refer to the Neo-Kantian school of Baden (F. Brentano, N. Hartmann, M. Heidegger, H.R. Lotze, M. Scheler, H. Rickert and others), in which many times reference was made to values, evaluation criteria and to the highest values (Karbowniczek, 2012; Grabowski, 2010). The axiological reflection captures values as those that relate to man, as a moral being, as an ethical personality, and as a valuing and evaluating being. They contain: correspondence, reference to a man who thanks to them can develop his own existence, give a deeper sense of his own existence, approach the ideal of

human perfection. The values perfect the human person, initiate its action. Values are the good, excellence, purpose, idea, benefit, quality of being. They are not only the motive of action, but also show the individual's worthiness and the natural and existential correlate of human strivings, choices, goals, and references. They are the realities that motivate, activate, orientate and give the individual a sense of accomplishment and enable experiencing the meaning. (Grzybek, 2010, 3-4; Valdeverde, 1998, 20; Darowski, 2008, 118; Stępień, 2008; Popielski, 1994, 46, 2008).

The world of values in the face of philosophical reflection is a necessary world in which the individual functions. In the modern world, we have succumbed to the illusion that it will be a world of tolerant people, without prejudice and with full of respect for others, but unfortunately today's reality intensifies the processes of alienation and even threatens the departure of man from the foundations of his humanity. Family and school as the closest social environments in this respect fulfil the most important role, shape children's awareness, transfer values that affect further life, functioning, behaviour, problem solving and decision-making. Education and teaching „to tolerance" - respecting the Christian system of values, adopts universal ethical principles as the basis. They serve to develop children's sense of responsibility, love for their homeland, respect for multicultural heritage, while at the same time flexible opening to the values of cultures of Europe and the whole world. Educational institutions should therefore provide each child with the conditions necessary for its development, preparing it for fulfilling family and civic duties, based on the principles of solidarity, democracy, cooperation, integration, tolerance, justice and freedom. Values are primarily a source of initiatives, directives, intentions for kindergarten, school and all further education, occur as a system of norms affecting the activities of the teacher and students (Karbowniczek, 2016).

Through upbringing and teaching, we refer to values that students can accept and even identify with them. Children in early school age are in the sphere of interactions enabling the process of their socialisation, in the conditions of cultural diversity through learning mutual communication, shaping positive attitudes and eradicating outdated stereotypes.

The aim of the article is to present empirical research on upbringing and education „to tolerance" as a value shaping the attitudes of a child in early school age and (re)interpretation and critical reflection of two educational environments: families and schools, that are places for shaping and developing tolerant and intolerant attitudes, world-view responsibility as well as axiological openness. The issue of research focuses on checking the understanding of tolerance by parents and teachers from five institutions (urban and rural environment), defining its boundaries, shaping and developing attitudes to „tolerance" in children, inculcating axiological values in everyday life and

functioning of pupils, an indication of the degree of tolerance, its essence and reasons for intolerance in upbringing and education.

Tolerance and intolerance – notions, boundaries, interpretations

Tolerance and intolerance are (re) interpreted in Polish and foreign literature in a very different way. Together with such values as: freedom, the right to a dignified life, peace, subjectivity and human identity, family, education, work - it belongs to universal and timeless values. It is generally accepted that tolerance is a forbearance in relation to the beliefs of others, different from our own (Hamer, 1994). It means patience and forbearance for diversity, otherness. It is respect for other people's feelings, views, tastes, beliefs, customs and behaviour even if they are completely different from our own, or completely contradictory to them.

A.W. Janke (2000), presenting nine interpretations of the term tolerance, emphasises the comparative view of the definition and its polysemantism, various shades of the essence, content range and subject. Contemporary understood tolerance means respect for the freedom of other people, their thoughts and opinions and the way of life. This respect takes the form of forgiveness and kindness for something that does not have to be our participation, but what enjoys our acceptance of existence in the name of democratic freedom (Prajsner, 2005). Tolerance in sociological terms means understanding, in medical - resistance, while in technical terms - tolerable deviation from the accepted norm. A tolerant man is the one who tolerates, that is, accepts the others, their views, ways of being, etc. Tolerance is a tried and tested way of living in the same society of different groups of people, different in terms of world view, or fundamental political theses (Chałas, 2003).

It has a positive meaning when it is „rational", cognitively active and actively involved. Tolerance from patience, indulgence and indifference distinguishes consciousness because it is a determined individual attitude towards the environment, regulated by intellectual-cognitive, emotional and motivational elements. G. Klimowicz claims that tolerance consists in trading higher values or accepting the so-called lesser evil. In the first case, it is about protection against the threatening evil, in the second it is about avoiding the greater evil, which is fighting, conflict, and accepting the realisation of the lesser evil (Chałas, 2003). Tolerance means granting others the right to profess views and to a certain behaviour. This is normal, unstained by emotions, equal treatment of others and the same reference to what is different, strange, deviating from mass standards, different from what is sanctioned by tradition or appropriate for the majority of society. It is not unlimited or absolute. It is always possible only to some degree and in some respect. (Sztumski, 2001).

Gołaszewska (2000) believes that tolerance is characterised by kindness for people whose ways of thinking and living are not consistent with our feelings. A tolerant man demonstrates the ability to look at other people's eyes through the eyes of the other, understanding, penetrating into his experience and who and what he is, so as to understand his separateness and the motives of a particular behaviour. We distinguish mental tolerance, which concerns respecting the views of other people and the moral, relating to behaviour and lifestyle. The individual's differentiation may be manifested in appearance, views on specific topics, in presented values, racial or cultural origin. Referring to shaping the attitudes of a child in the family and school, the sphere of tolerance should be taken into account: physical, biological, sexual, hierarchy of values and views, racial, national, religious, normative, material and social. Lack of tolerance towards the above-mentioned spheres and their individual components may result from many factors. A person may not tolerate something if someone or something threatens him, inhibits his activity, independence, when there is jealousy, lack of sympathy or anxiety (Legutko, 1998).

The sense of tolerance towards others develops, above all, at a particular stage of moral development of a human being. The attitude of tolerance is connected with the philosophical position called ethical subjectivism. We should be tolerant of those who disagree with us. Everyone has the right to their own opinion, and no one has the right to dictate to the other what moral views he should receive. Ethical submissiveness, according to which morality is a matter of personal feelings, justifies the attitude of tolerance in a convincing way (Rachels, 1998). The boundaries and aspects of tolerance are changing. They depend on historical and cultural factors, from the sense of security and the state of threat. Tolerating others, their thoughts, behaviours and actions, as Sztumski (2001) writes, should not threaten our existence, our ideas, attitudes, actions. At the same time, the conduct of others, tolerated by the community, cannot lead to the violation of moral norms recognised by it to such an extent that it could destabilise and disintegrate the community. It should be remembered that the limits of tolerance change with subsequent generations. It depends on the pace of civilizational and cultural changes caused by social and technical revolutions, during which the paradigms in culture are changed. They usually oscillate around the values of the average attitudes, behaviours and ways of thinking mass occurring in a given community, etc. Hamer (1994) presented, in a very interesting way, the issue of limits of tolerance in her publication. The author drew attention to banditry (the element of violence and harm), anarchy (freedom as a responsibility for one's own identity, conviction of a specific creativity in taking action, "courage" of thinking, individualism).

When it comes to the collision of internal freedom with external coercion, anarchy can be reached, the toleration of which destroys socially developed

ways of co-existence, giving a stronger weapon in hand, condemns the weaker ones to dependence, moral law (limiting freedom for people to determine what is good and what is good and what is bad), labelling (attributing negative traits to an individual in order to lower its value - humiliation, insulting, criticism, stigma), cult of aggression (physical and verbal), stupidity (dullness, thoughtlessness, concretisation of thinking in combination with the impaired ability to abstract thinking, lack of criticism and self-criticism, using heard judgments, too liberal education, authoritarian education in family and school, lack of tact, respect for intimacy, moral blackmail, extreme nonconformity demonstrating specific individualism and independence of thinking), violation of social norms (law, customs, the culture of others and their respect), the right of nations to self-determination.

Intolerance, in turn, is the opposite of tolerance. Defining the limits of tolerance results in the definition of intolerant attitudes and their theoretical analysis in the pedagogical aspect. The attitude of intolerance is connected with the lack of acceptance, disagreement with behaviours in which we perceive evil or views with which we cannot identify. Intolerance, or set of prejudices, is most often manifested in the tendency to look for "scapegoats" and in conformism, that is, in yielding to the beliefs existing in a given community (Hamer, 1994).

The most important reasons for prejudices can be the authoritarian personality, the failure to meet important needs, the dehumanisation of relations between people and the sense of danger caused by the economic, political and ideological crises. The subject of intolerance can be a person or evil resulting from behaviour or opinion. Intolerance is a behaviour or opinion directed against people, phenomena or values that „do not suit us", are „different", in order to change or destroy them, even though their existence or possession is justified by nature, custom, morality (Chałas, 2003). The reasons for intolerance are most often seen in educational mistakes, difficult economic situation and the sense of threat associated with it.

The subject source of intolerance are individuals, groups, institutions or the state. It can take the form of aggression, compulsion, expulsion, limitation or physical destruction. It can be described as an attitude resulting from rational or pseudo-reasoning processes, motivated by various factors with a strong emotional colour, concerning other people, groups, institutions, their properties, cultural or religious value systems, individual's rights to be distinct in thought, behaviour and values (Bazaniak, 2009). In the author's opinion, intolerances are graded. The mildest form is the distance to the person, its characteristics and behaviours, manifested in a mental rejection, occurring only in mind; another, a verbal attack: criticism, ridicule, verbal stigma of a discriminatory character, then demonization, the desecration of a person, act or value, by means of words, drawing, aggressive gestures. In this case, the attitude of intolerance takes a

behavioural form, tinged with strong negative emotions, followed by psychological repression and readiness to use physical repression. However, the most dangerous manifestation of intolerance is the readiness to eliminate people or the value of culture, which is based on rigorous prohibitions.

In my opinion, tolerance and intolerance are learned traits. Usually, these attitudes are taken by the child from people closest to him whom he trusts. The family fulfils a constitutive role here, followed by the school, peer groups and social roles in the later life.

Shaping the sense and attitude of tolerance in the family and at school

The basic environments where the child lives and spends time are family, kindergarten and school. In the modern world, when socio-cultural paradigms change very fast, it is important in pedagogy to make permanent scientific reflection on the process of upbringing and education up „to tolerance" in the basic environments of an individual's life. In a globalised society, upbringing constantly faces challenges which are to prepare the student for independent living. Upbringing „to tolerance" is carried out through consciously planned educational activities in the family and school environment as well as through everyday life, in which the child should experience care, tenderness, respect for his or her and others dignity. Family is a community of people and an institution of universal humanity, encountered in all epochs and cultures. It is a fundamental form of human intercourse and an integral part of every society. It is built on a marriage or partnership, it is a legal unit (Dyczewski, 1995; Walzer, 1997). Its socio-cultural dimension forms the basis for shaping the empowered role of the individual. As an open, intimate group, the cradle of personality development meets certain goals, tasks and functions. Apart from satisfying the basic needs of the child, the family should provide him with a personal model, be an educational ideal, take care of comprehensive personality development, introduce into multidirectional communication, and educate in the spirit of values.

It should primarily create a climate of proper upbringing, love, stimulating development, care, teaching, should demonstrate: flexibility, responsibility, introduce into dialogue, set limits, and teach tolerance (Karbowniczek, 2016). Relations in the family environment influence the shaping of positive characteristics of the child's behaviour, his attitudes and the socialisation of personality. A child learns from parents how to speak, think, control reactions, tolerance for other people and is usually guided by information provided by relatives. However, unconditional love during early childhood is an indispensable condition for raising a tolerant child.

In order to educate towards tolerance, one should everyday have time to play together and talk, should not dominate and should not give contradictory or unclear instructions, consistently enforce requirements, impose nothing in advance (joint arrangements and negotiations, synergy), respect each other, give time for reflection and the right to make mistakes, avoid negative evaluations, have positive relationships with loved ones. Tolerance is an extremely important mechanism regulating individual and collective behaviour - its creation becomes the goal of the educational process as well as of the intellectual and emotional development. The tolerant attitude towards "others" is closely related to the attitude of tolerance towards "oneself".

Parents influence the child's sense of tolerance through specific educational methods they use. It is necessary to pay special attention to the internal integration of the child's personality, its autonomy, formation of pro-social attitudes, upbringing the individual capable of having own reflections on life, shaping the sense of identity (who he is) in the changing world. Satisfying children's needs determines the proper process of socialisation: love, kindness and cordiality, contact with parents and their active presence, establishing cooperation, self-realisation, respect and recognition. It is also important to minimise the use of coercion and penalties, substantive argumentation in order to convince juveniles about the rightness of the action, consistency in educational actions, resistance to mistakes made, avoidance of negative evaluations. Hamer (1994) includes the following as tolerance favourable skills: active listening (concentration of attention, eye contact, openness, empathy, paraphrase and others), the art of criticising (transmission and critical remarks), assertiveness, conflict resolution strategies and negotiations, friendship, stress control. It should be remembered that a tolerant attitude is an attitude open to changes that can be made under the influence of others. Exaggerated conservatism is not conducive to tolerance, and exaggerated progressiveness and liberalism may lead to exceeding the limits of tolerance (Sztumski, 2001).

At school, there are various opportunities to develop a sense of tolerance and „tolerance education". These include: giving the pupils a good example (modelling, introducing a student in the world of norms and values), entrusting specific tasks related to showing a tolerant attitude towards others, doing favours, using persuasion - including discussion, or influencing students' moral awareness. The essence of tolerant attitudes, according to Nikitorowicz (2010), is conscious restraining from actions that prohibit the presentation of other values than its own. The teacher "educates to tolerance" taking into account three basic components of attitudes: emotional - evaluating, cognitive, behavioural.

A student manifests tolerance if he spiritually allows, does not get angry internally, does not feel indignation, resentment or hostility towards others, his

behaviour or way of thinking that differs from what he considers to be right or normal. He does not behave in a manner that is against one's behaviour that deviates from the standards he or she accepts. Developing a tolerant attitude at school helps in achieving the desire to be yourself, admit own weaknesses, mistakes, own view of the world and existing problems. In this context, the teacher should help the student to draw a specific project of life, teach a different view of the world, preserve what is own and indigenous, seek an antidote to conflicts occurring in the global world, teach how to bring together individuals, nations and religions, how to shape autonomy and the right to choose, criticism and evaluation criteria according to the universal values of culture as well as negotiating and seeking a compromise. Teacher's task is to notice and recognise cultural differences, to shape an open and flexible attitude to all otherness. From an early age, we defend students against their objectification in the macroworld by organising the education process in a way that does not eliminate the microworld. For the process of "tolerance education" and the development of attitudes at school, it is important to observe the following rules of educational behaviour: constructing educational interactions on the basis of equivalence; realising that identity is a complicated process of interaction between children, in which the subject is the situation, and its creators are individuals with different life orientations, needs and acquired cultural heritage; knowledge of the student's needs, his individuality, interests, mental, physical and emotional condition; using knowledge about the activity of the student as the acting subject, about ways of entering into two-subject interaction (initiation, communication, coordination of specific activity with the activity of others); enabling the appearance of spontaneous creativity, active reaction with attention, feeling and thinking on stimuli, behaviours, situations; seeking the right to decision; creating an atmosphere of communication and mental contact between the teacher and the student, enabling defining optimal ways of support; creating an atmosphere that liberates and enhances faith in one's own strength and capabilities, breaking formalism, distrust and fear; atmosphere of kindness, cordiality and helpfulness.

The first area of intolerance is the individual itself. Lack of tolerance toward oneself is expressed in the lack of self-acceptance as a whole or only some of the features of a character. Lack of self-acceptance implies the lack of acceptance of the other person (Bazaniak, 2009, 328). The reason for intolerance in the youngest attitudes is above all the lack of tolerance towards the child in the parents' attitudes. It results from the lack of knowledge of parents about the second person, the educational process, emotional development of the child, closely related to the reluctance to take the trouble of learning about it, as well as understanding the motives of the young person's behaviour.

Research organisation

Empirical research was carried out among 142 parents and 15 teachers from two primary schools (classes I-III urban environment - 79 parents, 7 teachers) and three primary schools (classes I-III rural environment - 63 parents, 7 teachers) in the Lesser Poland Voivodship in 2017 - 2018. Their subject was to examine the role of parents and teachers in educating children "to tolerance", and in particular, creating a sense of tolerance as a value, defining its purpose, limit, acceptance, perceiving skills in everyday life, creating an individual through proper behaviour and positive childcare for a "tolerant person".

My task was to learn the phenomenon of "education for tolerance" as a value in the family and school and to examine the impact of tolerant and intolerant attitudes of parents on the child's functioning in their everyday lives. Research problems determine the scope of projects, a set of questions to which we seek answers through scientific research. What is the relationship between child's tolerance or intolerance with stereotypes and prejudices that parents manifest? What is the role of parents and teachers in shaping the sense of tolerance in early school-aged children? What are the reasons and manifestations of tolerance or intolerance of pupils in the opinion of the respondents?

I used the method of a diagnostic survey by choosing the following techniques: a questionnaire and an interview and research tools: a questionnaire for parents and an interview questionnaire with teachers. In turn, the subject of analysis and (re)interpretation were the opinions of parents and teachers on educating „towards tolerance" as the value shaping the attitudes of the child in the early school age. The selection of the research group was purposeful. In the empirical research carried out in two schools (urban environment) participated 47% of men and 53% of women, while in three rural schools 16% of men and 84% of women aged from 29 to 47 years. The majority of respondents representing city and rural schools had higher and half-higher education. When entering the research, I accepted that tolerance means respect, acceptance and recognition of the richness of the diversity of cultures in the world, our forms of expression and ways of being human. My intention was to: check the understanding of the concept of tolerance by respondents (teachers) from five institutions (urban and rural environment), define its boundaries, shape and develop attitudes „to tolerance" in children, inculcate axiological values in everyday life and the functioning of pupils, indicate of the degree of tolerance, its essence and reasons for intolerance in upbringing and education. The next research procedure concerned obtaining the opinion of early school education teachers on tolerance and intolerance - factors, aspects, level, behaviour and attitudes of children.

Conclusions. Innovations. Recommendations

The research shows that in the urban group the concept of tolerance is understood in many aspects. According to 45% of respondents, tolerance is respect, acceptance of another person and their views. The same percentage of respondents indicated human freedom and its right to a different opinion, openness to political, cultural and religious views and respect for "otherness" in the world, forbearance for cultural diversity. The smallest percentage (10%) of respondents considered tolerance as an attitude excluding discrimination of people belonging to a different religion or with a different orientation. I obtained similar results in rural schools. Out of the total, 48% of parents defined tolerance as respect for another person, for dissimilarity and other views, 41% emphasized acceptance, while 11% considered it as understanding and recognition of diversity.

The obtained data shows that tolerance in the interpretation of respondents is the respect and acceptance of another person, views and differences. Boundaries of tolerance are subject to change and evolution. They change depending on the situation and place of the unit's functioning. In the opinion of 88% of respondents (city), there is a tolerance limit, which should not be exceeded, 12% of respondents did not express their opinion on this subject. There can be no tolerance for evil, violence, humiliation, persecution, exploitation or theft. Parents believe that evil destroys both individual people and the community. Tolerance is first of all, a matter of consciousness, not instinct. In the second group (village), 84% of respondents approved the existence of a tolerance limit. Most often it was related to: antisocial behaviour, which should be levelled, setting standards for tolerating someone, and also for the freedom of another person. The remaining 16% of parents did not answer this questions.

Educating the attitude of tolerance in the family and school requires continuity. It is taught through the personal pattern, synergy and relationships between children in the group. The educational work, therefore, requires a lot of attention in developing harmonious social relations. Such activities are fostered by the democratic style of education in the family home and school. In the opinion of 94% of respondents (city), the attitude of tolerance is a shaped disposition to respect others' opinions, preferences and actions, which does not mean giving up certain beliefs and values that are its condition. It helps in realising the desire to "be yourself", admit your own weaknesses, mistakes, your own view of the world. In the presented group, 6% of the respondents did not have an opinion on this topic. In the rural environment, however, 100% of the respondents believed that tolerance attitudes are taught through direct life situations and practical actions, that is: altruistic behaviour, active participation

in information, negotiation and internal dialogues, triggering positive emotions in interactions, mitigating all misunderstandings, conflicts solving skills, further by recognising other views, tastes or behaviours, openness, respect and understanding.

Respondents in further research tried to determine the place of tolerance in the system of values of spiritual and civilization culture (shaping and constitution of tolerance as one of the values of European culture). Most of them, 58% (city), said that tolerance is related to interpersonal relationships both because of views, attitudes, behaviour in the social context, including political living, which means activities related to the functioning of society. It results from this that it is a value realised in the sphere of social and political life, and especially in its organisational sphere, that is, it belongs to the civilizational values. The respondents (38%) pointed to universal values: truth, dignity, goodness, honesty and kindness, which correspond to the areas of spiritual culture: science, morality, religion and art. Other - 4% did not answer this question. According to 45% of respondents from the second group (village), tolerance also belongs to civilisation values. It is a condition for a sense of security, creates a harmonious and open system of society, based on the principles of justice. Civilization is a side of the unit's activity, realising the conditions that provide it with the opportunity to live and function (Zachariasz, 2001).

Speaking of tolerance as a value, respondents (37%) emphasised its axiological dimension (actions, duty in the case of implementation). In turn, 19% of parents drew attention to the relationship between tolerance and other universal values: the right to life in freedom, subjectivity and human identity, responsibility, civic freedom, patriotism, a life free of threats, democracy, political pluralism and worldview. Respondents in the survey pointed to the intensification of intolerant attitudes in Polish society (passivity, indifference), they also emphasised a large drop in tolerance (activity, acceptance). The urban group believed that the most common causes of intolerance are: wealth and lack of sufficient knowledge about tolerance (29 people); selfishness, fear of the unknown, sense of threat, lack of understanding / acceptance, racism and bad behaviour (21 people); stereotypes, envy, lack of conversation and religion (18 people); politics, gossip, discrimination, faith, xenophobia, diseases, bad environment and indifference (11 people). In rural schools, in turn, 24 parents saw the causes of intolerance in: lack of sensitivity, acceptance, respect and understanding, as well as lack of adequate education; 17 people pointed to fear; 11 respondents for selfishness, contempt and jealousy; 3 respondents pointed to the pursuit of material goods, exaltation, 5 respondents mentioned anonymity, lack of empathy and discipline, as well as disinformation about the problem and

conflicts, 3 respondents mentioned bad company, racism and aggression (I used numerical data, because respondents had the possibility of multiple responses).

The obtained data proves that respondents' opinions are different in both cases. The analyses show that the reasons for intolerance arise from educational mistakes, from difficult economic situations, ideological and political-cultural factors, dehumanization of interpersonal relations. During the tests, parents made an attempt to assess the level of tolerance, observed behaviours and attitudes of their friends in their daily lives. The results obtained in the urban group are not satisfactory. Parents' opinion shows that 65% of observed people show a low level of tolerance, 29% presents the average level, while 6% - high.

The obtained data indicate that the level of tolerance is low. People who are incomprehensible, selfish and above all uneducated enough to live in accordance with the attitudes of tolerance are more and more often encountered. The respondents from rural schools assessed the tolerance level very similarly. Of the total, 60% of the respondents rated it as medium, while 40% as low. None of the respondents mentioned the high degree.

Analysing the data, it should be noted that the observed individuals hardly accept people of different cultures or races. They are not familiar with their place of origin, customs, behaviour and functioning in everyday life, often inhibiting harmonious peace. During the research, parents emphasised the important role of education and developing appropriate attitudes consistent with the principles of democracy. In the rural group, I noticed very interesting answers regarding the idea and the essence of tolerance. Respondents are divided here into supporters and opponents of the cultural diversity of nations and nationalities, education, religion, and political viewpoint. According to 27 respondents in our country, society should be educated towards tolerance, 15 people thought that the topic of tolerance should be discussed in various magazines. It is also important to organise meetings with foreigners and their families in the media and to construct appropriate educational programs.

In the second stage of research, the opinions of early school education teachers on tolerance and intolerance - factors, level, attitudes and behaviours - were important to me. According to the teachers, tolerance is an attitude that excludes discrimination of people whose way of conduct and membership in a given group may be subject to disapproval by others, but also it is openness to the needs and problems of disabled or dissenting people. Important aspects mentioned by the pedagogues were: acceptance, forbearance towards others, openness to other people and the attitude of empathy and sensitivity. The school brought up the subject of tolerance when the situation demanded it. Problem discussions were often held, as well as plays and integration games about shaping tolerant attitudes, thanks to which the student learns to live in accordance with the applicable laws. According to the teachers, the majority of

children did not show tolerance, their behaviour most often constituted a pattern of imitation of their guardians. Egocentrism prevailed. Participating in charity actions from time to time, helping disabled people, showing them respect and support they tried to see their needs. It should be emphasized that they often and quickly caught "otherness". They did not understand yet that they can hurt someone with their behaviour, especially when it comes to the dissimilarity of their colleagues. When (re)interpreting teachers' narratives, it should be stated that they help students to understand tolerance, teach to behave in accordance with its principles through

A variety of verbal activities and practical activities, such as reading literature (fairy tales affecting the positive development of tolerance), watching movies, walking, listening to music, radio programs, workshops, happenings, tolerance trees and more. Moreover, showing respect, reaction to manifestations of intolerance, ethical behaviour, empathy and sensitivity, allowing the expression of feelings, avoiding generalisation and labelling are the actions leading to shaping tolerant attitudes in their multi-aspect dimension. Showing tolerance at school and outside the classroom can have positive and negative effects. A lot has already been said in this article about the positive ones. Therefore, I paid particular attention to the negative ones indicated by teachers of early school education: laughing at other students, being indifferent to another person, criticism, disrespect for different views, marginalisation of disabled children's needs, selfishness, lack of ability to see help, showing with finger and slandering, lack of acceptance of different opinion, lack of reaction to bad behaviour and aggression due to fear, ignorance of tolerance, manifestation and physical aggression. Intolerance at the early school education stage is also manifested in showing the wealth of children from rich and influential families. Research shows that it significantly widens its circles. Modern sets of toys, fashionable, branded things, attractive and diverse computer games, new phones are items that indicate the high social status of families in which children are brought up. The rich chose another rich peer for their group, while the others - poorer, constituted a larger group, were rejected, ridiculed, had "their world", went a bit beyond class membership.

Summary

Contemporary understood tolerance means respect for the freedom of other people, their thoughts and opinions and the way of life of a given society. There exists is a strong connection between the imitation of tolerant or intolerant attitudes by children, which are related to stereotypes and prejudices manifested by the parents. Empirical research has shown that intolerance is a very big problem in the modern world.

A child, living and raising in the "amok" of change, in nuclear families, emptiness and axionormative chaos, is guided by what "others will say". Therefore, in order to correctly shape and then further develop the tolerance attitude in I-III classes pupils, parents and educators should form a model of a tolerant unit that does not feel negative emotions towards others with different cultures and different views.

A child observing parents, teachers, peer groups and the local community learns to live in accordance with the applicable laws or just the opposite. Family and school play a key role in shaping tolerant and intolerant attitudes in early school children. Their task is to determine the limit of tolerance, its beginning and end. As a result, the youngest will learn: integration, see otherness, show sensitivity to the needs of others, accept colleagues from poorer families, diversity, shape awareness of the equivalence of all cultures, solve problems related to prejudices or negative stereotypes, develop openness, and renounce a sense of cultural superiority for dialogue, negotiation and exchange of values.

"Upbringing to tolerance" and shaping attitudes in the surveyed families and schools show a low level. There is a lack of mutual community interactions and social narratives, group negotiations, which in the sociocultural trend should be treated as essential. The paradigm of social constructivism in this empirical research has been presented as the original perspective of social observation of tolerant and intolerant children in early school-age, their recognition, tracking, explaining and assessing the reality in which they are brought up. Limits, the shape of tolerance or intolerance depend primarily on parents and teachers. Their knowledge, views, communication, experience, way of being, attitude towards children create tolerant attitudes, increase or decrease their areas and spheres.

References

Bazaniak, J. (2009). Inność obiektem tolerancji. Kształtowanie postaw tolerancyjnych u dzieci w wieku wczesnoszkolnym w ich środowisku edukacyjnym. *Poznan Teological Studies, vol. 23.*

Chałas, K. (2003). *Wychowanie ku wartościom. Elementy teorii i praktyki. Godność, wolność, odpowiedzialność, tolerancja.* Lublin-Kielce: JEDNOŚĆ Publishing

Darowski, R. (2008). *Filozofia człowieka. Zarys problematyki. Antologia tekstów.* Krakow: WSFiP Ignatianum Publ., WAM

Dyczewski, L., & Richter, R. (1995). *Familie in der Alltagskultur.* Polnisch Österreichischer Workshop Wien 5.-6.Dezember 1994, Wien: Institut für Soziologie

Gołaszewska, M. (2000). Filozoficzne kłopoty z tolerancją. Esej na temat triady: Tolerancja – Indyferentyzm – Fanatyzm. *Tolerancja jako wartość i problem edukacyjny.* red. A.M. de Tchorzewski, W.M. Wołoszyn – Spirka, Bydgoszcz: Akademia Bydgoska im. K. Wielkiego Publishing

Grabowski, M. (2000). Co stanowi wartość dla ucznia w młodszym wieku szkolnym? Próba uporządkowania wartości w kontekście edukacji wczesnoszkolnej. *Edukacja Elementarna w Teorii i Praktyce. No 3/4*, 50-58.

Grzybek, G. (2010). *Etyka rozwoju a wychowanie*, Rzeszow: UR Publishing

Hamer, H. (1994). *Demon nietolerancji. Nie musisz stać się prześladowcą ani ofiarą.* Warsaw: WSiP

Janke, A.W. (2000). Pedagogiczny wymiar tolerancji w perspektywie edukacji nauczycielskiej. *Tolerancja jako wartość i problem edukacyjny.* red. A.M de Tchorzewski., W.M. Wołoszyn. Spirka., Bydgoszcz: Wers Publishing

Karbowniczek, J. (2012). Cele i zadania edukacji przedszkolnej. In Karbowniczek J., Kwaśniewska M., Surma B., *Podstawy pedagogiki przedszkolnej z metodyką*, WAM, Krakow: AIK Publishing

Karbowniczek, J., & Klim – Klimaszewska, A. (2016). *Edukacja wczesnoszkolna w teorii praktyce. Wybrane aspekty.* WAM, Krakow: AIK Publishing

Karbowniczek, J. (2017). Model of laisses - faire and traditional education in the family and school. *Pedagogy Forum*, *2*, 236 – 246.

Legutko, R. (1998). *Tolerancja. Rzecz o surowym państwie, prawie natury, miłości i sumieniu.* Krakow: ZNAK Publishing

Popielski, K. (1994). *Noetyczny wymiar osobowości. Psychologiczna analiza poczucia sensu życia.* Lublin: KUL Publishing

Popielski, K. (2008). *Psychologia egzystencji. Wartości w życiu.* Lublin: KUL Publishing

Prajsner, M. (2005). Wokół pojęcia tolerancji. *REMEDIUM, 7/8,* 5.

Rachels, J. (1998). Subiektywizm. In *Przewodnik po etyce*, Singer P. (red.), Warsaw: Książka i Wiedza Publishing

Stępień, A.B. (2008). *Wstęp do filozofii.* TN. Lublin: KUL Publishing

Sztumski, W. (2001). Tolerancja jako warunek konieczny do koegzystencji i integracji. In: *Europejskie modele tolerancji.* Zachariasz A.L., Symotiuk S. (red.), Rzeszow: UR Publishing

Walzer, M. (1997). *O tolerancji.* Warsaw: PWN

Valdeverde, C. (1998). *Antropologia filozoficzna*, transl. G. Ostrowski, Poznan: PALLOTTINUM

Zachariasz, A.L. (2001). Tolerancja a nietolerancja: granice zasadności i konsekwencje praktyczne. In: *Europejskie modele tolerancji.* Zachariasz A.L., Symotiuk S. (red.), Rzeszow: UR Publishing.

MŪSDIENU JAUNĀS KARJERAS TEORIJAS DAŽĀDU PAAUDŽU UN MAINĪGAS VIDES KONTEKSTĀ

Modern Career Theories in the Context of Different Generations and Changeable Environment

Irēna Katane
Latvia University of Life Sciences and Technologies, Latvia

Evita Korna-Opincāne
Latvia University of Life Sciences and Technologies, Latvia

Abstract. *One the most topical issues in modern education is to support students in their interaction with the changing environment, thus helping them to accept these changes, live with them and find new opportunities for development, including opportunities for career development within these changes. Another topical issue is the generational change of students and respecting the specific qualities of this new generation during the education and career development support process in schools. Both these issues reflect in career theories in a form of new trends. Which generations can these career theories be applied to the most? How will the representatives of different generations join in the changing educational and professional environments? Understanding of these questions is essential within the context of providing modern career support. The aim of this article is to analyse and evaluate modern career theories within the context of different generations and changeable environment. The publication comprises the finding of the latest theoretical studies and results of the authors reflecting upon their professional experience. Career development during the current decade of the 21st century is determined by several new theoretical viewpoints, each of which focuses on its own research issue, yet they are united in the aspect of taking individual responsibility of one's own career development and career self-management in the situation of changeable environment, which can be helpful in adapting to and coping with unexpected changes and challenges presented therewith in the context of career development. From the point of view of modern career theories, challenges within educational and professional environments posed by global changes may be better understood within the context of career development of pupils. People of different generations have different attitudes towards their careers and the possibilities for their developments, therefore studies within the context of generation and career theories are essential.*
Keywords: modern career theories, generations, changeable environment.

Ievads
Introduction

Divdesmit pirmajā gadsimtā zinātnes, t.sk. sociālo zinātņu, attīstība, arvien jaunu tehnoloģiju ienākšana cilvēka dzīves un darbības vidē, jēdziena *karjera* nozīmes paplašināšanās un tās daudzdimensionalitāte kļūst par jaunu karjeras teoriju rašanās pamatu, kas pēc savas būtības ir dažādas, bet tās visas vieno kopīga iezīme, proti, mūsdienu cilvēka kā personības un arī kā speciālista spēja elastīgi mijiedarboties ar nepārtraukti mainīgo vidi.

Mainība iezīmējas ne tikai sociāli ekonomiskajās norisēs, kas vērojamas darba tirgū. Mainās izglītības vide, profesiju vide, pati sabiedrība kopumā, t.sk. tās vērtības un attieksmes. Mainās jaunās paaudzes, kuras iesaistās izglītības procesā un pašas ir šīs mainīgas izglītības vides neatņemama un ļoti svarīga sastāvdaļa. Jaunieši, kuri šobrīd gatavojas beigt vispārējās vidējās izglītības iestādes, ir paaudze, kura paaudžu pētījumos apzīmēta kā Z-paaudze un kura darba tirgū nonāks vidēji pēc 3 – 5 gadiem atkarībā no izvēlētā tālākās izglītības veida.

Jaunās karjeras teorijas atklāj esošos laikmeta izaicinājumus un attīstības virzienus karjeras jomā. Iepazīstot šīs teorijas, vieglāk izprast karjeras attīstības atbalsta tendences mūsdienās.

Mūsdienu karjeras teoriju izpratne palīdz sniegt karjeras attīstības atbalstu saskaņā ar globālo pārmaiņu radītajiem nosacījumiem izglītības un darba vidē. Visās cilvēkdarbības jomās notiekošās pārmaiņas, kas rada darba tirgus mainību, nosaka, kuras zināšanas, prasmes un kompetences ir nepieciešamas šobrīd un kuras – tuvākā nākotnē. Tāpēc būtiski izprast, kādas teorētiskās un praktiskās nostādnes ietekmē karjeras attīstības atbalsta sniegšanu jauniešiem šajā laikā, kad mazinās tradicionālās karjeras attīstības teoriju atziņu praktiskā nozīmība. Uz jauno teorētisko atziņu bāzes par karjeras attīstības tendencēm mūsdienās var veidot esošajai situācijai atbilstošu karjeras attīstības atbalsta koncepciju izglītības vidē.

Pētījuma mērķis: analizēt un izvērtēt mūsdienu jaunās karjeras teorijas izglītības un darba vides mainības kontekstā.

Mūsdienu karjeras teorijas mainīgās vides kontekstā
Modern career theories in the context of changeable environment

Laikā, kad mainās izglītības un darba vide, aktualizējas cilvēka karjeras attīstības jautājumi. Iepriekšējo gadu desmitu stabilitāte ir zudusi, esošo situāciju raksturo vārdi – izaicinājumi, mainība, alternatīvas u.c. Šīs mainīgās sociāli ekonomiskās vides, izglītības vides, profesionālās darbības vides kontekstā

mainās arī izpratne par profesionālo pašnoteikšanos, karjeras attīstību un pašvadību, kā arī karjeras attīstības atbalsta virzieniem un saturu.

Karjeras attīstību šajā desmitgadē nosaka vairākas jaunas teorētiskās nostādnes, kas izkristalizējas mūsdienu karjeras teorijās, koncepcijās un modeļos:

- *Bezierobežojumu/neierobežotā karjera* (Alhaddad, 2014; Arthur & Rousseau, 1996; Sullivan & Arthur, 2006; Hofstetter & Rosenblatt, 2016, Polanska, 2016),
- *Mainīgā/daudzveidīgā karjera* (Alhaddad, 2014; Hall, 1996; Hall, 2002; Baruch, 2006; Briskoe & Hall, 2006; DeVos & Soens, 2008; Kovalenko & Mortelmans, 2013; Inkson, 2006; Sullivan & Baruch, 2009; Briscoe et al., 2012; Polanska 2016),
- *Karjeras konstruktu/dzīves konstruēšanas teorija* (Savickas, 2002; Savickas & Porfeli, 2012; Savickas, 2015),
- *Karjeras haosa teorija* (Pryor & Bright, 2007; Pryor, 2010),
- *Sociāli kognitīvais karjeras pašvadības modelis* (Lent, Brown, & Hackett, 1994; Lent, Brown, & Hackett, 2000; Bandura, 2001; Lent & Brown, 2013; Okay-Somerville & Scholarios, 2015; Lent et al., 2016).

Kā vienas no populārākajām karjeras teorijām var minēt divas jaunākās teorijas*: 1) Bezierobežojumu/neierobežotās karjera*s jeb *karjeras bez ierobežojumiem* (angļu val. - *Boundaryless Career*) *teorija*; 2) *Mainīgās* jeb *daudzveidīgās karjeras* (angļu val. - *Protean Career*) *teorija*, kuru nosaukumi uztverami kā metaforas un kuru saturs saistīts ar šo karjeru konceptuālo būtību.

Bezierobežojumu/neierobežotās karjeras jeb karjeras bez ierobežojumiem teorijā tiek akcentēta indivīda karjeras brīvība, neierobežotība, domāšanas maiņa, proti, lai varētu ar panākumiem plānot un īstenot savas karjeras attīstību, ir jāspēj būt neatkarīgam no konkrētā viena darba devēja konkrētās vienas organizācijas ietvaros, uzsverot atziņu, ka ir daudz iespēju gūt panākumus arī ārpus šīs konkrētās organizācijas, tas ir, neierobežotas karjeras iespējas, gūstot panākumus (Alhaddad, 2014; Arthur & Rouseau, 1996; Arthur et al., 2005; Paradnike, Endriulaitene, & Bandzeviciene, 2017; Hofstetter & Rosenblatt, 2016). Tā ir karjera, kura tiek veidota, sekojot visam jaunākajam, nepārtraukti pētot darba tirgu, šī tirgus mainību, kā arī pieprasījumu pēc konkrētās nozares un profesijas speciālistiem. Cilvēks pats ir atbildīgs par savu karjeru, tās attīstību un panākumu gūšanu, kā arī profesiju vides piedāvāto iespēju izmantošanu.

Mainīgā jeb daudzveidīgā karjera savu nosaukumu ieguvusi no sengrieķu mitoloģiskā tēla Proteja, kurš atbilstoši situācijai spējis mainīties, pārvērsties, pieņemot dažādus veidus (Kovalenko & Mortelmans, 2013; Inkson, 2006). Tā tiek uzskatīta kā inovatīvākā karjeras teoriju koncepcija (Polanska, 2016) un saistīta ar indivīda biežu karjeras maiņu atbilstoši apkārtējās vides un situācijas mainībai (Alhaddad, 2014). Šīs karjeras teorijas būtība sasaucas ar mūsdienu

mainīgā darba tirgus apstākļiem, kuriem jāpielāgojas un kuros ikvienam jābūt elastīgam, lai veiksmīgi veidotu savu karjeru. Mainīgās karjeras pamatā ir izpratne par karjeras mainību un daudzveidību, ko no vienas puses nosaka globālie izaicinājumi, bet no otras puses – indivīda brīvība izvēlēties vēlamo karjeru. Šo nelineāro un elastīgo karjeras aspektu aprakstīšanai tiek izmantots termins *mainīgā karjera* (Amundsons, 2016; Hall, 1996). Īpaši tiek uzsvērta *pašnoteikta* (angļu val. *self-directed*) un *iekšēji vērtīborientēta* (angļu val. *internally value-oriente*d) karjeras vadība, tādējādi akcentējot karjeras pašvadības nozīmi cilvēka dzīvē, kas balstās uz paša indivīda vērtībām (Alhaddad, 2014; Briskoe & Hall, 2006; Paradnike et al., 2017; Polanska, 2016). Tas izpaužas neatkarībā jeb patstāvībā un atbildībā par savas karjeras attīstību. Tāpat arī tiek uzsvērta individuālo resursu (pielāgošanās spējas, identitātes) un iekšējās panākumu izjūtas (pašaktualizācijas, darba apmierinātības un piepildījuma) nozīme.

Ja šīs divas karjeras teorijas skaidro karjeru no indivīda un vides mainības un mijiedarbības aspekta, tad nākamās divas karjeras teorijas (*Karjeras konstruktu teorija* un *Karjeras haosa teorija*) skaidro karjeru no cita aspekta.

Karjeras konstruktu teorijā tiek akcentēta karjeras attīstības plānošana un mērķtiecīga darbība nosprausto mērķu īstenošanā, kur īpaša vieta ierādīta pielāgošanās un iekļaušanās sociālajā vidē nozīmes pamatojumam. Indivīds koncentrējas uz savu profesionālo nākotni un aktīvi tai gatavojas, pētot savas dzīves iespējamos nākotnes scenārijus un mērķtiecīgi īstenojot savas ieceres (Savickas, 2002; Savickas & Porfeli, 2012; Paradnike et al., 2017).

Karjeras haosa teorija meklē un rod atbildes uz mūsdienu globālajiem izaicinājumiem. Tā pamato jaunas pieejas meklējumus cilvēku izvēlēm haotiskajā un neprognozējamajā *mainīgajā pasaulē*. Šī teorija skata indivīdu, t.sk. viņa domas un darbību, neparedzamu notikumu, neierastu situāciju un nenoteiktības perspektīvā (Amundsons, 2016; Pryor & Bright, 2007; Pryor, 2010; Paradnike et al., 2017). Pēc šīs teorijas atziņām izkristalizējas tās būtība, proti, mācība par to, kā cilvēks, nespējot prognozēt un kontrolēt apkārtējā vidē notiekošās pārmaiņas un to ietekmi uz indivīdu un sabiedrību kopumā, tomēr spēj elastīgi reaģēt, t.sk. saskatīt un savā labā izmantot mainīgajā vidē pastāvošās iespējas viņa karjeras attīstībai.

Sociāli kognitīvais karjeras pašvadības modelis ir viena no nozīmīgākajām karjeras pašvadības koncepcijām. Tās pamatā ir *sociāli kognitīvās teorijas* atziņas, kuras pievērš uzmanību neparastiem karjeras izaicinājumiem un indivīda aktīvai adaptīvai rīcībai un faktoriem, kas to tieši vai netieši ietekmē. Tas attiecas uz aktīv*u karjeras pašvadīšanu* karjeras attīstības saturiskajā aspektā: karjeras izpētē, lēmumu pieņemšanā u.tml. (Lent & Brown, 2013; Lent, Ezeor, Morrison, Penn, & Irelans, 2016; Polanska, 2016).

Bez tikko minētajām karjeras teorijām zinātniskajās publikācijās parādās vēl arī šādas karjeras teorijas:

- Korporatīvā un pēckorporatīvā karjera, angļu val. *Corporate and Post-Corporate Career* (Peiperl & Baruch, 1997),
- Hibrīdkarjera un kaleidoskopiskā karjera, angļu val. *Hybrid-career and Caleidoscopic career* (Mainiero & Sullivan, 2005; Sullivan & Baruch, 2009),
- Pašnostājas (angļu val. *Self-Agnecy*) teorija (Bandura, 2010),
- Uz darbību vērstu cerību teorija, angļu val. *Theory of Operationa Expectations* (Snyder, 2002) u.c.

Tāpat teorētiskajos karjeras pamatojumos tiek minētas dažādas, tā saucamās paradoksālās teorijas (Amundsons, 2016): pozitīvā nedrošība, angļu val. *Positive Uncertainty* (Gebalt, 1989, 1991), plānotā nejaušība, angļu val. *Planned Randomness* (Mithell, Levin, & Krumbolz, 1999), S līkne, angļu val. *S-Curved line* (Handy, 1994) u.c.

Taču paralēli jaunajām karjeras teorijām joprojām vērojamas arī iepriekšējā gadsimtā populārās, t.s. tradicionālās karjeras teorijas, kas iezīmē divas karjeras vadības perspektīvas. Šobrīd, 21.gadsimta otrajā desmitgadē, karjeras attīstības atbalstā vērojamas vairākas teorētiskās nostādnes. Salīdzinot tradicionālās un jaunās karjeras pieejas un koncepcijas, tiek aprakstītas to atšķirības gan pasaules un darba tirgus norišu atspoguļojumā, gan karjeras ceļu un virzienu izvēļu stratēģijās, gan karjeras attīstības sistēmu un virzienu struktūrā (Baruch & Peiperl, 2001; Baruch, 2004, 2006; Alhaddad, 2014; Polanska, 2016; Lent, Ezeor, Morrison, Penn, & Ireland, 2016; DeFillipi & Arthur, 1994).

Savu teorētisko pētījumu (Amundsons, 2016; Katane & Katans, 2016; Katane, Baltusite, & Katans, 2016) rezultātus raksta autores analīzes, izvērtēšanas un salīdzināšanas ceļā ir apkopojušas 1. tabulā.

1.tabula. **Tradicionālās un jaunās pieejas karjeras teorijās** *(Autoru veidota)*
Table 1 **Traditional and New Approaches in Career Theories** *(Created by authors)*

Tradicionālās, uz organizāciju vērstās pieejas karjeras teorijās	Jaunās, uz indivīdu vērstās alternatīvās pieejas mūsdienu karjeras teorijās
Vērsta uz organizāciju, process, ko vada organizācija.	Vērsta uz indivīdu, process, ko vada cilvēks, izmantojot dažādas karjeras iespējas.
Plāno un vada indivīda karjeru, atkarībā no darba devēja.	Indivīds pats ir atbildīgs par savas karjeras plānošanu, pašpaļāvība, pats aktīvi vada savu karjeru, paškontrole un pašizvērtēšana.
Karjeras ceļi ir tradicionāli stabili, droši, lineāri.	Karjeras ceļi un virzieni ir cikliski, mainīgi, daudzveidīgi.
Statiski karjeras modeļi.	Elastīgi, individuāli karjeras modeļi.

Tradicionālās, uz organizāciju vērstās pieejas karjeras teorijās	Jaunās, uz indivīdu vērstās alternatīvās pieejas mūsdienu karjeras teorijās
Iegūst profesiju visam mūžam. Ilgtermiņa plānošana, stabilitāte un drošība par darbu vienā organizācijā.	Indivīda personības virzība uz: nepārtrauktu mācīšanos un profesionālo attīstību mūža garumā un plašumā; kvalifikāciju, karjeras un profesionālās darbības vides iespējamo maiņu. Pārmaiņas stabilitātes vietā.
Cilvēki ir atkarīgi no organizācijas, no darba un karjeras plānošanas, attīstības, vadības	Speciālistu atbildīgums, profesionālā patstāvība un kompetence un tajā pašā laikā neatkarība no darba devēja. Pašattīstība, pašvadība, profesionālā pašnoteikšanās.
Pārmaiņas rada problēmas, haosu statiski nemainīgajā vidē, pielāgošanās problēmas, tas notiek ilglaicīgāk.	Elastīgums, pielāgošanās spējas pārmaiņām, kas notiek mainīgajā darba vidē un mūsdienu profesiju un karjeras pasaulē, gatavība mobilitātei, rīcības operativitāte.
Prioritāte – nodarbinātība (kopš 1990.gada)	Prioritāte – panākumi karjerā (kopš 2012.g.)
Svarīgs ārējais novērtējums.	Būtisks pašnovērtējums, pašefektivitāte
Svarīga karjeras hierarhija, mobilitāte pa karjeras kāpnēm	Svarīgs ir karjeras attīstības saturs, karjeras mērķu saskaņotība ar organizācijas mērķiem, personīgie panākumi darbavietā un nozarē ar pienesumu organizācijas konkruētspējai un ilgtspējīgai attīstībai.
Stingras hierarhiskas struktūras, stabila vide, droša, prognozējama, lineāra karjera	Izaicinoša organizāciju struktūra, pilnīgi dinamiska, totāli plūstoša, mainīga, neprognozējama, daudzpusīga un nelineāra karjeras attīstība.
Ārēja motivācija, ārēji noteikti mērķi, kas svarīgi organizācijai, vecākiem vai vienaudžiem	Motivēta, ar mērķi saistīta rīcība, kas ir vērtīga pašam indivīdam, tajā pašā laikā individuālie karjeras mērķi nav pretrunā ar organizācijas interesēm un darbības mērķiem.
Citu noteikti vai ieteikti sasniedzamie karjeras rezultāti (apkārtējo viedoklis)	Karjeras pašvadība, t.sk. atbildība par saviem karjeras rezultātiem (paša indivīda viedoklis)
Karjera kā nodarbošanās, kā profesionāla orientācija, kā sasniegumi konkrētā nozarē, kā panākumi un gandarījums darbā (ārējie panākumi)	Karjera kā daudzpusīgs, daudzdimensionāls, starpdisciplinārs jēdziens, panākumi kā psiholoģisks gandarījums par paveikto un nozīmīgs tālākās profesionālās attīstības un karjeras izaugsmes motīvs (iekšējie panākumi)
Jēdziens "karjeras celšana/būvēšana" (angļu val. Career Building)	Jēdziens "karjeras veidošanas" (angļu val. Career Making)

Kopumā secināms, ka dažādas karjeras teorijas cenšas skaidrot karjeras attīstību un virzību mūsdienu strauji mainīgajā pasaulē un tikpat strauji pieaugošajā zināšanu un informācijas vidē. Katra no tām pamato karjeru un tās attīstību no sava aspekta.

Kaut arī katrā no karjeras teorijām vai koncepcijām ir savi fokusa punkti, tomēr tās visas vieno kopējais pamatprincips: individuālās atbildības uzņemšanās par savu karjeras attīstību un vadīšanu, pašnoteikta attieksme karjeras, kas var palīdzēt pielāgoties un tikt galā ar neparedzētām pārmaiņām un ar tām saistītajiem izaicinājumiem karjeras kontekstā.

Tādējādi var secināt, ka viena no jauno karjeras teoriju un koncepciju centrālajām nostādnēm ir *karjeras pašvadība.*

Karjeras pašvadības teorētiskā pamatojuma aktualitāte ir saskatāma jau 20.gs. beigās un 21.gs. sākumā (Arthur et al., 1999; King, 2000; Noe, 1996), kad palielinās pētījumu skaits par karjeras pašvadību un kad tiek definēts pats jēdziens (Kossek, Roberts, Fisher, & Demarr, 1998; King, 2004; Kuijpers & Scheerens, 2006; Briscoe et al., 2006; Chiaburu et al., 2006; Sturges, 2008). Turpmākajos gados karjeras pašvadības aktualitāte arvien pieaug, izceļot dažādas ar karjeru saistītas kompetences, rīcību, attieksmes un vērtības (Akkermans et al., 2013; Francis-Smythe et al., 2013; Lent & Brown, 2013; Paradnike et al., 2017).

Karjeras pašvadība tiek definēta kā 3 posmu process, kurš aptver: 1) karjeras izpēti, t.sk. pastāvošo iespēju un savu resursu, kā arī jau sasniegtā pašizvērtēšanu, 2) savu karjeras mērķu izvirzīšanu un 3) šo mērķu īstenošanu, ietverot darbības, kas palīdz cilvēkam uzlabot karjeras iespējas nākotnē (Greenhaus & Callanan, 1994; Noe, 1996; King, 2001; King, 2004; Pinto & Taveira, 2013). Karjeras pašvadības procesam ir ciklisks raksturs.

Karjeras pašvadības koncepta pētījumos izkristalizējas šo procesu raksturojošie atslēgas vārdi (King, 2001; King, 2004; Ahmed, Sajid, Nesheen, & Sajid, 2015; Yu, 2013): patstāvīgs process, atbildības uzņemšanās par savu attīstību, karjeras plānošanu un rezultātu pārraudzību, nepārtraukta pašvirzīta mācīšanās, radošums, individuāli lēmumi, karjeras panākumi un apmierinātība, karjeras identitāte.

Karjeras izvēle notiek nemitīgi mainīgā vidē, tāpēc mūsdienās būtiski apgūt mūžilgas mācīšanās un karjeras pašvadības prasmes, ietverot cilvēkresursu, sociālo un psiholoģisko karjeras resursu apzināšanu un attīstību (Smith, 2014; DiRenzo, 2010; Luthans & Youssef, 2004). Pašvadīts karjeras process, izzinot iepriekšminētos karjeras resursus, ir meklēt atbildes uz vairākiem jautājumiem: "zināt, kas tas ir?" (know-what); "zināt, kā?" (know-how); "zinā, kam?" (know-whom), "zināt, kāpēc?" (know-why) (Arthur, Inkson, & Pringle, 1999; Smith, 2014; Paradnike et al., 2017).

Tas viss kopā nodrošina jauniešu konkurētspējas veidošanos un attīstību, jo karjeras pašvadība ir svarīgs jebkura speciālista konkurētspējas struktūras komponents. Savukārt jauniešu konkurētspēja ir svarīgs priekšnosacījums viņu pieprasītībai un nodarbinātībai darba tirgū.

Ch. Yu (2013) savā pētījumā paudis būtisku atziņu par to, ka skolu pedagogiem un augstskolu mācībspēkiem jāveicina jauniešu karjeras pašvadība, pirms viņi ienākuši darba tirgū. Savukārt jauniešu karjeras pašvadības kompetence ir saistīta ar jauniešu gatavību profesionāli pašnoteikties, pašattīstīties un pašvadīt savu karjeru (Pinto & Taveira, 2013; Raabe et al., 2007).

Personība, kurai ir attīstīta karjeras pašvadības kompetence, ir gatava plānot, patstāvīgi realizēt savus mērķus, pašizvērtēt sevi: savas zināšanas, prasmes un kompetences, savu darbību konkrētajā situācijā, savu lemtspēju un spēju uzņemties atbildību par saviem lēmumiem un rīcības sekām.

Karjeras pašnoteikšanās notiek atšķirīgi dažādos cilvēka dzīves ciklos, dažādos vecumos. Bet ne tikai. Savu specifiku profesionālās pašnoteikšanas procesā un karjeras pašvadībā ienes arī piederība konkrētai paaudzei. Dažādas paaudžu teorijas var sniegt atbildes uz pedagogu daudzajiem jautājumiem, kā arī kļūt par vienu no teorētiskajiem stūrakmeņiem mūsdienu skolēnu un studentu karjeras attīstības atbalsta nodrošināšanā.

Karjeras attīstības atbalsts dažādu paaudžu specifikas kontekstā
Career development support in the context of specific qualities of different generations

Viena no mūsdienu izglītības pamatprasībām ir izglītības mērķgrupu interesēm un vajadzībām piemērotas izglītības vides nodrošināšana. Īpaši svarīga ir izglītības vides atbilstība gan šī laika paaudžu prasībām, gan globālās pasaules izaicinājumiem. Tieši šādā izglītības vidē veidosies un attīstīsies jauniešu personības, kas būs gatavas mainīgajiem nākotnes apstākļiem, globālajai mobilitātei, valodu un kultūru dažādībai, tehnoloģiju attīstībai un informācijas daudzuma straujajam pieaugumam utt. Inovācijas pedagoģijā nosaka novatoriskas un mainīgas teorijas, kā arī inovatīvu, ļoti daudzveidīgu pedagoģisko vidi, kurā nozīmīgu vietu ieņem mūsdienu jaunākās tehnoloģijas (*Innovating Pedagogy*, 2016). Dažādu paaudžu cilvēkiem ir atšķirīga attieksme pret savu karjeru un tās attīstības iespējām, tāpēc būtiski ir arī pētījumi paaudžu un karjeras teoriju kontekstā. Šos jautājumus ikvienam, kurš gatavojas būt vai jau ir darba tirgū, ir svarīgi izprast, lai gūtu vai saglabātu savu konkurētspēju mainīgajā darba vidē.

Mūsdienu paaudžu teoriju pirmsākumi meklējami 20.gs. 90.gadu sākumā. Pētījumus šajā jomā uzsāka ASV zinātnieki N. Hovs un V. Strauss (Howe &

Strauss, 2000). Paaudžu klasifikācija dažādiem zinātniekiem ir atšķirīga. Attīstoties tehnoloģijām, arī paaudžu periodi sāk saīsināties, jo straujāk notiek paaudžu vērtību, ieradumu, attieksmju maiņa. Periodizācija atšķiras arī postpadomju valstīs, jo tajās ilgāk kā citur pasaulē (piemēram, ASV, Rietumeiropā, Skandināvijā) ir vērojama ierobežota piekļuve informācijai, tehnoloģiju vēlāka ienākšana ikdienas, darba un mācību vidē. Balstoties uz paaudžu klasifikācijām un šo paaudžu specifikas teorētiskajiem pētījumiem (Elmor, 2009; Howe & Strauss, 2000; Schroer, 2018), šajā rakstā izvēlēts šāds paaudžu iedalījums:

- Baby Boomer paaudze: dzimuši pēc 2. pasaules kara līdz 20.gs. 60.gadu vidum;
- X- paaudze: dzimuši 20.gs. 60.gadu beigās un 70.gados;
- Y-paaudze: dzimuši 20.gs. 80. gados – 90. gadu vidum;
- Z-paaudze: dzimuši 20.gs. 90. gadu otrajā pusē un ap gadu tūkstošu miju;
- Alfa-paaudze: dzimuši 21.gs. otrajā desmitgadē.

Dažādu paaudžu teoriju (Alhaddad, 2014; Burghardt, 2008; Csobanka, 2016; Elmor, 2009; Howe & Strauss, 2000; Jenkins, 2017; McCrindle & Wolfinger, 2010; Prensky, 2001; Schroer, 2018; Vander Ark & Ryese, 2017) analīzes un izvērtēšanas rezultātā, tika apkopotas būtiskākās atziņas, kas būtu jāņem vērā karjeras attīstības atbalsta sniegšanā jauniešiem.

Mūsdienu skolēnu (Z-paaudzes) un nākotnes skolēnu (Alfa-paaudzes) atšķirīgā pasaules uztvere un domāšana ir saistīta ar viņu paradumiem izmantot tehnoloģijas un to piedāvātās iespējas. Tāpēc arī izglītības vidē, t.sk. karjeras izglītības vidē, aktualizējas virtuālās vides komponents, kā arī dažādu informācijas tehnoloģiju un digitālo ierīču izmantošana ikdienas darbā skolā, piemēram, karjeras e-konsultācijas, karjeras attīstības atbalsts, t.sk. karjeras izglītība tālmācības vidē u.tml. Katras jaunās paaudzes īpatnības pedagogiem ir kā izaicinājums viņu profesionalitātei. Ja sākotnēji jaunās paaudzes specifiskās personības īpašības, rakstura iezīmes, uzvedības raksturotājrādītāji, darbības paradumi un rīcības motīvi skolotājiem nebija izprotami un pieņemami, jo tika uztverti kā dumpinieciski, tad mūsdienās pamazām pedagogi pielāgojas jaunajai situācijai, mainot domāšanu, pedagoģiskās darbības stilu, radot jaunas pedagoģiskās pieejas, veidojot citus sadarbības veidus, individualizējot un diferencējot mācību un audzināšanas procesu. Tādā veidā rodas inovācijas mūsdienu izglītības vidē, t.sk. jauniešu karjeras attīstības atbalsta vidē, jo viena no izglītības pamatfunkcijām ir veicināt jauniešu profesionālo pašnoteikšanos un karjeras attīstību pasaules mainīguma un esošā "haosa" (nestabilitātes, neparedzamības) apstākļos, kuru rada neprognozējami notikumi un kurus vēl nespējam uztvert kā noteiktu jaunu kārtību un sistēmu.

Paaudžu teoriju izpratne būtiski var palīdzēt pedagogiem mūsdienu jauniešiem piemērotas izglītības vides veidošanā un uzturēšanā. Paaudžu specifika, kad mainās domāšanas un informācijas uztveres veids, īpaši ņemama vērā izglītības procesā, tai skaitā karjeras attīstības atbalsta sniegšanā, skolā. Šobrīd skolu pedagogi ir Baby Bummer, X- un Y-paaudzes pārstāvji, bet skolēni Z-paaudze, un skolā tūlīt gatavi startēt Alfa paaudzes bērni, kuri ir zinoši un lietpratīgi strauji mainīgajā tehnoloģiju vidē, kura nemitīgi attīstās. Šādā vidē arī izglītības procesa īstenotājiem skolā nepārtraukti jāapzinās nepieciešamība pēc pārmaiņām un jāattīsta spēja pielāgoties tām, apzinoties, ka atsevišķās situācijās skolēni spēj dot padomu skolotājam, savstarpēji pilnveidojoties kopējā sadarbībā atbilstoši katrs savām kompetencēm un dzīves prasmēm.

P. Burghardts (Burghardt, 2008) akcentē, ka mums jāapzinās, kā šodienas paaudzes bērnus un jauniešus labāk pārvaldīt, atrodot viņiem piemērotāko pieeju, lai viņi mūs pieņemtu un akceptētu.

M. Prenskijs (Prensky, 2001) uzskata, ka mūsdienu skolēni ir radikāli mainījušies, viņu mācīšanai vairs nav piemērota esošā izglītības sistēma. Viņš paaudžu definējumos apraksta divus jēdzienus: "digitālie iezemieši" (cilvēku, kuri dzimuši tehnoloģiju laikā un brīvi arī tās izmanto savā ikdienā) un "digitālie imigranti" (cilvēki, kuri vēlāk apguvuši tehnoloģijas savā dzīvē un tās lieto tikai nepieciešamības pēc).

Mūsdienu izglītības vidē paaudžu teorijām netiek pievērsta pietiekama pētnieku un praktiķu uzmanība. Neapzinot paaudžu teorijas atziņas, arvien pieaug pedagogu izaicinājumi, kurus rada ne tikai izmaiņas izglītības saturā, tā īstenošanas formās un līdzekļos, bet arī pārmaiņas sabiedrībā kopumā, kuras iezīmē transformējošās informācijas un zināšanu sabiedrības problēmas. Paaudžu maiņa, IKT plašā izplatība un to straujā attīstība ir nešķirami procesi, kas divpusēji ietekmē globālās pasaules norises: IKT pasaules jaunieši maina zināšanu sabiedrību, un digitālā pasaule maina viņus (Csobanka, 2016).

Karjeras attīstības atbalsta jomā izglītības vidē būtiski apzināties paaudžu īpatnības, kas ietekmē šo paaudžu pārstāvju kopējos uzskatus, vērtības, uzvedības veidus, kas attiecas gan uz ģimeni, gan uz karjeru, gan uz sociāli politiskajiem u.c. uzskatiem. Katras paaudzes kopējā dzīves pieredze, ko ietekmē ekonomiskā, politiskā, sociālā vide, maina arī viņu vajadzības, iespējas, raksturu, intereses, vērtības un līdz ar to arī prioritātes dzīvē u.tml. Ņemot vērā paaudžu atšķirības, labāk var definēt karjeras attīstības atbalsta saturu, jo ir atšķirības starp paaudzēm individuālo mērķu izvirzīšanā un to sasniegšanas ceļu izvēlē, motivācijā, lēmumu pieņemšanā u.c. karjeras izvēles aspektos (Howe & Strauss, 2000; McCrindle & Wolfinger, 2010).

Konkrētajai paaudzei atbilstošākā pieeja, kas balstās uz izpratni par jaunās paaudzes pasaules skatījumu, darba un mācību stiliem u.c. aspektiem, var palīdzēt skolēnus atbalstīt, veiksmīgāk risināt dažādus sadarbības jautājumus.

Y-paaudzes jaunieši pakāpeniski ienāk darba tirgū un pakāpeniski nomainīs X-paaudzi un Baby Boomer paaudzi. Tāpēc karjeras attīstības atbalsta sniedzējiem jāapzinās, kādas ir šo jauniešu prasības, jāizprot, kādai darba videi viņi ir gatavi un kādas pārmaiņas viņi tajā varētu iezīmēt. Šobrīd skolās pārsvarā mācās Z-paaudzes jaunieši. Viņiem jāapzinās, ka dzīvo pārmaiņu vidē un ka jāprot dažādām laikmeta izmaiņām pielāgoties. Tā kā skolotāji lielākoties ir X- un Y-paaudzes pārstāvji, tad viņiem ir svarīgi izprast mūsdienu jauniešu atšķirības pasaules uztverē, vērtībās, attieksmēs, prioritātēs un dzīvesveidā.

Ir apkopojamas būtiskākās kompetences, kuras iezīmē Z-paaudzes un Alfa-paaudzes vajadzības 21.gadsimtā, secinot, provizoriski, izvērtējot dažādas likumsakarības, paredzēt, kuras kompetences būtu nepieciešamas nākotnes darba tirgū un kurām pievēršama uzmanība karjeras attīstības atbalstā skolā. Viena no tām ir jaunās paaudzes atbildība par saviem lēmumiem un rīcību karjeras pašvadības procesā, kas iezīmē gan viņu nākotnes izvēli, gan sabiedrības attīstību lokālā un globālā mērogā. Jaunieši, kuri šobrīd gatavojas beigt skolu, ir "Dari to pats" paaudze, tāpēc karjeras attīstības atbalstā būtiski ir viņiem iemācīt, kā mācīties, iemācīt, kā karjeras izvēles ceļā pieņemt karjeras lēmumus – tas ir, iemācīt to darīt pašiem vēl un vēlreiz visas dzīves garumā.

Skatoties karjeras attīstības teorijas paaudžu pētījumu kontekstā, secināms, ka tas, kas vienā laikā bijis virzītājspēks, citā – šķērslis. Karjera šajā jaunajā tūkstošgadē ir pilna pretrunu un izaicinājumu. Tā ir saistīta ar sarežģītu uzņēmējdarbības vidi, kura rada neviennozīmīgus un pretrunīgus karjeras signālus, kurus atšķirīgi uztver darba vidē esošo dažādu paaudžu pārstāvji.

Jaunāko paaudžu pārstāvji – mūsdienu skolu absolventi, potenciālie un esošie jaunie darbinieki augstāk novērtē tās darbavietas, kas piedāvā nodarbinātības iespējas, nevis karjeras attīstību šajā konkrētajā organizācijā. Viņi ir pārliecināti, ka spēj paši vadīt savas karjeras attīstību, pielāgojoties 21. gadsimtam raksturīgajām karjeras plūsmām (angļu val. *Career Streams*). Tāpēc viņi labi jūtas, ja savu karjeras pieredzi var gūt vairākās darbavietās vai arī, darbojoties dažādās jomās, esošajā darbavietā (Sullivan & Arthur, 2006; Chin & Shen, 2015). Tas sasaucas ar mūsdienu karjeras teoriju atziņām. Savukārt cilvēki ar tradicionālu karjeras attieksmi ir pasīvāki savas karjeras vadīšanā, atstājot šos jautājumus citu (piemēram, darbavietas, skolas, karjeras konsultantu u.c. padomdevēju) ziņā (De Vos & Soens, 2008; Hofstetter & Rosneblatt, 2016; Polanska, 2016). Tas, kas bija raksturīgs stabilas nodarbinātības apstākļos ar strukturētiem karjeras virzieniem, ilgtermiņa saistībām un izaugsmes iespējām, vairs nav aktuāls mūsdienu izglītības un darba vidē. Tāpēc tiek veidoti jaunie, alternatīvie karjeras modeļi, kuri atspoguļo atšķirīgu pieeju karjeras attīstībai. Tomēr, arī pastāvot šim elastīgi mainīgajam karjeras kontekstam, tiek secināts, ka tomēr kaut kādas robežas ir neizbēgamas,

jo reizēm tās vēlas pats indivīds (Alhaddad, 2014), piemēram, īpaši svarīgi tas ir iepriekšējo paaudžu cilvēkiem.

Tradicionāls X-paaudzes pārstāvis, kurš pēc tradicionālās karjeras teorijas metodēm ir ticis profesionāli orientēts, ieguvis profesiju uz mūžu, ir gatavs, 21.gs. 80. – 90.gados stājoties darbā ilglaicīgās līguma attiecībās, smagi strādāt, būt lojāls savam darba devējam, par to saņemot arvien labāku atalgojumu un garantiju par darbavietas saglabāšanu. Te pēkšņi 21.gadsimtā viņi nonāk situācijā, kad nepieciešama nepārtraukta mācīšanās, profesionālās identitātes maiņa un kad nav vairs spēkā solījums par darba nodrošinājumu apmaiņā pret smagu, ilglaicīgu darbu un lojalitāti. Darba tirgū ienāk Y- un Z-paaudzes pārstāvji, kuri ir atvērtāki pārmaiņām, kuri ir pieraduši uzņemties atbildību par savas karjeras attīstību, gatavi tam, ka visu mūžu būs jāmācās, jāpārkvalificējas, ka iegūtā profesija nav visam mūžam un ka esošā darbavieta nav vienīgā esošajā nozarē. Tomēr šī karjeras attīstības akcentu maiņa nenotiek pēkšņi. Šo izjūtu rada straujā zinātnes un tehnoloģiju attīstība, informācijas plūsmas paātrināšanās, globālā mobilitāte dažādās sociāli ekonomiskajās jomās. Ap jauno tūkstošgadi dzimušie (Z-paaudze), kuri šobrīd sāk ienākt darba tirgū visu laiku ir dzīvojuši un mācījušies jauno tehnoloģiju laikmetā un izjūt to nepieciešamību sociālo tīklu veidošanā, lai veiksmīgāk attīstītu savu karjeru, nodibinātu tai nepieciešamos kontaktus. Un līdztekus iepriekšējā tūkstošgadē dzimušie (jo dzimšanas laiks ir tuvāks 20.gs. 60-gadiem, jo vairāk) izjūt diskomfortu šajā pārmaiņu laikā, un viņu karjeras attīstība ir atkarīga no katra individuālās spējas būt elastīgam, prast pielāgoties pārmaiņām, pārkvalificēties, turpināt iegūt jaunu profesionālo identitāti, apgūt jauno tehnoloģiju piedāvātās priekšrocības, kas ir vitāli svarīgas mūsdienu izglītības un darba vidē.

Z-paaudzes skolēni, kuri šobrīd beidz vidējās izglītības iestādes, jau kopš dzimšanas ir dzīvojuši digitālajā vidē, viņi veikli operē ar dažādām tehnoloģijām, pielāgo tās savām vajadzībām ir atvērti pārmaiņām, ātri tām pielāgojas un ir orientēti uz sevi un savām vajadzībām (Rubene, 2018). Viņi kā normu varētu uzskatīt to, ka jāstrādā ārpus iestādes, attālināti, ka jāstrādā saskaņā ar paša plānoto, bet vai tas tā patiešām ir, par to vēl pētījumu nav, jo šī paaudze tikai šobrīd sāk gatavoties ienākt darba vidē. Viņi ir vairāk gatavi individualizācijai, mazāk socializācijai – kā tas var ietekmēt nākotnes darba tirgū nepieciešamās sadarbības un komandas darba vajadzības? Pētījumi (Jenkins, 2017) liecina, ka Z-paaudzes priekšrocība – brīvi lietot digitālos saziņas rīkus – var pozitīvi ietekmēt uzņēmuma darbinieku saziņas efektivitāti. Šī paaudze varētu panākt līdzsvaru darbavietās starp tiešsaistes bezsaistes sakariem darba vietās. Šī brīža un prognozējamā uzņēmējdarbības vide ir gan šķietami piemērota Z-paaudzes vērtībām, gan arī šīs paaudzes pārstāvjus, uzsākot darba dzīvi, var sagaidīt vairāki pārsteigumi un vienlaikus izaicinājumi. Un kā vienu no tiem paaudžu pētījumi uzsver sadarbību ar Bebyboomer un

X-paaudžu pārstāvjiem, mazāk ar Y-paaudzi jeb Milleniāļiem (Jenkins, 2017). Tomēr kā lielākā priekšrocība Z-paaudzei ir tas, ka viņi ir "Dari to pats" paaudze (VanderArk & Ryese, 2017), kas sasaucas ar jaunākajām karjeras attīstības teorijām profesionālās pašnoteikšanās un karjeras pašvadības kontekstā.

Z-paaudzes vēlme meklēt alternatīvas formālajai izglītībai ir saskaņā ar karjeras vadības teorijas principiem, akcentējot to, ka viņi ir gatavi mācīties uzreiz pie darba devēja, ja tas piedāvā karjeras attīstību un darbu, apgūstot konkrētā darbavietā nepieciešamās kompetences, pie tam pildot dažādas lomas, piedaloties atšķirīgo projektos un pilnveidojot savu karjeru konkrētā uzņēmumā. Pie tam viņu globālā pasaules uztvere viņiem ļauj pieņemt darbu un dzīvi jebkurā pasaules vietā, gan izmantojot digitālās tehnoloģijas, gan pašiem īstenojot dažādas mobilitātes (Jenkins, 2017).

Ņemot vērā paaudžu, kuras šobrīd ir izglītības un darba vidē, atšķirības, karjeras attīstībā līdztekus pastāv gan jaunie karjeras attīstības modeļi, kas koncentrējas uz individuālu pieeju (Alhaddad, 2014), cikliskumu un elastību to izveidē, gan tradicionālie modeļi, kuri balstīti uz iepriekšējā tūkstošgadē balstītajām karjeras attīstības vērtībām un saturu. Tradicionālie modeļi saglabājas, jo daudzi cilvēki joprojām vēlas iepriekšējo darba attiecību modeli kā drošības un garantijas par nodarbinātību iespēju (McDonald, Brown, & Bradley, 2005; Granrose & Baccili, 2006).

Jaunās, alternatīvās, netradicionālās karjeras teorētiskās nostādnes mūsdienās attīstās ļoti strauji, un tās raksturo satura daudzveidība, daudzdimensionalitāte, starpdisciplinaritāte un pielāgošanās mainīgās pasaules globālajām tendencēm.

Secinājumi
Conclusions

21.gadsimta pētījumos iezīmējas gan tradicionālās, gan jaunās karjeras teorijas, kas nosaka atšķirīgu pieeju karjeras attīstības atbalstam izglītības un darba vidē. Karjeras attīstību šajā desmitgadē nosaka vairākas jaunās teorētiskās nostādnes, kurām katrai ir savi fokusa punkti, bet vienojošais ir individuālās atbildības uzņemšanās par savu karjeras attīstību un vadīšanu, karjeras pašvadība mainīgās vides apstākļos, kas var palīdzēt pielāgoties un tikt galā ar neparedzētām pārmaiņām un ar tām saistītajiem izaicinājumiem karjeras kontekstā.

Salīdzinot tradicionālās un jaunās karjeras pieejas un koncepcijas, tiek definētas to atšķirības gan pasaules un darba tirgus norišu atspoguļojumā, gan karjeras ceļu un virzienu izvēļu stratēģijās, gan karjeras attīstības sistēmu, virzienu un satura kontekstā.

Dažādu paaudžu cilvēkiem ir dažādas vērtības, kā arī atšķirīga attieksme pret savu karjeru un tās attīstības iespējām, tāpēc būtiski ir arī pētījumi paaudžu un karjeras teoriju kontekstā.

Atšķirīgā pasaules uztvere un domāšana ir saistīta ar dažādu paaudžu pārstāvju paradumiem izmantot tehnoloģijas un to piedāvātās iespējas, kas ietekmē izglītības un darba vidi, radot tajās straujas pārmaiņas.

Ņemot vērā paaudžu atšķirības, var labāk definēt karjeras attīstības atbalsta saturu, jo ir atšķirības starp paaudzēm individuālo mērķu izvirzīšanā un to sasniegšanas ceļu izvēlē, motivācijā, lēmumu pieņemšanā u.c. karjeras izvēles aspektos.

Jaunās karjeras teorijas attīstās daudz straujāk nekā tradicionālās, tomēr abas mūsdienu izglītības un darba vidē pastāv līdztekus, kas saistīts ar paaudžu, kuras šobrīd atrodas izglītības un darba vidē, atšķirībām un mainību.

Mūsdienu mainīgā un neprognozējamā izglītības un darba vidē vienlīdz svarīga ir gan indivīda profesionālā pašnoteikšanās un individuālā atbildība par savas karjeras attīstību, gan arī ārējās jeb institucionālās karjeras vadības atbalsts. Tas šajā izaicinājumiem pilnajā karjeras kontekstā var nodrošināt pozitīvus karjeras sasniegumus nākotnē.

Summary

One the most topical issues in modern education is to support students in their interaction with the changing environment, thus helping them to accept these changes, live with them and find new opportunities for development, including opportunities for career development within these changes. Another topical issue in modern education is the generational change of students and respecting the specific qualities of this new generation during the education and career development support process in schools. Both these issues reflect in career theories in a form of new trends.

New career theories disclose the existing challenges and courses of development of the time period in the career field. By familiarising with these theories, it is easier to understand the modern trends for the support of career development.

The understanding of modern career theories helps deliver career development support in accordance with the conditions of the educational and professional environments caused by global changes. The rapid development of technology brings about changes that causes changeability of the labour market, which on its hand determines what knowledge, skills and competences are currently necessary, and what will be necessary in the nearest future. The changeability can be observed not only in socio-economical activities which influence the labour market. The society, its values and attitudes also change, and it can be observed in the educational environment. Young adults who are about to graduate from the establishments of general secondary education, represent a generation called in generational studies the Generation Z, and

they will enter the labour market in about 3 to 5 years, depending of the type of further education they choose.

The aim of this article is to analyse and evaluate new modern career theories within the context of different generations and changeable environment.

The 21st century studies highlight both traditional and modern career theories, which determine a different approach for career development support in educational and professional environments. Career development during the current decade is determined by several new theoretical viewpoints, each of which focuses on its own research issue, yet they are united in the aspect of taking individual responsibility for one's own career development and career self-management in the situation of changeable environment, which can be helpful in adapting to and coping with unexpected changes and challenges presented therewith in the context of career development. By comparing the traditional and modern career approaches and concepts, their differences are defined within the context of global and labour market events, within the strategies of choosing one's career route and direction, as well as within the context of career development systems, directions and content.

People of different generations have different attitudes towards their careers and the possibilities for their development, therefore studies within the context of generation and career theories are essential. The different world perception and thinking is concerned with the habit of using technologies people of different generations have and the opportunities the use of technologies offers, which influence the educational and professional environments imposing rapid changes in them. Taking into account the differences among generations the content of career development support can be better defined, since there are different approaches among generations in putting forward their goals and selecting roads to achieving them, motivation, decision making and other aspects concerned with career choice.

New career theories develop in a much faster rate than traditional ones, however both coexist in the modern educational and professional environments which is concerned with differences and changeability of the generations currently occupying the educational and professional environments.

In the modern ever-changing and unpredictable educational and professional environments both individual professional self-determination and responsibility of one's own career development, as well asouter or institutional career management support are equally important. These factors can ensure positive career success in the future within this challenging career situation.

Literatūra
References

Ahmed, A.A., Sajid, M.A., Nesheen, S., & Sajid, A. (2015). The Relationship between Career Self-Management and Different Dimensions of Employees' Organizational Commitment. *International Journal of Management and Social Sciences Research* (IJMSSR). *4*(1), 58-62. Retrieved from http://www.irjcjournals.org/ijmssr/ Jan2015/9.pdf

Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R.B. (2013). Competencies for the Contemporary Career: Development and Preliminary Validation of the Career Competencies Questionnaire. *Journal of Career Development*. *40*(3), 245–267. DOI: 10.1177/0894845312467501

Alhaddad, M. (2014). *Career self-management in ascription culture*. Thesis. Brunel: Brunel School of Business and Management, Brunel University. Retrieved from https://bura.brunel.ac.uk/bitstream/2438/8746/1/FulltextThesis.pdf

Arthur, M.B., Inkson, K., & Pringle, J.K. (1999). *The new careers: Individual action and economic change*. Thousand Oaks, CA: Sage.

Arthur, M.B., Khapova, S.N., & Wilderom, C.P.M. (2005). Career success in a boundaryless career worldy Journal of Organizational Behavior J. Organiz. Behav. 26, 177–202. Retrieved from

Arthur, M.B., & Rousseau, D.M. (1996). *The Boundaryless Career: A New Employment principle for a New Organisational Era*. New York: Oxford University press.

Amundsons, N. (2016). Aktīvā iesaistīšanās. Active Engagement. 4.izd. Rīga: Valsts izglītības attīstības aģentūra. Pieejams http://viaa.gov.lv/library/files/original/Amundsen_Aktiva_iesaistisanas.pdf

Baruch, Y. (2004). Transforming careers: from linear to multidirecional career paths: Organizational and Individual Perspectives. *Career Development International*, *9* (1), 58–73. Retrieved from: https://www.researchgate.net/publication/235287145_Transforming_careersfrom_linear _to_multidirectional_career_paths_Organizational_and_individual_perspectives

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.

Baruch, Y. (2006). Career development in organisations and beyond: Balancing traditional and contemporary viewpoints. *Human Resources Management Review*, *16*(2), 125-138. DOI: 10.1016/j.hrmr.2006.03.002

Baruch, Y., & Peiperl, M.A. (2001). Career management practices: An empirical survey and theoretical implications. *Human Resources Management*, *39*(4), 347-366. Retrieved from https://doi.org/10.1002/1099-050X(200024)39:4<347::AID-HRM6>3.0.CO;2-C

Briscoe, J.P., & Hall, D.T. (2006). The interplay of boundaryless and protean career: Combinations and implications. *Journal of Vocational Behavior, 69*(1), 4-18. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0001879105001065

Briscoe, J.P., Hall, D.T., & Frautschy DeMuth, R.L. (2006). Protean and boundaryless career: An empirical exploration. *Journal of Vocational Behavior, 69*(1), 30-47. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0001879105001077

Briscoe, J.P., Henagen, S.C., Burton, J.P., & Murphy, W.M. (2012). Coping with an insecure employment environment: The differng roles of protean and boundaryless career orientations. *Journal of Vocational Behavior*. *80*(2), 308-316. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0001879112000024?via%3Dihu b

Burghardt, P. (2008). New Management Styles for a New Age. *The Journal of the Household Goods Forwarders Association of America*, Inc. March/April, 19. Retrieved from http://iam.files.cms-plus.com/newimages/portalpdfs/2008_03_04.pdf

Chiaburu, D.S., Vicki, B.L, & Adrian, P.H. (2006). Beyond being proactive: what (else) matters for career self-management behaviors? *Career Development International*, *11*(7), 619-632. Retrieved from https://doi.org/10.1108/13620430610713481

Chin, W.S., & Shen, Q.L. (2015). Factors Affecting Individual Career Management among Undergraduates in Higher Education Institutions. *International Journal of Academic Research in Business and Social Sciences*, *5*(10), 56 – 68. Retrieved from https://pdfs.semanticscholar.org/1dd6/166589e15b914637d6ba4f04c9fb40c18ebe.pdf

Csobanka, Z.E. (2016). The Z Generation. *Acta Technologica Dubnicae*, *6*(2), 63 – 76. DOI: 10.1515/atd-2016-0012

DeFillippi, R.J., & Arthur, M.B. (1996). Boundaryless contexts and careers: a competency-based perspective. In M.B. Arthur, & D.M. Rousseau (Eds.), *The boundaryless career,* (116-132). New York: Oxford University Press.

De Vos, A., & Soens, N. (2008). Protean attitude and career success: The mediating role of self-management. *Journal of Vocational Behavior*, *73*, 449–456. DOI: 10.1016/j.jvb.2008.08.007

DiRenzo, M.S. (2010). *An examination of the roles of protean career orientation and career capital on work and life outcomes.* Doctoral dissertation, Drexel University. Retrieved from: ProQuest Digital Dissertations. (AAT 3416081). https://idea.library.drexel.edu/islandora/object/idea%3A3378

Francis-Smythe, J., Haase, S., Thomas, E., & Steele, C. (2013). Development and Validation of the Career Competencies Indicator (CCI). *Journal of Career Assessment*. *21*(2), 227–248. DOI: 10.1177/1069072712466724.

Gelatt, H.B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journal of Counseling Psychology*, *33*, 252–256.

Gelatt, H.B. (1991). Creative decision making. Los Altos, CA:Crisp Publications.

Granrose, C.S., & Baccili, P.A. (2006). Do psychological contracts include boundaryless or protean careers? *Career development International*, *11*(2), 163-182. Retrieved from https://doi.org/10.1108/13620430610651903

Greenhaus, J.H., & Callanan, G.A. (1994). *Career management* (2nd ed.). Fort Worth, TX: Dryden Press.

Hall, D.T. (1996). Protean careers of the 21st century. *Academy of Management Executive,* *10*(4), 8-16.

Hall, D.T. (2002). *Protean Careers in and out of Organisations*. Sage Publications, Thousand Oaks, CA.

Handy, C. (1994). *The age of paradox*. Boston: Harvard Business School Press.

Hofstetter, H., & Rosneblatt, Z. (2016). Predicting protean and physical boundaryless career attitudes by work importance and work alternatives: regulatory focus mediation effects. *The International Journal of Human Resource Management.* *28*(15), 1-23. DOI: 10.1080/09585192.2015.1128465

Howe, N., & Strauss, W. (2000). *Millennials Rising: The Next Generations*. New York: Vintage Books.

Inkson, K. (2006). Protean and boundaryless careers as metaphors. *Journal of Vocational Behavior, 69*(1), 48-63 Retrieved from https://www.researchgate.net/publication/222188092_Protean_and_boundaryless_careers_as_metaphors

Innovating Pedagogy. (2016). Singapore: The Open University. Retrieved from https://iet.open.ac.uk/file/innovating_pedagogy_2016.pdf

Jenkins, R. (2017). *Generation Z Versus Millennials: The 8 Differences You Need to Know*. Retrieved from https://www.inc.com/ryan-jenkins/generation-z-vs-millennials-the-8-differences-you-.html

Katane, I., & Katans, E. (2016). Programming Specialist's Professional Development as Lifelong Self-Determination and Self-Organization Process. *Society. Integration. Education*, *2*, 535- 548. DOI: http://dx.doi.org/10.17770/sie2016vol2.1422

Katane, I., Baltušīte, R., & Katans, E. (2016). Programming engineer professional development and career growth in multi-dimensional view. *Engineering for Rural Development*, *15*, 1182-1192. Retrieved from http://www.tf.llu.lv/conference/proceedings2016/Papers/N234.pdf

King, Z. (2000). *The development and initial test of a theory of career self - management.* PhD thesis. University of London

King, Z. (2001). Career self-management: a framework for guidance of employment adults. *British Journal of Guidance & Counselling, 29*, 66-78. Retrieved from https://doi.org/10.1080/03069880020019365

King, Z. (2004). Career self-management: its nature, causes and consequences. *Journal of Vocational Behavior*, *65*(1), 112–133. DOI: 10.1016/S0001-8791(03)00052-6

Kossek, E.E., Roberts, K., Fisher, S., & Demarr, B. (1998). Career Self-management: a quasi-experimental assessment of the effects of a training intervention. *Personnel Psichology*, 51, 935-962. Retrieved from https://www.researchgate.net/publication/227656646_Career_selfmanagement_A_quasi-experimental_assessment_of_the_effects_of_a_training_intervention

Kovalenko, M., & Mortelmans, D. (2013). *Labor market segmentation and the protean career: the effects on labor market experience.* Leuven: Steunpunt Erk and Sociale Economie / Antwerpen: CELLO Universiteit Antwerpen. Retrieved from https://www.researchgate.net/publication/259184234_Labor_market_segmentation_and_the_protean_career_the_effects_on_labor_market_experience

Kuijpers, M.T., & Scheerens, J. (2006). Career Competencies for the Modern Career. *Journal of Career Development*, *32*(4), 303–319. DOI: 10.1177/0894845305283006

Lent, R.W., & Brown, S.D. (2013). Social Cognitive Model of Career Self-Management: Toward a Unifying View of Adaptive Career Behavior Across the Life Span. *Journal of Counselling Psychology*, *60*(4), 557–568. DOI: 10.1037/a0033446.

Lent, R.W., Brown, S.D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, *47*, 36-49. http://dx.doi.org/10.1037/0022-0167.47.1.36

Lent, R.W., Ezeor, I., Morrison, M.A., Penn, L.T., & Ireland, G.W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior, 93*, 47–57. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S0001879115300245

Luthans, F., & Youssef, C.M. (2004). Human, social, and now positive psychological capital management: Investing in people for competitive advantage. *Organizational Dynamics, 33*, 143-160. Retrieved from https://www.sciencedirect.com/sdfe/pdf/download/eid/1-s2.0-S0090261604000129/first-page-pdf

Mainiero, L.A., & Sullivan, S.E. (2005). Kaleidoscope Careers: An Alternate Explanation for the "Opt-out" Revolution. *The Academy of Management Executive (1993-2005), 19*(1), 106-123. Retrieved from https://www.jstor.org/stable/4166156?seq=1#page_scan_tab_contents

McCrindle, M., & Wolfinger, E. (2010). *The ABC of XYZ: Understanding the Global Generations*. Retrieved from https://www.amazon.com/ABC-XYZ-Understanding-Global-Generations/dp/1742230350

McDonald, P., Brown, K., & Bradley, L. (2005). Have traditional career paths given way to protean ones? Evidence from senior managers in the Australian public sector. *Career Development International*, *10*(2), 109-129. Retrieved from https://doi.org/ 10.1108/13620430510588310

Mitchell, K.E., Levin, A.S., & Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling and Development*, *77*, 115–124. Retrieved from http://dx.doi.org/10.1002/j.1556-6676.1999.tb02431.x

Noe, R.A. (1996). Is career management related to employee development and performance? *Journal of Organizational Behavior, 17,* 119-133. Retrieved from http://dx.doi.org/ 10.1002/(SICI)1099-1379(199603)17:2<119::AID-JOB736>3.0.CO;2-O

Norizan, B.R., & Siti-Rohaida, M.Z. (2015). Protean Career Orientation and Career Goal Development: Do they Predict Engineer's Psychological Well-being? *Procedia - Social and Behavioral Sciences*, *172*(27), 270-277. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042815004012

Okay-Somerville, B., & Scholarios, D. (2015). Career self-management, perceived employability and employment success during university-to-work transitions: A Social Cognitive Career Theory perspective. *Zarzadzanie Zasobami Ludzkimi = Human Resource Management*, *107*(6), 33-60. Retrieved from http://eprints.gla.ac.uk/135211/

Paradnike, K., Endriulaitiene, A., & Bandzevičiene, L. (2017). *Career self-management resources in contemporary career frameworks: a literature review*. Organizacijų Vadyba: Sisteminiai Tyrimai 2016.76. Retrieved from http://dx.doi.org/ 10.7220/MOSR.2335.8750.2016.76.6

Pinto, J.C., & Taveira, M. do C. (2013). Developing career self-management skills: A study in higher education, *The International Journal of Management Science and Information Technology* (IJMSIT), *8*, 28-58. Retrieved from https://www.econstor.eu/ bitstream/10419/97868/1/786026286.pdf

Polanska, M.A. (2016). An empirical investigation of career self-management behaviours: test of a theorethical model. Dissertation. ISCTE Business School. Retrieved from https://repositorio.iscte-iul.pt/bitstream/10071/13784/1/Thesis.pdf

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon, 9*, 5 Retrieved fom https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Pryor, R.L., & Bright, J.H. (2007). Applying Chaos Theory to Careers: Attraction and Attractors. *Journal of Vocational Behavior*, *71*(3), 375–400. DOI: 10.1016/j.jvb.2007.05.002.

Pryor, R.G.L. (2010). A Framework for Chaos Theory Career Counselling. *Australian Journal of Career Development, 19*(2), 32–40. DOI: 10.1177/103841621001900205.

Raabe, B., Frese, M., & Beehr, T.A. (2007). Action regulation theory and career selfmanagement. *Journal of Vocational Behavior, 70,* 207-311. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.466.3125&rep=rep1&type=pdf

Rubene, Z. (2018). Digital childhood: some reflections from the point of view oh philospophy of education. In: L. Daniela (Ed.), *Innovations, Technologies and Researches in Education* (64 – 77). Cambridge Scholars Publishing.

Savickas, M.L. (2002). Career Construction: A Developmental Theory of Vocational Behavior. In the *Career choice and development* (4th ed.), ed. D. Brown, (149–205). San Francisco: Jossey-Bass.

Savickas, M.L. (2015). Career counseling paradigms: Guiding, developing and designing. In P.J. Hartung, M.L. Savickas & W.B Walsh (Eds.), *Handbook of career intervention*, 1: Foundations, (129–144). Washington, DC: American Psychological Association.

Savicks, M. (2017). *Dzīves plānošanas rokasgrāmata*. Life-Design Counseling Manual. Rīga: Valsts izglītības attīstības aģentūra. Pieejams: http://viaa.gov.lv/library/ files/original/M.Savicks_Dzives_planosanas_rokasgramata.pdf

Savickas, M.L., & Porfeli, E.J. (2012). Career Adapt-Abilities Scale: Construction, Reliability, and Measurement Equivalence across 13 Countries, *Journal of Vocational Behavior*, *80*(3), 661–673. DOI: 10.1016/j.jvb.2012.01.011.

Smith, E.C. (2014). *Career Self-Management and Career Capital of Mid-Level Administrators in Higher Education Who Previously Served as Professional Academic Advisors. Theses and Dissertations*. Fayetteville: University of Arkansas. Retrieved from http://scholarworks.uark.edu/etd/2293

Snyder, R.C. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13, 249–275. DOI:https://doi.org/10.1207/S15327965PLI1304_01

Sturges, J. (2008). All in a Day's Work? Career Self-Management and the Management of the Boundary between Work and Non-Work. *Human Resource Management Journal*, *18*(2), 118–134. DOI: 10.1111/j.1748-8583.2007.00054.x.

Sullivan, S., & Arthur, M.B. (2006). The Evolution of the Boundaryless Career Concept: Examining Physical and Psychological Mobility. *Journal of Vocational Behavior,* *69*(1), 19-29. DOI: 10.1016/j.jvb.2005.09.001

Sullivan, S., & Baruch, Y. (2009). Advances in Career Theory and Research: A Critical Review and Agenda for Future Exploration. *Journal of Management*, *35*(6), 1542-1571. DOI: 10.1177/0149206309350082

Vander Ark, T., & Ryese, M. (2017). *An integrated approach to college, career & life readiness. A Case Study on Personalizing Guidance*. Washington: Getting Smart. Retrieved from http://www.gettingsmart.com/wp-content/uploads/2017/04/CS-CGWpaperEN-25Apr2017.pdf

Yu Ch. (2013). The Relationship between Undergraduate Students' Creative Self-efficacy, Creative Ability and Career Self-management. *International Journal of Academic Research in Progressive Education and Development*, *2*(2), 181-193. Retrieved from https://pdfs.semanticscholar.org/0923/d516458e5e22525df98777ba640685d971ac.pdf

PARENTAL INVOLVEMENT IN THE CHILD DEVELOPMENT PROCESS AT HOME

Ausra Kazlauskiene
Siauliai University, Lithuania

Justina Kravčenkaitė
Siauliai University, Lithuania

Abstract. *The article analyses the involvement of parents participating in the child's education process. The semi-structured interview method was chosen to collect the survey data. The content analysis method was used for the analysis of the research data. During the study, the aim was to find out what were the possibilities of parental involvement in the child's education process, and which parents were satisfied with the needs of the children. Parents who live in cities and villages are selected by the participants of the study. Data from a qualitative research analysis suggests that parents are divided into different parties to the opposition, where no one wants to engage in the child's educational process, while others actively contribute to the process of child's education. It has been disclosed that the lack of time planning and other factors make it impossible to contribute or minimally contribute to joint activities with the child.*
Keywords: *parent education, child development, parental involvement in child development.*

Introduction

Parental involvement in child development makes a positive impact on children's attitude towards school, attendance of lessons, learning attainments, mood at school (Hornby & Lafaele, 2011; Pomerantz, Monti, & Litwack, 2011; Čiuladienė, Valantinas, & Pilkauskaitė-Valickienė, 2016). As D. Manukian (2015) has it, parents who are involved in the process of child development acknowledge the background of interrelations, and, therefore, school students' academic achievements increase, school attendance improves, the number of children consuming drugs and psychotropic substances decreases. Parental involvement in child development activities positively influences not only achievements in child development but also the future prospects, social relationships, mental condition (Gelžinytė, & Bagdonas, 2017; Walker, 2011; Warren, Hong, & Rubin, 2010). According to the mentioned authors, due to an increasingly rapid pace of life, challenges faced by society members in their career and personal life pursuits, parental involvement in child development activities is not always sufficient. Significance of education manifests through specificity of mutual collaboration, which determines a positive impact of identification of set

problem areas on mutual functioning of both parents and children. The emphasis is laid on importance of parents' orientations: controlling a child or, on the contrary, stimulation of his/ her independence; the very process of child learning or mostly the focus on the outcomes; what reactions (positive or negative) prevail in assessment of learning outcomes, what expectations (positive or negative) are underlined in communication with a child (Moorman, 2011; Pomerantz, Moorman, & Litwack, 2011; Cook, 2013). It can be stated that parental involvement is becoming a strongly pronounced prediction for academic achievements at all levels (from kindergarten to secondary school).

Grounding on research works (Kazlauskienė, Valančienė, & Krasauskaitė, 2012; Leliūgienė & Kaušylienė, 2012; Clark, Sheridan, & Woods, 2010), parents tend to delegate the responsibility for child's learning, creation of safe educational environment at school to the school rather than the family. Not by accident, majority of research studies (Bednarska, 2014; Clark, Sheridan, & Woods, 2010; Barker, 2008; Bajoriūnas, 2014; Juodaitytė, 2000; Mcintosh & Luecke, 2008; Moss, 2006; Cleary, 2008; Juodaitytė, Gaučaitė, & Kazlauskienė, 2009; Lewis & Forman, 2002) mostly focus on parental involvement in child development through collaboration with an education institution. Such phenomenon of collaboration is complex and presently usually explained by several theories: seven levels of parental involvement in child development (Valantinas, 2012). These theories treat the phenomenon of parental involvement in child development in the aspect of activities arranged by school or the aspect of formation of mutual relationships between teachers and parents. E. Patrikakou, N. Evanthia (2016) put it that strong collaboration between parents and teachers in classroom and outside it brings both short-term and long-term benefit to children. The conducted surveys of the mentioned authors demonstrate that there are some positive academic results achieved in relation to parental participation in school activities. Obviously, majority of research studies focus on collaboration between family and school; however, there is lack of research works emphasising parental involvement in child development processes at home. In this context, the aim to reveal parental involvement in child development at home is set. The research data can contribute to practice of improvement of parent education.

Research Methodology

Method of data collection. The method of a semi-structured interview has been chosen to collect the research data. The interview enables the informants to reveal themselves and express their opinions on the phenomenon under investigation (Bubnys & Žydžiūnaitė, 2012; Sabaliauskas, 2017). The semi-structured interview has been chosen to not only purposefully organise a

conversation, obtain information required for the research but also to provide an opportunity for an informant to give more detailed answers.

Qualitative content analysis as **the method of data processing**. Content analysis is a valid method that allows drawing specific conclusions on the ground of the text under analysis (Bitinas, 2013).

Organisation and ethics of the research. 12 informants from various cities and towns (Šiauliai, Vilnius, Kaunas, Klaipėda, Radviliškis) as well as villages (Agluonėnai, Rainiai, Skaidiškės, Lioliai) of Lithuania participated in the survey. Collection of the research data was stopped in compliance with the data saturation principle. When it was noticed that the answers obtained during interviews started repeating the earlier received data, the new to-be-surveyed individuals were not included in the research. Before starting the interview, the time and place were agreed with all informants in advance; the research topic, aim and objectives, the right to refuse participating in the research were introduced to them. The surveyed were explained that the information heard during the interview would remain confidential, and the obtained data would be presented in the research study only in a generalised way.

By employing the semi-structured interview, 12 parents were surveyed: 6 parents from a city or a town (marked as C) and 6 parents from a village (marked as V), which is sufficient to deeply and comprehensively analyse the current situation. The questions asked during the interview allowed recognising strengths and weaknesses of these families in meeting the needs of their children; moreover, answers to the questions revealed the alternative ways how to help solving a problem or misunderstanding. The data obtained during the interviews was compared with other conducted research cases and theoretical considerations of scientists. All these actions allow better assurance of reliability of the results.

Analysis of Parental Involvement in Supporting Their Children at Home Analysis of the obtained data led to singling out 4 categories: time, workplace, support and condition (Table 1). The first category (time) was oriented to finding out about the planning of time resources. After conversations with the informants, 2 sub-categories have been formed (early morning, afternoon/ evening). The goal is to find out when the support is provided: in the morning, during the day or in the evening. Interviews of the informants revealed that in cities and towns the support was provided after extra-curricular activities, late in the evening: *"...in the evening, when they do their homework" (C1), "...after work we do the most important tasks and only then we start" (C3), "...we work when I return from my job" (C5)*. In villages, the support was provided at various times: *"...after returning from school and having one hour rest" (V5), "...early in the morning or late in the evening" (V6)*.

Table 1 **Planning of time resources by parents while involving in the process of child development**

Sub-categories	Statements
Early morning	<....>early in the morning<...>V6
After work/ evening	<...> in the evening, when they do the homework C1 <...> in the evening, after work <...> C4 <...> after returning from work <...> C5 <...> we start working at around 3 p.m. <...> C5 <...> at 9 p.m. <....> V1 <...> in the evening <...> V2 <...> after returning from school and having one our rest V5 <...> early in the morning or late in the evening<...>V3.

For some children, the time immediately after school was the best time to do the homework. "Some others need a break to play and have some rest; therefore, the best time for homework is from 3 to 5–6 p.m." (Bortkevičienė, 2018, p. 1). The research data revealed that parents living in a city or a town dedicated their time and attention to their child after finishing their own work; whereas parents living in villages dedicated their time and comprehensive attention after lessons ended.

The second category (workplace) aims at revealing what are the home conditions available for work with a child (Table 2). Four sub-categories (child's room/ home office room, desk, soft furnishings, kitchen) have been pointed out. The interviewed informants from cities and villages revealed that they were mobile; therefore, they could work in various settings of the living premises: *"in child's room" (C1), "at home, at the desk" (C4), "in the drawing room or kitchen" (C5), "at home on the sofa" (V2), "in the child's room" (V4), "everywhere possible" (V6).*

Table 2 **A place at home where parents provide support to child development**

Sub-categories	Statements
Child's room / home office room	<....> in child's room <...> C1 <...> a child has one's own room <...> C5 <...> in child's room <....> V3 <...> in the home office room <...> V4
Desk	<...> at the desk <...> C4 <....> in the room at the desk <...> C6
Soft furnishings	<...> on the sofa <...> V1
Kitchen	<....> in the kitchen <...> C5 <...> we always work in the kitchen only <...> V5.

J. Bortkevičienė (2016) emphasises that it is important to have a workplace which is bright and full of fresh air, where a child would have sufficient space for extensively spreading all his/ her books, writing utensils and other school materials. Therefore, it is important to create suitable environment where a child could comprehensively relax and work responsibly, not being distracted by undesired sounds and various technological devices, such as computers, telephones etc.

The third category (support) aimed at finding out who initiate support, is support asked for by a child himself/ herself (Table 3). Two sub-categories (parents, children) have been singled out. It was learnt that in a city support was initiated by children: *"...the child asks for some help" (C1), "the child asks for our support, we do not offer our support openly" (C3), "the child asks" (C4)*; whereas in villages support was initiated in various ways, i.e. by both parents and children: *"I initiate myself; otherwise the child wouldn't do anything himself" (V3), "The child asks for help" (V4)*.

Table 3 **Initiation of parents' support to children development**

Sub-categories	Statements
Parents suggest	<....> I initiate myself; otherwise the child wouldn't do anything himself <...> V1 <....> usually I <...> V5
A child asks	<...> the child asks for help <....> V3 <...> I help when the child asks <...> V4 <...> the child himself asks for some help <...> C1 <...> the child asks <...> C4 <...> when the daughter says/ asks <...> C6

The obtained data allows drawing a conclusion that parents delegate all responsibilities to children, this way teaching them to be responsible for their actions; and parents living in villages usually willingly involve in the process of child development themselves, engage themselves and child in joint activities, enhance mutual relationship.

The fourth category (condition) targeted at finding out how parents were feeling while helping their child, and, vice versa, how a child was feeling when being helped (Table 4). Two sub-categories (positivism, thankfulness) have been singled out during the interviews. The goal was to find out how parents recognised the condition of their child, how they decided about it. It was discovered that, independently of the place of residence, children who received support were feeling acknowledged, valued, understood, were thankful: *"...the child is happy.... positivism is seen on the face" (C1), "...a smile is on his face and the work is done easier" (C3), "...he is happy" (C4), "He is thankful, embraces me, says 'thank you', smiles" (V2), "...she is happy when she gets an answer to her question"*

(V3), "...shows little emotion" (V5); whereas parents were feeling the mutual relationship getting stronger: *"I feel like a dutiful and responsible father" (C2), "I feel like having fulfilled my duty as a father" (V2).* As N. T. Liobikienė (2009) states, the major duty of parents is to take care of a child, i.e. to notice child's needs and meet them without delay.

*Table 4 **Indicators of parents' and children's conditions***

Sub-categories	Statements
Positivism	<....> the child is happy; positivism is seen on his face. C1 <....> a smile is on his face <...> C3 <....> smiles <...> V1
Thankfulness	<...> he is thankful, embraces me, says 'thank you', smiles. V1 <...> she is happy when she gets an answer to her question. V2 <...> is thankful <...> V6 <...> always thanks and says why expresses thankfulness <...> V6
Mutual relationship	<...> I feel like being a dutiful and responsible father <....> C2 <...> I fell like having fulfilled my duty as a father <...> V2

Parental involvement in child learning makes a beneficial impact on learning achievements thanks to two described models: child's skills of learning are being formed, and the motivation for learning is increasing as a result of parents' endeavours. These two models function simultaneously and reciprocally condition each other; and this allows stating that it is purposeful to talk about parental involvement not in the process of child learning but rather of child (self) development (Moorman & Litwack, 2011, p. 2). The impact made by parents on child's learning outcomes is a conscious process, when mutual benefit: better learning outcomes and enhanced feedback, is obtained.

J. Nacevičienė (2017) underlines that two distinctive groups of parents who would contribute from support are observed. One group comprises highly involved parents who do their best for their children, offer them support at every instance, resent if their learning child fails at something and start seeking those who are responsible for the failure. Insufficient freedom, little room for independent perfection are left for such a child, and that child remembers that whenever a challenge occurs, the mother or father will take care of everything. As the author holds it, another group that raises some concern includes parents who delegate all the responsibilities for child learning to school; they suppose they should better stay aside. It is proper to stimulate child's independence; however, his/ her achievements very much depend on the example and support of parents, too.

Conclusions

To sum up, it is important for a child to see what parents demonstrate by their actions, they involve in development activities themselves because in such a way a child perceives that performance and endeavours of both parents and school are mutually meaningful. Majority of parents wish and demand that their children would learn at school well, be leaders; majority of them would be proud of them. Child's success requires parental support, help, authority. Therefore, without demonstrating an example of proper behaviour, parents prevent their children from being successful. It can be stated that the added value contributed by parents, encouraging children to follow the road to success occur from the constant wish to perfect together, endeavours, collaboration and demonstration of a proper example for a child to follow.

Parents are concerned about creating favourable environment for their children, where a child would comprehensively relax and responsibly work, without being distracted by undesired sounds and various technological devices, such as computers, telephones etc. In such a way, parents can comprehensively stimulate child's independence and deeper engagement in the learning process.

It was found out that involvement of city and village informants in the process of child development significantly differed. City informants were more focused on external factors; whereas village informants were oriented towards child's interior sphere. Parents living in cities are focused on actions, fast results; and parents living in villages are oriented towards what is felt by a child. The research revealed the fact that all these factors were determined by the prevailing attitudes: parents living in cities are disappointed with the system of education; whereas parents living in villages believe that all changes should start from the self.

References

Bajoriūnas, Z. (2014). *Šeimos ugdymo mokslas ir praktika*. Vilnius: Kronta.

Barker, P. (2008). How social media is transforming employee communications at sun microsystems, global business and organizational excellence. HCI and UCD reader. *Strategic usability research group*, *27*(4), 6-14.

Bednarska, M. (2014). School-house relationships on different stages of children and teenagers (youth) development. *Pedagogika*, *114*(2), 106–115.

Bitinas, B. (2013). *Rinktiniai edukologiniai raštai. Edukologinis tyrimas: sistema ir procesas*. Vilnius: Edukologija.

Bortkevičienė, J. (2016). Namų darbai – ne tėvams, o vaikams. Downloaded from https://www.15min.lt/gyvenimas/naujiena/seima/psichologe-jurate-bortkeviciene-namu-darbai-skiriami-ne-tevams-1026-695971

Bubnys, R., & Žydžiūnaitė, V. (2012). *Refkeltyvus mokymas(is) aukštosios mokyklos edukacinėje aplinkoje*. Mokslo studija. Šiauliai: Lucilijus.

Clark, B. L., Sheridan, S. M., & Woods, K. E. (2010). Elements in healthy family school partnerships. In S.L. Christenson, A.L. Reschley (Eds.). *Hand book of school-family partnerships.* New York, NY: Routledge.

Cleary, S. (2008). *Communication. A hands-on approach.* Juta and Co: Lansdowne.

Cook, L. (2013). *Interactions: collaboration skills for school professionals.* 7th edition. Marilyn friend. California State University: Dominguez Hills.

Čiuladienė, G., Valantinas, A., & Pilkauskaitė-Valickienė, R. (2016). Peculiarities of parental involvement in children education in Lithuania. *10th international technology, education and development conference: conference proceedings. Valencia (Spain),* 7589–7595.

Gelžinytė, I., & Bagdonas, A. (2017). Šeimų, auginančių 4-5 metų vaikus, dalyvavimas vaikų ugdomojoje. *Ikimokyklinio ir priešmokyklinio ugdymo pedagogų rengimo problematika: konferencijos pranešimų medžiaga.* Kaunas: Kauno kolegija.

Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: an explanatory model. *Educational Review*, *63*, 1, 37–52.

Juodaitytė, A. (2000). Modernios vaiko ir vaikystės sampratos ir edukacinės ideologijos paieškos (prielaidos ir kryptys). *Pedagogika*, *41*, 33–48.

Juodaitytė, A., Gaučaitė, R., & Kazlauskienė, A. (2009). *Informavimas apie ikimokyklinį, priešmokyklinį ugdymą ir švietimo pagalbą.* Šiauliai: Lucilijus.

Kazlauskienė, A., Valančienė, A., & Krasauskaitė, A. (2012). Experience of Parents as Partners of the Educational Process, Developing Children's Learning to Learn Competencies. *Teacher Education, 19*(2), 31–52.

Lewis, A. E., & Forman, T. A. (2002). Contestation or Collaboration? A comparative study of home-school relations. *Anthropology & Education Quarterly*, *33*(1), 60–89.

Manukian, D. (2015). *Tėvų vaidmuo mokykloje – nepageidaujami svečiai virsta visateisiais partneriais.* Retrieved from https://www.15min.lt/naujiena/aktualu/svietimas/kitoks-tevu-vaidmuo-mokykloje-nepageidaujami-sveciai-virsta-visateisiais-partneriais-233-540815 .

Mcintosh, P., & Luecke, R. A. (2008). *Interpersonal communication skills in the workplace.* Second edition. Self-paced learning for a fast-paced world. USA: American Management Association.

Moorman, S. M. (2011). *Social relations and aging.* Handbook of sociology of Aging. USA: Springer.

Moss, K. J. (2006). *Energy management in buildings.* 2nd edition. London: Taylor and Francis.

Nacevičienė, J. (2017). *Z kartos tėvai: pastebimos dvi skirtingos jų grupės, kurioms praverstų pagalba.* Gyvenimas. Šeima. Retrieved from https://www.15min.lt/gyvenimas/naujiena/seima/z-kartos-tevai-pastebimos-dvi-skirtingos-ju-grupes-kurioms-praverstu-pagalba-1026-859986

Patrikakou, E., & Evanthia, N. (2016). *The Power of Parent Involvement: Evidence, Ideas, and Tools for Student Success.* USA: Center on Innovation & Improvement.

Pomerantz, E. M., Moorman, E., & Litwack, S. (2011). The how, whom, and why of parent's involvement in children's academic lives: more is not always better. *Review of educational research, 77*(3), 373–410.

Valantinas, A. (2012). *Tėvų į(si)traukimas į mokinių ugdymą. Švietimo problemos analizė.* Švietimo ir mokslo ministerijos leidinių serija. Retrieved from http://www.smm.lt/uploads/documents/kiti/Tevu_itraukimas_i_mokiniu_ugdyma.pdf

Walker, S. P. et al. (2011). Inequality in early childhood: risk and protective factors for early child development. *The Lancet*, *378*(9799), 1325-38.

Warren, M. R., Hong, S., & Rubin, C. L. (2010). Beyond the bake sale: a community based relational approach to parent engagement in schools. *Teachers College Record*, *111*(9), 2209–2254.

Žydžiūnaitė, V., & Sabaliauskas, S. (2017). *Kokybiniai tyrimai. Principai ir metodai*. Vilnius: Vaga.

SKOLĒNU MŪZIKAS MĀCĪBU PIEREDZES UN PAŠIZTEIKŠANĀS PRASMES VEIDOŠANĀS SOCIĀLI-EMOCIONĀLAJĀS DARBĪBĀS

Formation of Pupils' Music Learning Experience and Self-Expression Skills in Socio-Emotional Activities

Iveta Kepule
Rēzeknes Tehnoloģiju akadēmija, Latvija

Aina Strode
Rēzeknes Tehnoloģiju akadēmija, Latvija

Abstract. *When emphasizing a role of education in development of creative personality, attention during the process of teaching music is paid to the pupil's social and emotional learning which determines formation of self-expression skills based on the pupil's attitude and personal qualities. Emotions as one of the main mechanisms of mental activity and behavior are directed toward satisfaction of current needs, while social processes determine a way how a pupil assesses intensity of the motivation establishing emotional stimulus. The motivation area of the self-expression formation in teaching music is determined by the social and emotional learning environment of the pupil, facilitating interaction of emotional and cognitive processes, and formation of mutual relationships in family, class, school and among peers. The aim of the study: to characterize the types of social and emotional activity facilitating self-expression of pupils in teaching music, their correlation with the self-expression of the pupil's personality in social environment. Research methods: analysis of scientific literature, analysis of the author's teaching experience, thematic analysis of the pupil's essays in emotional and social context.*
Keywords: self-expression, emotions, social and emotional learning, teaching music, primary education.

Ievads
Introduction

Sabiedrības virzība uz ilgspējīgu izglītību nosaka nepieciešamību iegūt zināšanas un prasmes, kas dod iespēju darboties un pilnveidot sevi dažādās situācijās, radot jaunu sociālo un kultūras vidi. Pārmaiņas izglītības saturā nosaka sociāli-emocionālās mācīšanās ietvaru, kurā nozīmīga vieta ir skolēna vispārējām prasmēm (domāšanai, radošumam, sadarbībai un līdzdalībai) un vērtībās balstītiem tikumiem, uzsverot aktīvu zināšanu ieguves procesu, pašizpausmi un jaunradi. Jo komplicētāka kļūst ikdiena, jo vairāk no jauna tiek atklātas mācīšanās

iezīmes, kas attiecināmas uz prasmēm (adaptēšanās spējas, neatlaidība, elastīgums) un morāli (integritāte, taisnīgums, empātija, ētika) un nosaka darbības efektivitāti personīgajā, starppersonu un vadības līmenī. Mācību satura virzība uz mūsdienu prasībām atbilstošu izglītību akcentē saziņas un sadarbības aspektu, veicinot skolēnu pašizteikšanos, respektējot to savstarpējo toleranci un empātiju.

Akcentējot izglītības lomu radošas personības attīstībā, mūzikas mācību procesā, uzmanība tiek pievērsta skolēna sociāli-emocionālai izglītībai, kas nosaka pašizteikšanās prasmes veidošanos, pamatojoties uz skolēna attieksmi un personīgajām īpašībām.

Pašizteikšanos nosaka mijiedarbība starp personu un vidi, prognozējot sabiedrības kultūras attīstības tendences un apstiprinot pašizteikšanās nozīmīgumu sociālajā aspektā.

Pētījuma mērķis: raksturot skolēnu pašizteikšanos mūzikas mācībās veicinošos sociāli-emocionālās darbības veidus, to saistību ar skolēna personības pašizteikšanos sociālā vidē.

Pētījuma metodes: zinātniskās literatūras analīze, autora pedagoģiskās pieredzes analīze, skolēnu eseju tematiskā analīze sociāli-emocionālajā kontekstā.

Sociāli-emocionālā mācīšanās - viens no pašizteikšanās prasmi veicinošiem faktoriem skolēnu radošā darbībā
Social and emotional learning - one of the factors facilitating self-expression skills in the pupils' creative activities

Emocijas ir viens no psihiskās darbības un uzvedības galvenajiem regulācijas mehānismiem, kas virzīti uz aktuālu vajadzību apmierināšanu. M. Čiksentmihaji (Csikszentmihalyi, 1996) uzskata, ka spēja uztvert citu cilvēku emocijas, idejas un domas kļūst par stimulu radošai darbībai, jo emocijas regulē uztveri un darbību, mobilizē enerģiju. Emocijas ir rādītājs, kas caur subjektīviem pārdzīvojumiem un kustībām, kā objektīvu pārdzīvojumu, atklāj skolēnu intereses un attieksmi pret radošām darbībām (Līduma, 2015), tās ir atkarīgas no emocionālā pārdzīvojuma subjektīvā rakstura un intensitātes (Izard, 2011). Tā kā mūzikā tēli rodas caur skaņām (vibrācijām, svārstībām, noteiktas frekvences viļņiem), emocionālas ķermeņa reakcijas, kas tiek pārraidītas caur izpildītāja kustībām, žestiem, mīmiku var ietekmēt mūzikas uztveres procesa objektīvu pārdzīvojumu (Wöllner, 2012; Carr et al., 2003; Molnar-Szakacs & Overy, 2006; Juslin &Västfjäll, 2008; Overy & Molnar-Szakacs, 2009).

Pašizteikšanās vajadzība mūzikas mācībās sākumizglītības posmā sekmē sevis apliecināšanu radošā darbībā, kas skolēnam kā darbības veicējam izraisa noteiktas emocijas. Zinātnieki (Leflot, Onghena, & Colpin, 2010) atzīmē, ka saistībā ar "Es" koncepciju, skolēns vispirms "novēro" savas emocijas, domas, darbības, tad izvēlas darbības virzienu, ko saista ar pašizteikšanās pieredzi. Šādu

emocionālo procesu pamatā ir ārējo un iekšējo stimulu uztvere, ko saprot kā emocionālo reakciju. Emocionālās reakcijas un to regulēšana ir viens no galvenajiem iemesliem, kas nosaka mūzikas izvēli atbilstoši skolēna personības iezīmēm (Chung, Greasley, & Hu, 2019; Cook, Ashlin, & Welker, 2019). Mērķi, personības tendences pirms emocijas izraisošajiem notikumiem ir veids kā skolēns novērtē stimulu nosakošās motivācijas intensitāti (Roseman, 1984; Roseman, 2001; Lazarus, 1991; Scherer, 1993; Scherer, 2002).

Zinātnieki (Eisenberger & Shanock, 2003; Eisenberger, Haskins, & Gambleton, 1999) uzsver iekšējās motivācijas nozīmīgumu radošuma saistībā ar zināšanām un spējām, tomēr eksperimentu rezultāti (Collins & Amabile, 1999) pierāda, ka radošā procesā, kam pieskaitāma mūzikas mācība, nozīmīga ir arī ārējā motivācija, kas apstiprina sociāli-emocionālās mācīšanās nozīmīgumu, lai skolēns saistībā ar "Es" koncepciju spētu pašizteikties sociālā vidē. Apkārtējā vide veido domāšanas un uzvedības īpatnības, nosakot skolēna pašizteikšanos trīs pamatdimensijās: caur ķermeni, psihi un sociālo vidi, kā visu ārējo apstākļu kopumu, kurā realizējas indivīdu savstarpējā komunikācija un sadarbība, kas izprotama tikai konkrētās kultūras kontekstā (Jūrmalietis, 2006).

Sākotnēji skolēnu pašizteikšanās vajadzība realizējas saskarsmē ar saviem tuvākajiem ģimenes locekļiem, bet vēlāk tiek pakāpeniski orientēta uz skolasbiedriem, rodas nepieciešamība iekļauties draugu grupā. Netiešie noteikumi par draugu statusa iegūšanu, var būt pretrunā ar skolas uzvedības standartiem (Carter, 2007; Warikoo, 2010), kas pozitīvi vai negatīvi ietekmē skolēna attīstības potenciālu: līmeni, ko katrs var sasniegt skolotāja vai drauga ietekmē. Sākotnēji pašizteikšanās mūzikas mācībās realizējas ar vecāku, skolotāju palīdzību, bet vēlāk, skolēnam kļūstot kompetentākam, pieaugušo ietekme uz bērna pašizteikšanos mazinās (Kupers, van Dijk, & van Geert, 2015). Saskaņā ar šo pieņēmumu pašizteikšanās ir sociāla darbība, pirms tā kļūst par neatkarīgu. Katrs jauns sociāls kontakts maina priekšstatu par sevi, jo notiek aktīvs sevis ar citiem salīdzināšanas un analīzes process (Burdje, 2004; Svence, 1999; Marsh, Craven, & Debus, 1991).

Pētot emociju veicināšanu tiek izdalīti četri emociju pārvaldīšanas veidi (Goleman, 1998; Caruso, Mayer, & Salovey, 2000; Cassady & Boseck, 2008), kas atbilst pašizteikšanās būtībai un ir saistīti ar sociāli-emocionālo mācīšanos, ievērojot vērtībās balstītu mācību satura apguvi:

- jušana (*emotional perception*) - spēja izjust emociju dziļumu un daudzveidību;
- integrācija (*emotional integration*) - atbildīga un ētiska attieksme pret savu emocionālo dzīvi un citu cilvēku jūtu pasauli;
- izpratne (*emotional understanding*) - prasme spriest par savām un citu emocijām, kas saistās ar zināšanām par emociju nozīmi personības attīstībā un izaugsmē, arī grupas un sabiedrības līmenī;

- vadīšana (*emotional management*) - prasme tās analizēt, vadīt un kontrolēt.

Pētījuma metodoloģija un rezultāti
The methods and results

Pētījums tika veikts ar mērķi noskaidrot, kā izpaužas skolēnu pašizteikšanās mūzikā sociālās darbībās. Pētījuma bāze: 62 skolēni. Respondentu vecums 11-12 gadi. Dzimumu sadalījums: 38 meitenes, 24 zēni. Pētījums veikts 2018.gada aprīlī. Datu ieguvei izmantotas skolēnu rakstītās esejas. Datu analizē veikta to satura kvalitatīvā izpēte. Skolēniem uzdevums uzrakstīt eseju tika izskaidrots mūzikas mācības stundas laikā, un eseja tika rakstīta stundas laikā.

Tematiskā analīze ļauj identificēt, analizēt un interpretēt dažādus aspektus par pētījuma tematu. Katra tēma uzsver kaut ko svarīgu saistībā ar pētniecības jautājumiem (Braun & Clarke, 2006; Guest, MacQueen, & Namey, 2011; Howitt & Cramer, 2010; Pipere, 2017).

Eseju tematiskā analīze tika veikta, ņemot vērā skolēnu ar mūziku saistīto darbību būtības un darbību satura analīzi pašizteikšanās kontekstā. Tematiskās analīzes gaitā no skolēnu esejām tika izdalītas teksta satura pamatvienības, kas ir saistītas ar mūziku un sociālām darbībām mūzikā, pamatojoties uz pētījuma teorētiskajā definētajiem (Goleman, 1998; Caruso, Mayer, & Salovey, 2000; Cassady & Boseck, 2008) emociju pārvaldīšanās veidiem: jušana, integrācija, izpratne, vadīšana. Izdalītās satura pamatvienības tika apvienotas atbilstoši paustā satura kontekstam un apvienotas plašākās tēmās.

Grūtības sagādāja pētāmo teksta satura pamata vienību identificēšana un klasificēšana. Esejās paustās pašizteikšanos raksturojošās darbības saturiski ir tuvas, tas apgrūtina to analizēšanu un interpretēšanu atbilstoši skolēnu rakstītam kontekstam.

Viens no nozīmīgākajiem tematiem saistīts ar skolēnu pašizteikšanās darbību novērtējumu, kas tiek interpretēts kā spēja izjust emociju dziļumu un daudzveidību. Empātiju pret mūziku definē kā kognitīvu mūzikas apstrādes stilu, kas dod priekšroku mūzikas emocionālai atpazīšanai pār tendenci analizēt un sistematizēt mūzikas struktūru. Empātijas kognitīvais komponents ir saistīts ar estētiskā konteksta atklāšanu, ļaujot apzināti apgūt mūzikas klausīšanās pieredzi (Fan et al., 2011; Kreutz et al., 2008). Tematiskajā analīzē secināts, ka skolēniem mūzika patīk, kas pētījumā apstiprina skolēnu empātisko pašizteikšanos ne muzikālā kontekstā (Blood et al., 1999; Pereira et al., 2011; Schubert, 2017). Šāds vērtējums tiek pausts 18 respondentu esejās. Skolēni gūst prieku no muzikālām darbībām, viņiem patīk muzicēt *(„man patīk dziedāt", "patīk klausīties mūziku", "patīk spēlēt mūzikas instrumentus").* Prieks izpaužas situācijās, saskaņā ar kurām skolēns mājās atrodas viens pats vai kopā ar draugiem.

M. Pūns un M. Šulcs (Poon & Schultz, 2015) uzskata, ka, jautājot cilvēkiem, kāpēc viņi klausās mūziku, atbilde būs saistīta ar spēcīgu emocionālu saviļņojumu.

Pētījuma datu analīzes aspektā saistībā ar emociju integrāciju, skolēnu esejās vērojamas divas apakštēmas: (1) savu jūtu izvērtējums un (2) citu cilvēku jūtu izvērtējums.

1) Savu jūtu izvērtējums minēts 27 esejās. Empātiju pret mūziku skolēni apraksta kā aizraujošu, pozitīvu mūziku, „*kura var aizskart sirdi*”. Skolēni atzīst, ka mūzika ietekmē emocijas, jo „*visam, ko klausos, ir savs noteikts noskaņojums*”. Analizējot pētījumā iegūtos datus saistībā ar pašizteikšanos, tiek secināts, ka ikdienā skolēni izvēlas klausīties sev tīkamu mūziku, kas norāda, ka pašizteikšanās realizējas, ja emocijas ir pozitīvas un izvēlētā mūzika pazīstama. Empātija pret mūziku tiek panākta ar skolēna, komponista un izpildītāja identitātes un pieredzes mijiedarbību (Scherer & Zentner, 2001), veidojoties jūtu pārnesei starp mūzikas autoru, izpildītāju un klausītāju.

Empātija kā skolotāja-skolēna mijiedarbību veicinošs faktors ietekmē mācību rezultātus, īpaši skolēniem ar socializācijas problēmām. M. Geffena (Geffen, 2013) uzskata, ka emocijas ir cieši saistītas ar uztveri un ļoti bieži mūsu emocionālā reakcija palīdz tikt galā ar realitāti.

Skolotāja iejūtīga attieksme ne tikai aizsargā bērnu tēlu, bet arī veicina sociālo sadarbību ar citiem skolēniem, līdz ar to skolēna pašizteikšanos.

2) Citu cilvēku jūtu izvērtējums minēts 9 esejās. Emocionālā empātija tiek uztverta kā augšupejošs process, kas caur uzvedības un uztveres darbības savienojumu ļauj „sajust” kādu citu (Preston & Waal, 2002; Goldman, 2006). Mūzika tiek saistīta ar to, kā mēs uztveram sociālo pasauli mijiedarbojoties ar citiem un cenšamies saprast un sazināties viens ar otru, iesaistot muzikālās pieredzes sociālo un emocionālo valenci (Wallmark, Deblieck, & Lacoboni, 2018; Clarke et al., 2015; Miu & Vuoskoski, 2017).

Citu cilvēku empātiju pret mūziku skolēni interpretē kā ģimenes locekļu, tuvinieku un draugu pozitīvu reakciju uz mūziku. Nozīmīgākie skolēnu viedokļi saistībā ar empātiju pret mūziku tiek saistīti ar ģimenes locekļu attieksmi pret mūziku („*vectēvs dzied visādas dziesmas un klausās radio*”). Ja vecāki jūt empātiju pret mūziku, tad arī bērni ir atvērti empātijai pret mūziku („*es un mani radinieki dziedāja daudz dziesmu*”). J. Hudziaks (Hudziak, 2014) atzīmē, ka ģimenē balstītā izglītības pieejas modelī nozīmīgu vietu ieņem mūzikas izglītība. Analizējot pētījumā iegūtos datus, var secināt, ka skolēni labprāt darbojas kopā ar pieaugušajiem, tomēr popmūziku klausīties izvēlas vienatnē vai kopā ar draugiem („*arī pieaugušie var klausīties jauniešu mūziku, tomēr bērni labāk izvēlas klausīties mūziku vienatnē vai ar draugiem*”). Draugu viedoklis par to, vai

konkrētā mūzika izsauc empātiju vai ne, skolēnam ir īpaši nozīmīgs, jo ļauj integrēties sociālajā vidē, darbojoties kā skolēnu saskarsmes starpnieks. Ja draugi neakceptē mūziku kā emocionāli nozīmīgu, uzskata, ka mūzika izsauc negatīvas emocijas, empātija pret mūziku tiks noliegta vai rūpīgi slēpta („*nepatīk, ka dzied vairāki cilvēki*", „*koncertā es staigāju un ēdu*"). Šādā situācijā pašizteikšanās nenotiks, ko iespējams skaidrot ar bailēm pašizteikties, ar bailēm, ka draugi vai pieaugušie ne tā sapratīs izvēlēto mūziku.

Izpratni par emociju nozīmi personības attīstībā un izaugsmē, arī grupas un sabiedrības līmenī skolēnu esejās izpaužas kā veiksmīga sevis un savu spēju apliecināšana jaunās situācijās. Pašizteikšanās procesā gūtās atziņas liecina par mūzikas mācības nozīmi vispusīgas personības attīstībā un veicina pašizteikšanās prasmes veidošanos. Emociju izpratne tiek saistīta ar kopējā muzikālā tēla izpratni, koncertu un atsevišķu muzikālu tēlu un pasākumu izpratni un novērtējumu („*man patika Dziesmu svētki*"). Vissaprotamākā skolēniem šķiet masu pasākumos, tautas svētkos atskaņotā mūzika („*biju pilsētas svētkos, tur bija visādas grupas*", „*ar ģimeni bijām dziesmu festivālā*"). Tas liecina par mūzikas klausīšanās pieredzi un muzikālo tēlu izpratni, ko ietekmē gan skolēna ģimenes vērtības („*ar ģimeni dziedājām Līgo dziesmas*", „*Līgo svētkus svinēju kopā ar ģimeni, radio skanēja tautasdziesmas*"), gan draugu prioritātes („*devos uz koncertu kopā ar draugu*") un sociālā vide.

Tematiskās analīzes rezultātā tiek secināts, ka skolēni vada un analizē savas emocijas saskaņā ar sadzīves mūziku un tās paustajiem tēliem („*dziedājām Ģirtam tortes nešanas laikā*"), bet skolēni neizprot klasiskās mūzikas žanrus („*simfoniskā orķestra koncertā bija tik skaļi, ka pat tumbas nevajadzēja*") un skatuves mūziku („*es nekad neesmu dzirdējis operas izpildījumu*"), jo trūkst akadēmiskās mūzikas klausīšanās pieredzes.

Saistībā ar prasmi analizēt, vadīt un kontrolēt emocijas, analīze identificē skolēnu radošas darbības, kas izpaužas kā individuāla un kolektīva jaunrade („*esmu pati sacerējusi mūziku*", „*es pats izdomāju dziesmu*", "*ar ģimeni sacerējām savu dziesmu*"), kas apstiprina, ka skolēni veic savas sacerētās mūzikas un gūto emociju izvērtējumu, („*es domāju gan latviešu, gan angļu valodā, bet dziesmas bija stulbas un īsas*", *mēģināju uzrakstīt savu dziesmu, bet nekas nesanāca*"). Sacerētās dziesmas novērtējums tiek saistīts ar skolēna emocionālo sfēru („*ar ģimeni sacerējām savu dziesmu, dažreiz sanāca labi, dažreiz nē*"), kas drīzāk liecina par kopā ar ģimeni pavadītā laika emocionālo devumu, nekā par jaunrades novērtējumu. Pētījumi (Barrett, Flynn, & Welch, 2018) liecina, ka individuāla un kopīga mūzikas veidošana ģimenes apstākļos veicina pozitīvu vecāku praksi un bērnu identitātes attīstību, kas palīdz bērniem pašizteikties un ietekmē akadēmiskos panākumus (Grabmeier, 2019). A. Vitte (Witte, 2015) atzīmē, ka vecāki rada vidi, kas sekmē un veicina bērnu talantu identifikāciju, veidojot noturīgu motivāciju.

Pētījumā iegūtos datus saistot ar mūzikas mācībām, tiek secināts, ka skolēnu muzikālās darbības balstītas uz iepriekš iegūto zināšanu bāzi. Skolēna pašizteikšanos nosaka kultūrvide, tāpēc skolotājam ir svarīgi kā mūzikas mācībās gūtās zināšanas un prasmes ietekmēs skolēna pašizteikšanos un uzvedību ārpus skolas, jo izglītības aktivitātes klasē rada motivāciju līdzīgām aktivitātēm un uzvedībai ārpusskolas kontekstā (Hagger & Chatzisarantis, 2012; Hagger et al., 2003). Skolēna pašizteikšanos un uzvedību atspoguļo sociāli-emocionālās darbībās gūta mūzikas mācību pieredze un iesaistīšanās radošās darbībās skolas un ārpusskolas pasākumos.

Secinājumi
Conclusions

1. Pašizteikšanās prasme tiek uztverta kā radošo darbību daudzveidīga izmantošana saskarsmē, savas kultūras izpratne un identitātes izjūta, attieksme un cieņa pret daudzveidības izpausmēm, veicinot pozitīvu attieksmi pret jaunradi, vēlmi attīstīt mākslniecisku pašizpausmi un līdzdalību kultūras dzīvē.
2. Skolēna personības īpašības veicina pašizteikšanās prasmi, kuras struktūru veido muzicēšanas, izziņas un sociālās prasmes.
3. Motivācija pašizteikties rodas ģimenē radošo darbību emocionālā novērtējuma rezultātā. Paplašinoties komunikācijai un sociālai sadarbībai ārpus ģimenes, skolēnam rodas nepieciešamība pēc pašizteikšanās pieredzes atbilstoši kultūrvidei, kas nereti rada dilemmu starp skolā apgūstamajām muzicēšanas prasmēm un skolēna ārpusskolas interesēm.
4. Eseju analīze apliecina, ka skolēnu muzikālās darbības balstītas uz iepriekš iegūto zināšanu bāzi, ko nosaka kultūrvide un skolēna sociāli-emocionālās darbībās gūta mūzikas mācību pieredze.

Summary

Progress of the society toward sustainable education determines a need for knowledge and skills allowing to act and improve itself in unknown situations, creating new social and cultural environment. Changes in the educational content determine a framework for social and emotional learning, where a significant place is provided to the pupil's general skills and virtues based on values, emphasizing active knowledge-gaining process, self-expression and creativity.

When emphasizing a role of education in development of creative personality, attention during the process of teaching music is paid to the pupil's social and emotional education which determines formation of self-expression skills based on the pupil's attitude and personal qualities. Need for self-expression in teaching music in primary education facilitates proving himself/herself in a creative activity which forms certain

emotions in pupils as performers of the activity. Perception of external and internal stimulus serves as a base for emotional processes, which is understood as emotional reaction.

The study is conducted with a purpose to find out how self-expression of pupils in music manifests itself in social activities. Base of the study: Qualitative study of essays by 62 pupils.

Thematic analysis of the essays was carried out, taking into account analysis of the nature and content of the pupils' activities related to music in self-expression context. During the course of thematic analysis, the base units of the text content related to music and social activities in music were distinguished, based on the emotion management types defined in the theoretical justification of the study (Goleman, 1998; Caruso, Mayer, & Salovey, 2000; Cassady & Boseck, 2008): feeling, integration, understanding, management.

Self-expression is determined by the interaction between a person and environment, forecasting development trends of the public culture and confirming importance of self-expression in the social aspect.

1. Self-expression skills are perceived as diverse use of creative skills in communication, understanding of own culture and sense of identity, attitude and respect to diversity expressions, facilitating positive attitude toward creation, desire to develop artistic self-expression and participation in cultural life.
2. Personal qualities of a pupil facilitate self-expression skills, the structure of which is formed by the music-making, inquiry and social skills.
3. Musical activities of pupils are based on foundation of previously acquired knowledge, determined by the cultural environment and experience of teaching music gained during the pupil's social and emotional activities.

Literatūra
References

Asher, S.R., Renshaw, P.D., & Humel, S. (1982). Peer relations and the development of social skills. In W.W. Hartup (Ed.), *The young child: Rewiews of reseach* (Vol. 3.). Washington, DC: National Association for the Education of Young Children.

Barrett, M.S., Flynn, L.M., & Welch, G.F. (2018). Music value and participation: An Australian case study of music provision and support in Early Childhood Education. *Research Studies in Music Education, 40*(2), 226–243. DOI: https://doi.org/10.1177/1321103X18773098

Blood, A.J., Zatorre, R.J., Bermudez, P., & Evans, A.C. (1999). Emotional responses to pleasant and unpleasant music correlate with activity in paralimbic brain regions. *Nat. Neurosci. 2,* 382–387. DOI: 10.1038/7299.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.

Burdjē, P. (2004). *Praktiskā jēga*. Rīga: Omnia mea.

Carr, L., Iacoboni, M., Dubeau, M.-C., Mazziotta, J.C., & Lenzi, G.L. (2003). Neural mechanisms of empathy in humans: a relay from neural systems for imitation to limbic systems. *Proc. Natl. Acad. Sci. U S A 100,* 5497–5502. DOI: 10.1073/pnas.0935845100

Caruso, D.R., Mayer, J.D., & Salovey, P. (2000). Relation of an Ability Measure of Emotional Intelligence to Personality. *Journal of Personality Assessment, 79*(2), 306–320.

Carter, P. (2007). *Keeping it real: School success beyond black and white*. New York, NY: Oxford University Press.

Cassady, J.C., & Boseck, J.J. (2008). Educational psychology and emotional intelligence: Toward a functional model for emotional information processing in schools. In J. Cassady & M.A. Eissa (Eds.), *Emotional Intelligence: Perspectives of educational and positive psychology* (pp. 3-24). New York: Peter Lang Publishing.

Chung, Y.-C., Greasley, A.E., & Hu, L.-Y. (2019). The relationship between musical preferences and Type D personality. *Psychology of Music, 47*(1), 3–17. DOI: https://doi.org/10.1177/0305735617733809

Clarke, E.F., DeNora, T., & Vuoskoski, J.K. (2015). Music, empathy and cultural understanding. *Phys. Life Review, 15,* 61–88. DOI: 10.1016/j.plrev.2015.09.001

Collins, M.A., & Amabile, T.M. (1999). Motivation and creativity. In R. J. Sternberg (Ed.), *Handbook of Creativity* (pp. 297–312). Cambridge, England: Cambridge University Press.

Cook, T., Ashlin, R.K.R., & Welker, K.M. (2019). Music as an emotion regulation strategy: An examination of genres of music and their roles in emotion regulation. *Psychology of Music, 47*(1), 144–154. DOI: https://doi.org/10.1177/0305735617734627

Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention.* New York: Harper Perennial.

Eisenberger, R., & Shanock, L. (2003). Rewards, Intrinsic Motivation, and Creativity: A Case Study of Conceptual and Methodological Isolation. *Creativity Research Journal, 15*(2-3), 121-130. DOI: http://dx.doi.org/10.1207/S15326934CRJ152&3_02

Eisenberger, R., Haskins, F., & Gambleton, P. (1999). Promised reward and creativity: Effects of prior experience. *Journal of Experimental Social Psychology, 35*(3), 308-325. DOI:10.1006/jesp.1999.1381

Fan, Y., Duncan, N.W., de Greck, M., & Northoff, G. (2011). Is there a core neural network in empathy? An fMRI based quantitative meta-analysis. *Neurosci. Biobehav. Review, 35,* 903–911. DOI: 10.1016/j.neubiorev.2010.10.009

Geffen, M. (2013). University of Pennsylvania School of Medicine. Link between fear and sound perception discovered. *ScienceDaily*. Retrieved from: www.sciencedaily.com/ releases/2013/06/130630145002.htm

Goldman, A.I. (2006). *Simulating Minds: The Philosophy, Psychology, and Neuroscience of Mindreading.* New York, NY: Oxford University Press.

Goleman, D. (1998). *Working with Emotional Intelligence.* Bantam Books.

Grabmeier, J. (2019). *Time parents spend with children key to academic success*. Retrieved from https://phys.org/news/2019-02-parents-children-key-academic-success.html

Guest, G.S., MacQueen, K.M., & Namey, E.E. (2011). *Applied thematick analysis.* Thousand Oaks, CA: Sage Publications.

Hagger, M.S., & Chatzisarantis, N.L.D. (2012). Transferring motivation from educational to extramural contexts: A review of the trans-contextual model. *European Journal of Psychology of Education, 27,* 195–212. DOI:10.1007/s10212-011-0082-5.

Hagger, M.S., Chatzisarantis, N.L.D., Culverhouse, T., & Biddle, S.J.H. (2003). The processes by which perceived autonomy support in physical education promotes leisure-time

physical activity intentions and behavior: A trans-contextual model. *Journal of Educational Psychology, 95,* 784–795. DOI:10.1037/0022-0663.95.4.784

Hartup, W.W. (1983). Peer relations. In P.H. Mussen (Ed.), *Handbook of child psychology.* New York: Willey.

Howitt, D., & Cramer, D. (2010). *Introduction to Research Methods in Psychology.* 3rd Edition. London: Prentice Hall.

Hudziak, J. (2014). Cortical Thickness Maturation and Duration of Music Training: Health-Promoting Activities Shape Brain Development. *Journal of American Academy of Child and Adolescent Psychiatry.* DOI: 10.1016/j.jaac.2014.06.015

Izard, C.E. (2011). *Forms and Functions of Emotions: Matters of Emotion–Cognition Interactions.* DOI: https://doi.org/10.1177/1754073911410737

Juslin, P.N., & Västfjäll, D. (2008). Emotional responses to music: the need to consider underlying mechanisms. *Behav. Brain Science, 31,* 559–575; 575–621. DOI: 10.1017/s0140525x08005293

Jūrmalietis, R. (2006). *Sociālā vide: kultūrzinātniskā interpretācija. Studiju burtnīca.* Rīga: LU. Retrieved from http://vide.lu.lv/docs/Soc_vides_burtnica_9maijs2011.pdf

Kupers, E., van Dijk, M., & van Geert, P. (2015). Within-teacher differences in one-to-one teacher–student interactions in instrumental music lessons. *Learning and Individual Differences, 37,* 283 - 289. DOI: https://doi.org/(...)j.lindif.2014.11.012

Kreutz, G., Schubert, E., & Mitchell, L.A. (2008). Cognitive styles of music listening. *Music Perception, 26,* 57–73. DOI: 10.1525/mp.2008.26.1.57

Lazarus, R. (1991). *Emotion and adaptation.* New York: Oxford University Press.

Leflot, G., Onghena, P., & Colpin, H. (2010). Teacher–child interactions: relations with children's self-concept in second grade. *Infant and Child Development, 19*(4), 385-405. DOI:10.1002/icd.672. ISSN 1522-7219

Līduma, A. (2015). *Bērna muzikalitāte.* Rīga: Librum.

Leflot, G., Onghena, P., & Colpin, H. (2010). Teacher–child interactions: relations with children's self-concept in second grade. *Infant and Child Development, 19*(4), 385–405. DOI:10.1002/icd.672.

Marsh, H.W., Craven, R.G., & Debus, R. (1991). Self-concepts of young children 5 to 8 years of age: Measurement and multidimensional structure. *Journal of Educational Psychology, 83*(3), 377-392. DOI: http://dx.doi.org/10.1037/0022-0663.83.3.377

Miu, A.C., & Vuoskoski, J.K. (2017). The social side of music listening: empathy and contagion in music-induced emotions. In E. King, & C. Waddington (Eds), *Music and Empathy* (pp. 124–138). London: Routledge.

Molnar-Szakacs, I., & Overy, K. (2006). Music and mirror neurons: from motion to 'e'motion. *Soc. Cogn. Affect. Neuroscience, 1,* 235–241. DOI: 10.1093/scan/nsl029

Overy, K., & Molnar-Szakacs, I. (2009). Being together in time: musical experience and the mirror neuron system. *Music Perception, 26,* 489–504. DOI: 10.1525/mp.2009.26.5.489

Pereira, C.S., Teixeira, J., Figueiredo, P., Xavier, J., Castro, S.L., & Brattico, E. (2011). Music and emotions in the brain: familiarity matters. *PLoS One 6:e27241.* DOI: 10.1371/journal.pone.0027241

Pipere, A. (2017). Kvalitatīvs pētījums. K. Martinsone, A. Pipere (red.), *Ievads pētniecībā: stratēģijas, dizaini, metodes* (89.-119. lpp.). Rīga: RaKa.

Poon, M., & Schutz, M. (2015). Cueing musical emotions: An empirical analysis of 24-piece sets by Bach and Chopin documents parallels with emotional speech. *Frontiers in Psychology.* DOI: 10.3389/fpsyg.2015.01419

Preston, S.D., & de Waal, F.B.M. (2002). Empathy: its ultimate and promixate bases. *Behav. Brain Science, 25, 1–20; discussion 20–71.* DOI: 10.1017/s0140525x02000018

Roseman, I.J. (1984). Cognitive determinants of emotions: A structural theory. In P. Shaver (Ed.), *Review of Personality and Social Psychology, Vol. 5. Emotions, relationships, and health* (pp. 11–36). Beverly Hills, CA: Sage.

Roseman, I.J. (2001). A model of appraisal in the emotion system: Integrating theory, research, and applications. In K.R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal processes in emotion: Theory, methods, research* (pp. 68–91). New York: Oxford University Press.

Scherer, K.R. (1993). Neuroscience projections to current debates in emotionpsychology. *Cognition and Emotion, 7,* 1-41.

Scherer, K.R., & Zentner, M.R. (2001). Emotional effects of music: production rules. In P.N. Juslin, & J.A. Sloboda (Eds.), *Music and Emotion: Theory and Research* (pp. 361–392). New York NY: Oxford University Press.

Schubert, E. (2017). *Musical identity and individual differences in empathy.* In R. Macdonald, D.J. Hargreaves, & D. Miell (Eds.), *Handbook of Musical Identities* (pp.322–344). Oxford: Oxford University Press.

Svence, G. (1999). *Attīstības psiholoģija.* Rīga: Zvaigzne ABC.

Wallmark, Z., Deblieck, C., & Iacoboni, M. (2018). Neurophysiological Effects of Trait Empathy in Music Listening. *Frontiers in Behavioral Neuroscience.* DOI: 10.3389/fnbeh.2018.00066

Warikoo, N. (2010). *Balancing act: Youth culture in the global city.* Berkeley, CA: University of California Press.

Witte, A.L., Kiewra, K.A., Kasson, S.C., & Perry, K.R. (2015). Parenting Talent: A Qualitative Investigation of the Roles Parents Play in Talent Development. *Roeper Review, 37*(2), 84. DOI: 10.1080/02783193.2015.1008091

Wöllner, C. (2012). Is empathy related to the perception of emotional expression in music? A multimodal time-series analysis. *Psychol, Aesthet. Creat. Arts, 6,* 214–223. DOI: 10.1037/a0027392

METODISKO PIEEJU ANALĪZE PROBLĒMRISINĀŠANAS LIETPRATĪBAI 5.-6. KLAŠU MATEMĀTIKAS MĀCĪBU GRĀMATĀS

Analysis Of Methodological Approaches To Problem Solving Skill In Maths Textbooks For Grades 5-6

Elfrīda Krastiņa
Daugavpils Universitāte, Latvija

Anita Sondore
Daugavpils Universitāte, Latvija

Elga Drelinga
Daugavpils Universitāte, Latvija

Abstract. *One of the most important cross-cutting skills in the competence approach, which is developed in learning mathematics, is problem-solving. Solving mathematics word problems with practical content includes both text analysis, visualization of content, planning, and searching for different solution steps, argumentation of one's opinion, solution design, as well as research. During his working life Professor J. Mencis (senior) has developed a methodological system of word problems. What is the offer of other authors? The aim of the article is to analyse the implementation of methodological approaches by various authors in the 5-6th grade maths textbooks, which develop the problem-solving skill, in order to find out the strengths and weaknesses of these methodological solution.*
Keywords: *methodological approaches, problem solving skill in mathematics, textbook analyze.*

Ievads
Introduction

Matemātikas skaistums slēpjas tās daudzveidīgā saistībā ar praktisko dzīvi. Matemātikas problēmuzdevuma risināšanas pamatposmi ir līdzīgi daudzu sadzīves problēmu pārvarēšanas posmiem. Vispirms skolēns iedziļinās uzdevuma nosacījumos, tad plāno risināšanas gaitu, izpilda darbības, veic paškontroli. Atrodot kļūdu, atkal atgriežas risināšanas sākumposmā.

Problēmas tiek aprakstītas un analizētas ar vārdu palīdzību. Matemātikā teksta uzdevumi (TU) ir konkrētas praktiskas situācijas vārdisks apraksts (nelietojot matemātiskus apzīmējumus), kurš parasti satur būtiskāko informāciju par šo situāciju un izraisa jautājumus (Boonen, Van Der Schoot, Van Wesel,

De Vries, & Jolles, 2013). Risināšanas procesā skolēniem jāsaskata sakarības starp TU minētiem lielumiem, kā arī jāsaprot konkrētais mācību uzdevums, kas jāapgūst, lai pārietu no skolotāja vadītas darbības uz patstāvīgu darbību (Царева, 1998). Skolēnam jāizmanto problēmrisināšanas lietpratība, lai no informācijas, kas pieejama problēmas aprakstā, iegūtu TU atbildi.

Uzskatām, ka TU matemātikā risinātmācīšana 5.-6. klasēm ir būtiska problēmrisināšanas prasmju sekmīgai attīstībai nākamajos vecumposmos. 5.-6. klasē tiek sistematizēti sākumskolā apgūtie aritmētiskie TU risināšanas paņēmieni, kas ir pamats TU risināšanas algebriskajiem modeļiem.

Pēdējo gadu eksāmenu darbu matemātikā 9.klasē rezultāti Latvijā pazeminās. 2017.gadā, salīdzinot ar 2016.gadu, pazeminājās par 1 procentpunktu, bet 2018.gadā, salīdzinot ar 2017., jau par 4 procentpunktiem (Valsts izglītības un satura centrs [VISC], 2016, 2017, 2018). Arī OECD SSNP rezultāti liecina, ka relatīvais skaits Latvijas skolēnu ar augstu matemātikas kompetences līmeni samazinājies no 8% 2012.gadā līdz 5,2% 2015.gadā (Geske, Grīnfelds, Kangro, & Kiseļova, 2013; Geske, Grīnfelds, Kangro, & Kiseļova, 2016). 15-gadīgo Latvijas skolēnu problēmrisināšanas kompetence jeb lietpratība pazeminās, ja par maz risinām TU ar zināšanu pārnesi jaunās situācijās, ja mācībās nav atbilstoša metodiskā pieeja.

Joprojām matemātikas mācību grāmatas (MG) ir nozīmīgs palīglīdzeklis skolēniem ceļā uz problēmrisināšanas lietpratību. Skolotāju profesionālā kompetence, dodot nepieciešamos paskaidrojumus, palīdz skolēniem šajā apguves procesā izprast MG autora pieeju. Kādas MG izmantot mācību procesā, šo izvēli veic konkrētās skolas skolotāji. Projekta „Skola 2030" īstenošanā paredzēts ieviest jaunas, digitālās MG. Lai ieviestu ko jaunu, nepieciešams analizēt, kādas stiprās un vājās puses Latvijas izglītības sistēmā ir pašreizējām MG. Kāda ir optimāla MG izvēle konkrētai skolai, to vajadzētu pētīt arī skolās. Jau J.Mencis (sen.) ir teicis, ka nekas tik ātri un tik lielā mērā neietekmē matemātikas mācību kvalitāti un rezultātus kā laba vai slikta mācību grāmata (Mencis, 1993).

Pētījuma mērķis ir analizēt dažādu autoru metodisko pieeju īstenošanu 5.-6.klašu matemātikas mācību grāmatās problēmrisināšanas lietpratībai, lai noskaidrotu šo metodisko risinājumu stiprās un vājās puses.

Pētījuma metodoloģija. Lai sekmētu šī mērķa sasniegšanu, autori veica pilotpētījumu, kura ietvaros datu ieguvei tika: 1) analizētas populārāko autoru/autoru kolektīvu metodiskās pieejas TU risinātmācīšanā 5.-6.klašu matemātikas MG; 2) aptaujā noskaidroti skolotāju viedokļi par grūtībām TU risinātmācīšanā; 3) anketēti skolēni, lai noskaidrotu viņu viedokļus par to, kas nepieciešams MG, lai uzlabotu TU risinātprasmi; 4) analizēti pēdējo trīs mācību gadu 6.klašu Valsts diagnosticējošo darbu matemātikā (DDM6) rezultāti par TU risinātprasmi. Pētījuma iegūtie dati tika analizēti kvalitatīvi un kvantitatīvi

(Pipere, 2011). Datu kvalitatīvai analīzei tika izmantota kontentanalīze, jo dalībniekiem ir savas personīgas idejas, izpratne un uzskati par piedāvāto tēmu (Pipere, 2011). Datu analīzē ir saglabāti pašu dalībnieku izteikumi, kas vislabāk atspoguļo problēmas būtību. Tikai tendenču atklāšanai izmantoti daži kvantitatīvie rādītāji. Pētījuma validitāti veido datu vākšanas metožu – dokumentu (MG) analīzes, skolēnu un skolotāju aptauju un novērošanas – iekšējā triangulācija.

Problēmrisināšanas lietpratības veidošanas teorētiskie aspekti
Theoretical background of developing problem-solving skill

Problēmrisināšanas attīstība saistīta ar skolēnu kritisko domāšanu, kas ir izvirzīta kā viena no transversālām jeb caurviju prasmēm projektā "Skola 2030". Problēmrisināšanā skolēns mērķtiecīgi izzina, analizē un izvērtē dažāda veida informāciju un konkrētas situācijas, izprot to kontekstu; pieņem pārdomātus lēmumus, uzņemas par tiem atbildību; rīkojas, lai risinājumus problēmām izstrādātu un ieviestu; kompleksās situācijās lieto efektīvas problēmrisināšanas stratēģijas, un izvērtē savu sniegumu (SKOLA 2030, 2017). Kā atzīmē J. Mencis (sen.), problēmrisināšanas gaitā matemātikā tiek aktivizēta ne tikai skolēna specifiski matemātiskā darbība un attīstītas viņa intelektuālās spējas, bet notiek arī skolēna uzmanības, gribas, neatlaidības un kopumā rakstura veidošana. Risinot TU, skolēns izmanto apgūtās zināšanas, meklē apslēptos loģiskos sakarus starp TU nosacījumiem un izvirzīto jautājumu, saskata likumsakarības. Tādējādi uzdevuma risināšana dod iespēju izjust emocionālo gandarījumu par paveikto (Mencis, 2014).

Metodiskajā literatūrā autori problēmrisināšanas lietpratībai, kas saistīta ar TU risināšanas procesu, izdala dažādu posmu skaitu. Tai skaitā: teksta uztvere, analīze un problēmas definēšana; uzdevuma risinājuma meklēšana un plāna sastādīšana; risinājuma plāna īstenošana; uzdevuma risinājuma pārbaude; uzdevuma atbildes formulēšana (Ausējs, 1935; Mencis, 2014; Демидова & Тонких, 2002; Пойа, 1959; Стойлова, 1997; Фридман, 2002; Царева, 1998). TU risināšanas reālajā procesā minētajiem posmiem nav stingri nodalāmas robežas. Uzdevuma risinājuma izvērtējums jeb refleksija ir svarīga, jo reflektējot par TU atrisinājumu, skolēni lieto daudzas matemātiskās prasmes, tas ir ceļš uz vispārināšanu, klasificēšanu, alternatīvu risinājumu meklēšanu. (NCTM, 2000).

Pētījumi liecina, ka grūtības saistībā ar TU risinātprasmi 5.-6. klases vecumposmā izraisa daudzi aspekti, pirmkārt, teksta izpratne un matemātiskā kompetence. Tiek akcentēta skolēnu neprasme izdalīt TU struktūrelementus un analizēt tos (Mitčenko & Rozenfelde, 2014), to ietekmē TU valoda, jo skolēniem grūti saprast abstraktu MG autoru veidotu nesakārtotu tekstu. Lai palīdzētu izprast lielumu savstarpējās sakarības, ir svarīgi vizualizēt tekstu

(Ausējs, 1935; Mencis, 2014). Pastāv divu veidu TU vizuālizācijas varianti: attēla un vizuāli shematiskais (Hegarty & Kozhevnikov, 1999).

Tiek uzskatīts, ka, salīdzinoši ar citiem mācību priekšmetiem, MG ir lielāka ietekme tieši matemātikas mācīšanā (Robitaille & Travers, 1992). MG ir galvenais uzdevumu avots gan mācību stundās, gan mājās (Lepik, 2015; Lepik, Grevholm, & Viholainen, 2015; Pepin & Haggarty, 2001). Igaunijā 65% skolotāju uzskata, ka MG ir viņu galvenais avots, plānojot un sagatavojoties mācību stundai (Lepik, 2015). Pētījumi norāda, ka MG ir stipra ietekme uz matemātikas saturu, ko māca skolā: tēmu, uzdevumu atlasi un to pēctecību, arī TU risināšanas koncepcija bieži tiek ņemta no MG autoru instrukcijām (Johansson, 2006; Pepin & Haggarty, 2001).

Tātad matemātikas MG autoru metodiskā pieeja un grāmatās piedāvātie TU tiek aktīvi izmantoti. Jau J. Mencis (sen.) norāda, ka MG ietekmē mācību procesu vairāk nekā jebkuri citi pasākumi, jo MG tieši ietekmē ne tikai skolēna darbību matemātikas apguvē, bet MG arī visoperatīvāk orientē skolotāja metodisko rīcību (Mencis, 1993). Tāpēc TU grāmatās jābūt pietiekošā skaitā, izkārtotiem korektā sistēmā. Labi ir tādi TU, kuri attīsta vai padziļina skolēnu izpratni par svarīgām matemātikas idejām (NCTM, 2000). MG iekļaujami netradicionāli TU, kas nesakrīt ar skolēniem ierasto situāciju matemātikas stundās, ka katrs TU ir atrisināms; ka TU ir tikai viena pareizā atbilde un jāizmanto visi dotie skaitļi (Jiménez & Verschaffel, 2013). Reālās dzīves uzdevumi nav standartizēti, tajos ir arī neatbilstoša informācija, un risinājums ne vienmēr pastāv. Tomēr, kā norāda L. Ausējs, "daudzas problēmas noder kā vingrinājumu materiāls, kas tieši tādā veidā dzīvē nav sastopamas, bet ir vajadzīgas, lai piekļūtu pie uzdevumiem, ko dod mums apkārtne" (Ausējs, 1935, 106).

TU risināšanā skolotāju vadībā skolēni apgūst 1) zināšanas par uzdevumiem, par to risināšanas etapiem un dažādiem iespējamiem darbības paņēmieniem šajos etapos, 2) prasmes izvēlēties, pielietot un īstenot šos paņēmienus konkrēta uzdevuma risināšanā (Царева, 1998). 5.-6. klasēs TU pārsvarā tiek risināti, izmantojot trīs pamata metodes- aritmētisko, algebrisko un kombinēto (Шелехова, 2007). Savā iepriekšējā rakstā (Sondore, Krastiņa, Drelinga, & Daugulis, 2017), analizējot nestandarta uzdevumu risināšanas paņēmienus, atzīmējām, ka risināšanas procesā ir svarīgi apvienot kognitīvās un metakognitīvās mācību stratēģijas. Skolēni pieradināmi, ka nevajadzētu padoties, ja TU nevar uzreiz atrisināt. Skolēniem tas varētu būt kā komplekss pētījums (NCTM, 2000).

Analizējot metodisko pieeju atspoguļojumu TU risinātmācīšanā dažādu autoru 5.- 6.klašu MG, kas izdotas Latvijā, pievērsām uzmanību autoru piedāvātai TU metodiskai sistēmai; uzdevumiem pēc satura; norādēm skolēniem risināšanas procesa motivēšanai un satura vizualizēšanai; atbalsta materiāliem

patstāvīgai darbībai; nestandartizētiem TU, kuros nepieciešama zināšanu pārnese jaunās situācijās vai, kuros skolēniem pašiem jāizdomā teksts.

Pētījuma datu analīze
The results of the research

DDM6 rezultātu analīze par TU risinātprasmi. DDM6 veidošanai tiek izmantota tāda pati uzdevumu risināšanas pamatstratēģija kā OECD SSNP pētījumos par skolēnu matemātikas kompetenci (Vītuma & Krastiņa, 2014). DDM6 TU ir praktiska satura, saistīti ar reālām dzīves situācijām. Analizētajos DDM6 pārsvarā ir uzdevumi par tēmu „Procenti un daļas". Pētījumā izmantojām VISC materiālus – statistiku par pēdējo trīs mācību gadu (2016-2018) DDM6 rezultātiem Latvijā. Skolēnu skaits, kas rakstīja attiecīgo diagnosticējošo darbu, ir n= 16654; 16488; 17356 (VISC, 2016, 2017, 2018). Vidējo sasniegumu analīzē par konkrētu uzdevumu tiek izmantots katra skolēna iegūtais vērtējums pret maksimāli iespējamo attiecīgajā uzdevumā (VISC, 2018). Uzdevumu izpildes vidējais rezultāts procentos (pēc VISC datiem) raksturots ar uzdevuma izpildes vidējo apguves koeficientu. 1.attēlā salīdzināts DDM6 vidējais apguves koeficients ar TU izpildes vidējo apguves koeficientu.
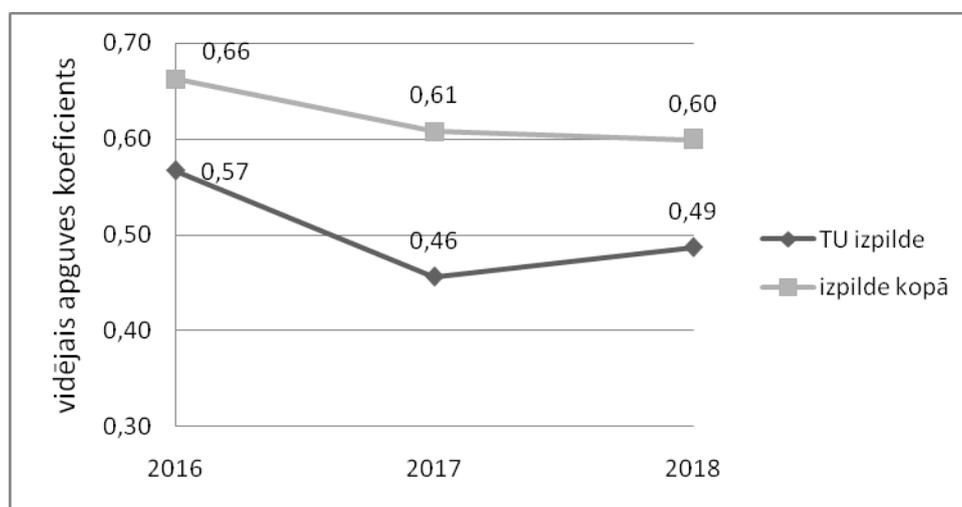
*1.attēls. **DDM6 TU izpildes vidējais apguves koeficientu salīdzinājumā ar rezultātiem kopumā***
*Figure 1 **Pupils' average results in the National Diagnostic Test for Grade 6 and respectively performance in solving word problems***

Redzams, ka TU izpildes vidējais apguves koeficients periodā 2016.-2018. gadam ir noslīdējis zem 0,5 jeb 50%. Tas nozīmē, ka 6.klases skolēniem pāriet no uzdevumā aprakstītās reālas dzīves situācijas uz nākošo posmu- identificēt matemātisko problēmu, ir komplicēti.
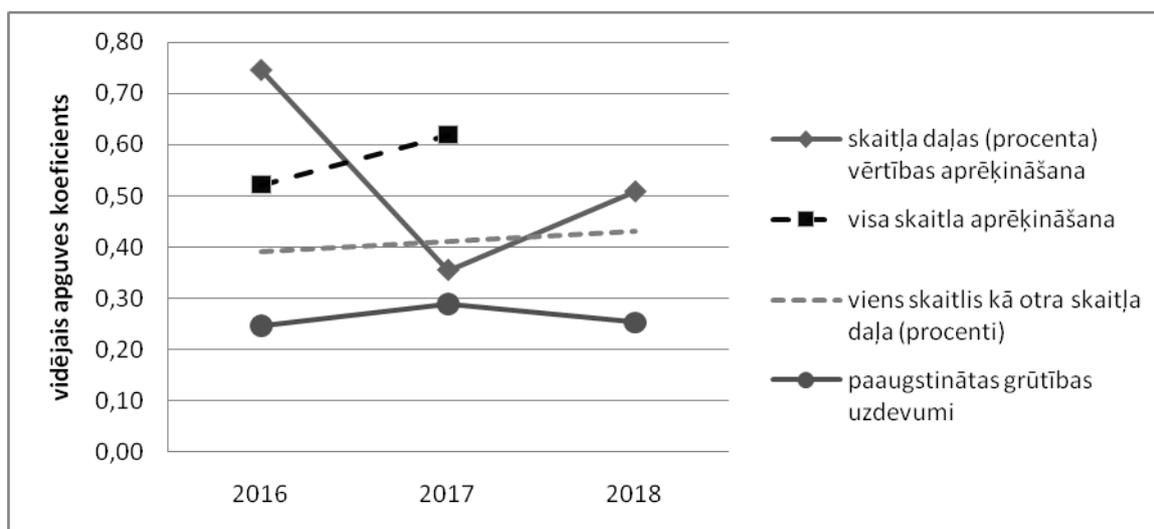
2.attēls. **Dažādu tēmu TU izpildes vidējais apguves koeficients no DDM6**
Figure 2 **Pupils' average results for word problems on different topics represented in National Diagnostic Tests for Grade 6**

2.attēls ilustrē TU risinātprasmes vidējā apguves koeficienta dinamiku par četrām biežāk izmantotajām TU tēmām no DDM6. TU tēmu, kuras parādās atsevišķos gados, vidējais apguves koeficients ir: ceļš-ātrums-laiks 0,57, preces cena -daudzums-vērtība 0,75, vidējais aritmētiskais 0,56, nezināmo starpība un dalījums 0,49. Redzams, ka 2016.-2018.gadam zemākie rezultāti ir par paaugstinātas grūtības TU. Zemais nestandarta uzdevumu izpildes vidējais apguves koeficients liecina, kāpēc ir maz skolēnu, kuri spēj sasniegt augstāko līmeni OECD SSNP pētījumos.

Lai noskaidrotu Latvijas skolotāju viedokļus par skolēnu grūtībām TU risināšanā, skolotāju tālākizglītības kursos tika organizēta skolotāju aptauja 2015.gada martā, jūnijā un augustā, kurā piedalījās pamatskolas matemātikas skolotāji (n=130) no dažādiem Latvijas reģioniem (Krastiņa, Sondore, & Drelinga, 2015). Skolēnu viedokļa izzināšanai 2018.gada janvārī elektroniski tika anketēti 5.-9.klašu skolēni (n=200). Jāatzīst, ka 75% anketēšanā iesaistīto skolēnu matemātika nesagādā nepārvaramas grūtības. Diagrammā (3.attēls) tiek salīdzināti skolēnu un skolotāju viedokļi par grūtībām ar kādām sastopas skolēni, risinot TU. Ja skolotāji saskata, ka vislielākās grūtības skolēniem rada teksta uztvere, risināšanas plāna sastādīšana un risinājuma vizualizācija, tad skolēni atzīst, ka visgrūtāk ir meklēt un atrast citu risināšanas paņēmienu.
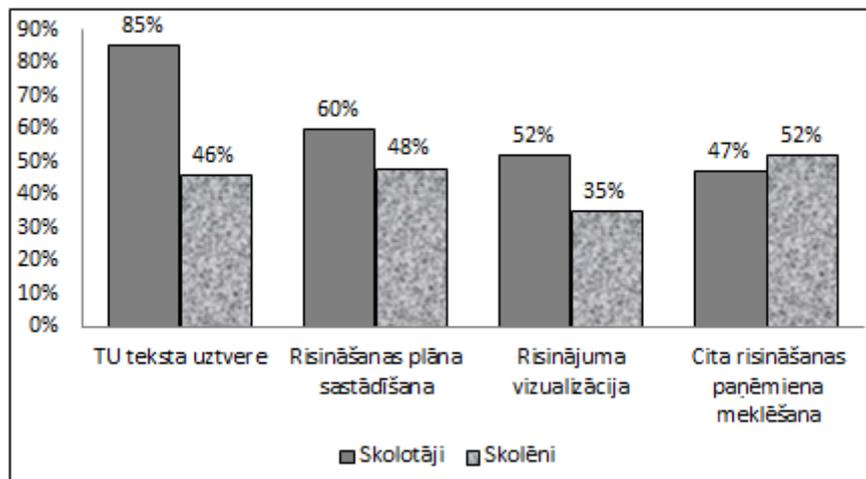
*3.attēls. **Skolēnu un skolotāju viedokļu salīdzinājums par grūtībām, risinot TU (procentos)***
*Figure 3 **Comparison of pupils 'and teachers' views (%) on the difficulties in solving word problems***

Tomēr skolēni norāda, ka dažiem TU mācību grāmatās ir *„nesaprotams teksts"*, grūti *„izveidot darbības pēc teksta"* un *„saistīto pierakstu"*. Viņi domā, ka matemātikas mācīšanos *„varētu papildināt ar lēnāku un interesantāku mācīšanos"*, *„samazinot risināšanas apjomu"*. Iesaka MG ietvert *„vairāk shēmu"*, *„katrā TU vajag attēlu, lai labāk saprastu uzdevumu"*. Skolēni domā, ka nepieciešama pēctecība: *„sākumā jāpilda vieglākus uzdevumus"* un *„kopā ar skolotāju atrisināt vairākus piemērus"*, *„tad risināt līdzīgus TU, izanalizēt"*.

MG analīze. Pētījumā analizējam Latvijas skolās populārāko autoru/autoru kolektīvu MG ar atšķirīgām pieejām matemātikā 5., 6.klasei:1) J. Mencis (sen.) un J.Mencis (jun.) (2008, 2009, izd. Zvaigzne ABC), 2) I. Lude (2002, 2003, izd. Pētergailis); 3) I. France un G. Lāce (2013, 2015, izd. Lielvārds). Turpmāk tekstā šīs MG attiecīgi apzīmēsim MM5, MM6, L5, L6, FL5, FL6. Šo MG autori ir skolotāji un metodiķi, kas izglītīto skolotājus. MG metodiskos palīglīdzekļus skolotājiem šajā rakstā neanalizēsim.

Kopumā MG uzdevumi netieši norāda, ka katrs TU ir atrisināms un, ka katra tajā dotā skaitliskā informācija ir svarīga. Pārsvarā TU sniedz standartizētas frāzes un atslēgas vārdus, kas uzvedina uz pareiziem risinājumiem. TU skaits mācību grāmatās ir atšķirīgs. TU īpatsvars 5.klases MG: MM5 (37%), L5 (40%), FL5 (25%), bet 6.klases MG: MM6 (47%), L6 (27%), FL6 (27%). Vismazākais TU īpatsvars ir grāmatās FL5 un FL6.

L5 un L6. MG mācību viela ir sakārtota tematiski stingri pa mācību stundām, plašākām tēmām veltot lielāku stundu skaitu. Var izsekot līdzi TU tematikai, ir uzdevumi atkārtojumam. Iekļauts salīdzinoši daudz paaugstinātas grūtības TU.

MM5 un MM6. MG ir loģiski un metodiski sakārtotas pa nodaļām un tēmām, soli pa solim virzoties no vienkāršākā uz komplicēto. TU katrā paragrāfā paredzētas atsevišķas tēmas. Ir skaidri saprotama MG struktūra, piedāvāti ievaduzdevumi problēmas ierosināšanai, spriedumu un uzdevumu risināšanas paraugi, atbalsta materiāli, kā arī augstākas grūtības uzdevumi, zināšanu prasmju pārnesei jaunās situācijās. Nodrošināta pēctecība, iesaistot arī atkārtojuma uzdevumus, TU risināšanai pēc izvēles un kontroluzdevumus paškontrolei.

FL5 un FL6. MG ir lineāra pieeja, kur ir tēmas un apakštēmas. Katru tēmu ievada ko "es mācēšu", ievadproblēma, apakštēmai viena lappuse teorija, blakus uzdevumu risināšanas paraugi, tālāk seko uzdevumi, pamatā tikai par tēmu. Piedāvātas spēles, pētnieciskie uzdevumi grupu darbam. TU pamatā akcentēti darbam ar skaitlisko informāciju, skaitļošanas prasmēm. Nav paaugstinātas grūtības uzdevumu. Grāmatas orientētas uz pamatlīmeņa prasmju apguvi. Tēmas beigās uzdevumi paškontrolei "es māku".

Analizējot autoru piedāvāto TU metodisko sistēmu, izvērstāka TU sistēma, kā atsevišķas apakštēmas saturā, ir sastopama grāmatās MM5 un MM6. Kā atzīmē J. Mencis (sen.), skolu praksē saistība starp konkrēto parādību un tās matemātisko modeli tradicionāli tikusi vingrināta tikai virzienā "parādība – modelis", bet šīs saistības izpratne veidojama arī pretējā virzienā "modelis – parādība", turklāt šajā virzienā vispirms. Lai kaut ko veidotu, veidojamais vispirms ir jāatpazīst (Mencis, 1993). Metodiskā pieeja praksē pārbaudīta un īstenota J. Menča (sen.) un J. Menča (jun.) veidotajās MG. Ietverti 10 vingrinājumu veidi abpusējiem sakariem starp reālo parādību un atbilstošo matemātisko modeli (Mencis, 1993), lai attīstītu skolēniem TU risinātprasmi. Galvenās TU tēmas (par kustību; daļu, procentu uzdevumi, uzdevumi, sastādot vienādojumu; u.c.) ir arī grāmatās L5 un L6. Šajās MG ir vairākas tēmas ar nestandarta TU risināšanas paraugiem. FL5 un FL6 saturā TU un to risināšanas paņēmieni parādās tikai epizodiski (risini no beigām; daļu un procentu uzdevumi; risini, vispirms uzdevumu vienkāršojot u.c.), autores galvenokārt piedāvā TU skaitļošanas paņēmienu nostiprināšanai un darbam ar informācijas avotiem.

Kā jau 5.-6.klases skolēniem matemātikas MG ir krāsainas, vizuāli pievilcīgas. Pārsvarā ir zīmējumi vai fotogrāfijas ar TU minēto objektu vai fizisko darbību attēliem, shēmām. TU vizuāli shematiskie attēli maz parādās grāmatās FL5, FL6. Visās MG ir tēma- TU par grafiku, līniju diagrammu, stabiņu un sektora diagrammu izmantošanu skolēniem pazīstamu procesu attēlošanai un analīzei.

Visi autori ietvēruši atbalsta materiālus patstāvīgai darbībai, t.i., TU risināšanas paraugus un norādes, kā arī dažādas motivējošas uzrunas skolēniem.

Analizētajās MG tiek piedāvāti nestandartizēti uzdevumi, kuros pašiem skolēniem jāizdomā TU teksts. Lai arī to skaits nav liels, tomēr ir liela dažādība

nosacījumos, par ko jāsacer teksts. Piemēram, teksts jāizdomā pēc attēla par norādītām aritmētiskām darbībām, izmantojot dotos nosacījumus, pēc dotās shēmas vai Eilera riņķiem. Skolotājiem lietderīgi 5.-6. klasē, gatavojoties matemātikas olimpiādēm, iepazīstināt skolēnus ar tēmām, kas pārsniedz skolas matemātikas standartu apjomu un grūtības pakāpi (Sondore et al., 2017). Grāmatās L5 un L6 ir atrodami TU problēmrisināšanas prasmju attīstībai, kas matemātikas mācību procesā balstās uz zināšanu pārnesi jaunās situācijās, piemēram: TU ar kombinatorikas elementiem, Dirihlē principu, invariantu metodi, TU no grafu teorijas, loģiskie uzdevumi. Daļa no minētām TU tēmām ir ārpus patreizējās pamatskolas programmas.

Secinājumi
Conclusions

Problēmrisināšanas lietpratība ir viena no matemātikas pamatkompetencēm un tā veidojas uzdevumu risināšanas procesā, izmantojot gan kognitīvās, gan metakognitīvās stratēģijas.

Ņemot vērā, ka mācību grāmatas ir galvenais avots skolotāju metodisko ideju īstenošanai mācību procesā, mācību grāmatu autoriem ir liela atbildība, izstrādājot mācību grāmatu koncepciju un piedāvājot uzdevumu sistēmu pamatizglītības standartā plānoto rezultātu sasniegšanai. Skolotāju un skolēnu anketēšanas rezultāti pievērš uzmanību metodiskā darba pilnveidei teksta uzdevumu risinātmācīšanā.

Teksta uzdevumu risinātprasmes attīstīšanai J. Mencis (sen.) ir izveidojis metodisko sistēmu, kas aprobēta vairākās paaudzēs. Tā ir uzskatāma par Latvijas matemātikas metodiskās domas zelta fondu. To apliecina arī fakts, ka viņa mācību grāmatas matemātikā 4., 5.klasei ir tulkotas dāņu un igauņu valodā. Jaunās paaudzes uzdevums būtu iedziļināties J. Menča (sen.) metodikā un to pilnveidot, izmantojot arī jaunākās tehnoloģijas.

Problēmrisināšanas lietpratībai mācību grāmatās iekļaujami arī netradicionāli TU, kas var būt neatrisināmi, jo satur neatbilstošus datus, vai tiem ir vairākas atbildes, un TU, kas satur liekus datus. Dažādu netradicionālu paņēmienu piedāvājums ir rodams arī I. Ludes mācību grāmatās. I. Frances, G.Lāces mācību grāmatās ir jaunas pieejas grupu darba, pētniecisku un projektu darbu iedzīvināšanai, bet vāja metodiskā bāze teksta uzdevumu risinātmācīšanā.

Summary

The problem-solving skill has been identified as one of the transversal or cross-cutting skill in the project "Skola 2030" (Skola 2030, 2017). The achievements of Latvian pupils, who are about to graduate from primary school, both in the last two

OECD PISA and in the mathematics exam in grade 9 in recent years, are low. We believe that teaching to solve word problems in mathematics for grades 5-6 is the basis for a successful development of problem-solving skills in the following age groups. By analysing the results of the National Diagnostic Tests for Grade 6 in Mathematics (2016-2018), we found that for pupils in grades 5 and 6 to identify the mathematical problem in the context of the word problem and to obtain the mathematical result of the solution for this problem is difficult; especially for nonstandard word problems. The perception of the text, as 85% of the primary school mathematics teachers confirmed in the teachers' survey, is the most difficult for pupils in solving word problems. A quantitative and qualitative content analysis was performed by analysing author's methodological approaches to problem-solving skill in the most popular maths textbooks in Latvia for grades 5 and 6 which have been published in Zvaigzne ABC- J. Mencis (junior) and J. Mencis (senior), 2008, 2009; in Pētergailis- I. Lude, 2002, 2003; in Lielvārds- I. France and G. Lāce, 2013, 2015.

Conclusions. Problem-solving skill is one of the fundamental competencies in mathematics and it is developed in the process of problem-solving, by using both cognitive and metacognitive strategies. By taking into account, that textbooks are the key resource for implementing teachers' methodological ideas in the learning process, the authors of textbooks have a great responsibility in developing the concept of a textbook and offering a system of problems to achieve the intended learning outcomes according to the national primary education standard. The results of teacher and pupil surveys point out the necessity to improve the methodological work for teaching to solve word problems. J. Mencis (senior) has developed a methodological system which develops word problem-solving skill and which has been approbated for several generations. It is considered to be the gold foundation of methodological thought in Latvian mathematics. This is also evidenced by the fact that his textbooks for grades 4 and 5 in maths have been translated into Danish and Estonian. The task of the new generation would be to go deep into J. Mencis' (senior) methodology and improve it using the latest technologies. Non-traditional word problems that cannot be resolved because they contain inappropriate data, or have multiple answers, or contain unnecessary data should also be include in the textbooks in order to develop problem-solving skill. Tasks with increased degree of difficulty can be found in the textbooks by I. Lude. In the textbooks by authors, I. France, G. Lāce, there are new approaches to implementation of group work, research and project work, but a weak methodological basis for teaching to solve word problems.

Literatūra
References

Ausējs, L. (1935). *Aritmētikas metodika*. Rīga: Rīgas skolotāju institūta bijušo audzēkņu biedrība.
Boonen, A.J.H., Van Der Schoot, M., Van Wesel, F., De Vries, M.H., & Jolles, J. (2013). What underlies successful word problem solving? A path analysis in sixth grade students. *Contemporary Educational Psychology*, *38,* 271-279. Retrieved from

http://static.jellejolles.nl/Boonen-et-al.-2013-What-underlies-successful-word-problem-solving-A-path-analysis-in-sixth-grade-students.pdf

Geske, A., Grīnfelds, A., Kangro, A., & Kiseļova, R. (2013). *Latvija OECD Starptautiskajā skolēnu novērtēšanas programmā 2012 – pirmie rezultāti un secinājumi.* Rīga: LU. Pieejams: https://www.ipi.lu.lv/fileadmin/_migrated/content_uploads/Latvija_SSNP_2012_pirmie_rezultati_un_secinajumi.pdf

Geske, A., Grīnfelds, A., Kangro, A., & Kiseļova, R. (2016). *Latvija OECD Starptautiskajā skolēnu novērtēšanas programmā 2015 – pirmie rezultāti un secinājumi.* Rīga: LU. Pieejams: http://www.izm.gov.lv/images/statistika/petijumi/Gramata2015.pdf

Hegarty, M., & Kozhevnikov, M. (1999). Types of visual–spatial representations and mathematical problem solving. *Journal of Educational Psychology. 91*, 684-689. Retrieved from http://www.nmr.mgh.harvard.edu/mkozhevnlab/wp-content/uploads/pdfs/types_visual1999.pdf

Jiménez, L., & Verschaffel, L. (2013). Development of Children's Solutions of Non-Standard Arithmetic Word Problem Solving /El desarrollo de las soluciones infantiles en la resolución de problemas aritméticos no estándar. *Revista de Psicodidactica / Journal of Psychodidactics*, *19*(1), 93–123. DOI: https://doi.org/10.1387/RevPsicodidact.7865

Johansson, M. (2006). Teaching mathematics with textbooks: a classroom and curricular perspective. *Doctoral dissertation, Luleå University of Technology.* Retrieved from https://www.diva-portal.org/smash/get/diva2:998959/FULLTEXT01.pdf

Krastiņa, E., Sondore, A., & Drelinga, E. (2015). How to promote text comprehension with pupils of grades 1–6 when teaching to solve combinatorial problems. Acta Paedagogica Vilnensia, *35*(35), 67–80. Retrieved from https://www.ceeol.com/search/article-detail?id=524776

Lepik, M. (2015). Analyzing the use of textbook in mathematics education: the case of Estonia. Acta Paedagogica Vilnensia, *35*(35), 90–102. Retrieved from http://www.journals.vu.lt/acta-paedagogica-vilnensia/article/view/9193

Lepik, M., Grevholm, B., & Viholainen, A. (2015). Using textbooks in the mathematics classroom-the teachers' view. Nordic Studies in Mathematics Education, *20*(2–3), 129–156. Retrieved from https://www.researchgate.net/profile/Madis_Lepik/publication/287994658_Lepik_Grevholm_Viholainen_2015/links/567bc15208ae1e63f1dff49b/Lepik-Grevholm-Viholainen-2015.pdf

Mencis, J. (1993). Matemātikas mācīšanas metodiskā sistēma pamatskolā. *Profesors Jānis Mencis (1914 - 2011). Bibliogrāfija.* Liepāja: LiepU.

Mencis, J. (2014). *Matemātikas metodika pamatskolā.* Rīga: Zvaigzne ABC

Mitčenko, O., & Rozenfelde, M. (2014). Teksta uzdevumu risināšanas prasmju attīstīšana 5.-6. klases skolēniem ar mācīšanās traucējumiem. *Education Reform in Comprehensive School: Education Content ResearcH & Implementation Problems.* Pieejams: journals.rta.lv/index.php/PSPI/article/download/1128/1213

NCTM. (2000). *Principles and Standards for School Mathematics.* The National Council of Teachers of Mathematics, Portland: Inc. Graphic Art Center

Pepin, B., & Haggarty, L. (2001). Mathematics textbooks and their use in English, French and German classrooms. *Zentralblatt für Didaktik der Mathematik, 33*(5), 158–175. Retrieved from https://link.springer.com/article/10.1007/BF02656616

Pipere, A. (2011). Datu analīze kvalitatīvajā pētījumā. No K. Martinsone (sast.) *Ievads*

pētniecībā: stratēģijas, dizaini, metodes (220–243). Rīga: RaKa.

Robitaille, D.F., & Travers, K.J. (1992). International studies of achievement in mathematics. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning: A project of the National Council of Teachers of Mathematics* (687-709). New York, NY, England: Macmillan Publishing Co, Inc. Retrieved from https://psycnet.apa.org/record/1992-97586-027

SKOLA 2030. (2017). *Izglītība mūsdienīgai lietpratībai: mācību satura un pieejas apraksts*. Pieejams: http://www.izm.gov.lv/images/aktualitates/2017/Skola2030Dokuments.pdf

Sondore, A., Krastiņa, E., Drelinga, E., & Daugulis, P. (2017). Improving mathematical competence in primary school to enable skill transfers in new situations. *Proceedings of the International Scientific Conference "Society. Integration. Education"*, *Volume II*, 208-218.

VISC. (2016, 2017, 2018). *Vispārējā izglītība.* Pārbaudes darbi. Pieejams: https://visc.gov.lv/vispizglitiba/eksameni/info.shtml

Vītuma, M., & Krastiņa, E. (2014). *Diagnosticējošais darbs matemātikā 6.klasei 2013./2014. mācību gadā: rezultātu analīze un ieteikumi.* Pieejams: https://visc.gov.lv/vispizglitiba/eksameni/dokumenti/metmat/2013_2014_ddarbs_matem_6kl_met_mat.pdf

Демидова, Т.Е., & Тонких, А.П. (2002). *Теория и практика решения текстовых задач.* Москва: ИЦ" Академия".

Пойа, Д. (1959). *Как решать задачу.* Москва: Государственное учебно-педагогическое издательство министерства просвещения РСФСР. Retrieved from http://www.vixri.com/d/P%20O%20J%20A%20D.%20%20_KAK%20REShAT'%20ZADAChU.pdf

Стойлова, Л.П. (1997). *Математика: учеб. пособие для студ. сред. пед. учеб. заведений (2-е изд.).* Москва: Академия.

Фридман, Л.М. (2002). *Сюжетные задачи по математике. История, теория, методика: учеб. пособие для учителей и студентов педвузов и колледжей.* Москва: Школьная пресса.

Царева, Е.С. (1998). *Обучение решению текстовых задач, ориентированное.* Новосибирск: НГПУ.

Шелехова, Л.В. (2007). *Обучение решению сюжетных задач по математике.* Майкоп. Retrieved from http://window.edu.ru/catalog/pdf2txt/685/72685/50207

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ КОЛЛЕКТИВНОГО ИГРОВОГО ОБЩЕНИЯ В ПРОЦЕССЕ ФОРМИРОВАНИЯ ДИАМОНОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ МЛАДШИХ ШКОЛЬНИКОВ

Using the Technology of Collective Game Communication in the Process of Forming the Diamonological Competency of Primary School Pupils

Iryna Lapshyna
Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University, Ukraine

Lyudmila Lyubchak
Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University, Ukraine

Abstract. *The authors consider the diamonological competency of primary school pupils as a component of communicative competency, which is defined among other end-results of secondary education in modern Ukraine. They convince that communication for meeting educational, personal and professional demands involves the ability to respond adequately to a partner, a participant of a certain activity. That is, by means of linguistic means a pupil can plan, organize, edit, and monitor the course of action as well as its results. Taking into account the age-specific peculiarities of primary school pupils, the authors consider the technology of collective game communication, integrating the collective game forms and the speech communication, to be very effective for forming their diamonological competency. Correctly organized collective game communication of primary school pupils will not only contribute to the formation of the conscious linguistic personalities with free expression of thoughts, but also to the pupils' harmonious development and their training for creative self-realization.*
Keywords: *primary school educational process, competency approach, innovative technologies, collective game communication, forming of diamonological competency.*

Введение
Introduction

Одним из стратегических заданий реформирования современной украинской школы является её переориентация на личностное развитие школьников. В связи с этим возрастающую актуальность приобретает такая организация функционирования школы и отбор методов её работы, которые

обеспечивали бы максимальные условия для выявления и развития индивидуальности и способностей каждого ученика.

В Украине в 2015-2016 годах со всеми участниками образовательного процесса широко обсуждались стратегии изменений в образовании. В результате обсуждения концептуальные основы реформирования среднего образования были изложены в проекте «Новая украинская школа». Среди ключевых компонентов реформированной школы выделены такие: новое содержание образования, основанное на формировании компетентностей; мотивированный учитель, который имеет свободу творчества; педагогика партнёрства между педагогами, учащимися и их родителями; новая структура школы, которая способствует усвоению нового содержания и приобретению компетентностей для устойчивого развития и др. (Концепция Новой украинской школы, 2016).

Перечень ключевых компетентностей закреплён Законом Украины «Об образовании» (Закон Украины, 2014), Государственным стандартом начального образования (постановление Кабинета Министров Украины, 2018) и разработан с учётом «Рекомендаций Европейского Парламента и Совета Европы о формировании ключевых компетентностей образования через всю жизнь» (2006). На этапе завершения начального образования предусматривается обязательное владение младшими школьниками такими основными компетентностями: общение средствами родного языка, общение средствами иностранных языков, наличие общих представлений в сфере науки и техники, развитие навыков работы с цифровыми носителями, владение навыками самостоятельного обучения, социальными и гражданскими навыками, инициативностью и активностью, осведомлён-ностью и готовностью к самовыражению в различных сферах культуры.

Основой для становления указанных компетентностей являются общеобразовательные умения и навыки: осознанное чтение, умение выразить собственную мысль (позицию) устно и письменно, критическое и системное мышление в работе с информацией, способность аргу-ментировано обосновывать мнение (выбор), творческая реализация, инициативность, умение конструктивно управлять эмоциями, оценивать риски, принимать адекватные решения, находить выход из проблемных ситуаций, способность сотрудничать с другими людьми. Готовность младших школьников к выполнению таких коммуникативных действий предполагает не только умение грамотно строить высказывание на уровне отдельных реплик, но и точно, связно, адекватно донести свою позицию собеседнику с учётом его возрастного, социального, образовательного статуса, заинтересованности в общении (Лапшина, 2015). Таким образом, детям важно освоить правила диалогического и монологического

высказывания, способность гибко совмещать эти две формы для решения ситуаций социальной коммуникации (Курдюмова, 2015).

Формирование диамонологической компетентности возможно в результате систематического изучения синтаксических норм в школьном курсе языка или в ходе организации рече-игровой деятельности школьников, в том числе коллективного игрового общения. Выбор формы образовательного процесса находится в ведении учителя, который знает познавательные возможности своих учеников и предполагает наиболее результативные для них методы педагогического влияния.

Педагогическая ценность технологии коллективного игрового общения определяется критерием перевода игровых действий его участников в реальные жизненные поступки. Данная технология предусматривает коллективные и групповые формы работы, ориентирующие школьников на тематическую игру или ситуативное общение в группе. Каждый ребёнок становится активным участником реального общения, свободно выражает свои мысли, делится собственным жизненным опытом, представлениями, позицией.

Постоянно возрастающие социальные требования к организации результативного школьного обучения требуют от педагогов внедрения эффективных образовательных технологий. Это и обусловило выбор темы нашей статьи.

Цель статьи – теоретическое и эмпирическое обоснование использования технологии коллективного игрового общения в процессе формирования диамонологической компетентности младших школьников.

Методы исследования: теоретические – изучение и анализ психологической и педагогической литературы по вопросам модернизации образовательной сферы; эмпирические – анкетирование, изучение опыта работы учителей начальной школы, методы статистического анализа для преобразования эмпирических данных в количественные показатели.

Теоретическая основа темы
The theoretical background

Проблема обновления содержания среднего образования в контексте компетентностного подхода пребывает в центре внимания как зарубежных, так и отечественных учёных и практиков. Известный философ Алвин Тоффлер (2000), анализируя феномен трансформации современных обществ, утверждает, что «мир, который образуется от столкновения новых ценностей и технологий, новых геополитических отношений, новых стилей жизни и средств сообщения, требует совсем новых идей и аналогий, классификаций и концепций». Эта концепция определяет современную

парадигму общественного бытия и формирование целей образования в развитых странах мира.

В течение последнего десятилетия ученые развитых стран Европы и мира, в том числе Австрии, Великобритании, Канады, США, Германии, Франции, некоторых стран Восточной Европы – Венгрии, Румынии, Литвы, Латвии и др. – дискутируют на международном уровне по поводу того, как дать человеку необходимые компетентности для обеспечения его гармоничного взаимодействия со стремительно развивающимся обществом технологий.

Ученые развитых стран (Аллингтон, 2000; Кампс, 1997; Курдюмова, 2015) убеждают, что формирование у молодёжи знаний, умений и навыков должно быть направлено на усовершенствование их компетентности, способствовать интеллектуальному и культурному развитию личности, становлению способности быстро реагировать на общественные требования.

Теория образовательных компетенций и компетентностей обоснована и в работах украинских ученых – Е. Кононко (2014), А. Савченко (2009) и др. Методические аспекты проблемы становления коммуникативной компетентности уточнены в публикациях Н. Вашуленко (2011), А. Каніщенко (2015). Общий анализ понятия «компетентность», сравнительную характеристику ключевых компетентностей в европейских образовательных системах осуществили О. Овчарук (2004), Е. Пометун (2004), Е. Локшина (2007) и др.

О. Овчарук (2004) предлагает обобщённую классификацию ключевых компетентностей по трем основным блокам:

- − социальные компетентности, которые связаны с окружением, жизнью общества, социальной деятельностью личности (способность к сотрудничеству, умение решать проблемы в разных жизненных ситуациях, навыки взаимопонимания, социальные и гражданские ценности и умения, коммуникативные навыки и др.);
- − мотивационные компетентности, которые связаны с внутренней мотивацией, интересами, индивидуальным выбором личности (способность к обучению, навыки адаптации, умения достигать успеха в жизни и быть мобильным, умение делать собственный выбор, определять личные цели);
- − функциональные компетентности, которые связаны с умением оперировать научными знаниями и фактическим материалом, использовать разные источники информации для личного развития и др.

К ключевым компетентностям выпускников начальной школы относятся следующие компетентности: умение учиться, гражданская, общекультурная, информационно-коммуникационная, социальная, здоровье сберегающая (Савченко, 2009). Как видим, условием формирования большинства этих компетентностей является готовность школьников объединить свои усилия с другими партнёрами, найти среди окружающих единомышленников, обговорить совместные действия, обосновать аргументы для подтверждения правильности своего мнения и т.д. Поэтому учителю начальной школы важно понимать роль и содержание формирования у школьников диамонологической компетентности.

«Диамонологическая компетенция – понимание связного высказывания, умения отвечать на вопросы и обращаться с вопросами, поддерживать и начинать разговор, вести диалог, составлять различные по цели связные высказывания» (Богуш & Гавриш, 2007).

Младшие школьники, у которых сформирована диамонологическая компетентность, свободно и непринужденно вступают в разговор с другими, поддерживают диалог в соответствии с темой ситуации; без приглашения не вмешиваются в разговор других. Диалогическое высказывание они строят адекватно жизненной ситуации (приветствуют друг друга, объясняют ход выполнения задания, уточняют новые сведения, стимулируют к совместной деятельности и т.д.). К диамонологической компетентности относится и важная для учеников начальной школы способность выполнить словесное поручение (помоги товарищу подготовиться к занятию; объясни действия дежурного на перемене; подготовь выставку книг по теме занятия; наведи порядок в исследовательском пространстве классной комнаты), сообщать об их выполнении.

Диамонологическую компетентность можно сформировать у младших школьников, используя различные образовательные технологии, к примеру, технологии развития творческих способностей, технологии развития критического мышления при работе с информацией, интерактивных технологий взаимодействия, в том числе и технологии коллективного игрового общения.

Коллективное игровое общения (КИО) как образовательная технология отвечает требованиям, которые предъявляются к личностно ориентированным технологиям, не требуют длительной подготовки, его формы проведения гуманны и просты по своей организации (Клюева, 1997).

Коллективное игровое общение наделено колоссальной силой влияния на ребёнка потому, что реальное взаимодействие в ходе групповой деятельности с конкретным объектом окружающего мира подкрепляется высокой удовлетворённостью, ведь для ученика важнейшей является

потребность в общении, дружеских отношениях, ощущении комфортности группы, в которой он чувствует себя индивидуальностью.

Приёмы коллективного игрового общения отличаются камерным характером, особенно, если работа проводится в уютной комнате, в теплой и задушевной атмосфере. Они характеризуются с таких позиций:

–   организуются с использованием реальных предметов (стулья, столы, цветы, окно, шкаф, часы – любые предметы, кроме человека). Такая позиция дает возможность педагогу расширять диапазон дидактических форм;

–   реализация приёмов коллективного игрового общения чрезвычайно проста, потому что предполагает минимальную подготовку, но их эффективность обеспечивается когнитивными, креативными, коммуникативными, организаторскими способностями педагога;

–   КИО в качестве групповых форм работы способствует формированию морально-нравственных ценностей личности, вместе с тем, методика его организации требует высокой психологической, эстетической, гигиенической и философской культуры педагога;

–   необходимость учета специфических способов восприятия мира каждым ребёнком (визуального, аудиального, кинестетического). Важно обеспечить одновременное трёхканальное влияние на ребёнка того, что происходит: методика подготовки КИО предполагает отбор визуального (для зрения), акустического (для слуха) та операционно-действенного (для моторики) элементов.

Организовывая коллективное игровое общение, педагог бережно создаёт условия для вхождения ребёнка во взрослую жизнь с её сложными нормами, способствует социализации детей. В игре ребёнок беззаботен, способен максимально проявить свою индивидуальность, поэтому педагогу необходимо правильно использовать феномен игры для работы с отдельным ребёнком или группой детей.

Одним из элементов технологии коллективного игрового общения следует назвать личностно проектированную педагогическую ситуацию. Это образовательная ситуация, оказавшись в которой ребёнок должен найти смысл, идею, сопоставить их со своими интересами, создать собственный идеальный образ или модель своей жизни (Демченко, 2010). Такую учебную ситуацию можно реализовать во время проведения утренних встреч, на уроках языка и литературы, на уроках интегрированного курса «Я познаю мир», для подготовки к выполнению творческих заданий и т.п. Одна и та же

педагогическая ситуация на уроке или занятии разным детям даёт различный познавательный и жизненный опыт.

Достаточно новой формой коммуникативно-познавательной работы для педагогов начальной школы являются утренние встречи. Они имеют свою структуру: приветствие, обмен информацией, групповое занятие, ежедневные новости. В начале учебного дня встрече отводят 20-25 минут: дети собираются в группу, чтобы поприветствовать друг друга, выслушать мнение друзей по поводу какой-либо создавшейся ситуации, получить ответ на важный в данный момент вопрос. Во время утренней встречи дети могут совместно выполнять задания учебной программы, обсуждать план своей учебной работы и новости школьного дня. Сидя по кругу, друг против друга, каждый ребёнок осознанно и вежливо приветствует других детей, после чего в течение короткого времени делится собственным опытом со своими товарищами, которые с уважением слушают его, задают уточняющие вопросы или комментируют свои ответы. После этого все ученики участвуют в кратком групповом упражнении, направленном на развитие коммуникативных навыков, ощущения команды и духа единства.

Утренняя встреча – это забота друг о друге, ощущение эмоциональной безопасности, которые нужны для того, чтобы искренне делиться важными идеями и опытом, формировать готовность помогать друзьям. Утренняя встреча заканчивается обменом ежедневными новостями, которые обычно продумывает педагог, чтобы прокомментировать школьникам учебные задания наступившего дня.

Таким образом, утренняя встреча – это запланированная, структурированная встреча, которая занимает важное место в повседневном расписании деятельности группы или класса, когда царит атмосфера заботы и доброжелательности. Практика утренних встреч – одна из тех практик, которую могут использовать учителя начальной школы в повседневной деятельности

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

Реформирование современного начального образования в Украине предполагает преодоление изолированного преподавания учебных пред-метов. С помощью многосторонних межпредметных связей закладывается фундамент для формирования у учащихся диамонологической компетентности.

В сентябре 2018 года на базе средней общеобразовательной школы №12 г. Винницы с целью усвоения теоретических основ интегрированного обучения был проведен семинар-практикум для учителей начальной школы

на тему «Реализация приёмов интегрированного обучения в начальной школе в контексте Концепции Новой украинской школы». В октябре этого же года мы провели методический семинар учителей начальных классов на тему «Организация и проведение утренних встреч», на котором педагоги делились практическим опытом проведения утренней встречи различной тематики как приёма использования технологии коллективного игрового общения.

Перед проведением семинара 31 учитель начальных классов и 19 воспитателей заведений дошкольного образования г. Винницы согласились ответить на вопросы анонимной анкеты, целью которой была проверка состояния их психологической готовности к внедрению новых педагогических технологий. Вопросы анкеты касались готовности педагогов к соблюдению принципов педагогики партнёрства в общении с детьми, реализации интегрированного подхода к организации образовательного процесса, использования личностно ориентированных технологий обучения, создания развивающего образовательного пространства и т.п.
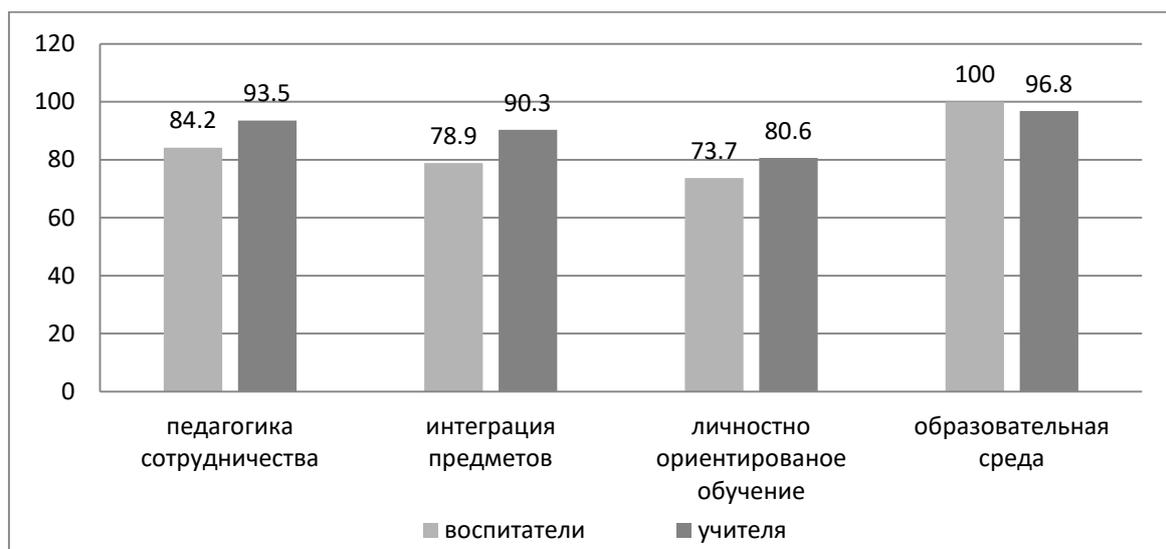
Рисунок 1. ***Результаты опроса учителей, воспитателей по аспектам внедрения новых педагогических технологий***
Figure 1 ***Survey of teachers, educators on the aspects of introducing new educational technologies***

Как видим из диаграммы, 29 учителей начальной школы (93,5%) готовы строить общение с детьми на принципах педагогики партнёрства. Высокий уровень готовности они демонстрируют и в отношении создания в своих классах развивающего образовательного пространства – 30 учителей (96,8%). 28 респондентов (90,3%) готовы к интеграции содержания учебных

предметов начальной школы, введению новых интегрированных курсов или занятий. Относительно низкий уровень готовности проявляют учителя-практики к использованию личностно ориентированных технологий обучения – 25 учителей (80,6%). Объясняют свою позицию результативностью традиционной классно-урочной технологии обучения в формировании предметных знаний, умений и навыков учащихся.

Воспитатели заведений дошкольного образования имеют опыт организации предметно-игрового пространства, поэтому все 19 (100%) поддерживают создание развивающего образовательного пространства в начальной школе, но только 14 респондентов (73,7%) считают оправданным использование личностно ориентированных технологий обучения в работе с будущими первоклассниками. Акцентируют внимание на психологических и возрастных особенностях развития шестилетних первоклассников, которым для успешной адаптации нужен волевой стиль руководства учебным процессом со стороны педагога. 15 опрошенных воспитателей (78,9%) положительно относятся к внедрению новых интегрированных курсов в образовательный процесс начальной школы. Для налаживания продуктивной учебно-познавательной деятельности с учащимися 16 человек (84,2%) отдают предпочтенье технологиям педагогики сотрудничества, в том числе коллективному игровому общению.

При планировании образовательного процесса педагогу необходимо использовать не только традиционные методические приёмы, но и искать новые подходы к решению учебно-коммуникативных задач, учитывая достижения творческого опыта отечественных учителей-новаторов и опыт зарубежных школ (Любчак, 2007).

В процессе работы методического семинара учителей начальной школы «Организация и проведение утренних встреч» мы детально познакомили практикующих учителей с методикой использования коллективного игрового общения для формирования диамонологической компетентности во время утренних встреч, с различными приёмами коллективного игрового общения: «Сократовская беседа», «Дискуссионная карусель», «Возле зеркала», «Корзинка», «В кругу симпатий», «Волшебный стул», «Проблемы и аргументы», «Смешинка», «Перелистывая словарь...», «Когда говорят предметы», «Маски» и другие. Учителям были предложены методические рекомендации по проведению перечисленных форм КИО во время организации утренних встреч с учащимися первых классов.

Приведём пример одного из рекомендованных нами приёмов КИО. «Калейдоскоп» – это приём организации коллективного игрового общения, который даёт возможность вспомнить интересные события, случаи из собственной жизни школьников, прочитанных книг, кадров любимых кинофильмов, побывать в театре, на выставке, концерте, встретиться с

интересными людьми, отправиться в путешествие, полететь на другие планеты и т.д.

Участники игры, передавая по кругу друг другу калейдоскоп, смотрят в него, любуются разными фантастическими узорами и делятся впечатлениями: что они увидели там («Я вижу...», «Мне кажется...», «Я сразу вспомнил...», «Я ничего не вижу, кроме цветных камешков...» и т.п.). Педагог первым смотрит в волшебный калейдоскоп или просит посмотреть кого-то из участников игры (важно, чтобы первым был тот, кто не комплексует, умеет высказывать свои впечатления, воспоминания). Пример одноклассника, сам калейдоскоп в руках, возможность за ним спрятаться (говорить не от своего имени) - всё это снимает психологическое напряжение детей, они открываются друг другу в игровом общении. Все ответы принимаются и не оцениваются. В завершении игры следует всех участников поблагодарить за высказанные суждения.

В конце 2017-2018 учебного года мы изучили опыт работы учителей начальной школы №12 г. Винницы Голошивец В.П. (1-А класс – 32 учащихся), которая в соответствии с нашими рекомендациями использовала проведения утренних встреч как элемента технологии коллективного игрового общения, и Коцюрубы О.М. (1-В класс – 34 учащихся), которая работала по традиционной методике в организации утренних встреч с первоклассниками. Констатируем, что ученики обоих классов положительно относятся к утренним встречам как продуктивной форме общения и овладения коммуникативными навыками. Но результаты протокола беседы с учащимися обоих классов на тему «Какие задания тебе нравятся больше всего?» свидетельствуют о том, что использование технологии КИО приносит более качественный результат. Так, 27 учащихся 1-А класса (84,4%) назвали утренние встречи и 26 учащихся (81,3%) определили работу в группах как наиболее полюбившиеся задания. Для сравнения этим формам работы отдали предпочтение 23 (67,6%) и соответственно 20 (58,8%) учащихся 1-В класса.

Сопоставление коммуникативной активности учащихся 1-А и 1-В классов также говорит в пользу первоклассников экспериментальной группы.

Обобщение
Conclusions

Обобщение теоретических источников и результатов эксперимен-тальной работы позволило сделать следующие выводы:

1. Формирование диамонологической компетентности младших школьников в контексте развития ключевых компетентностей,

обеспечивающих становление сознательной языковой личности, личностное развитие и дальнейшую творческую реализацию, происходит в коллективных и групповых формах организации образовательного процесса, разнообразных видах учебно-позна-вательной, коммуникативной, игровой деятельности. Поэтому продуктивное использование технологии коллективного игрового общения максимально отвечает современным социальным требованиям к удовлетворению педагогами начальной школы образовательных потребностей детей младшего школьного возраста, а также способствует дальнейшим жизненным перспективам выпускников заведений среднего образования.

2. Использование описанных приёмов коллективного игрового общения продемонстрировало достаточную эффективность образовательного процесса в условиях интеграции содержания учебных предметов и разных видов речевой деятельности младших школьников. Оно было направлено на развитие умения применять игровые действия с учётом реальных образовательных потребностей и возможностей первоклассников, на внедрение личностно ориентированной модели начального образования, максимальное приближение образования конкретного ребёнка к его способностям и жизненным планам.

Summary

Thus, the formation of the diamonological competency of primary school pupils in the context of their key competencies development which ensure the conscious linguistic personalities formation, personal development and further creative self-realization, is carried out in the collective and group forms of the educational process organization, as well as various types of educational-cognitive, communicative, and playing activities. Therefore, the productive use of the collective game communication technology meets the modern social demands to the contentment of primary school teachers with the educational needs of primary school pupils, and will also encourage the increase of competitiveness of secondary education institutions graduates in their life prospects.

The use of the mentioned above situations and activity forms demonstrated proper effectiveness in the process of training the future teacher for professional activity in conditions of integrating the educational subjects contents and the combination of different activities of primary school pupils. These actions were aimed at developing the ability to apply innovative technologies, taking into account the educational needs and opportunities of the education subjects, as well as at the introduction of a person-oriented model of education, which is based on the ideology of child-centrism and the

maximum approximation of the particular children education to their essence and life plans.

Литература
References

Богуш, А.М., & Гавриш, Н.В. (2007). *Дошкільна лінгводидактика : теорія і методика навчання дітей рідної мови. Підручник.* Київ: Вища школа.

Вашуленко, М.С. (2011). Підготовка майбутніх вчителів до формування мовно-мовленнєвої компетентності молодших школярів. *Початкова школа*, 6, 27-31.

Ґудзик, И.Ф. (2007). *Компетентносно ориентированное обучение русскому языку в начальных классах (в школах с украинским языком обучения).* Чернівці: Видавничий дім «Букрек».

Демченко, О.П. (2010). Особливості створення вербальних виховних ситуацій за змістом казок у роботі з дошкільнятами. *Гуманізація навчально-виховного процесу: збірник наукових праць.* Ч.1. Словянськ: СДПУ. 81-88.

Закон України (2014). *Про вищу освіту.* Retrieved from http://vnz.org.ua/zakonodavstvo/111-zakon-ukrayiny-pro-vyschu-osvitu

Каніщенко, А.П. (2015). *Лекційно-практичний курс з дисципліни «Технології вивчення галузі «Мова і література».* Тернопіль: Навчальна книга – Богдан.

Клюева, Н.В. (1997). Учим детей общению. Характер, коммуникабельность. *Популярное пособие для родителей и педагогов.* Ярославль «Академия развития».

Ключевые компетенции для обучения в течение всей жизни. *Рекомендации парламента и совета европы от 18 декабря 2006 г. о ключевых компетенциях обучения в течение жизни (2006/962/ЕС).* Retrieved from http://adukatar.net/klyuchevy-e-kompetentsii-dlya-obucheniya-v-techenie-vsej-zhizni/

Кононко, О.Л. (2014). Розвиваємо особистість учня : поради вчителеві. *Упровадження особистісно орієнтованого підходу в початковій школі. Учитель початкової школи : науково-методичний журнал, 3,* 5-8.

Концепція Нової української школи (2016). Retrieved from https://osvita.ua/doc/files/news/520/52062/new-school.pdf

Курдюмова, І.М. (2015). Педагогічні теорії в світлі розвитку соціальних комунікацій за допомогою он-лайнових технологій у процесі учіння. Психолінгвістика. *Збірник наукових праць ДВНЗ «Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди»*, *18*(2), 161-169.

Лапшина, І.М. (2015). Порівняльні аспекти формування мовної особистості дітей дошкільного та молодшого шкільного віку. Психолінгвістика. *Збірник наукових праць ДВНЗ «Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди»*, *18*(2), 33-42.

Локшина, О. (2007). Розвиток компетентісного підходу в освіті Європейського Союзу. *Шлях освіти*, *1*, 16-21.

Любчак, Л.В. (2007). Роль інтерактивних технологій навчання у формуванні комунікативної компетентності майбутнього педагога. *Психолого-педагогічні проблеми сільської школи. Збірник наукових праць Уманського державного педагогічного університету ім. П. Тичини, 19*, 28-35.

Об утверждении Государственного стандарта начального образования КМ Украины.

Постановление КМ. Стандарт от 21.02.2018. № 87. Retrieved from http://search.ligazakon.ua/l_doc2.nsf/link1/KP180087.html

Овчарук, О. (2004). Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи. *Бібліотека з освітньої політики*. К.: "К.І.С."

Пометун, О.І. (2004). Теорія та практика послідовної реалізації компетентнісного підходу в досвіді зарубіжних країн. *Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи.* К.: "К.І.С." 15-25.

Савченко, О.Я. (2009). Виховний потенціал початкової освіти. *Посібник для вчителів і методистів початкового навчання, 2-ге вид.* Київ: Богданова А.М. 220-223.

Тоффлер, Е. (2000). *Третя хвиля*. К.: Вид. дім «Всесвіт».

POWER RELATIONS OF THE PARTICIPANTS OF THE EDUCATIONAL PROCESS AND THEIR TRANSFORMATION IN THE PERSPECTIVE OF THE LEARNING PARADIGM

Jurgita Lenkauskaitė
Šiauliai University, Lithuania

Abstract. *The article deals with the problems of the power relations of the participants of the educational process. In the educational process, power is usually demonstrated not directly, but it is expressed employing rituals, rules, subtle control mechanisms, etc. Traditional teaching forms and methods, focused on the transferring of knowledge, help to maintain hierarchical relations in the educational process. The scientists (Duoblienė, 2009) notice that it is not possible to avoid power relations, but they can be reflected on. In the context of education, it foresees the perspective of the change in critical thought and power relations. The shift from the teaching paradigm to the learning paradigm is related to the possibility to recognize the expression of power relations and replace the traditional educational practice with a new one, that reflects the activity and equality of all the participants of the educational process.*
The aim of the research is to reveal the expression of power relations of the participants of the educational process and reflect on the situation of their transformation that occurs in the perspective of the learning paradigm.
Problem questions: How do power relations manifest themselves in the educational process? How do they change while moving from the teaching paradigm to the learning paradigm?
The methods of the analysis of scientific literature and written reflection by pedagogues have been applied in the research. The analysis of scientific literature presupposed the possibility to reveal the expression of power relations of the participants of the educational process, the implicit character of power relations and the situation of their change in the perspective of the learning paradigm. Written reflection by pedagogues reveals their efforts of critical thinking recognizing power relations in the context of their professional activity, analysing the causes of these relations and the potential of their change.
Keywords: participants of the educational process, power relations, learning paradigm.

Introduction

Power relations in the field of education is not a widely investigated issue, but it is a relevant one. The United Nations Educational, Scientific and Cultural Organization (UNESCO) believes that the teacher-student relationship is the core of the education process (Donghui, 2019). The findings of the research, that

show that relations in school are not as good as expected, have also been presented. Learners, while evaluating educational environments, distinguish their relations with teachers as the most problematic field. It is noticed that teachers rarely take learners' feelings into account, come up to talk, are interested in their problems (Barkauskaitė et al., 2015). However, there are too few discussions about the deeper causes of these relations and the preconditions of their transformation from the position of power.

A thorough analysis of power relations, that inevitably lie in every society, was presented by philosopher M. Foucault. Referring to the ideas of this author, productivity can be characteristic to power. Power relations are closely related to constructivism, because power is created and maintained in the society, and it is not something that has existed before the society.

The traditional educational process, that reflects the functioning of the teaching paradigm, is characterized by asymmetric power relations between teachers and learners. These relations are conditioned by the traditional understanding of education, according to which education is the transmission of experience, accumulated by the society, to the growing generation. According to M. Foucault, truth is not free in its nature, because its creation is transfused by power relations that have institutional support (Foucault, 1999). Control mechanisms, rituals, and rules employed in the educational process consolidate the epistemic authority of a teacher and a textbook. In the traditional educational process, the manifestations of discourse restriction and limitation can be noticed, when a teacher and a selected content of education get into the centre of attention; and the methods, which are the best to help transmit knowledge to learners, who are passively listening and carrying out instructions, are predominant.

Although power relationship cannot be avoided, it can be reflected on (Duoblienė, 2009). It is a very important idea in the educational context, because it foresees the perspective of the transformation of critical thought and power relations. The theory of power emphasizes that the fights of interests constantly take place, and when the situation changes, power relations can be changed or turned over, too (Volkers, 2008). A. Volkers is sure that there is a great lack of reflective thinking in recognizing power relations in the educational process (Volkers, 2008).

The perspective of the learning paradigm establishes the opportunity for the transformation of power relations in the educational process. Learning becomes learner-focused and reflective. The methods emphasizing collaboration, construction of knowledge, development of competences are highlighted.

A teacher gains the role of an assistant, it is important for him/her to establish favourable conditions for learners to learn. The learning paradigm in the empirical plane manifests itself in implementing the ideas of alternative learning, in emphasizing the importance of experiential, self-directed learning, etc. Nevertheless, in many general education schools, the manifestations of the teaching paradigm and respective power relations are still encountered. It presupposes the idea, that the participants of the educational process must be encouraged to reflect on their experience, interrelations, and, having identified an unsatisfactory situation, look for the opportunity how to reconstruct it.

The object of the research – power relations of the participants of the educational process and their transformation.

The aim of the research is to reveal the expression of power relations of the participants of the educational process and reflect on the situation of their transformation that occurs in the perspective of the learning paradigm.

The methods of the research – the analysis of scientific literature and written reflections by pedagogues – have been applied in the research.

Expression of power relations in the educational process

In the context of the teaching paradigm, a hierarchical model of power relations emerges. The participants of the traditional educational process contribute to the maintenance of hierarchical relations. A teacher is the epistemic authority, knowing the truth and striving to transmit it to learners. Popular forms of the transmission of knowledge (e.g., explanation, demonstration) consolidate asymmetric relations between learners and teachers (Parton & Bailey, 2008). The content of education is presented as objective truth. An education programme, that is focused on the transmission of information, is fundamentally authoritative, consequently, intolerant and limited (Bailey, 2000).

The philosopher M. Foucault, who broadly analysed power relations, very critically spoke about truth that in the educational process is presented as objective. In the thinker's opinion, "we only see truth as richness, fruitfulness, and strength, gentle and at the same time deceptively universal. But we do not know anything about the will for truth – this incredible machinery of elimination" (Foucault, 1999, 14). Referring to the insights of M. Foucault, it has to be admitted that truth is not free in its nature, because it is constructed on the basis of power relations. The concept of the traditional education, as the transmission of the accumulated knowledge to the new generation, is based on the mechanisms of discourse constraint. The methods focused on the transmission of the established contents of education and the role of the teacher, who consolidates strict discipline, also serve this purpose.

One of the most evident ways to consolidate the settled power relations in the field of education is ensuring control. M. Foucault widely wrote about control, that is important for the educational process, while analysing the system of examinations. "In the examination, the technique of a supervising hierarchy and a normalizing sanction is combined. During the examination individuals become open, the opportunity to differentiate them and impose a sanction emerges" (Foucault, 1998, 221).

Some scientists (Peach & Bieberb, 2015) draw attention to the functioning of education as a power mechanism. Nevertheless, in the practice of education, the power mechanisms function probably in one of the subtlest ways, therefore, they are recognized with difficulty and that is why they usually avoid critical transformation. Power does not arise from the subject's personal choice (Foucault, 1999). Power relations can be compared to disciplining techniques of the institutions of society (school, hospital, prison). Nevertheless, power relations that exist at the macro-level in the society also consolidate themselves at the micro-level, and in the case under analysis it happens in a particular educational process.

A. Volkers, analysing the insights of M. Foucault, revealed the relations between a teacher and a learner, typical to the traditional educational process, that refer to learner's ignorance and are based on his/her memory (Volkers, 2008). A teacher reveals a learner's mistakes and helps to find a correct answer. The requirement to be silent when a teacher is speaking comes from here, because only in such a way objective truth can be accepted. These are typical examples of hierarchical relations, consolidated in the educational process, that support the functioning of the teaching paradigm. It is evident that speaking about the learning paradigm and student-centered learning, the transformation of the traditional power relationship in the educational process is also necessary.

Transformation of power relations in the perspective of the learning paradigm

The transformation of paradigms of education have interested scientists for quite a long time (Barr & Tagg, 1995). It is noticed that it gives a great challenge to the change in didactics (Barkauskaitė et al., 2015). In order to successfully implement the learning paradigm, the transformation of the concept of education itself and a new proceeding of the educational process are important. In this context, the necessity arises to replace disciplining power relations with the relations based on the communication of the participants of the educational process (Donghui, 2019).

Looking from the perspective of the learning paradigm, the purpose of learning is to establish the opportunities of various experiences for learners,

which would stimulate learning but not the transmission of knowledge and skills (Jarvis, 2001; Thompson, 2014). Thus, organizing the educational process much attention is paid to the development of learners' powers and self-directed learning. The idea is supported that the educational process should become student-centered, where students are identified as the owners of their learning (Lee & Hannafin, 2016). It is closely related to a new model of power relations and the expression of democratic ideals in the educational process.

M. Foucault considered the following aspiration as important – power should not be hegemonic but it should meet the demands of the democratic society. K. Reich, analysing the works by M. Foucault, explained that a person exists between the aspects of power and resistance (Reich, 2012). Consequently, hierarchical relations that do not meet the interests of the participants of the educational process evoke the need for change. Without the action of the subjects themselves power becomes helpless. In the perspective of the learning paradigm, the participants of the educational process construct democratic relations that are based on the idea of equality. Learners' unique experience and their diversity become an important and valuable accent.

In the theory of power relations, the idea of discourse constraint and restriction is frequent. In the context of the research it is important to pay attention to the fact that under the action of the teaching paradigm not all the participants of the educational process have equal rights to share their experience and contribute to the creation of educational situations. The scientists notice that children's "perspectives are seldom sought by educators, who traditionally hold views of children as being innocent and dependent upon adults to 'know what's best' for nurturing children's wellbeing and future trajectories" (Ruscoe, Barblett, & Barratt-Pugh, 2018, 63). The conclusion is drawn that in the contemporary educational process it is necessary to share power with children. Children are given "voice", and referring to it, a new understanding of learning is co-constructed. Consequently, after that the renovation of the organization of the educational process may follow.

In the context of the learning paradigm, particular attention should be paid to teachers' training and the development of their skills, especially critical thinking (Haydon & Jones, 2012). The biggest opportunity to talk about the change of the roles and relations of the participants of the educational process occurs when, after its reflective evaluation, the situation does not satisfy the needs any more and stimulates the search for new solutions.

Research methodology

Reflecting is considered as one of the essential skills helping the participants of the educational process recognize predominant power relations

(Duoblienė, 2009). Firstly, reflectivity should be characteristic to a pedagogue. Nevertheless, as it is noticed, this skill in the practice of education is not sufficiently developed. In order to encourage pedagogues to think reflectively about the relations of the participants of the educational process and power that manifests itself in them, a written survey of pedagogues was conducted. Pedagogues were asked to evaluate pedagogues' relations with learners, to identify the causes of these relations, and foresee development opportunities in written reflections, while analysing their professional experience.

The sample of the research – 30 written reflections. Target sampling was applied in the research. Written reflections were prepared from December 2018 to January 2019 by pedagogues continuing their studies at university, who have attended the study course of general didactics and gained knowledge about the management of the educational process and experience in reflecting. Reflections served not only as a research instrument but also as an aid for pedagogues to rethink their experience and project the perspectives of its development. In the research confidentiality was observed, the participants of the research did not have to indicate their names and surnames. Written reflections have been analysed applying content analysis, distinguishing categories, subcategories, and illustrative statements.

Analysis of the expression of power relations in pedagogues' written reflections

Analysing their professional experience in education institutions, the pedagogues revealed quite many manifestations of the functioning of the teaching paradigm that shows hierarchical power relations. The pedagogues' responses, distributed into categories and subcategories and illustrated by statements, have been presented in Table 1.

*Table 1 **Expression of power relations in the educational process***

Category	Subcategory	Illustrative statements
Rules set in advance	Strict discipline	In my workplace learners must stand up when the teacher comes in and sit down only after the teacher's permission
		"Releasing the reins" teachers fear of chaos
		The teacher has an opportunity to preserve his/her authority by setting rules
	Elements of force	Forced reading generally takes away the desire to read
		Art classes for children are a forced thing
		The pressure that "kills" children's motivation constantly manifests itself

Control of the educational process	Restriction and directions	The time limit given for a task impedes the expression of creativity
		The instruments, with which the learners have to work, are indicated
		Earlier I tried to structure everything
Learners' role	Passiveness or protest	Contemporary children do not want to do anything at all
		When given freedom, children will not realize what is interesting to them
		Some children obediently carry out instructions, the others demonstratively protest

Generalizing the educational process, the pedagogues pointed out the predominant rules that are set in advance, and that is why they can be alien to learners (and often to teachers themselves). The pedagogues also notice that in the educational process many elements of control manifest themselves in setting boundaries and instructions. In the context of power relations, learners take two opposite roles – they either become passive and obedient or they protest.

Analysing the educational process, the pedagogues often use words expressing destruction: *pressure, force, killing (of motivation).* It contradicts the concept of education, that is generally related to creation, development, i.e., positive characteristics. In fact, the pedagogues do not directly relate their activity to the maintenance of hierarchical power relations. This insight is closely related to the observation of A. Volkers, that the statement that they apply power seems absurd to pedagogues (Volkers, 2008). Nevertheless, in the context of education, teachers recognize the manifestations of power that do not satisfy them. Consequently, it is expedient to analyse what, in pedagogues' opinion, the origin of power is.

Reflecting on the origin of power relations, the pedagogues pay much attention to determinability, mentality of the society, and insufficient dissemination of good practice (Table 2).

*Table 2 **Origin of power relations***

Category	Subcategory	Illustrative statements
Determin-ability	Set plans	You have to deliver the topics very quickly, otherwise you will not manage to implement the plan of the year
		There is no time to see whether children understand or not
	Pressure on teachers	If you are doing something in a different way, you will be forced to come back to the boundaries
		A teacher does not have another choice
	Sanctioning evaluation	Much attention has to be paid to grades, standardized tests, examinations
		Everyone must meet the standards

Mentality of the society	Established traditional education	Our society still has to grow up for alternative methods
		It is difficult for teachers to change their traditional attitudes
		To change education, the generation must change
		The Lithuanians are afraid of changes ruining our everyday life
Insufficient dissemination of good practice	Reticence	There is a lack of collaboration with other schools
		Competition and pressure is felt
		Teachers usually compare themselves with the others

Pedagogues feel as hostages of the present power relations and they find themselves in a vicious circle. Their activity is conditioned by the directions of administration that are based on the requirements set to them. Responding to that, teachers are forced to give many directions to learners. It confirms the thought, that power is not a choice of separate subjects, although it cannot function without their support.

Analysing power relations, it has been noticed that they are constructed. Various constructs (e.g., related to the traditional concept of education) become deeply established in the consciousness of the members of the society and they become a norm. Nevertheless, the opportunities of reconstruction exist. In the society, the fights of interests constantly take place, and when the situation changes, power relations can also be changed or turned over (Volkers, 2008). It is possible to observe the situation that provokes the change in power relations in the field of education, when the learning paradigm is replacing the teaching paradigm.

While providing insights on how the situation in the educational process should change, the pedagogues pay much attention to the implementation of the aspects of didactics representing the learning paradigm (Table 3).

*Table 3 **Transformation of power relations***

Category	Subcategory	Illustrative statements
Change of the roles of the participants of the educational process	Learners' self-directed learning	Children learn many necessary things from animated cartoons, which we forbid them to watch
		Learners' creativity and self-expression unfold through their chosen activity
	Shared decision making	Learners and a teacher can arrange the topic of the work together
		A child has an opportunity to choose how to dress up during the event
	Change of a teacher's role	A teacher should be a guide, a facilitator
		For a teacher it is important to get involved into creative activity himself/herself

Transforma-tion of the educational process	Variety of educational environments	It is possible to give classes not necessarily in the classroom
		Children should learn in a space that is acceptable to them
	Change of the content of education	It should not be forced what books should be read
		Integrated lessons get learners more interested
	Methods stimulating learning	It is important that children could investigate, experience, discover
		Not to restrict children's natural desire to learn about the world
		Projects involving children
		Group work methods can answer the purpose

The teachers point out that the transformation in the educational process should take place with a bigger focus on children, responding to their needs. The conditions suitable for that are established by the change of the roles of the participants of the educational process. In the perspective of learners' self-directed learning a teacher becomes a facilitator. Democratic relations enter into force, when all interested parties are heard when making decisions. There are no more subjects who have a privilege to talk, all the participants of the educational process gain their "voice".

A new model of power relations in the pedagogues' reflections emerges, when they model the perspectives of the educational process. The pedagogues try to reject the relics of restrictions, limitation, and force, which are still often identified as the reality of education. A new model of power relations is constructed, which would give more freedom for learners to choose, where and what they want to learn, empower learners' active common work, and give a sense to their experience.

Conclusions

Power relations in the context of education are not widely analysed, but it is a relevant issue, because they have a big impact on education. The participants of the educational process are not always satisfied with their interrelations, and this might be conditioned by power that is not shared but concentrated in the hands of certain subjects. Power has both destructing and constructing potential. Although there is no society without power relations, if democratic ideals are observed, it is possible to achieve that all interested individuals feel equal, having power, and able to use it.

The expression of power relations in the field of education is well reflected by educational paradigms. In the context of the teaching paradigm, power

relations that express pedagogical impact are consolidating. Much attention here is paid to the determined truth and its transmission to the growing generation. Consequently, the manifestations of discourse constraint occur, "voice" is not given to all the participants of the educational process. On the contrary, in the perspective of the learning paradigm, power relations gain democratic character. In the educational process, the participants' interaction, distribution of powers, commonly made decisions are predominant. Truth becomes an object of agreements, "voice" is gained by the subjects, who previously did not have it.

The pedagogues, reflecting on their professional experience, describe the relations, predominant in the educational process, as quite often reflecting the action of the teaching paradigm and having destructive impact on students' learning. The manifestations of strict discipline, control, and force have been identified. It conditions learners' passiveness, loss of motivation or, on the contrary, protesting. Dissatisfaction with the current situation may become a weighty precondition for the transformation of power relations. It is understood by the pedagogues as the change in learners' and teachers' roles, paying more attention to learners' needs and their "voices" in the transformation of the educational process. Nevertheless, the change in power relations is not rapid, because, according to the pedagogues' observation, it is mostly conditioned by the mentality of the society, reticence, unwillingness to share good practice, and predominant determinability that often makes pedagogues feel helpless.

The limitation of the research manifests itself in the fact that only pedagogues have been surveyed. Consequently, it would be expedient to continue the research and empower other participants of the educational process to reflect on power relations predominant in it and express their opinion towards the change.

References

Bailey, R. (2000). *Education in the open society: Karl Popper and schooling.* Aldershot: Ashgate.

Barkauskaitė, M., Brandišauskienė, A., Chodzkienė, L., Ignatova, N., Kaušylienė, A., Martišauskienė, E., Mazlaveckienė, G., Mečkauskienė, R., Rauckienė-Michaelsson, A., Monkevičius, J., Navickienė, V., Pukevičiūtė, V.J., Survutaitė, D., & Vasiliauskas, R. (2015). *Edukologijos inžinerijos link: teorijos ir praktikos sanglauda* [*Towards the Engineering of Educational Sciences: Cohesion of Theory and Practice*]. Vilnius: Lietuvos edukologijos universiteto leidykla.

Barr, R.B., & Tagg, J. (1995). *From Teaching to Learning – A New Paradigm for Undergraduate Education.* Retrieved from https://www.esf.edu/openacademy/tlc/documents/FromTeachingToLearningANewParadigmforUndergraduateEducation.pdf

Donghui, H. (2019). From Discipline To Communication: Reflections On The Reconstruction Of Teacher-Student Relationships. *Knowledge Cultures, 7*, 1, 44–48.

Duoblienė, L. (2009). Foucault idėjų sklaida švietime: disciplinuojančios mokyklos demaskavimas [Dissemination of Foucault's Ideas in Education: Unmasking of a Disciplining School]. *Problemos, 75,* 44-57.

Foucault, M. (1998). *Disciplinuoti ir bausti* [*Discipline and Punish*]. Vilnius: Baltos lankos.

Foucault, M. (1999). *Seksualumo istorija. Pirma knyga: Valia žinoti.* [The History of Sexuality. The first volume: The Will to Knowledge]. Vilnius: Vaga.

Haydon, D., & Jones, P. (2012). *Putting It Into Practice: Developing Student Critical Thinking Skills in Teacher Education: the Models, Methods, Experience and Results.* Charlotte, N.C.: Information Age Publishing.

Jarvis, P. (2001). *Mokymosi paradoksai* [*Paradoxes of Learning*]. Kaunas: Vytauto Didžiojo universiteto Švietimo studijų centras.

Lee, E., & Hannafin, M.J. (2016). A Design Framework for Enhancing Engagement in Student-Centered Learning: Own It, Learn It, and Share It. *Educational Technology Research and Development, 64*, 4, 707–734.

Parton, G., & Bailey, R. (2008). Problem-based learning: a critical rationalist perspective. *London Review of Education, 6,* 3, 281–292.

Peach, H.G., & Bieberb, J.P. (2015). Faculty and online education as a mechanism of power. *Distance Education, 36*, 1, 26–40. DOI: http://dx.doi.org/10.1080/01587919.2015.1019971

Reich, K. (2012). Diverse Communities – Dewey's Theory of Democracy as a Challenge for Foucault, Bourdieu, and Rorty. In Green J. M., Neubert S., Reich K. (Eds.) *Pragmatism and diversity: Dewey in the context of late twentieth century debates* (165–194). Basingstoke: Palgrave Macmillan.

Ruscoe, A., Barblett, L., & Barratt-Pugh, C. (2018). Sharing power with children: Repositioning children as agentic learners. *Australasian journal of early childhood, 43*(3), 63-71.

Thompson, S. (2014). A Paradigm for Learning in a World of Continuous Change. *Educational Technology, 54*(3), 7-11.

Volkers, A. (2008). *Wissen und Bildung bei Foucault: Aufklärung zwischen Wissenschaft und ethisch-ästhetischen Bildungsprozessen* [*Knowledge and Education according to Foucault: the Essence behind Science and Ethnic-Aesthetic Process of Education*]. Wiesbaden: VS Verlag für Sozialwissenschaften.

DISSEMINATION OF THE CONCEPT OF PERSONAL INDIVIDUATION IN MODERN PHILOSOPHY AND PSYCHOLOGY (THEORETICAL AND HISTORICAL OVERVIEW OF THE CONCEPT DEVELOPMENT)

Irma Lescinskaite
Klaipeda University, Lithuania

Abstract. *The article aims to reveal the concept of Individuation. Individuation is perceived as a conscious decision to constantly create one's qualitative life by realizing one's creative strengths and personal human needs. It can and is also perceived as a (self)educational process, which occurs in an educational environment that is suitable for the self-expression and individuation of a person. The following article reveals the philosophical and psychological approaches towards the concept of personal individuation. The concepts of individuation of the following authors are being reviewed: I. Kant, F. Schiller, F. Nietzsche, J. Dewey, R. Rorty, G. Jung, C. Rogers and A. Maslow.*
Keywords: *concept of individuation, personal individuation, principium individuationis, Self, self-education, social constructivism.*

Introduction

Today's society, social sciences, educology are increasingly focusing on individuation, i.e. on the search for one's personal path, by promoting personal creativity. Nowadays, critical and reflective individuation is relevant. It is a choice with whom and for how long to cooperate for the performance of joint activities. Spiritual (C. G. Jung (1921, 2012) and his followers) and sociocultural (R. Rorty (2007, 2017)) forms of individuation are most commonly discussed. Both forms presume some sort of a social order that allows and tolerates the formation of a personal path. The aim of individuation is to doubt, criticize, change and develop oneself as a certain construct.

In reviewing the concept of individuation, it is necessary to understand theoretical origins and historical development of the following term in the fields of modern philosophy and psychology.

The principle of individuation (Lat. *principium individuationis)* has been already formulated by medieval philosophers. In the broadest sense, it describes how one object differs from another. Despite the fact that the content of the

concept of *individuation* used in philosophy has changed historically, its fundamental meaning remained quite stable and clearly defined: it was used to describe the most common philosophical concept, how an object is identified as being individual and identical to itself, and thus without being anything else. Therefore, being common and universal, philosophical concept of *individuation* was and still is applied to a person, i.e. it is used to describe how a man as a person is distinguished from other (non-human) beings of the world and from other people (Šileris, 1999). Why and how individual entities appear from the general base of reality and acquire a separate and independent existence, and among them – individual and unique human persons or individuals? This is the fundamental philosophical essence of the question of individuation.

The direct link between the concepts of *individual* and *individuation* predetermines that even though there is an abundance of attempts in scientific literature to question the provision of methodological individualism that long prevailed in social and political theories, in this case *individual* is an indispensable starting point for analysis. Theoretical parts of the article review the origins of individuation, philosophical and psychological nature of the concept of individuation. The origin and development of the concept of *individual* is still the subject of scientific disputes. Most researchers agree that its origins are Christian, but modern individualism is reasonably considered to be a unique phenomenon in the history of world civilizations. According to A. MacIntyre, N. Machiavelli and M. Luther are real founders of the modern individual: "in the works of both authors a figure appears that can not be found in the moral theories of Plato and Aristotle times, that is an "individual"" (MacIntyre, 2000).

Search for the concept of individuation: Concept of *Individual*

The concept of individual was not known in antiquity. It appeared and began to be used only by medieval philosophers (Akvinietis, 2015) and its content and meaning became apparent through the prism of the relationship with the concept of *person*. Both concepts – *individual* and *person* – are used to describe different aspects of a natural person. One's natural and social levels of existence are described by the concept of *individual*. Supernatural or transcendental level of existence of a person is defined by the concept of *person*. Human being, as a person, goes beyond nature and sociality (both also occur in animals) by being of a higher spiritual order.

The modern concept of *individual* describes one's immanent existence as of an abstract person. Since such an individual is not a natural person, it isimpossible to know who one "really" or "actually" is. Thus, the question of individuation began to be differently formulated in the New Ages, when the modern concept of *individual* appeared and replaced the previously prevailing in philosophy concept

of *innate human being*. The founders of the modern concept of *individual* are considered to be two Renaissance thinkers: M. Luther discovered an individual in religion, while N. Machiavelli in politics (MacIntyre, 2000). They are innovative in a way that in the works of N. Machiavelli (2009) opposite begins to be formed: the sacred Christian individuality is being replaced by the individuality of a biological body with no soul. Such transformation anticipates the future M. Foucault's expression of "death of man": individual is an abstraction of man, or a "man with no qualities", – this is how the essence of the modern concept of an individual can be briefly defined (Foucault, 1998; MacIntyre, 2000, 45). By means of activity one creates new qualities for oneself, gains new features. In such perspective, the old philosophical problem of individuation not only acquired a completely new content and meaning, but has also become more relevant than ever and difficult to solve. The concept of *individual* is abstract, because its content is decoupled from all usual human qualities and their differences. The following means that this concept becomes "empty" and provides for an abstract equality of individuals, which can only be understood as their complete uniformity. Accordingly, the previous philosophical question of why and how a person differs from others acquires a completely different meaning: why and in what way a certain (or unique) individual in a modern society is found, formed and finally distinguished, as well as acquires a more or less defined and constant identity out of the similar faceless mass of individuals or an amorphous "human raw materials"? Due to the fact that the relevance and complexity of the following question has not been previously addressed, it became one of the most important problems of modern philosophy: personal individuation itself has begun to be interpreted as a complex process of individuation. The gradually established concept of *process* shows that the very concept of *man* is fundamentally changing. The pre-modern philosophy understands it as "the same" person – as a creature having a universal human nature and endeavouring to realize it as fully as possible.

I. Kant's philosophy of transcendental idealism as a break point in the concept of individual. I. Kant's philosophy of transcendental idealism became a decisive step in consolidating the procedural concept of individual, and the most important prerequisite for the dissemination of the idea of individuation. Here, a person becomes an unknown "thing-in-itself", or an unknown X, whose real features will never be revealed. Such a person exists only as a "phenomenon", whose qualities are not inherent in a natural man, but acquired and manifested through activity as an expression of "power". The concept of *power*, the derivative of which is the concept of *empowerment* (Ruškus et al, 2013) and is widely used in most sciences, as well as educology, is another testimony of the deep change in the concept of *man*. According to a French philosopher, P. Manent, human power and one's desire for power have given way to another domination,

dominion, which is no longer the power of man over man, but human power to create a man in man (Manent, 2005, 165). The power "to create a man in man" transforms the person into the "observed" or a "human phenomenon" that is constantly changing and dependent on the achieved level of cognition (Kant, 2013, 67).

The human phenomenon is not a gift, or as described by Kant, "thing-in-itself", the specific intrinsic qualities of which should be found by means of examination. On the contrary, this phenomenon is the expression of the human power to create a new man in oneself and appears only because in order to "cultivate" it, two cognitive powers or abilities are being used: sensibility and intelligence. Here, the specific and, above all, innovative distinctive feature of Kantian transcendental cognition and his approach towards the human phenomenon becomes apparent: all familiar phenomena, including that of a man, have no "depth", i.e. no essence or nature and exist only as one-dimensional facts of empirical experience: "There is no doubt that every our cognition begins with experience, as what else but objects could raise the cognitive ability for activity, as objects affect our senses and partly lead to images, partly encourage our intellect to compare those images, associate or detach and thus process the raw material of sensory impressions into the cognition of objects, called experience" (Kant, 2013, 43). This, in turn, means that cognition does not find them, but invents, and they are ephemeral constructs of such a new cognition.

The human becomes exactly as described: a constantly making oneself and self-renewing construct or a phenomenon, turning into a cognitive image constructed by a person. Such a human-phenomenon has no solid and unchangeable basis of existence in reality, and his only conduit of conditional certainty and stability is an abstract and empty idea of the so-called transcendental "Self" or the transcendental principle that accompanies all of his changing images and allows to think and imagine the ephemeral "unity" of a person. Such concept of "Self" already implies, even though does not fully guarantee, an opportunity of unrestricted individuation. According to Kant, every individual must create and develop oneself by looking into the "depth of the idea of humanity": "Inner significance is the depth of the insight into the idea of humanity, it is revealed by the fact that rare aspects of such an idea are highlighted, and due to purposeful circumstances distinct and clearly expressed individualities can reveal their unique traits" (Kant, 2013). This means that in one's life a person must consolidate and develop oneself without realizing a certain universal idea of a perfect person, but has to create oneself, implementing a strictly individual life project by freely choosing among other things, one's own worldview, values and ideals.

F. Schiller's concept of "Self". Referring to Kant's principles of transcendental philosophy and aesthetics, F. Schiller has consistently revealed and

exposed the duality hidden in the Kantian concept of "Self". According to him, there are actually two definitions or dimensions of the human "Self", which the philosopher calls a person and a state. Their interaction and relationship are defined as follows: "Insofar a person and a state in a human being, as in a complete creature, are different, so neither the state nor the person can be the basis for each other. In the latter case, the person should change, and in the first case, the state should be constant, so either the personality or the completeness should disappear" (Šileris, 1999, 67). "Hence, a person should be one's own basis, as what remains can not appear from change; in such a way, first of all, we have come to an absolute self-based being, i.e. idea of freedom. A state must have a basis; due to the fact that its being is not based on a person, in other words, is not absolute, it must take place; this means, secondly, that we have found a condition for any dependent being or becoming – time. Time is a condition for any becoming, - that is an identic statement, because it means that sequence is a condition for something to happen" (Šileris, 1999, 68). The connection between the absolute freedom and time, indicated by Schiller, is a necessary condition for individuation and allows to clearly define the essence of the process of individuation: individuation is the only infinite expression of absolute freedom that became the "nature" of man, i.e. unaware of any inherent limitations, in time: "the human personality, taken by itself and detached from any sensible material, is the beginning of the possible infinite expression" (Šileris, 1999, 69). By surpassing Kant in such a way, his follower Schiller provides the concept of *individuation* with an even more definite theoretical and practical meaning: individuation, being an absolutely free-flowing human self-creation in time, is the expression of power that is hidden in one and objected by one's creations, or a process of human empowerment extending to an infinite future through one's realized individual life projects.

F. Nietzsche's philosophical *principium individuationis*. F. Nietzsche has transferred his philosophical *principium individuationis* reflections into a completely new level of theoretical reflection, providing the following principle with a "postmodern" meaning. F. Nietzsche changes the concept of the principle of individuation by eliminating the difference between essence-phenomenon, nature and its embeddedness. Therefore, all beings in his philosophy are treated only as phenomenon with no measure of their own reality.

They also do not have the basis of their birth or beginning. Such non-foundation, on one hand, allows to perceive phenomena as appearing *ex nihilo*; on the other hand, since there is no "identity" that would allow to assess the level of realization, the world of phenomena becomes a special reality of dreams. Nature or identity as the ideal limit of dissemination of the being, in this case the human individual, simply disappears. A space of a completely different – limitless – individuation appears, where an individual constructs new ephemeral

forms of one's existence from nothing. This is already a completely "postmodern" interpretation of the principle of individuation. In fact, individuation becomes a special form of "free artistic self-creation", or in the words of the philosopher, expression of the "artistic instincts of nature" (Nietzsche, 1997, 41). The following suggests that personal individuation in this thinker's philosophy begins to be perceived not as a condition for one's self-realization or simply "aesthetic" way of life, but as a special – fundamental and authentic – form of artistic existence.

J. Dewey' concept of *individuation*. One of the most prominent proponents and defenders of the idea of individuation of the first half of the 20th c. was an American thinker J. Dewey. The main idea of this outstanding theorist of educational philosophy was that a human being is only human to the extent one maintains a relationship with others, while one can know oneself, perceive and understand one's needs and possibilities only in a social environment. Human identity has no predefined content and qualities, as who we are and whom we can be is determined by our decisions. Personality that is supported and created by decisions is never fully formed, as it is a result of interaction with the constantly changing environment. Dewey defines individuality as an ethical idea, the essence of which is one's own choice of reflective aspirations and plans, as well as opportunities offered by situations. (Dewey, 2014) After summarizing and assessing Dewey's insights, a researcher of his creation D. Hildebrandt aptly defines the essence of Dewey's developed and highly consistent concept of individuation: "Every choice of an individual determines one's further life" <…By virtue of my choices I create and establish myself; hence, it depends on me what individual story and subjective system of beliefs – a certain explanation why I act the way I do (as there is no cognitive relation between difference actions) I will create" (Hildebrandt, 2008, 190). The following description draws attention to the fact that individuation in Dewey's philosophy is no longer perceived as an implementation of life projects linked by linear causal relationships. It becomes a sequence of absolutely freely and spontaneously chosen, not determined by the past and implemented *ad hoc* life projects. From Dewey's point of view, the most important thing in a person's life is to develop – in physical, intellectual and moral terms.

Postmodern philosophical concept of *individuation*. R. Rorty's concept of *individuation*. The meaning of individuation was completely exposed in the second half of the 20th c., as only then "radical" individualism has been finally established (strictly, essentially emphasizing independence of an individual) – a distinctive feature of postmodern society. According to an American philosopher R. Rorty (Rorty, 2007), individuation is the development and implementation of self-creative competencies. It necessarily takes place within the boundaries of the existing, dynamic social and cultural networks. Being a constructivist, Rorty

emphasized that a person is not a gift, but a result of social, cultural, historical, economic and political interactions: "Transformation into a human being during the process of socialization, followed by (successful) self-individualization and self-creation, when a person, he or she, rebels against this established process" (Rorty, 2007, 118).

Rorty chooses the position of the postmodern pragmatism, concepts of epistemological behaviourism and creative misreading. Accordingly, the process of human socialization is a controlled assimilation of socio-cultural interactions, suggestion of an assumed essence, acquisition, recognition and creative confession, and the stronger and more original may one's path of individuation be. Individuation is the development and realization of self-creative competences. It necessarily takes place within the boundaries of the existing, dynamic social and cultural networks, while the purpose of education is to master those networks, be able to participate in them (stage of socialization) and "train and provoke self-creation" (Rorty, 2007). The aim of such individuation is to doubt, criticize, change and develop oneself as a particular construct.

The concept of *Individuation* in the works of psychologists (G. Jung: pioneer of individuation psychology). The problem of individuation in psychology was established only in the end of the 19th c., when psychology completely separated from philosophy and became an independent science. The main feature of this science, which distinguished it from the previous psychology, is the abandonment of the concept of a substantial soul. This meant that the concept of "Self" has changed fundamentally – this "Self" became an ephemeral and dynamic, i.e. devoid of constant certainty and constantly changing, as well as suffering from endless transformations, physical being. In this respect, the newly developed modern scientific psychology has extended and deepened tendencies that were highlighted in philosophy, but observed and examined them from a specific perspective.

Thus, the question of individuation has aquired a specific significance too: first, the new psychology analysed not individual mental processes, but human personality as a whole, and its becoming was analysed by one of its fields – psychoanalysis. Even though personal individuation was not directly investigated and its concept is not even used in the works of its pioneer and creator S. Freud, it is easy to see the origin of the idea of individuation, and its process and mechanism were actually explored. The basic scheme of this process is clear: the conscious human "Self", or one's *ego*, is perceived and analysed as a fragile and ephemeral derivative of two unconscious mental powers (layers) – subconscious, or *id*, and overconscious, or *superego*, - created and supported by a constant struggle and tension, distracted and torn by those unconscious powers. This means that human "Self" is not only perceived as limited or partly conscious, but also having to constantly regain that consciousness and even one's existence from the

subconscious and impersonal mental powers. Regain, defend and preserve one's conscious "Self" – is the most important human task set by Freud's psychology, but basically it is nothing other than the original definition and formulation of individuation and its aim. This is how Freud draws basic guidelines of the psychological concept of individuation and further direction of its research. (Froidas, 2014)

The process of individuation in the context of psychology is, first of all, perceived as the pursuit of self-determination and autonomy by an individual. Self-determination is important as a prerequisite for the empowerment of an individual, as it guarantees freedom to make decisions and essential life choices (Deci & Ryan, 2008). An empowered individual becomes an autonomous personality.

In accordance with the following guidelines, specifically with the scheme of the mental structure and the dynamics of its dissemination presented in Freud's works, his follower C.G. Jung has developed a consistent and comprehensive theory of personal individuation. (Jungas, 2012)

Individuation implies the maximum differentiation and separation from the rest, the maximum development and manifestation of each part of the personality. This is the overall development of an individual personality – each individual seeks to stand out from the surrounding environment to the maximum, develop one's powers and abilities to the maximum, and become a single person. In psychology, the concept of *individuation* plays a significant role. In general, individuation is the process of forming and becoming individual, in a specific sense – development of a psychological individual different from the common, collective, psychology. Therefore, the fundamental suppression of individuality is its artificial mutilation. The psychological process of individuation is closely related to the so-called transcendental function, as this function provides individual lines of development, which are impossible to achieve by the path drawn by collective standards. Under no circumstances can individuation be the only goal of psychological education. Before setting individuation as a goal, another educational aim should be achieved: to adapt to the minimum of collective standards necessary for existence; in order to reveal the identity of a plant, it must first be able to grow in the soil, in which it was planted.

Individuation is always more or less contradictory to the collective standards, as its essence is the separation and differentiation from what is common, and creation of what is special, but not artificial specifity, but specifity *a priori* that is already inherent in the inclination of the being.

Individuation, hence, may be called the approach to the identity or self-realization.

The problem of individuation in humanistic psychology: C. Roger's and A. Maslow's theory of self-realization. The problem of individuation has been

raised and solved by the field of modern psychology – the so-called humanistic psychology. Its pioneer C. Rogers has been greatly influenced by the ideas of representatives of existentialism: F. Nietzsche, M. Heidegger and J.P. Sartre. This field of psychology appeared in 1950s and was innovative and differed from the two previously prevailing fields of psychology – behaviourism and psychoanalysis – in a way that it attempted to bring back to psychology the concept of a holistic person as an integral personality, capable of consciously give meaning to one's existence. Behaviourist psychology relied on the positive methodology and studied only the eternally observed manifestations of human behaviour. Rogers, founder of the new direction, explicated this question as a group of inter-related questions: "What makes and turns a man into a man? What encourages one to improve? What are one's life goals and meaning of life?" Such a holistic vision of a human presupposes that an individual has to search for the meaning of life in oneself and find it. Since the question "What is a man?" is in principle open and infinite, i.e. it will never be completely answered, in his perspective, the concept of a person as of a being open to infinite opportunities, becomes apparent (Rogers, 2005). The following implies that the most important task of a person with endless potential is to fully realize this potential. This provision means that Rogers also takes over, only specifically interprets and develops the same idea of human self-realization as of a free self-creation. From his point of view, authentic personality is a self-creative *ex nihilo* individual, who does not limit oneself in advance by any experiences and thus is capable of freely and fully realize oneself. Rogers's concept of self-realization is a distinct variant of the theory of psychological individuation, the core of which consists of four fundamental concepts: a) Human identity, defined as what we consider ourselves to be and what opportunities we realize; b) Human self, understood as all thoughts and feelings that are used to answer the question of who we are; c) The real self, that is the core of an individual's personality – feelings and thoughts that reflect one's desires, qualities and abilities; d) Development of personality, which in this theory is understood as the pursuit of implementing one's potential, aim (Rogers, 2005).

The essential point of Roger's theory of individuation is his belief that an "individual can become an authentic personality and realize one's real self only by resisting the influence and pressure of the environment" (Rogers, 2005). Exactly here is the main difference in the interpretation of individuation proposed by his humanistic psychology and psychoanalysis, according to which individuation is more determined by the uncontrollable internal and external factors of mental life of a person (Rogers, 2005).

Roger's humanistic psychology is developed by A. Maslow's theory of the hierarchy of needs. According to Larry A. Hjelle, "the following theory carries on the functionalist tradition of James and Dewey, blends with the holism of

Wertheimer, Goldsten and Gestalt psychology, dynamism of Freud, Fromm, Horney, Reich, Jung and Adler. The following synthesis is called a holistic-dynamic theory" (Hjelle & Ziegler, 1992). The starting point of Maslow's theory is the idea of a hierarchical pyramid of needs, first described in 1943 in the article "Theory of Human Motivation". Maslow's tiered pyramid of needs is as follows: a) Physiological needs; b) Safety needs; c) Social needs; d) Self-esteem and recognition needs; e) Self-actualization and problem-solving needs.

From the point of view of the aspect of individuation, and from the general perspective of Maslow's theory, it becomes evident that the most important thing here is the need for self-realization. The following need is realized by a variety of forms – it depends on the individual, i.e. on one's choice. The power and importance of the following need is clearly revealed in Maslow's statement that a choice between two options is absolutely necessary and inevitable. One can choose either to realize oneself or to retreat to the so-called "safe zone", which means to abandon that opportunity and actually condemn oneself to the stagnation of self-realization and degradation of personality. Moreover, the more an individual avoids self-realization and chooses to abandon the opportunity, the greater is the gap between who one is and who one could have become (Maslow, 2011).

Conclusions

The article presents different philosophical and psychological approaches towards the process of individuation, which is governed by reflexions, doubts and criticism that allow the individual to change and develop one's *Self*, thus becoming a constantly updated project and construct.

In philosophical and various scientific literature particular attention is paid to individuation that can be defined as a constant evolvement based on personal self-creation. The critical overview of the concepts of individuation developed by such authors as I. Kant, F. Schiller, F. Nietzsche, J. Dewey, R. Rorty, G. Jung, C. Rogers and A. Maslow has proven that each person seeks to realise one's inner potential in his own manner.

All the authors mentioned above share the common belief that personal individuality should be perceived as a constantly changing factor. The modern philosophical and psychological provisions of the personal individuation described in the article justify that Individuation is perceived as a conscious decision to constantly create one's qualitative life by realizing one's creative strengths and personal human needs. It is an ongoing process. Individuation involves the ability to build a relationship with others, without abandoning or losing oneself (one's identity).

Due to the constructivist nature of individuation, it is inevitably implemented as a process of personal education. Thus, for individuation to be successful, an appropriate, i.e. favourable educational environment should be created.

It can and is also perceived as a (self)educational process, which occurs in an educational environment that is suitable for the self-expression and individuation of a person. Individuation is a path and process of self-education, where identity of a person changes and develops. Individuality of a person is created through the process of individuation. A prerequisite for successful individuation is its reflexiveness, which offers opportunities to critically reflect upon, assess and adjust this process.

References

Akvinietis, T. (2015). *Filosofijos traktatų rinktinė*. Vilnius: Margi raštai.

Dewey, J. (2014). *Demokratija ir ugdymas/ įvadas į ugdymo filosofiją.* Klaipėda: Baltic Printing House.

Deci, E.L., & Ryan, R.M. (2008). Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology*, 49, 182–185.

Foucault, M. (1998). *Diskurso tvarka.* Vilnius, Baltos lankos.

Froidas, Z. (2014). *Psichoanalizės įvadas. Paskaitos*. Vilnius: Vaga.

Hildebrant, M. (2008). *Identity in information society*. Springer Netherlands.

Hjelle, L.A., & Ziegler, D. J. (1992). *Personality theories: Basic assumptions, research, and applications*. New York.

Jung, C.G. (1921). *Psychologische Typen*. Rascher Verlag.

Jungas, C.G. (2012). *Du traktatai apie analitinę psichologiją* (vertė Kęstutis Choromanskis). Vilnius: Margi raštai.

Kant, I. (2013). *Grynojo proto kritika*. Vilnius: Margi raštai.

Machiavelli, N. (2009). *Valdovas*. Vilnius: Vaga.

MacIntyre, A. (2000). *Trumpa etikos istorija*. Vilnius: Charibdė.

Manent, P. (2005). *Žmogaus miestas*. Vilnius: Margi raštai.

Maslow, A.H. (2011). *Būties psichologija*. Vilnius: Vaga.

Nietzsche, F. (2008). *Žmogiška pernelyg žmogiška*. Vilnius: Alma littera.

Nietzsche, F. (1997). *Tragedijos gimimas.* Pradai.

Rorty, R. (2007). *Philosophy as cultural politics*. Cambridge university press, NY.

Rorty, R. (2017). *Philosophy and the Mirror of Nature: Thirtieth-Anniversary Edition* (Princeton Classics). Princeton University Press.

Rogers, C. (2005). *Apie tapimą asmeniu*. Vilnius: Via Recta.

Ruškus, J. et al. (2013). *Įgalinimo samprata socialinių paslaugų kontekste*, *Socialinis darbas. Patirtis ir metodai*, *12*(2), 9-43.

Šileris, F. (1999). *Laiškai apie estetinį žmogaus ugdymą*. Vilnius: Lietuvos rašytojų sąjungos leidykla.

SPECIAL NEEDS CHILDREN IN SCHOOL (INCLUSION): QUANTITATIVE STUDY ON STUDENT ATTITUDES

Ioannis Makris
High School of Pedagogical and Technological Education, Greece

Dimitra Macri
High School of Pedagogical and Technological Education, Greece

Abstract. *The study's goal is to pinpoint student attitudes relating to the presence of special needs students in ordinary schools. The study was based on Triandis' conceptual model regarding attitudes (Triandis, 1971). The Chedoke-McMaster Stroke Assessment (CMSA) was the tool we chose and, in particular, the Chedoke-McMaster Attitudes towards Children with Handicaps (CATCH) scale to measure the attitude of ordinary students towards handicapped students. Our sample includes data from schools in the seven countries (France, Greece, Italy, Romania, Belgium, Portugal, and Poland) participating in the Erasmus+ "Heading for inclusive school in Europe" program, with APAJH/LOT [1], France, as the leader. Our study implemented descriptive and deductive statistical analyses and our ANOVA model pointed to the statistically important factors. Based on those findings, interesting associations were revealed which helped us fathom young people's views on handicaps; and redefine the issue of inclusion of handicapped students in schools. It also allowed us to design a broader dynamic regarding the agencies championing this inclusion effort. Last, our conclusion has been that, in order to redefine the issue of special needs students, all involved should modify their own attitudes and perceptions.*
Keywords: *attitudes, disability, handicap, inclusion, special needs*

Introduction

The number of children with disabilities enrolling in regular schools is steadily increasing. However, one of the gravest impediments they face after enrolment is the inappropriate behavior maintained towards them by their able-bodied classmates, an obstacle which leads to the difficulty handicapped children experience when trying to attend classes designed for regular students. In our study, and in order to probe into the factors which determine attitudes as well as the methods that lead to attitude improvement, our study uses the Model of Interpersonal Behavior as conceived by Triandis (1971). The Triandis model proposes a definition comprising three components: the idea, i.e., the personal

---

[1]APAJH Association pour adultes et jeunes handicapes

normative beliefs that a student has about a handicapped classmate (cognitive component); the emotions attached to it, i.e., the emotions experienced by a student for a handicapped classmate (affective component); and the predisposition to action, i.e., the behavior a student intends to adopt towards a classmate with disabilities (behavioral component). The tool based on that tri-level model that we used in our study to measure the attitude of normative students towards disability was the Chedoke-McMaster Attitudes Toward Children with Handicaps (CATCH) scale (Rosenbaum et al., 1986a). The Chedoke-McMaster Attitudes towards Children with Handicaps Scale (CATCH) has been developed to measure the attitudes of children toward peers with disabilities. The structure of the scale, as proposed by the developers, was tested and its stability was evaluated across gender, disability status, awareness of the disability status of classmates and having a classmate with a disability as a friend.

Thus, the goal of the present research is to determine the attitude of normative students towards handicapped classmates, in the schools of the study's European partners or in collaborating schools participating in the Erasmus+ program "*Heading for inclusive school in Europe*", so that we may determine and optimize those best practices that we believe would be useful to implement following our study.

Methodology

As already mentioned, we used the CATCH scale, a self-report tool comprising 36 items with some of them correlating either positively or negatively. There are twelve items corresponding to each one of the three dimensions (cognitive, affective, and behavioral). Initially, the scale was tried and validated on a population of Canadian students ages 9-13 and has been since employed towards assessing the impact of interventions in behavior associated with disability (Rosenbaum et al., 1986b; Armstrong et al., 1987). The scale has proved particularly useful in studying the factors which determine behavior and in evaluating the related interventions with a view to improving them. CATCH is a scale that has been used by a number of studies, including the CREATIVE[2] Project whose designers translated the CATCH scale into French. It is that same CATCH version we used for our project since French is our study's working language. In collaboration with the scale's designer, the CREATIVE team updated the scale to reflect such developments as modern communications media. It is worth noting that it was thanks to the CREATIVE Project that

---

[2] CREATIVE (Comprendre, Respecter, Écouter l'Autre: Travailler, Imaginer pour Vivre Ensemble [Understanding, Respecting, Listening to Others: Working and Thinking to Live Together]) is a study targeting improvement at the secondary school level of student attitudes towards their classmates who have disabilities.

"We're all heading to college", a new, educational and teaching tool, emerged. The tool aims at bolstering the able-bodied students' critical thinking process so that they may challenge the way the disabilities and chronic diseases of special needs students have been depicted so far. We responded to that goal by including the concept of that teaching tool into the design of our educational module and work sheets necessitated by the Erasmus+ program *"Heading for inclusive school in Europe"*.

Results

As jointly decided with our Belgian partner, all partners involved in the project were given the French version of the questionnaire. In the case of the participating partner-countries, the questionnaire was translated in a partner-country's native language as needed. To ensure trustworthiness, all translations have been tested and reviewed. Questionnaire forms, once filled out by the students in the schools selected, were gathered together by each one of the corresponding partner-countries. Next, during a trans-national meeting, the questionnaires were delivered to us since, as the designers of the action in question, we wished to be the ones to process them statistically.

The study population comprised 196 students, 84 boys and 112 girls (43.5% and 56.5%, respectively), drawn from the project partners' schools -or from schools collaborating with the partners- in France, Portugal, Italy, Greece, Romania, Poland, and Belgium.

The sample's participating student population percentages per country were: France, 18%; Portugal, 10.5%; Italy, 10%; Greece, 21.5%; Romania, 10%; Poland, 19.5%; Belgium, 10.5%.

The age of the students participating in the sample ranged from 9 to 17 years, with 12.8929 being the mean age. More specifically, 10.2% of the sample's students were 9-10 years old; 9.2% were 10-11 years old; 20.4% were 11-12 years old, 25.5% were 12-13 years old; 13.3% were 13-14 years old, 19.4% were 14-15 years old; 1.5% of the sampled students were 15-16 years old; and 0.5% corresponded to 16-17 years of age.

Out of the sampled students, 83% had families with no special needs members and 17% had at least one handicapped family member. The number of siblings in each family was determined from the answers to the following specific questionnaire items: (a) "I have no siblings" drew a 12%; (b) "I have one sibling" drew 69% of the responses; (c) "I have two siblings" accounted for 16% of the answers; (d) "I have three siblings" regarded 1.5% of the sampled students; and the item "I have four siblings" was answered by 1%.

Table 1 below shows the analysis of the mean variables of the responses to the questionnaire's items by the grand total of participants from all partner-

countries. Items falling under the affective dimension are marked (A); items under the behavioral dimensions are marked (B); and items entailing the cognitive dimension are marked (C).

*Table 1 **Mean Variables***

Questionnaire Items	Mean	SD
Q12 (A) Children with a disability don't like to make friends	9.07	2.64
Q16 (B) I would try to stay away from a child with a disability	8.77	2.64
Q10 (A) I would be afraid of a child with a disability	8.63	2.91
Q28 (A) I would be embarrassed if a child with a disability invited me to his birthday party	8.60	2.86
Q26 (A) Being near someone who has a disability scares me	8.37	2.93
Q24 (C) Children with a disability don't have much fun	8.175	2.75
Q32 (B) I would not go to the house of a child with a disability to play	8.10	2.81
Q2 (B) I would not introduce a child with a disability to my friends	7.91	3.15
Q18 (A) I would not like a friend with a disability as much as my other friends	7.81	3.13
Q20 (B) In class I wouldn't sit next to a child with a disability	7.59	3.04
Q30 (C) Children with a disability are often sad	7.38	2.82
Q22 (B) I try not to look at someone who has a disability	7.21	3.51
Q34 (C) I feel upset when I see a child with a disability	6.77	3.12
Q14 (A) Children with a disability feel sorry for themselves	6.68	2.65
Q4 (B) I wouldn't know what to say to a child with a disability	6.63	3.30
Q25 (B) I would invite a child with a disability to sleep over at my house	6.44	3.04
Q11 (B) I would talk to a child with a disability I didn't know	5.47	3.11
Q31 (A) I would enjoy being with a child with a disability	5.27	2.89
Q13 (A) I would like having a child with a disability live next door to me	5.23	2.57
Q15 (A) I would be happy to have a child with a disability for a special friend	5.17	2.92
Q29 (B) I would tell my secrets to a child with a disability	5.06	3.29
Q36 (C) Children with a disability need lots of help to do things	4.98	2.54
Q17 (C) Children with a disability are as happy as I am	4.83	3.15
Q6 (C) I feel sorry for children with a disability	4.83	3.73
Q19 (C) Children with a disability know how to behave properly	4.43	2.80
Q9 (B) I would invite a child with a disability to my birthday party	4.41	2.78
Q8 (C) Children with a disability want lots of attention from adults	4.25	2.81
Q35 (B) I would miss recess to keep a child with a disability company	4.23	2.97
Q21 (A) I would be pleased if a child with a disability invited me to his house	4.20	2.83
Q1 (A) I wouldn't worry if a child with a disability sat next to me in class	4.18	3.28
Q3 (C) Children with a disability can do lots of things for themselves	4.00	2.78
Q23 (A) I would feel good doing a school project with a child with a disability	3.90	2.62
Q27 (C) Children with a disability are interested in lots of things	3.15	2.59
Q5 (C) Children with a disability like to play	2.58	2.41

Q7 (B) I would stick up for a child with a disability who was being teased	2.56	2.37
Q33 (C) Children with a disability can make new friends	2.36	2.22

Table 1 makes it evident that the highest results were yielded from responses to questions belonging to the affective dimension, while the lowest results are grouped around the cognitive one. Needless to say, exceptions do exist, such as item Q23 which entails the affective component and Q24 which belongs to the cognitive component. The values in the table are presented in declining order.

There were further statistical analyses carried out. From the analysis of variance (ANOVA) we observe that sex, age, the presence of special needs siblings in a family, and country yield responses which are statistically significant. More specifically, we see that: the independent variable "Sex" yields $F=1.78009$, $p=0.009150<0.01$; the independent variable "Age" yields $F=1.51274$, $p=0.000007<0.01$; the independent variable "Presence of siblings" yields $F=1.38284$, $p=0.000065<0.01$; and the independent variable "Country of Origin" yields $F=4.107914$, $p=0.000000<0.01$.

Next, we ran statistical correlation tests between independent and dependent variables. The resulting Table 2 follows.

*Table 2 **Correlations***

Questionnaire items	Sex	Age	Special needs member in the family	Presence of siblings	Parental educati-onal level	Count-ries
Q2 (B) I would not introduce a child with a disability to my friends		0.18				
Q3 (C) Children with a disability can do lots of things for themselves						-0.15
Q4 (B) I wouldn't know what to say to a child with a disability				-0.19		
Q5 (C) Children with a disability like to play			0.17			
Q6 (C) I feel sorry for children with a disability					-0.26	0.19
Q8 (C) Children with a disability want lots of attention from adults					-0.19	
Q9 (C) I would invite a child with a disability to my birthday party						-0.28
Q10 (A) I would be afraid of a child with a disability			-0.17			
Q11 (B) I would talk to a child with a disability I didn't know					0.16	
Q13 (A) I would like having a child with a disability live next						-0.19

door to me						
Q14 (A) Children with a disability feel sorry for themselves					0.21	
Q15 (A) I would be happy to have a child with a disability for a special friend		0.19	0.21		0.14	-0.16
Q17 (B) Children with a disability are as happy as I am	-0.16			0.19		-0.16
Q18 (A) I would not like a friend with a disability as much as my other friends		0.14		-0.24		
Q19 (B) Children with a disability know how to behave properly				0.15		
Q20 (B) In class I wouldn't sit next to a child with a disability					-0.15	
Q 21 (A) I would be pleased if a child with a disability invited me to his house	-0,15			0.15		-0.19
Q22 (B) I try not to look at someone who has a disability						0,19
Q25 (B) I would invite a child with a disability to sleep over at my house		0.22			0.20	-0.21
Q26 (A) Being near someone who has a disability scares me			-0.14			
Q27 (B) Children with a disability are interested in lots of things	-0.15		0.17			
Q28 (A) I would be embarrassed if a child with a disability invited me to his birthday party				-0.18		
Q29 (B) I would tell my secrets to a child with a disability				0.14		
Q31 (A) I would enjoy being with a child with a disability				0.15		-0.20
Q32 (B) I would not go to the house of a child with a disability to play				-0.16		
Q34 (C) I feel upset when I see a child with a disability					-0.18	0.20
Q35 (C) I would miss recess to keep a child with a disability company	-0.16					
Q36 (C) Children with a disability need lots of help to do things		0.15				

By studying the table of correlations above, we arrive at the following concluding observations:

(1) The respondents' sex correlates negatively with items:

Q17: "Children with a disability are as happy as I am" (C)

Q21: "I would be pleased if a child with a disability invited me to his house" (A)
Q27: "Children with a disability are interested in lots of things" (C)
Q35: "I would miss recess to keep a child with a disability company" (B)
(**2**) The respondents' age correlates positively with items:
Q2: "I would not introduce a child with a disability to my friends" (**B**)
Q15: "I would be happy to have a child with a disability for a special friend" (**A**)
Q25: "I would invite a child with a disability to sleep over at my house" (**B**)
Q36: "Children with a disability need lots of help to do things" (**C**)
(**3**) The presence of a special needs member in the families of students taking the questionnaire correlates positively with items:
Q5: "Children with a disability like to play" (**C**)
Q15: "I would be happy to have a child with a disability for a special friend" (**A**)
Q27: "Children with a disability are interested in lots of things" (**C**)
(**4**) The presence of a special needs member in the families of students taking the questionnaire correlates negatively with items:
Q10: "I would be afraid of a child with a disability" (**A**)
Q26: "Being near someone who has a disability scares me" (**A**)
(**5**) The number of siblings in the responding students' families correlates positively with items:
Q17: "Children with a disability are as happy as I am" (**C**)
Q19: "Children with a disability know how to behave properly" (**C**)
Q21: "I would be pleased if a child with a disability invited me to his house" (**A**)
Q29: "I would tell my secrets to a child with a disability" (**B**)
Q31: "I would enjoy being with a child with a disability" (**A**)
(**6**) The number of siblings in the responding students' families correlates negatively with items:
Q4: "I wouldn't know what to say to a child with a disability" (**B**)
Q18: "I would not like a friend with a disability as much as my other friends" (**A**)
Q28: "I would be embarrassed if a child with a disability invited me to his birthday" (**A**)
Q32: "I would not go to the house of a child with a disability to play" (**B**)
(**7**) Parental educational level correlates positively with items:
Q11: "I would talk to a child with a disability I didn't know" (**B**)
Q14: "Children with a disability feel sorry for themselves" (**A**)
Q15: "I would be happy to have a child with a disability for a special friend" (**A**)
Q25: "I would invite a child with a disability to sleep over at my house (**B**)
(**8**) Parental educational level correlates negatively with items:
Q6: "I feel sorry for children with a disability (**C**)
Q8: "Children with a disability want lots of attention from adults (**C**)
Q20: "In class I wouldn't sit next to a child with a disability" (**B**)

Q34: "I feel upset when I see a child with a disability" (**C**)
(9) The responding students' country of origin correlates positively with items:
Q6: "I feel sorry for children with a disability" (**C**)
Q22: "I try not to look at someone who has a disability" (**B**)
Q34: "I feel upset when I see a child with a disability" (**C**)
(10) The responding students' country of origin correlates negatively with items:
Q3: "Children with a disability can do lots of things for themselves (**C**)
Q9: "I would invite a child with a disability to my birthday party" (**B**)
Q13: "I would like having a child with a disability live next door to me" (**A**)
Q15: "I would be happy to have a child with a disability for a special friend" (**A**)

Conclusions

At first glance, it is evident that, with regard to the answers' mean scores, those with the highest values correspond to questionnaire items that entail the affective component and, subsequently, influence answers corresponding to the behavioral component such as those given to item Q16 "I would try to stay away from a child with a disability". It was that realization that guided the design of our actions within the framework of the Erasmus+ program *"Heading for inclusive school in Europe"*. To that purpose, we essayed to "break the ice" by primarily turning to discreetly handling behavioral issues and providing the kind of information that would positively influence attitudes. At the same time and when designing actions, we took into account the independent variables of sex and age since the analyses had shown that those two variables were statistically significant. Last, on the basis of the results given above, we came to the conclusion that the attitudes of children and adolescents in the seven, participating countries exhibit differences and that only collaboration between and among partners at a European level would give rise to a broader dynamic in the framework of the Erasmus+ program *"Heading for inclusive school in Europe"*: as noted in the CREATIVE Project's report, the project "…[allowed students], *young people and adults to think positively on the issue of disability or even change their attitudes and perceptions*". In conclusion, we would like to thank all of the program's partners who participated in our study, with special thanks going to our Belgian partner, which accepted our proposal and assisted us with the task of collecting the questionnaires.

References

Armstrong, R., Rosenbaum, P., & King, S. (1987). A randomized controlled trial of a 'buddy' programme to improve children's attitudes toward the disabled. *Developmental Medicine & Child Neurology*, *29*(3), 327-336. London: Mac Keith Press

Godeau, E. et al. (Eds.) (2008). *Rapport du projet C.R.E.A.T.I.V.E. Comprendre Respecter Écouter l'Autre: Travailler, Imaginer pour Vivre Ensemble.* Toulouse: INSERM

Macri, D. (2017). *Le rapport final du projet CREATIVE (2008). Résumé.* Matériau du projet CAP, Cahors: Apajh-Lot

Macri, D. (2017). *Le questionnaire de la recherche épidemiologique utilisé pour le projet CREATIVE (2008). Présentation du questionnaire*. Matériau du projet CAP, Cahors: Apajh-Lot.

Rosenbaum, P., Armstrong, R., & King, S. (1986). Children's attitudes toward disabled peers: a self-report measure. *Journal of Pediatric Psychology*, *11*, 517-530, Oxford: Oxford University Press.

Rosenbaum, P., Armstrong, R. & King S. (1986). Improving attitudes toward the disabled: a randomized controlled trial of direct contact versus Kids-on-the-Block. *Journal of Developmental & Behavioral Pediatrics*, *7*(5), 302-307, Philadelphia: Wolters Kluwer.

Triandis, H.C. (1971). Attitude and Attitude Change. New York: John Wiley & Sons, Inc.

STRATEGIES OF PROMOTING WELL-BEING IN SCHOOL ACTIVITIES IN THE ROMANIAN EDUCATIONAL SYSTEM

Flavia Mălureanu
University of Bucharest, Romania

Luiza Enachi-Vasluianu
University of Bucharest, Romania

Abstract. *The concept of well-being, although has been an issue of great relevance in the international literature and practice, is granted little time or attention in the Romanian educational system. As a matter of fact, teachers have to deal with overcrowded curriculum, not enough time to teach it, overcrowded classes with up to thirty or more students in the urban areas, especially. The only classes which lay little emphasis on well-being are those with disciplines which are not enlisted for the national exams, such as PE, Music, Arts.*
This paper aims to study a series of strategies meant to implement well-being in school activities. The selection of strategies was done according to specific literature, teachers' systematic observations and experiences in the classrooms. The conclusions reached were that for students well-being is transposed into interactive fun activities with emphasis on discovery, experiment, role-playing, game, humour in all aspects of actions and communication, instructional activities out of the school area etc. Teachers' discussions in focus-groups resulted into a questionnaire, used as an instrument to gather data.
The research methods were the investigation based on questionnaire, the conversation and the systematic observation. The participants in the research were 100 teachers from two school levels: primary school (students 6-11 years old) and gymnasium (students 11-15 years old). Their experience in the didactic field varied from 2 to 15 years. The data collected were processed using the SPSS analysis. The results emphasized teachers' awareness that the use of strategies of promoting well-being in school activities increase the efficiency of the educational activity.
Keywords: *didactic activity, Romanian educational system, well-being.*

Introduction

By tradition, well-being has been identified with happiness, content, health, economic and social success (Bradley, 2015). More perspectives lay emphasis on well-being as the core concept of mental health: „in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" (World Health Organization, 2014). Research has insisted that well-

being in childhood ensures positive development across the life course: „the foundations of well-being would help children develop satisfying relationships, optimal health, lifelong learning abilities, social responsibility and purposefulness" (Bornstein, Davidson, Keyes, & Moore, 2003). As such, it is imperative that school should be a major promoter of mental health and well-being for the children (Aggleton, Dennison, & Warwick, 2010).

Students spend most of their time in school and as such this should be a place, which generates wellbeing, at social, physical and emotional levels. Children's wellbeing influences their ability to benefit from quality education and reach their full potential. In order to learn, to achieve successful learning, students need wellbeing, first of all. The Romanian school, such as it was built culturally and historically, does not grant much attention to this issue, since the common perspective insists on obligation: children have to go to school, they have to learn. Moreover, adults' attitude, be they teachers or parents, overcrowded curriculum, overcrowded classes, the stress of high marks, inappropriate school schedule lead to learning achieved under pressure and this results in minimum efficiency and rather unpleasant consequences on a long and medium term.

The purpose of this study is to put under the lens a series of strategies used for the promotion of well-being in the Romanian schools, their degree of efficiency for this purpose for two school levels, primary and lower secondary. The strategies have been selected according to specific literature and submitted to discussion in focus groups. It has been agreed that well-being can be best promoted through the following strategies: interactive fun activities, humour in communication, out of hours learning activities, safe learning environment, positive identity, belief in future, techniques of efficient organisation of the after-school time, family-school partnership, all of which are dealt upon in relation to the Romanian educational context.

The issue of well-being in school activities in the Romanian educational system

As a rule, interactive school activities are based on dialogue as a means of instruction in an attempt to put in harmony students' individual involvement with the group work. Interactivity stimulates cooperation and competition. It helps discover one's own abilities and limits as it offers the opportunity to learn through individual's effort and productivity. Teachers should promote interactive fun activities with emphasis on discovery, experiment, role-playing, game and any other challenging experiences and opportunities to participate in the activity. These kinds of activities ensure a dynamic atmosphere in which children can be themselves without feeling the effort and the pressure generated by the obligation

to learn.

Humour in all aspects of actions and communication can consolidate the image of a school with happy students. In the Romanian school, adults (parents and teachers) put much pressure on students as they are expected to become fully competent on intellectual and social levels. In this context, most of the times, humour in classes is mistaken for superficiality and is disregarded as school has to be serious and the classical learning image does not have much in common with a classroom with students smiling or laughing. In reality, when children laugh or enjoy themselves, time passes more quickly, the effort to learn does not seem so difficult and the students will come to school out of pleasure, not obligation. The jokes, the humorous comparisons or explanations, the puns, the humorous expression of nonverbal and paraverbal communication generated by teachers and students can humanize the relationship established among them. Research and school practice demonstrate that students develop a better relationship with the teachers who allow the use of humour in their classes (Enachi-Vasluianu & Mălureanu, 2014).

Out of hours learning activities refer to activities which students and teachers take part in after school, in weekends, during the special week which happens once an academic year dedicated to instructional activities out of the school area or in holidays. In the Romanian educational system out of hours learning activities mean visits to museums, Zoos, various economic agents, theatre trips, curriculum related clubs, trips to explore various natural environments. These types of activities offer diversity by taking the students and the teaching staff out of the school space and its rigorous atmosphere. At the same time, they stimulate curiosity and volunteer involvement in activities, cooperation, the development of social, motric and intellectual skills in children. All in all, out of hours activities promote a relaxed learning environment supporting the wellbeing of all the people involved.

Safe learning environment is supported by promoting tolerance and cooperation in school. Schools should implement a strict policy regarding bullying and aggression. Teachers should provide care and support to ensure healthy relationships among students, to create a learning environment where everyone feels comfortable and safe.

A harmonious personality is based on the development of a positive feeling of identity. The adult contributes to the formation of child's identity through support and guidance. School should boost students' self-confidence and self-esteem, thus helping them in the long run to develop winners' mentality, to trust themselves. They need to understand that through involvement, effort and perseverance any obstacle can be surpassed. In this context, teachers and counsellors should perform specific activities, with individuals or in groups, which should value their abilities and encourage their learning efforts.

Belief in future makes reference to an optimistic perspective on the possibility of professional fulfilment based on school education. Both in primary and lower secondary school levels, children do not have a clear vision on their professional options, on the social and professional insertion. As such, in order to avoid tensions and fears, to ensure children's emotional balance, teachers should help students discover their predilections and abilities, to show them possible variants for a primary professional orientation.

Learning about after-school time use is necessary because time represents an efficient tool of orientation in fulfilling a series of didactic tasks during a day. Rationalizing after school time means a conscious, continuous and perseverant organisation of activities (Cucoş, 2002). The schedule of primary schools in Romania is from morning to noon with 4 or 5 classes of 50 minutes each and 10 minute breaks. For the afternoon there is the afterschool option which is private and costs money. If they do not go to an afterschool institution, children go home. The time allotted to homework is generally rather vast as it is customary to have two or three tasks to solve as homework for each discipline. As such, children are busy with homework most of the afternoon and the evening and, as a result, they tend to develop a negative perspective on school. That is why an efficient organisation of the time is necessary. Children should be taught to obey the resting programme after they get home, distribute equally their efforts, with breaks after each task fulfilled and not to leave things unfinished. They also should be taught to eat nutritional food to maintain the proper level of energy. These things will help them focus on the task, use efficiently their intellectual resources and have enough spare time for play and relaxation (Voiculescu, 2004).

The family-school partnership aims at child's harmonious development. It is tightly connected to the satisfaction of child's emotional, educational, identity needs. This partnership involves an active and responsible involvement of the parents and it creates unity of action and request for the education of the children (Mălureanu, 2010). Parents have to cooperate with the teachers and take part in any activity organised together with or for children. Thus, they get involved in specific didactic activities, they organize and coordinate workshop, activities, either curricular or extra-curricular, volunteer together with their children. Parents' involvement in children's school activity confers them support, psychic comfort, motivates them to learn and fulfil school and parents' expectations (Boca, 2008).

Methodology of Research

Objectives
The research objectives a) to identify a series of strategies meant to implement well-being in school activities at primary and lower secondary school

levels, b) to make descriptive analyses of the selected strategies to determine a hierarchy in two school levels. The Romanian educational system is conceived of three school levels: primary school (with students aged from 6 to 11), lower secondary school (with students aged from 11 to 15) and upper secondary school (with students aged from 15 to 19).

Participants

The sample involved in the research consisted of 100 teachers from Vrancea County, Romania: 50 primary school teachers and 50 lower secondary school teachers. Their experience in the didactic field varied from 2 to 15 years. They are teachers willing to change some aspects of the negative image of a school with mandatory activities and reliance on obedience.

Research instrument

The main method in the research was the questionnaire-based investigation. We built the questionnaire using specific literature, focus-group discussions with the teachers involved in the research and our long term observations in school practice. The corroboration of data led to the identification of a series of strategies which can be used to implement well-being in school activities: interactive fun activities, humour in communication, out of hours learning activities, safe learning environment, positive identity, belief in future, techniques of efficient organisation of the after-school time, family-school partnership.

The respondents chose one variant of a five-step scale: (1) to a very low extent, (2) to a low extent, (3) to an average extent, (4) to a large extent, (5) to a very large extent. The answers showed the relevance for each strategy in promoting wellbeing in primary and lower secondary school in the Romanian educational context.

Results and discussion

For the descriptive analyses, we used SPSS software and a t-test for the independent samples.

The means in Table 1 were used to make a hierarchy of the strategies of promoting well-being in school activities in the Romanian educational system as presented in Table 2. As such, the indicator that ranked 1st was considered highly relevant as strategy of promoting well-being in the didactic activities, whereas the item which ranked 8th was perceived as the least relevant for the same purpose.

Table 1 **Means and Standard Deviation of Strategies of Promoting Well-being in School Activities in the Romanian Educational System**

Items of strategies of promoting well-being in school activities in the Romanian educational system	Primary school Mean (std. dev.)	Lower Secondary School Mean (std. dev.)
interactive fun activities	4.84 (0.438)	4.78 (0.418)
humour in communication	4.30 (0.404)	4.64 (0.964)
out of hours learning activities	4.27 (0.919)	4.38 (0.667)
safe learning environment	4.62 (0.733)	4.56 (0.848)
positive identity	4.36 (0.663)	4.62 (0.942)
belief in future	3.62 (1.323)	4.12 (0.940)
techniques of efficient organisation of the after-school time	4.34 (0.262)	4.50 (0.859)
family-school partnership	4.52 (0.881)	4.14 (0.661)

Source: Authors

Table 2 **Description of Hierarchy of Strategies of Promoting Well-being in School Activities in the Romanian Educational System**

Rank	Primary School	Lower Secondary School
1.	interactive fun activities	interactive fun activities
2.	out of hours learning activities	humour in communication
3.	safe learning environment	positive identity
4.	family-school partnership	safe learning environment
5.	positive identity	techniques of efficient organisation of the after-school time
6.	humour in communication	out of hours learning activities
7.	techniques of efficient organisation of the after-school time	family-school partnership
8.	belief in future	belief in future

Source: Authors

For primary school, the top three ranks belong to the following items: interactive fun activities (m = 4.84), out of hours learning activities (m = 4.72), safe learning environment (m = 4.62). For lower secondary school, the top three ranks belong to interactive fun activities (m = 4.78), humour in communication (m = 4.64), positive identity (m = 4.62). As Table 1 shows, both in the primary and lower secondary school levels, interactive fun activities ranked first, with means close to the maximum value. This demonstrates that teachers appreciate it as highly relevant for the promotion of wellbeing in the Romanian school

activities. Children want to participate in interactive, stimulating activities in which they should be directly involved in the teaching-learning process.

There is also convergence of opinion on the last rank in the hierarchy which belongs to belief in the future item (m = 3.62 at primary school, m = 4.12 at lower secondary school). It is commonly acknowledged that children need certain and stable perspective on their professional future. However, a greater relevance to this aspect is granted in lower secondary school (m = 4.12) in comparison to primary school (m = 3.62) as, for the next school level, students need to opt based on their abilities for a majoring in humanities or technic sciences which could substantiate their professional options later in life.

The means obtained in primary school vary between 4.84 and 3.62, whereas in the lower secondary school vary between 4.78 and 4.12. The high means demonstrate the major interest of teachers in the issue of well-being and its need to be promoted in school activities.

We used the T test for the independent groups to determine the differences of the opinions regarding the strategies of promoting well-being in school activities in the Romanian educational system. The significance level was set to 0.05. Starting from the significant differences from a statistical point of view among teachers' appreciations, we could state the relevance of the strategies of promoting well-being in two school levels, primary and lower secondary school. The analysis showed significant differences for four items (out of hours learning activities, family-school partnership, positive identity, humour in communication, p<0.05). We registered statistically insignificant differences for four items (interactive fun activities, safe learning environment, techniques of efficient organisation of the after-school time, belief in future), indicating the convergence of opinions of the teachers from the two school levels. Analysing comparatively the means, we noticed that two of the items that registered statistically significant differences have higher means at primary level than at lower secondary school (out of hours learning activities: m = 4.72 at primary school and m = 4.38 at lower secondary school; family-school partnership: m = 4.52 at primary level and m = 4.14 at lower secondary school). There are also two items with higher means at lower secondary school than at primary school (positive identity: m = 4.36 at primary school and m = 4.62 at lower secondary school; humour in communication: m = 4.30 at primary school and m = 4.64 at lower secondary school). This demonstrates the relevance for each item on the school levels under the lens.

Conclusions

It is well known that modern educational policies have moved from the emphasis on high academic performance to achieving a state of equilibrium

between academic achievement and well-being (Aggleton et al., 2010). Taking into consideration the positive aspects and results of foreign educational practice (Lippman, Anderson Moore, & McIntosh, 2009; Morris, 2015; Thorburn, 2018; White, 2011), Romania tries to promote and implement strategies of well-being in school. However, these attempts are relatively new and slowly-going as there are serious impediments related to school structure, teachers' mentality, human inflexibility etc. which need to be overcome. For this study we have worked with teachers who are at the onset of their careers. They acknowledge the importance of well-being in making the educational activities efficient. They are also open to new pedagogical theories and their implementation for children's benefits.

Our research draws attention upon the relevance of well-being in the Romanian school. It also sets emphasis on several of the elements forming this concept and their transposition into current practice. The results of the study show that well-being can be better promoted if the learning process in both school levels moves from the traditional lockstep teaching where a teacher-controlled activity is taking place to interactive activities with emphasis on discovery, experiment, role-playing, game, humour in all aspects of actions and communication. Moreover, the instructional activities should expand out of the rigorous school area and provide learning opportunities that relate to concrete situations and living things in their environment. The outcomes of these strategies of promoting well-being are beneficial for the children: formation of positive identity, good management of thoughts and emotions, the development of efficient learning abilities, all leading in the end to solid social integration and contribution.

References

Aggleton, P., Dennison, C., & Warwick, I. (2010). *Promoting Health and Well-being through Schools*. Oxon: Routledge.

Bornstein, M.H., Davidson, L., Keyes, C.L.M., & Moore, K.A. (2003). *Well-being: positive development across the life course*. Mahwah: Lawrence Erlbaum Publishers.

Bradley, B. (2015). *Well-being*. Cambridge: Polity Press.

Boca, C. (2008). *Să construim împreună cei 7 ani... de-acasă*. București: Educația 2000+.

Cucoş, C. (2002). *Timp şi temporalitate în educaţie*. Iaşi: Polirom.

Enachi-Vasluianu, L., & Mălureanu, F. (2014). Language-related Factors Leading to the Improvement of the Didactic Communication. *Proceedings of the 9th International Conference of Virtual Learning. Virtual Learning – Virtual Reality, 9*, 485-490.

Lippman, L.H., Anderson Moore, K., & McIntosh, H. (2009). *Positive Indicators of Child Well-Being: A Conceptual Framework, Measures and Methodological Issues*. Florence: UNICEF Innocenti Research Centre.

Mălureanu, F. (2010). Parteneriatul şcoală-comunitate. In F. Mălureanu & L. Enachi-Vasluianu (coord.), *Educaţie şi cultură, Volumul III* (24-28). Focşani: Terra.

Morris, I. (2015). *Teaching Happiness and Well-Being in Schools, Second edition*. London: Bloomsbury Publishing.

Thorburn, M. (2018). *Wellbeing, Education and Contemporary Schooling*. Abingdon: Routledge.

Voiculescu, F. (2004). *Analiza resurse-nevoi şi managementul strategic în învăţământ*. Bucureşti: Aramis.

White, J.P. (2011). *Exploring Well-being in Schools: A Guide to Making Children's Lives More Fulfilling*. Abingdon: Routledge.

World Health Organization (2014). *Mental health: a state of well-being*. Retrieved from https://www.who.int/features/factfiles/mental_health/en/

DIGITAL SOCIAL INNOVATION: A PRELIMINARY PORTFOLIO OF COMPETENCIES FOR SCHOOL SOCIAL WORKERS

Gilberto Marzano
Rezekne Academy of Technologies, Latvia
Janusz Korczak Pedagogical University in Warsaw, Poland

Joanna Lizut
Janusz Korczak Pedagogical University in Warsaw, Poland

Luis Ochoa
Akademia Wychowania Fizycznego w Katowicach, Poland

Abstract. *In this article, the authors argue that professional experts are necessary who should also be educators, since they should work inside the school. Accordingly, cyber safety competencies should be included in the curriculum of school social workers in the same way as are competencies to sustain children with behavioral disturbance, support students with cultural and economic difficulties, provide the school community with psycho-social counselling, implement educational policies, etc. From the experience of running a training course for social workers in Poland on cyber threats, and from an ongoing research concerning digital social innovation within two EU funded projects, a preliminary portfolio of competencies has been defined and presented.*
Keywords: *digital social innovation, school social workers, social educators, digital competencies, technology education.*

Introduction

In a relatively short space of time, information and communication technology (ICT) has spread throughout the world as well as within the European Union (Figure 1) and digital technologies have led to profound changes across all sectors of society, including education and the school system.

In this regard, research has underlined the potential and effectiveness of social media, mobile phones, and the internet in general, for improving social inclusion and social rehabilitation practices for vulnerable groups in society (children with behavioral disturbances, elderly people with cognitive disabilities, addicts, prisoners, migrants, etc.).
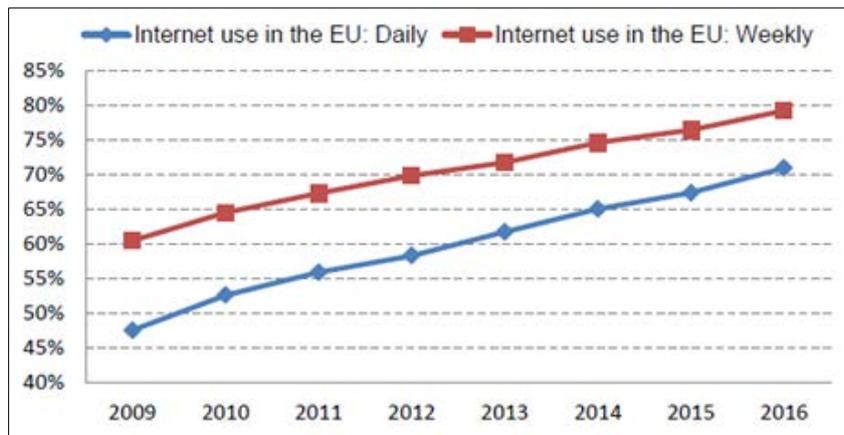
Figure 1 **Daily and weekly use of the internet in the EU - % of individuals aged 16-74**
(Source: Eurostat - Community survey on ICT usage in households and by individuals)

Social innovation can be considered as a process generated by the application of innovation to social needs (Figure 2), and digital social innovation (DSI) addresses emerging social issues and challenges by taking advantage of digital technology.
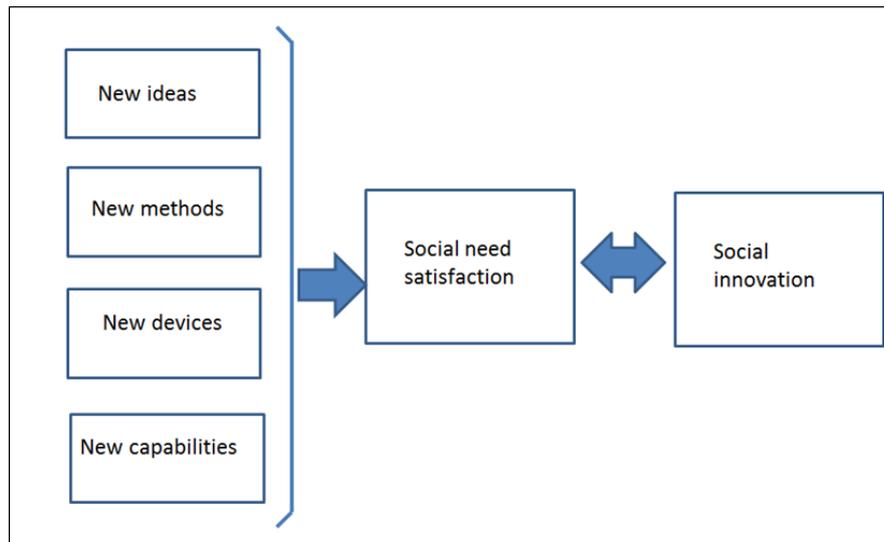
Figure 2 **The process of social innovation**

According to the DSI Final Report research project funded by the European Commission, DSI can been defined as:

"A type of social and collaborative innovation in which innovators, users, and communities collaborate using digital technologies to co-create knowledge and solutions for a wide range of social needs and at a scale and speed that was unimaginable before the rise of the Internet" (Bria et al., 2015, p. 9)

Over the last two years, DSI has grown significantly while DSI projects and initiatives have multiplied, catching the attention of policymakers, governments, and civil society organizations alike (Stokes, Baeck, & Baker, 2017).

The relationship between DSI and digital education is strategic, since digital education is essential to create DSI applications. Furthermore, digital education is also necessary to mitigate the disadvantages and negative effects that the development of technology can produce (Elhai, Levine, Dvorak, & Hall, 2016; Delpechitre, Black, & Farrish, 2018; Kim, 2017; Rotondi, Stanca, & Tomasuolo, 2017), including *technoference*, the everyday disturbances in interaction between partners caused by technology (McDaniel & Galovan, 2018).

This article focuses on digital education in relation to DSI. Specifically, it addresses the issue of the digital education of school social workers aimed at increasing their professionalization in school cyber safety processes.

There is a broad consensus that professional experts are necessary to combat the effect of the malicious use of technology, namely cyberbullying and cyber addiction, in schools (Chang, 2010; Cremin & Bevington, 2017; Meredith, 2010; Nelson, Palonsky, & McCarthy, 2017; Simmons & Bynum, 2014).

However, there are a few problematic questions that have arisen related to the involvement of professional experts in cyber safety. Who are these professional experts? How did they become "expert"? Who evaluated and validated their skills and competencies?

In this article, we suggest the need to professionalize school social workers in cyber safety, and we present a preliminary portfolio of the cyber competencies, which they would need.

Research methodology and objectives

Our article combines the outcomes of two ongoing projects funded by the EU, *Youth Digital Social Innovation* and *Digital Social Innovation: new educational competencies for social inclusion*, with the results of a study conducted on cyberbullying prevention. Indeed, from the research on cyberbullying prevention, begun in 2017 and concluded in December 2018 (Marzano & Lizut, 2019a), a few key findings led us to the idea of defining a new specialization for school social workers:

- Prevention of cyberbullying requires the use of specialized personnel with multidisciplinary skills.
- The aforementioned skills should be acquired through a theoretical-practical training and should be appropriately validated.
- It would not be easy to convert existing school social workers and motivate them to change their field of activity.

Our research on digital social innovation that started in April 2018 and which is still in progress stems from the idea of engaging school social workers in anti-cyberbullying practices. It is aimed at defining a preliminary portfolio of digital competencies for school social workers.

With this purpose in mind, we adopted a methodology based on the preliminary analysis of the literature concerning digital social innovation and digital social innovation initiatives/projects (Hart, 2018). Subsequently, we analyzed the current curricula for school social workers in order to identify which topics and practices related to digital social innovation should be included to professionalize school social workers in cyber safety.

In the following paragraphs, we synthesize some general reflections on digital education that have emerged during the research, and go on to present a preliminary proposal for the portfolio of digital competencies necessary for school social workers.

Digital education

The integration of technology in the social work profession has been variously described through expressions such as *social work and new technologies*, *technological social work*, *connected social work*, and *digital social work* (García-Castilla, De-Juanas Oliva, Vírseda-Sanz, & Páez Gallego, 2018). The greatest focus has been placed on virtual social work practice aimed at the improvement of traditional processes to forge more creative, flexible, and effective social intervention processes and programs (Rafferty & Waldman, 2006).

However, the digital education of social workers is, at the moment, a challenging issue. According to Selwyn, digital education: "[…] involves repositioning all students, educators, and parents as the subject (rather than the objects) of digital education. This involves giving otherwise marginalized voices an agentic role in determining and discussing what digital is, and what it should be" (Selwyn, 2018, p. 156).

From this perspective, training social workers in ICT represents only a part of the problem. We are persuaded that efforts should be made to train social workers on how to integrate technology in their professional practice, as well as on how to tackle the social effects of technology.

Tempered and measured learning programs should be defined to present and discuss positive and negative aspects of digital technology.

Digital competencies for school social workers

The portfolio of digital competencies for school social workers should be related to three main basic scopes:

- Digital technology understanding - this encompasses knowledge about the multifarious dimensions of the digital revolution and the impact on school activities.
- Digital-based educational processes - these comprise both theoretical and practical knowledge of online educational models as well as teaching-learning practices that can support the implementation and running of e-learning and distance learning programs.
- Some sectorial knowledge - this includes knowledge in specific fields such as social learning, social telerehabilitation, and social networking tools.

A basic competence for school social workers concerns the use of social media and online technologies. Online tools can be useful for communicating and interacting with student families and teaching staff at distance. However, using digital tools to support and counsel the school community is not sufficient to master digital applications. New concepts and competencies are needed, for example, school social workers should be taught to use social media, and should know what the positive and negative social impacts of digital technology are. In this way, they can, for instance, lead students to experiment peer-learning initiatives aimed at helping their classmates in the use of digital devices and applications as well as at reducing the risk of cyberbullying. Indeed, a low level of skills in using digital technologies has been associated with an increased likelihood of being cyber-victimized (Slonje & Smith, 2008). In this regard, it has been underlined that one can interpret the holding of power in online relationships as a more advanced technical skill as well as having the ability to modify pictures, or that being able to perform other manipulations of data and user profiles can offer inviting opportunities to those who are more expert to cyberbully the less digitally skilled (Dooley, Pyżalski, & Cross, 2009).

According to the analysis of the anti-cyberbullying programs in place, the suggestions from experts, and our own in-field experience (Marzano & Lizut, 2019b), the basic competencies and skills of a school social worker involved in cyberbullying prevention initiatives should include:

- Basic theoretical knowledge and practical skills in pedagogy and social pedagogy, orientated to the design, implement, and manage cyberbullying prevention programs.

- Theoretical and practical skills to design, implement, manage, and evaluate educational projects in schools in order to respond to the growing demand for cyber safety.
- Thorough knowledge of learning models and their underlying psychological theories, in particular, of those models based on collaboration and leadership.
- Thorough knowledge of social networking applications, messenger applications, and interactive tools.
- Thorough knowledge of cyberbullying policies and legal aspects.
- Competence to deal with the impact and identification of cyberbullying.
- Capability to define and submit questionnaires as well as data analysis competence.
- Skills and capabilities to design, implement, manage, and evaluate interventions and processes of continuous training, also through multimedia technologies, distance learning, collaborative online learning, digital social learning, etc.
- Skills to use parental control applications, content filters, and other anti-cyberbullying tools.

Table 1 synthesizes the basic scopes and competencies required by a school social worker in order to perform anti-cyberbullying interventions.

School social workers should also possess competencies to contrast the abusive use of the internet. According to Griffiths (2000), individuals who use the internet excessively are not addicted to the internet per se but, rather, use it as a medium to fuel other addictions. A gambling addict who chooses to engage in online gambling is merely using the internet as a place in which they can enact their (addictive) behavior (Widyanto & Griffiths, 2006). This said, the excessive use of the internet can lead to degenerated behaviors and produce serious consequences. Online gambling, for example, does currently represent a very real and established risk. Over the last decade, the increasing evidence that minors are engaging in gambling and developing, as a consequence, more gambling-related problems has been highlighted by numerous authors (Griffiths, 2009; Livingstone & Haddon, 2008; Monaghan, Derevensky, & Sklar, 2008). Nowadays, we can observe the ever-increasing growth of casino games on social media platforms (Gainsbury, Hing, Delfabbro, & King, 2014).

Over the last few years, alarm bells are increasingly being sounded that digital media are providing greater opportunities for the social transmission of behavioral addictions as a consequence of adolescent exposure to favorable presentations of addictive substances such as alcohol, tobacco, and marijuana, as well as behaviors such as gambling on social and other online media (Romer & Moreno, 2017).

Table 1 **Anti-cyberbullying basic scopes and competencies of a school social worker**

Basic scopes	Basic competencies and skills
Cyberbullying and cyber threats understanding	• Carrying out systematic review of the phenomenon at school and data analysis; • Deep knowledge of the different forms of cyberbullying • Expertise on social networking sites • Awareness of the roles of bystanders and parents • Familiarity with quality assessment processes • Knowledge of the school world and dynamics • Leadership and team work • Change management
Educational processes	• Educational models (in general) • Educational practices used in anti-cyberbullying programs • Peer learning model • Community learning • Collaborative learning • Digital social learning • Parent-training
Sectorial knowledge	• Legal implications • School anti-cyberbullying statutes • Use of parental control software • Use of filters and blocks • Use of online collaborative tools • Creation and use of wikis, blogs, forums, and apps • Use of messenger apps • How the internet works • Anti-cyberbullying coping strategies • Digital dependencies

To increase the competencies of school social workers, new curricula should be developed and new disciplinary scopes should be defined in various fields such as:

- Psychology of interactive processes on the internet
- Social media anthropology
- Online educational methodologies
- Use of information and communication technologies
- Computing techniques for school social workers

This is no easy task since many elements present in the current curricula for social educators will have to be rethought and integrated with new notions and knowledge regarding digital technology and other matters. Nevertheless, if contemporary problems such as cyberbullying are to be tackled, it is necessary to break the boundaries of disciplinary domains. For example, according to Spears and Kofoed, one should consider that childhood is a social construction and that

children should be looked upon as social actors, not only as outcomes of social processes (Spears & Kofoed, 2013).

From this perspective, adopting a social anthropological approach could be useful. We contend that it is essential to create collaborative processes among the specialists of the scientific domains involved in education science in order to provide social educators with the knowledge, competencies, and skills necessary to face the contemporary social challenges.

Conclusion

According to Slovak & Singer (2011), school social workers should give appropriate responses to crises and threats that can occur in schools, addressing conflicts and providing psychosocial interventions. They should participate in the formulation of school policies and, accordingly, they should also contribute to the development of cyber safety programs. Indeed, school social workers are often the first to know about a problem (McDonald, Fineran, Constable, & Moriarty, 2006).

Nowadays, they should also acquire competencies and skills to be able to face the ongoing and future impacts of technology on schools. These impacts can be positive, since technology can be widely used for improving peoples' livability and for creating innovative services for human communities. However, the impacts can also be negative, since technology can be used maliciously. In any event, it is necessary that those who work in social sectors improve their digital competencies.

In this article, we have presented a preliminary portfolio of digital competencies needed to professionalize school social workers in school cyber safety. This portfolio is only the first step of the ongoing research on DSI which we are carrying out. Our ultimate objective is to define a new curriculum for school social workers that includes digital education and digital social innovation as specific subjects.

Acknowledgement

References

Bria, F., Sestini, F., Gasco, M., Baeck, P., Halpin, H., Almirall, E., & Kresin, F. (2015). *Growing a digital social innovation ecosystem for Europe: DSI Final Report.* Brussels: European Commission.

Chang, C. (2010). Internet safety survey: Who will protect the children? *Berkeley technology Law journal*, *25*(1), 501-527. DOI: https://doi.org/10.15779/Z38HQ3D

Cremin, H., & Bevington, T. (2017). *Positive Peace in Schools: Tackling conflict and creating a culture of peace in the classroom.* Routledge.

Delpechitre, D., Black, H.G., & Farrish, J. (2018). The dark side of technology: examining the impact of technology overload on salespeople. *Journal of Business & Industrial Marketing*. DOI: https://doi.org/10.1108/JBIM-03-2017-0057

Dooley, J.J., Pyżalski, J., & Cross, D. (2009). Cyberbullying versus face-to-face bullying: A theoretical and conceptual review. *Zeitschrift für Psychologie/Journal of Psychology*, *217*(4), 182-188. DOI: https://psycnet.apa.org/doi/10.1027/0044-3409.217.4.182

Elhai, J.D., Levine, J.C., Dvorak, R.D., & Hall, B.J. (2016). Fear of missing out, need for touch, anxiety and depression are related to problematic smartphone use. *Computers in Human Behavior*, *63*, 509-516. DOI: 10.1016/j.chb.2016.05.079.

Gainsbury, M.S., Hing, N., Delfabbro, P.H., & King, D.L. (2014). A taxonomy of gambling and casino games via social media and online technologies. *International Gambling Studies*, *14*(2), 196-213.

García-Castilla, F.J., De-Juanas Oliva, Á., Vírseda-Sanz, E., & Páez Gallego, J. (2018). Educational potential of e-social work: social work training in Spain. *European Journal of Social Work*, 1-11.

Griffiths, M.D. (2000). Internet addiction - Time to be taken seriously? *Addiction Research*, *8*, 413-418.

Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. Sage.

Kim, J.H. (2017). Smartphone-mediated communication vs. face-to-face interaction: Two routes to social support and problematic use of smartphones. *Computers in Human Behavior*, *67*, 282-291.

Livingstone, S., & Haddon, L. (2008). Risky experiences for children online: Charting European research on children and the internet. *Children & society*, *22*(4), 314-323.

Marzano, G., & Lizut, J. (2019a). *Cyberbullying and the Critical Importance of Educational Resources for Prevention and Intervention*, IGI-Global.

Marzano, G., & Lizut, J. (2019b). Topical issues on cyberbullying prevention, *International Journal of Interactive Communication Systems and Technologies (IJICST)*. (in press).

McDaniel, B.T., Galovan, A.M., Cravens, J.D., & Drouin, M. (2018). "Technoference" and implications for mothers' and fathers' couple and co-parenting relationship quality. *Computers in human behavior*, *80*, 303-313.

McDonald, S., Fineran, S., Constable, R., & Moriarty, A. (2006). Interpersonal Violence in schools: developing safe and responsive school communities. In Constable, R.T., McDonald, S., & Flynn, J.P. (Eds.) *School social work: Practice, policy, and research perspectives* (pp. 618-646). Lyceum Books Inc.,.

Meredith, J.P. (2010). Combating cyberbullying: Emphasizing education over criminalization. *Fed. Comm. LJ*, *63*, 311-340.

Monaghan, S., Derevensky, J., & Sklar, A. (2008). Impact of gambling advertisements and marketing on children and adolescents: Policy recommendations to minimise harm. *Journal of gambling issues*, *22*, 252-274.

Nelson, J.L., Palonsky, S.B., & McCarthy, M.R. (2017). *Critical issues in education: Dialogues and dialectics*. Waveland Press.

Rafferty, J., & Waldman, J. (2006). Fit for virtual social work practice? *Journal of Technology in Human Services*, *24*(2–3), 1–22.

Romer, D., & Moreno, M. (2017). Digital media and risks for adolescent substance abuse and problematic gambling. *Pediatrics*, *140* (Supplement 2), 102-106.

Rotondi, V., Stanca, L., & Tomasuolo, M. (2017). Connecting alone: Smartphone use, quality of social interactions and well-being. *Journal of Economic Psychology*, *63*, 17-26. DOI: https://doi.org/10.1016/j.joep.2017.09.001

Selwyn, N. (2018). *Is technology good for education?* Polity Press.

Simmons, K., & Bynum, Y. (2014). Cyberbullying: Six things administrators can do. *Education*, *134*(4), 452-456.

Slonje, R., & Smith, P.K. (2008). Cyberbullying: Another main type of bullying? *Scandinavian journal of psychology*, *49*(2), 147-154. DOI: https://doi.org/10.1111/j.1467-9450.2007.00611.x

Slovak, K., & Singer, J.B. (2011). School social workers' perceptions of cyberbullying. *Children & Schools*, *33*(1), 5-16. DOI: https://doi.org/10.1093/cs/33.1.5

Spears, B., & Kofoed, J. (2013). Transgressing research binaries. In Smith, P.K. & Steffgen, G. *Cyberbullying through social media*, Psychology Press, 201-221.

Stokes, M., Baeck, P., & Baker, T. (2017). *What next for digital social innovation*. DSI4 Europe report. Retrieved from https://waag.org/sites/waag/files/dsi4eu-report-2017.pdf .

Widyanto, L., & Griffiths, M. (2006). 'Internet addiction': a critical review. *International Journal of Mental Health and Addiction*, *4*(1), 31-51.

О ВЛИЯНИИ ИНДЕКСА СОЦИАЛЬНОГО БЛАГОПОЛУЧИЯ ШКОЛ НА ОБРАЗОВАТЕЛЬНЫЕ РЕЗУЛЬТАТЫ

About Influence of the Index of Social Wellbeing of Schools on Educational Results

Valentin Melnik
Pskov State University, Russian Federation

Aleksandr Vanin
Pskov State University, Russian Federation

Abstract. *Providing high quality education is one of the important priorities of the State educational policy in the Russian Federation. The main problem of inequality in education is currently associated with the breakdown of schools on educational outcomes. Along with the successful and wealthy schools elevated (gymnasium and lyceums) a whole group of schools with persistently low results students. In these schools concentrate children from disadvantaged families and families with low social status, children with deviant behavior. Accounting of contextual factors at assessment of educational results of pupils is an important task. Especially relevant it looks concerning group of schools which are in adverse social conditions. For identification of such schools it is offered to use an integrated indicator - the index of social wellbeing of school (ISWS). The purpose of work to investigate communication of the index of social wellbeing of schools with educational results. The described technique was approved in the Pskov region. Results of the analysis allowed to classify schools by four groups: high educational results – high ISWS; low educational results – low ISWS; low educational results – high ISWS; high educational results – low ISWS. According to the analysis there is possible a differentiated policy for different groups of schools.*

Keywords: assessment of quality of education, educational policy, social wellbeing of schools.

Введение
Introduction

Обеспечение высокого качества образования для всех граждан, в настоящее время является одним из важных приоритетов государственной образовательной политики в РФ. Основная проблема неравенства в образовании в настоящее время связана с расслоением школ по образовательным результатам, когда наряду с успешными и благополучными школами повышенного уровня (гимназиями и лицеями)

существует целая группа школ с устойчиво низкими результатами учащихся. В этих школах, как правило, концентрируются дети из неблагополучных семей и семей с низким социальным статусом, дети с девиантным поведением. В группу школ с низкими образовательными результатами очень часто попадают школы, которые функционируют в неблагополучных внешних условиях: в отдаленных территориях, в сельской местности, на окраинах городов и т. д.

Сегодня объективным измерителем результатов работы школ является ЕГЭ. Однако средний тестовый балл ЕГЭ без привязки к иным критериям качества образования не описывает реального положения дел в школе: уровень подготовки выпускников; уровень профессионального мастерства педагогов по учебным предметам; качества условий, организованных для осуществления учебного процесса. Поэтому оценка школы должна производиться по комплексу различных показателей, включающих качество образовательной среды и прозрачность, и объективность образовательного процесса и другие.

Целью исследования является разработка методики учета контекстных данных в оценке работы образовательных организаций, что позволит решать задачу идентификации образовательных организаций, на которые должны быть направлены действия региональных программ поддержки школ, работающих в сложных социальных условиях.

Для определения степени неблагополучия школы и оценки образовательных результатов учащихся используется модель контекстуализации. В основе контекстуальной модели лежит учет следующих факторов: комфортность образовательных условий; характеристики проблемного контингента учащихся; характерные особенности семей учащихся; характеристики кадрового состава школы. Для определения влияния указанных факторов на результаты обучения используются метод регрессионного анализа, который позволяет в итоге получить формулу для вычисления индекса социального благополучия школы, позволяющего провести идентификацию школ.

Идентификация школ
Identification of schools

В России о необходимости учета контекстных показателей при сравнении эффективности образовательных организации и образовательных систем указывали известные отечественные специалисты (Агранович, Алексеева, Зайцева, Коган, Матвеева, Митрофанов, Прудникова, & Селиверстова, 2008; Болотов & Вальдман, 2013). Учет контекстных факторов при оценке образовательных результатов учащихся

представляется весьма обоснованным. Особенно актуальной эта задача выглядит в отношении группы школ, находящихся в неблагоприятных социальных условиях.

Как показывает зарубежный опыт (Rumberger & Palardy, 2004), для эффективной работы в неблагоприятных социальных условиях школы нуждаются в дополнительных ресурсах кадровых и материально-технических. Эти же вопросы изучаются и в ряде отечественных публикаций (Ястребов, Бессуднов, Пинская, & Косарецкий, 2013; Ястребов, Пинская, & Косарецкий, 2014).

В школах с низкими результатами учащиеся демонстрируют устойчиво низкие результаты обучения на всех ступенях образования, ведущие к дезадаптации учащихся и препятствующие продолжению их образовательной и профессиональной траектории.

В качестве используемой модели предлагается уравнение множественной регрессии:

$$Y_i = \beta_0 + \beta_1 * X_{1i} + \beta_2 * X_{2i} + \beta_3 * X_{3i} + \beta_4 * X_{4i} + \varepsilon_i, \tag{1}$$

Где   i – номер школы,

Y_i – т.н. объясняемый показатель, которым может быть любой целевой показатель школы (см. Таблицу 1),

X_{1i} – индекс комфортности образовательных условий, определяется по формуле (3)

X_{2i} - индекс проблемного контингента учащихся, определяется по формуле (4),

X_{3i} – индекс особенностей семей учащихся, определяется по формуле (4)

X_{4i} – индекс кадрового состава школы, определяется по формуле (5)

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$ – неизвестные параметры модели, которые оцениваются методом наименьших квадратов,

ε_i – остаток, или «шум», характеризующий разброс показателей Y_i между школами, который не может быть объяснен с помощью включенных в модель факторов.

$$X_{1i} = \frac{1}{8}\sum_{k=1}^{8} \Pi2.k, \tag{2}$$

Где $\Pi2.k$ - показатель с номером $2.k$, $k = 1,..8$ (см. Таблицу 2)

$$X_{2i} = \frac{1}{3}\sum_{k=9}^{11} \Pi2.k, \tag{3}$$

Где $\Pi2.k$ - показатель с номером $2.k$, $k = 9,..11$ (см. Таблицу 2)

$$X_{3i} = \frac{1}{7} \sum_{i=12}^{19} \text{П2.}i, \tag{4}$$

Где П2.k - показатель с номером 2.i $k = 12,…19$ (см. Таблицу 2)

$$X_{4i} = \frac{1}{4} \sum_{i=20}^{23} \text{П2.}i, \tag{5}$$

Где П2.i - показатель с номером 2.i, $k = 20,…23$ (см. Таблицу 2).

Заметим, что регрессионные модели не идентифицируют причинно-следственные связи, а устанавливают лишь наличие и характер этой связи.

В таблице 1 приведены показатели, которые позволяют идентифицировать школы с низкими результатами.

*Таблица 1. **Показатели, характеризующие результаты обучения***
*Table1 **Indicators measuring the results of training***

№ показателя	Наименование показателя
П1.1.	Средний балл ЕГЭ по математике
П1.2.	Средний балл ЕГЭ по русскому языку
П1.3.	Средний балл ОГЭ по математике
П1.4.	Средний балл ОГЭ по русскому языку
П1.5.	Доля учащихся продолжающих обучение на старшей ступени образования (%)
П1.6.	Доля учащихся принимавших участие в региональных и всероссийских олимпиадах и конкурсах, в общей численности обучающихся (%)

С низкими результатами обучения предлагается относить школу, если:
а) она попадает в 25% школ с самыми низкими результатами ЕГЭ, ОГЭ.
б) менее 60% учащихся, продолжают обучение на старшей ступени образования;
в) менее 0,5% учащихся, принимали участие в региональных и всероссийских олимпиадах и конкурсах.

К школам, функционирующих в неблагоприятных социальных условиях предлагается относить школы, обучающие наиболее сложные категории учащихся и работающие в сложных территориях, как правило, в условиях ресурсных дефицитов.

Для идентификации школ предлагается использовать интегральный индекс - индекс социального благополучия школы (ИСБШ):

$$\text{ИСБШ}_i = \delta + \frac{\beta_1}{\sum_{k=1}^4 \beta_k} * X_{1i} + \frac{\beta_2}{\sum_{k=1}^4 \beta_k} * X_{2i} + \frac{\beta_3}{\sum_{k=1}^4 \beta_k} * X_{3i} + \frac{\beta_4}{\sum_{k=1}^4 \beta_k} * X_{4i}, \quad (6)$$

Где   i – номер школы,

ИСБШ$_i$– индекс социального благополучия школы,

δ – постоянная, которая позволяет привести индекс к шкале «0-100».

В таблице 2 приведены показатели, которые используются для вычисления ИСБШ.

*Таблица 2. **Показатели, характеризующие социальные условия функционирования образовательного учреждения***
*Table 2 **Indicators of social conditions for the functioning of educational institutions***

№ показателя	Наименование показателя
Характеристики комфортности образовательных условий	
П2.1.	Материально-техническое и информационное обеспечение организации (баллы от 0 до 10)
П2.2.	Наличие необходимых условий для охраны и укрепления здоровья, организации питания обучающихся (баллы от 0 до 10)
П2.3.	Условия для индивидуальной работы с обучающимися (баллы от 0 до 10)
П2.4.	Наличие возможности оказания психолого-педагогической, медицинской и социальной помощи обучающимся (баллы от 0 до 10)
П2.5	Наличие условий организации обучения и воспитания обучающихся с ограниченными возможностями здоровья и инвалидов (баллы от 0 до 10)
П2.6.	Комфортность территориального расположения школы (баллы от 0 до 10)
П2.7.	Малокомплектность образовательного учреждения (да-0 баллов нет-10 баллов)
П2.8.	Отдаленность образовательного учреждения (да-0 баллов нет-10 баллов)
Характеристики проблемного контингента учащихся	
П2.9.	Доля учащихся с «группы риска» (%)
П2.10.	Доля учащихся, состоящих на городском учете (%)
П2.11.	Доля учащихся, состоящих на внутришкольном учете (%)
Характерные особенности семей учащихся	
П2.12.	Доля многодетных семей (%)
П2.13.	Доля малообеспеченных семей (%)
П2.14.	Доля неполных семей (%)
П2.15.	Доля опекаемых семей (%)
П2.16.	Доля семей с детьми-инвалидами (%)
П2.17.	Доля семей переселенцев (беженцев) (%)
П2.18.	Доля неблагополучных семей (%)

№ показателя	Наименование показателя
П2.19.	Доля семей, в которых ни один из родителей не имеет высшего образования (%)
	Характеристики кадрового состава школы
П2.20.	Доля педагогов, имеющих высшее образование, в общей численности педагогических работников (%)
П2.21.	Доля педагогов, которым по результатам аттестации присвоена высшая квалификационная категория, в общей численности педагогических работников (%)
П2.22.	Доля педагогов в общей численности педагогических работников, педагогический стаж работы которых составляет более 5 лет (%)
П2.23.	Доля педагогов, прошедших за последние 5 лет повышение квалификации/профессиональную переподготовку по профилю, в общей численности педагогов (%)

ИСБШ позволяет идентифицировать школы, находящиеся в наиболее неблагоприятных социальных условиях. К ним могут быть отнесены 25% школ региона с наименьшим значением ИСБШ. ИСБШ позволяет идентифицировать школы, находящиеся в наиболее благоприятных социальных условиях. К ним могут быть отнесены 25% школ региона с наибольшим значением ИСБШ.

Эмпирическое исследование
Empirical research

Эмпирическое исследование проводилось с целью апробации описанной выше методики с одной стороны, а с другой стороны с необходимостью анализа состояния школ Псковской области. Предложенный в данной методике подход к учету контекстных данных в оценке работы образовательных организаций позволит решить задачу идентификации образовательных организаций, на которые должны быть направлены действия региональных программ поддержки школ, работающих в сложных социальных условиях.

Базой исследования служили 114 школ Псковской области (из общего числа - 155 школ). На первом шаге выбранные школы предоставили данные за 2016 год по 6 показателям, характеризующих результаты обучения (см. Таблицу 1) и по 23 показателям, характеризующих социальные условия функционирования образовательного учреждения (см. Таблицу 2). На втором шаге на основе предоставленной информации была сформирована матрица данных для определения оценки параметров модели β_1, β_2, β_3, β_4 регрессионной модели (1). При этом в качестве переменной Y_i использовались средние результаты ЕГЭ по математике и по русскому

языку. На третьем шаге по формуле (6) получили индекс социального благополучия школы:

$$ИСБШ_i = 75 + 1{,}5 * X_{1i} - 0{,}55 * X_{2i} - 0{,}2 * X_{3i} + 0{,}1 * X_{4i}, \quad (7)$$

Где первое значение (75) позволяет привести индекс к шкале, принимающей значения от 0 до 100. В максимально выгодном для школы положении (когда все положительные факторы равны «1», а отрицательные «0») индекс принимает значение «100», а в максимально уязвимом (обратная ситуация) – «0».

В целом результаты анализа позволяют констатировать, что академическая успеваемость, измерявшаяся с помощью показателей ЕГЭ по русскому языку и математике, действительно устойчиво различается для школ с различным ИСБШ, вычисляющийся по формуле (7) (см. Таблицу 3).

*Таблица 3. **ИСБШ и образовательные результаты школ Псковской области (по данным 2016 года)***
*Table 3 **ISWS and educational results schools Pskov region (according to year 2016)***

Уровень ИСБШ	Интервал фактических значений ИСБШ	Средний балл ЕГЭ по русскому языку	Средний балл ЕГЭ по математике
Низкий (25% школ региона с наименьшим значением ИСБШ)	(0; 84.88]	**61.63**	**39.64**
Средний (50% школ с промежуточным значением ИСБШ)	(84.88; 91.42]	**69.31**	**43.95**
Высокий (25% школ региона с наибольшим значением ИСБШ)	(91.42; 100]	**72.67**	**45.65**
Все школы		**68.12**	**43.23**

Для школ с низким индексом социального благополучия вероятность показать низкие результаты значительно выше, чем для социально благополучных школ. В категорию школ с наиболее высокими результатами ЕГЭ с существенно большей вероятностью попадают школы с высоким индексом социального благополучия.

В то же время существуют школы, выпадающие из общей тенденции. Одни из них можно считать эффективными, так как они обеспечивают высокие результаты, находясь в неблагополучных социальных условиях. Другие надо признать неэффективными, так как они не используют своих преимуществ и показывают низкие результаты, находясь в социально благоприятной ситуации.

Проведенное исследование позволило классифицировать школы Псковской области по 4 группам (см. Таблицу 4) в зависимости от уровня ИСБШ и уровня образовательных результатов.

*Таблица 4. **Сводная таблица типов школ***
*Table 4 **Summary table of types of schools***

		Индекс уровня социального благополучия школы	
		Низкий	**Высокий**
Образовательный результат	**Высокий**	**НВ** – развитие, несмотря на сдерживающие факторы (Школы, работающие в сложных социальных условиях, но имеющие высокие образовательные результаты, **Резильентные** школы)	**ВВ** - высший уровень развития (Школы, работающие в благоприятных социальных условиях и имеющие высокие образовательные результаты)
	Низкий	**НН** - критичное состояние (Школы, работающие в сложных социальных условиях и имеющие низкие образовательные результаты)	**ВН** - стагнация при отсутствии сдерживающих факторов (Школы, имеющие благоприятные социальные условия, но низкие образовательные результаты)

Выводы
Conclusions

Предложенная в работе методика анализа образовательных результатов на основе индекса социального благополучия школы позволяет проводить дифференцированную политику в отношении разных групп школ:

–   определение школ для применения мер адресной поддержки;

–   определение школ для поощрения за эффективность в своих условиях;

–   выявление школ для реализации программ улучшения образовательных результатов.

Анализ качества работы школ, основанный на ИСБШ помогает лучше понять, что стоит за баллами ЕГЭ, следует ли оказать школе помощь или принять более жёсткое решение. Для системы управления образования, описанная методика безусловно более объективнее прямого рейтингования школ по результатам ЕГЭ и дает новые возможности, как для оперативных решений, так и для выработки долгосрочных стратегий.

Summary

The technique of the analysis of educational results offered in work on the basis of the index of social wellbeing of school (ISWS) allows to pursue the differentiated policy for different groups of schools:

–   definition of schools for application of measures of targeted support;

–   definition of effective schools which need to be encouraged;

    –   identification of schools for implementation of programs of improvement of educational results.

The analysis of quality of work of schools based on ISWS helps to understand results of the Unified State Examination. For education management system, the described technique more effective than direct rating of schools by results of the Unified state examination. ISWS gives new opportunities, both for operational decisions, and for elaboration of long-term strategy.

Литература
References

Rumberger, R.W., & Palardy, G.J. (2004). Multilevel Models for School Effectiveness Research. In Kaplan D. (Ed.), *Handbook of Quantitative Methodology for the Social Sciences* (pp. 258). Thousand Oaks, CA: Sage.

Агранович, М.Л., Алексеева, А.С., Зайцева, О.В., Коган, Е.Я., Матвеева, Н.А., Митрофанов, К.Г., Прудникова, В.А., & Селиверстова, И.В. (2008). Управление качеством образования в регионе на основе показателей и индикаторов. *Сборник инструктивно-методических материалов. М.: Логос*.

Болотов, В.А., & Вальдман, И.А. (2013). Виды и назначение программ оценки результатов обучения школьников. *Педагогика, 8,* 15-26.

Ястребов, Г.А., Бессуднов, А.Р., Пинская, М.А., & Косарецкий, С.Г. (2013). Проблема контекстуализации образовательных результатов: школы, социальный состав учащихся и уровень депривации территорий. *Вопросы образования, 4,* 188-246.

Ястребов, Г.А., Пинская, М.А., & Косарецкий, С.Г. (2014). Использование контекстных данных в системе оценки качества образования: опыт разработки и апробация инструментария. *Вопросы образования, 4,* 90-127.

INTRAPERSONAL CONFLICT FACTORS OF PRIMARY SCHOOL TEACHERS

Mykola Pantiuk
Drohobych Ivan Franko State Pedagogical University, Ukraine

Iryna Sadova
Drohobych Ivan Franko State Pedagogical University, Ukraine

Svitlana Lozynska
Ivan Franko National University of Lviv, Ukraine

Abstract. *An essential characteristic of pedagogical activity is its conflict potential. Such specific features as high social and normative expectations and significant overloading of roles in combination with individual psychological characteristics of teacher's personality lead to the emergence or exacerbation of various intrapersonal conflicts. Unsettled conflict usually becomes a constant source of discontent with yourself and the environment, causes a high level of anxiety, starts devastating processes of emotional burnout. Therefore, it is important to provide timely assistance to teachers in situations of intrapersonal conflicts.*

The purpose of the article is to highlight the results of empirical identification of intrapersonal conflict factors of primary school teachers. To achieve this goal it is necessary to solve the following tasks: 1) to investigate the factors of teachers conflict behaviour at the empirical level; 2) to determine the specifics and nature of the relationship between the level and characteristics of conflict and creativity, between the motivation of achievement and development of subjective qualities of a primary school teacher.

Research tools: adapted methods of K. Thomas (N. Hrishyna) on the diagnosis of the style of behaviour in a conflict situation; methods of diagnosis of personality motivation for success (T. Ehlers); methods of studying frustration reactions (S. Rosenzweig); methods of diagnostics of interpersonal relations (L. Sobchyk); A. Rukavyshnikov's methods for the definition of mental burnout; Drawing Apperceptive Test (DAT); methods of self-actualization A. Maslow adapted by Gozman, Kroz & Latinskaya. The total number of respondents - 32 primary school teachers of secondary schools in Drohobych, Lviv region.

The analysis of the obtained results showed that: 1) there are specific characteristic connections between the level and features of conflict, creativity, between the motivation of achievement and development of subjective qualities of a person; 2) internal conflict as an interpersonal phenomenon is both a personal characteristic and a determinant of social interaction. It has been found that rivalry, low verbal creativity, lack of communicative competence in combination with extrapunitive type of reactions cause increased conflict. According to the results of the researches, a significant number of primary school teachers under study (32%) have increased intrapersonal conflict. Of course, this alarming indicator prevents the establishment of optimal pedagogical communication and provokes conflict among children of primary school age.

Introduction

Social tension and conflicts of the society of the XXI century, its fragile spiritual guidelines, teachers' unstable material, living and work conditions, the growing intensification of information flows and innovative processes that require their timely and quality processing and assimilation, as well as daily communicative activity, which is emotionally rich, – are far from being an exhaustive list of factors of a modern personality sociogenic neurotisation. Such researchers as Божович (2000) and Давыдов (1996) have been studying these issues in their own scientific works. Пірен (2001), Самоукина (2000) and Титаренко (2003) study the personality's formation of different types of internal disharmony. The phenomenon of teacher's «professional stress» has been the subject of research of Балл (2003), Карамушка & Дзюба (2009). Scientists have concluded that conflict potential is the essential characteristic of pedagogical activity. Such specific features of conflicts as high social and normative expectations, great responsibility, and significant overloading of roles in combination with individual psychological characteristics of teacher's personality lead to the emergence or exacerbation of various intrapersonal conflicts.

The problem of intrapersonal conflicts is presented in the works of many foreign researchers, in particular, such as Moreno (2001), Archambault, Kurdi, Olivier, & Goulet (2016), McGrath & Bergen (2017) and others. A characteristic feature of the views of Maxwell, Reynolds, Lee, Subasic, & Bromhead (2017) is that the issues of intrapersonal conflict are considered with taking into account the understanding of the essence and structure of the individual. In the concepts of Geerlings, Thijs, & Verkuyten (2018) there are some principles that allow you to get an idea of the model of intrapersonal conflicts and understand their essence. Significant are the principles of humanistic psychology of Gerlach & Gockel (2018) about the impact of intrapersonal conflict on the development of the «I concept» of an individual. In the concepts of psychoanalysis by Colnerud (2015) such categories as contradiction and psychological protection have been put into the basis of the intrapersonal conflict.

Unsettled conflict usually becomes a constant source of discontent with yourself and the environment, causes a high level of anxiety, underestimation of self-esteem and self-confidence, starts devastating processes of emotional burnout. Therefore, scientists consider it important to provide timely and effective assistance to teachers in situations of intrapersonal conflicts.

The purpose of the article is to highlight the results of empirical identification of intrapersonal conflict factors of Ukrainian primary school teachers.

To achieve this goal, it is necessary to solve two tasks:

1) to investigate factors of teachers conflict behaviour at the empirical level;
2) to determine the specifics and nature of the relationship between the level and characteristics of conflict and creativity, between the motivation of achievement and development of subjective qualities of a primary school teacher.

Research Tools

Throughout the study we have used the following research tools: a) adapted methods of K. Thomas on the diagnosis of the style of behaviour in a conflict situation adapted by N. Hrishyna; methods of diagnostics of personality motivation for success (T. Ehlers); methods of studying frustration reactions (S. Rosenzweig); methods of diagnostics of interpersonal relations (L. Sobchyk); A. Rukavyshnikov's methods for the definition of mental burnout; Drawing Apperceptive Test (DAT); methods of self-actualization A. Maslow adapted by Gozman, Kroz, & Latinskaya.

Psychological and pedagogical researches covered 32 primary school teachers of secondary schools in Drohobych, Lviv region.

Main body

Many researchers find out psychological determinants of conflict behaviour, typology of conflicts, regularities of their occurrence, such as Анцупов (2003), Deutsch (2006), Coser (1968). Many specialists are interested in the issues of the object of pedagogical conflict (Ішмуратов, 2003), its dynamics Титаренко (2003), the difference between destructive and constructive conflicts (Басова, 2000), as well as the teacher's preparation for the correct behaviour in a conflict situation (Гришина, 2008) and the formation of necessary psychological knowledge and skills to prevent conflict (Рыбакова, 1991). Since the personal specificity of teachers' conflict in the conditions of modern native educational process has been studied rather superficially, the problems of our investigation are significantly relevant.

Results

With the aim of empirical identification of primary school teachers conflict behaviour factors we used the methods of K. Thomas on the diagnosis of the

individual's propensity to conflict behaviour adapted by N. Hrishyna (Мілютіна, 2004). Table 1 presents the results of the distribution of teachers according to the prevailing style of behaviour in a conflict situation.

Table 1 **Distribution of primary school teachers by the prevailing style of behaviour in a conflict situation**

	Competition	Cooperation	Compromise	Avoidance	Adjustment
Teachers	4	10	4	8	6

The results of studying the style of conflict behaviour show that teachers prefer cooperation and avoidance of conflict situations (which is 31% and 26% among 32 respondents). The strategy of avoidance (26% of the investigated) is used by those teachers who are motivated not for constructive relations. In the least the teachers under study tend to the strategy of competition (14%) and compromise (14%).

The next task of the study was to diagnose the teachers' motivational characteristics. While studying we have found out a close relationship between the level of motivation and success in life and, in particular, in a constructive interpersonal interaction. During the researches, it is proved that teachers with a high degree of motivation are confident in the successful completion of cases, constantly analyze their achievements and failures, are responsible, determined in uncertain situations, enjoy solving complex professional problems, are not confused in the situation of competition, show great perseverance and courage in overcoming difficult situations.

For the participants of the research, we proposed «T. Ehlers' methods of diagnosing personality motivation for success» (Райгородский, 2000). These methods contain 41 statements. The results have the following variations: a) from 0 to 10 points – low motivation for success; b) from 11 to 16 points – average level of motivation; c) from 17 to 20 points – a moderately high level of motivation; d) above 21 points – an excessively high level of motivation for success.

Between two teachers under study a rather high level of motivation for success has been revealed. Fourteen people under the research, on the contrary, had low motivation for success. Other teachers (16) showed the average level of this motivation. Their pedagogical style of work with students is characterised by a bit of authoritarianism and imposing their own ideas and beliefs.

After determining the motivation to avoid failures among the diagnosed we have obtained uneven indicators, namely: 1) dominating high level of avoidance –16 people under study; 2) average level among 10 respondents; 3) low – 6 people. Risk tendency was quite low among most teachers; its high

level was inherent only to five people. To summarize this stage of the study, we have calculated the correlation between the number of pedagogical conflicts of different types and the peculiarities of teachers' motivation involved in them (see table.2).

Table 2 **Distribution of types of conflicts depending on the characteristics of primary school teachers' motivation**

Motivation	activity conflicts	behaviour conflicts	motivation conflicts	relationship conflicts	didactogeny
Achievement	0, 38	0, 27	0,02	- 0, 39	0,22
Avoidance	0, 34	0, 49	0,15	0, 51	0,42
Risk tendency	0, 029	- 0, 36	- 0,32	- 0,43	0,28

Thus, the motivation of achievement has a direct link at the level of tendencies with activity conflicts. Therefore, a high degree of the first can be considered a preventive means from interpersonal contradictions. Conversely, the motivation of avoiding failures, to say, provokes behaviour conflicts, exacerbation of relations, didactogeny. At the same time, the teachers' tendency to risk prevents almost all types of conflicts.

For studying teachers' intrapersonal conflicts we used S. Rosenzweig's methods of studying frustration reactions (Миронова, 2006); L. Sobchyk's methods of diagnostics of interpersonal relations (DIS) (Собчик, 2003); A. Rukavishnikov's methods for the definition of mental burnout (Фетискин, Козлов, & Мануйлов, 2002); Drawing Apperceptive Test (DAT) (Карелин, 2000).

The results of the interpretation of the gained data among the diagnosed teachers are given below in more detail.

1. The researched Inna B. (teacher of the first year class):

Table 3 **Results by Rosenzweig's methods**

	OD	ED	NP	
E	3	5,5	3	11,5
I	0	4,5	4	8,5
M	1,5	1,5	1	4
	4,5	11,5	8	

Table 4 **Results on the methods of diagnostics of interpersonal relations (DIS)**

	I	II	III	IV	V	VI	VII	VIII
Self-real	4	4	4	3	2	3	4	7
Self-ideal	6	5	4	1	4	5	8	6

Characteristics according to DIS do not exceed 8 points, which is the sign of inner harmony. The dominant aspects of behaviour are the willingness to help and sympathize with others, a developed sense of responsibility. Low values on the scale of «personal distance» indicate on a wide network of contacts with others, tolerance and humanity in the formation to them, the desire to interact with them. In general, Inna B. is quite pleased with herself, needs to be accepted and supported.

The results according to A. Rukavishnikov's methods for the definition of mental burnout are as follows: psychoemotional exhaustion (PE) – 22 p. – average; personal distance (PD) – 15 p. – low; professional motivation (PM) – 38 p. – very high; mental burnout index (MBI) – 75 p. – medium.

The data according to Drawing Apperceptive Test (DAT) indicate that Inna's dominance manifests itself in the form of friendly support, optimism – in contacts. Identification with «the third»: a hidden source of conflict; passive avoidance; active intervention to defend her interests; identification with the character. As a result, she feels herself depressed and abandoned. Aggressive trends are being replaced. The feeling of pity for others, the desire to help and to calm is expressed. In frustrating situations the following features dominate: self-defence, denial of her involvement in the extenuating circumstances, accusations and irony to others.

Inna B. is a harmonious personality, assesses her role in conflict situations critically, and strives for social interaction, in which she is successful and self-satisfied. She is interested in work, productive and competent in it. She arouses a positive attitude to herself by the majority of children in her class.

2. The researched Olha K. (teacher of the second year class):

*Table 5 **Results by Rosenzweig's methods***

	OD	ED	NP	
E	1	8	3	12
I	0	2	1	3
M	5	1	3	9
	6	11	7	

*Table 6 **Results on the methods of diagnostics of interpersonal relations (DIS)***

	I	II	III	IY	Y	YI	YII	YIII
Real	9	7	8	9	14	14	10	13
Ideal	12	7	7	3	3	5	10	14

Mental burnout: – 52 p. – very high level; PD – 60 p. – very high; PM – 27 p. – high; MBI – 139 p. – very high rate.

The results of DAT: identification with the «third» occurs in the position of detachment, resoluteness interaction – (passive observer), in a passive-interference due to the high awareness of being unnoticeable and useless. Conflict in the interpersonal sphere: identification with an aggrieved, helpless character, who defends himself in an extra-punitive manner.

The dominant reaction in frustrating situations: she tends to deny responsibility for their appearance and solution. This indicates a low degree of development of arbitrary behaviour, weakness of the inner-self (due to the active action of protective mechanisms), and unformed coping strategies.

Most of the expressed DIS indicators are above normal, which confirms the significant internal tension (14 p.). As to dependent-obedient and submissive-shy octants, they are the signs of difficulties in social adaptation, which is manifested in complete obedience, excessive guilt, self-abasement, overconformity, total dependence on the opinions of others. Excessive helpfulness, tendency to compromise, hypersocial attitudes cause the inability to be a leader-organizer in the classroom.

Olha K. is dissatisfied with herself, wants to become more confident and independent. All these factors complicate, and even make her self-realization impossible, which leads to conflicts and negative relations with children.

3. The researched Iryna P. (teacher of the third year class):

Table 7 **Results by Rosenzweig's methods**

	OD	ED	NP	
E	2	5	2	9
I	0	3	5	8
M	2	2.5	3	7
	4	10.5	10	

Table 8 **Results on the methods of diagnostics of interpersonal relations (DIS)**

	I	II	III	IV	V	VI	VII	VIII
Self-real	11	8	11	15	4	8	7	5
Self-ideal	11	7	7	0	5	4	9	10

MB – 59 p. – very high level; PD – 49 p. – very high; PM – 29 p. – high; MBI – 137 p. – a very high figure.

Reduced interest in contacts with others, a sense of exhaustion and low emotional tolerance are observed. We can also see the reluctance to engage in professional activities for both high assessment of their competence and success, indifference to career. Thus, a high degree of professional burnout can cause persistent conflicts in the interpersonal sphere.

The results of DAT: The dominance of the character is the result of a concourse of circumstances. There is an aversion to people of low social status, identification with the «third», manifested in the position of the observer with the prospect of active inclusion in interpersonal relations.

The observer's position emphasizes the lines of carelessness and irresponsibility. A distrustful-skeptical pattern of behaviour is non-adaptive. The existing long-term interpersonal conflict is shown. The protection according to extrapunitive type dominates. Ideally, strives to be more friendly and congruent in relationships with others. The conflict could arise from uncritical self-esteem, belief in own faultlessness, critical and cynical attitude towards people (expressed personal distance). She has a sufficient capacity to meet the needs. Her behaviour was dominated by didactogeny and interpersonal conflicts.

These data indicate that the total number of diagnosed primary school teachers have increased intrapersonal conflict. Psychologists believe that it is based on the gap between the desire for self-actualization (by A. Maslow, the highest need of the individual) and the real result (Маслоу, 1999).

As research instruments we used the methods of self-actualization by A. Maslow adapted by Gozman, Kroz & Latinskaya. According to the results of the diagnosis, twelve indicators were obtained, including one general and eleven on a scale.

The overall indicator reflects the individual's desire for self-actualization. During the test, the following results were recorded: low level – 10%; low level close to the average – 5%; average level – 29%; average level close to high – 35%; high level – 18%. Thus, the majority of respondents of the indicated sample have an average and close to a high level of desire for self-actualization (see Fig. 1.).
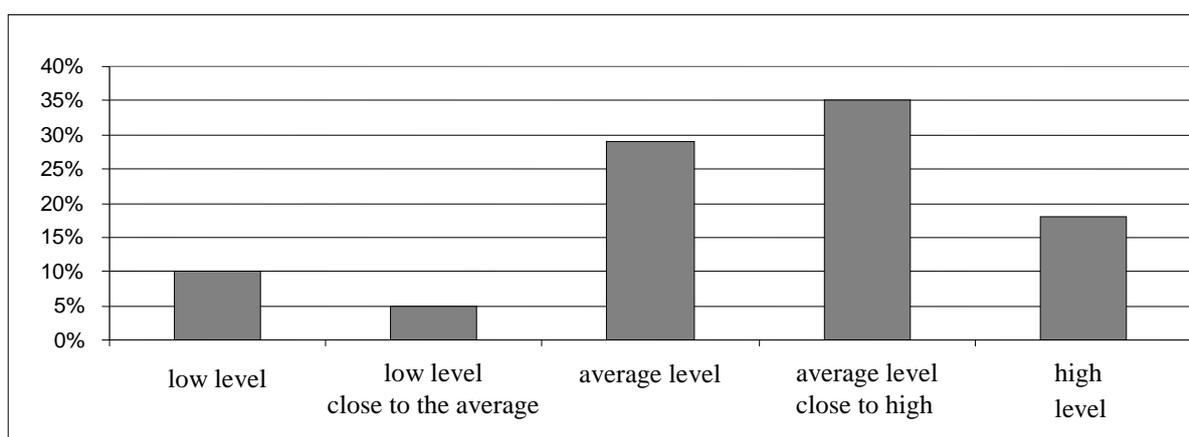
Figure 1 **The results of the study on the evaluation of the level of personality's self-actualization. Common indicator**

Here are the results on a scale 1 – orientation in time: low – 8%; low, close to average – 10%; average – 40%; average, close to high – 24%; high – 18%.

According to the criterion of values (scale 2), teachers have the following indicators: low – 5%; low, close to the average – 8%; average – 10%; average, close to high – 45%; high – 29% of respondents.

With regard to the view on human nature (scale 3), the people under study showed: low – 10%; low, close to the average – 21%; average – 35%; average, close to high – 16%; high – 18% of participants under study. The curve has a normal distribution.

The need for knowledge (scale 4) is manifested in the diagnosed as follows: low – 8 %; low, close to the average – 13%; average – 28 %; average, close to high – 23%; high – 24% of the diagnosed. The curve has a normal distribution.

The pursuit of creativity (scale 5) was the next criterion of the study. Its results: low – 5%; low, close to average – 10%; average – 35%; average, close to high – 16%; high – 32% of respondents.

According to the scale «autonomy» (№6) we have found the following indicators: low – 10%; low, close to the average – 13%; average – 10%; average, close to high – 24%; high – 40% of the studied.

As you can see, most of the people in this sample have a high level and average, close to high.

Let us summarize the results of our further research according to the following five features:

1) spontaneity (scale 7): low – 13%; low, close to average – 13%; average 37%; average, close to high – 21%; high – 13% of respondents. The curve has a normal distribution;

2) self-understanding (scale 8): low – 16%; low, close to medium – 35%; medium – 18%; medium, close to high – 27%; high – 2% of the participants in the research;

3) autosympathy (scale 9): low – 5%; low, close to the average – 5%; average – 24%; average, close to high – 37%; high level – 27% diagnosed;

4) rapport (scale of 10): low level – 8%; low, close to the average – 21%; mid-level – 29%; average, close to high – 27%; high level – 13% of respondents. The curve has a normal distribution;

5) flexibility in communication (scale 11): low – 2%; low, close to the average – 16%; average – 45%; average, close to high – 18%; high – 16% of the study.

Processing of the results was carried out in a spreadsheet SPSS to test the hypothesis of «High level of verbal and nonverbal creativity involves a high level of self-actualization». During the mathematical study of the first for the

purpose of statistical testing of the above hypothesis Pearson's criterion χ^2 was chosen. The correlations having been found between indicators of self-actualization and types of conflict situations confirmed the validity of the assumptions about the direct influence of verbal and non-verbal creativity of the individual to the level of self-actualization. In other words: the more the teacher is engaged in the development of his own creativity, the more the level of his self-actualization will grow, which, on its part, improves the art of resolving pedagogical conflicts and adequate responding to them (table. 9).

*Table 9 **Distribution of types of conflicts depending on the features of primary school teachers' self-actualization (only significant correlations are shown in the table)***

SELF-ACTUALIZATION	activity conflicts	behaviour conflicts	conflicts of motivation	relationship conflicts	humiliating statements
1. Orientation in time	0, 36	0,42	The connection unreliable	The connection unreliable	The connection unreliable
2. Values	The connection unreliable	The connection unreliable	0,41	0,38	-0,53
3. View on human nature	The connection unreliable	The connection unreliable	-0, 39	-0, 45	-0,43
SELF-ACTUALIZATION	activity conflicts	behaviour conflicts	conflicts of motivation	relationship conflicts	humiliating statements
4. Need for knowledge	0,43	The connection unreliable	The connection unreliable	The connection unreliable	The connection unreliable
5. Creativity	The connection unreliable	-0,46	The connection unreliable	The connection unreliable	-0, 32
6. Autonomy	The connection unreliable	-0,33	The connection unreliable	-0, 36	The connection unreliable
7. Spontaneity	0, 47	The connection unreliable	The connection unreliable	The connection unreliable	0,35
8. Self-understanding	-0,38	-0, 45	-0,34	-0, 42	-0,62
9. Autosympathy	The connection unreliable	The connection unreliable	-0, 46	-0,37	-0, 54
10. Rapport	-0,48	-0, 35	The connection unreliable	The connection unreliable	-0,63
11. Flexible communication	-0,39	-0, 44	-0,54	-0, 44	-0,55

Therefore, the development of teachers' self-actualization substantially reduces the risk of didactogeny, relationship and motivation conflicts. To the greatest extent among the diagnosed teachers traits that reduce the conflict potential are the following: contact, flexibility in communication, self-understanding. At the same time, time orientation and active orientation on values increase the risk of interpersonal friction partially.

Summary

Thus, on the basis of the conducted empirical research and analysis of the results we obtained the grounds for such conclusions, which relate only to the group of diagnosed teachers:

1. There are specific characteristic connections between the level and features of conflict, creativity, achievement motivation and development of subjective qualities of a person.
2. Internal conflict potential as intrapsychic phenomenon is both personal characteristics and determinant of social interaction.
3. Competition, low verbal creativity, insufficient communicative competence of teachers in combination with extra-punitive type of their reactions cause an increase in the level of their conflict.
4. A significant number of diagnosed primary school teachers (32%) have increased intrapersonal conflict. Of course, it prevents the establishment of optimal pedagogical communication and provokes conflict among children of primary school age.
5. Based on theoretical views on the psychological nature of pedagogical conflicts, practical recommendations for primary school teachers are as follows: participation in integration programs, personal growth training, psychotherapeutic and rehabilitation cycles, which are a universal tool for the correction of intrapersonal conflict. The new experience of interaction acquired during the training sessions can contribute to the improvement of professional competence, self-actualization, social sensitivity, mastery of constructive ways out of conflict situations.

Prospects for further research problems are connected with such aspects as gender participants in pedagogical conflicts, the level of their claims, the relationship between students, the psychological climate in the student community and the like.

References

Archambault, I., Kurdi, V., Olivier, E., & Goulet, M. (2016). The joint effect of peer victimization and conflict with teachers on student engagement at the end of elementary school. *Merrill-Palmer Quarterly, 62*(2), 207-232. DOI: 10.13110/merrpalmquar 1982.62.2.0207

Colnerud, G. (2015). Moral stress in teaching practice. *Teachers and Teaching: theory and practice, 21*(3), 346-360. DOI: doi.org/10.1080/13540602.2014.953820

Coser, L. (1968). *The Functions of Social Conflict.* London: Routledge & Paul.

Deutsch, M. (2006). *The Handbook of Conflict Resolution: Theory and Practice*. San Francisco, CA: Jossey-Bass.

Gerlach, R., & Gockel, C. (2018). We belong together: belonging to the principal's ingroup protects teachers from the negative effects of task conflict on psychological safety. *School Leadership & Management, 38*(3), 302. DOI: doi.org/10.1080/ 13632434.2017.1407307

Geerlings, J., Thijs, J., & Verkuyten, M. (2018). Teaching in ethnically diverse classrooms: Examining individual differences in teacher self-efficacy. *Journal of School Psychology, 67,* 134–47. DOI: https:// doi.org/10.1016/j.jsp.2017.12.001

Maxwell, S., Reynolds, K.J., Lee, E., Subasic, E., & Bromhead, D. (2017). The impact of school climate and school identification on academic achievement: multilevel modeling with student and teacher data. *Front. Psychol. 8,* 2069. DOI: 10.3389/fpsyg.2017.02069

McGrath, K.F., & Bergen, P.V. (2017). Adding Color to Conflict: Disruptive Students' Drawings of Themselves with Their Teachers. *The elementary school journal Volume*, *117*(4), 642-663. DOI: doi.org/10.1080/13540602.2019.1569511

Анцупов, А. (2003). *Профилактика конфликтов в школьном коллективе*. Москва: ВЛАДОС.

Ахмеджанов, Э. (1997). *Психологические тесты*. Москва: Лимт.

Балл, Г. (2003). *Сучасний гуманізм і освіта*. Рівне: Ліста-М.

Басова, Н. (2000). *Педагогика и практическая психология*. Ростов-на-Дону: Феникс.

Божович, Л. (2000). *Личность и ее формирование в детском возрасте. Психология личности: хрестоматия*. Самара: БАХРАХ.

Гришина, Н. (2008). *Психология конфликта*. Санкт-Петербург: Питер.

Гозман, Л., Кроз, М., & Латинская, М. (1995). *Самоактуализационный тест*. Москва: Российское педагогическое агентство.

Давыдов, В. (1996). *Теория развивающего обучения*. Москва: ИНТОР.

Ішмуратов, А. (1996). *Конфлікт і згода. Основи когнітивної теорії конфліктів*. Київ: Наукова думка.

Карамушка, Л., & Дзюба, Т. (2009). *Психологія управління конфліктами в організації (на матеріалі діяльності освітніх організацій)*. Київ: Наук. світ.

Карелин, А. (ред.). (2000). *Психологические тесты В 2 т*. Москва: ВЛАДОС.

Маслоу, А. (1999). *Новые рубежи человеческой природы / Пер. с англ*. Москва: Смысл.

Мілютіна, К. (2004). *Теорія та практика психологічного тренінгу*. Київ: МАУП.

Морено, Я. (2001). *Психодрама*. Москва: Апрель Пресс: ЭКСМО-Пресс.

Пірен, М. (2001). *Деонтологія конфліктів та управління*: Київ: УАДУ.

Райгородский, Д. (2000). *Практическая психодиагностика. Методики и тесты*. Самара «БАХРАХ - М».

Рыбакова, М. (1991). *Конфликт и взаимодействие в педагогическом процессе: кн. для учителя*. Москва: Просвещение.

Самоукина, Н. (2000). *«Игры, в которые играют…»: психологический практикум.* Дубна: Феникс.

Собчик, Л. (2003). *Психология индивидуальности. Теория и практика психодиагностики.* Санкт-Петербург: Издательство «Речь».

Титаренко, Т. (2003). *Життєвий світ особистості: у межах і за межами буденності.* Київ: Либідь.

Фетискин, Н., Козлов, Г., & Мануйлов (2002). *Социально-психологическая диагностика развития личности и малых групп.* Москва: Издательство Института Психотерапии.

INTEREŠU IZGLĪTĪBAS SKOLOTĀJA LOMA VĒRTĪBU VEIDOŠANĀ

Interest-Related Education Teacher's Role in Values Creating

Māris Pavlovs
University of Latvia, Latvia

Abstract. *In the past, the professional and private life of the teacher was of equal importance to be a model for the child. Later, these areas were separated, and it was even advisable for the teacher to avoid expressing their values. Adolescents want school to give them understanding of values and relationships. Unlike general education, interest-related education is voluntary. Positive feedback on after-school activities is linked to improvements in school performance. Interest-related education strengthens mental health and the ability to overcome psychological difficulties. Nowadays there are different opinions about where the child's morale develops at home, school or elsewhere. Educational institutions have a close connection with the values of education and teachers have a moral impact on schoolchildren. The paper examines several value-oriented creation methods. The author of the paper carried out a study of interest-related education students about their values and experience in out-of-school activities. It is concluded that interest-related education has no pronounced impact on value orientation.*
Keywords: development of values, interest-related education.

Ievads
Introduction

Ir svarīgi, ka vecāki un skolotāji saprot, ka viņi nav vienīgie audzinātāji bērniem, kas ir viņu aprūpē. Viņi var būt pirmie, bet viņu vēstījums saskarsies ar tik daudziem variantiem, kas ir līdzīgi un kas rada alternatīvus viedokļus par to, kas ir svarīgs. Bērniem, pusaudžiem un jauniešiem ir iespēja un stimuls sākt ņemt vērā citus apsvērumus. Tas nodrošina stabilu pamatu apgalvojumam, ka vērtību veidošanās ilgst visu dzīvi, un to ietekmē dažādi faktori un apstākļi. Pašlaik ir lielas atšķirības cilvēku pārliecībās. Pastāvīga un stabila iespēju izmantošana tālākai izaugsmei un attīstībai, ko piedāvā izglītība visa mūža garumā, sniegs atbalstu un padomus, kas padarīs indivīda attīstību daudz mazāk vienpusīgu un daudz vairāk daudzšķautņainu vērtību jautājumos, lēmumu pieņemšanā vērtību spriedumos un izvēloties darbības veidus. (Aspin, 2000)

Pagātnē skolotāja profesionālā loma tika izprasta kā īpaša misija jaunu cilvēku uzskatu veidošanā, ņemot vērā augstus patiesības un labsirdības ideālus, un lielā mērā tika prasīts, lai skolotāja privātā dzīve būtu turpinājums viņa

profesionālajai lomai. Pat dzīves jomās un aspektos, kas nekrustojas ar profesionālo darbību, viņam vai viņai bija jāuztur virkne cienīgu un civilizētu tikumu un vērtību un bija jābūt par to paraugu bērniem gan skolā, gan ārpus tās. Vēlākā profesionālā koncepcija noteica, ka, ja skolotājs pilda savas līgumiskās saistības un pienākumus, viņam ir stingri rosināts izvairīties no vērtību izskaidrošanas ar savu pozitīvu piemēru, jo pastāv draudi ideoloģiskai ietekmēšanai vai noskaņošanai uz noteiktām idejām: skolotāja vērtību nepamatotā ietekme uz jūtīgiem jauniem prātiem, turklāt, viņa personiskās vērtības un personīgā uzvedība, lielākoties, ir viņa paša lieta. (Carr, 2004)

Jaunāki pētījumi Austrālijā, pēc Lovata (Lovat) apkopojuma, parāda, ka vissvarīgākais atsevišķais faktors, kas ietekmē izglītojamo sasniegumus, ir skolotājs. Austrālijas pētījumā atzīmēja, ka no skolotāju īpašībām, ko piedāvāja skolēni, kuri ir guvuši vislabākos panākumus skolā, svarīgākās bija aprūpes un uzticēšanās koncepcijas. Skolotājiem nepieciešams veidot tādu domāšanu, kas gan pati ir atspoguļojoša, gan izglītojamajos stimulē refleksijas veidošanu, pētniecības tieksmi un morāla saprātīguma spēju. (Lovat, 2009)

Latvijā veiktajā pētījumā konstatēts, ka sabiedrība, institūcijas un atsevišķas personas atbalsta interešu izglītības sistēmu, kā arī atzīmē lielu interešu izglītības iestāžu nozīmīgumu. Piemēram, interešu izglītības iestāžu sadarbības organizācijas pozitīvi uzsver interešu izglītības iestāžu esošo materiāltehnisko bāzi un ilgstoši pastāvošo sadarbību ar profesionālām organizācijām un citām ieinteresētām iestādēm. (Kalniņa, Lepere, Vilciņa, u.c., 2012)

Autors veica pētījumu Latvijas interešu izglītības programmu audzēkņiem par viņu vērtībām un pieredzi ārpusskolas nodarbībās. Šī raksta mērķis ir izprast, kā interešu izglītības skolotāji ietekmē pusaudžu vērtīborientācijas veidošanos. Pētījuma mērķa grupa bija iestādes un personas, kas nodrošina interešu izglītības programmas, šo programmu vadītāji jeb interešu izglītības skolotāji un pusaudži no 11 līdz 16 gadiem, kuri apmeklē interešu izglītības programmas Latvijā.

Anketas tika nosūtītas caur e-pastu iestāžu vadītājiem, kuri aizpildīja vadītāju aptaujas un izplatīja citas anketas interešu izglītības skolotājiem un interešu izglītības programmu audzēkņiem. Pētījumā 2016./2017. mācību gadā piedalījās 2556 pusaudži, kā arī 310 interešu izglītības skolotāji un 178 iestāžu, kas realizē interešu izglītību, vadītāji.

Interešu izglītības skolotājs
Interest-Related Education Teacher

Atšķirībā no vispārējās izglītības, interešu izglītības programmās nav stingru standartu, tās ir viegli piemērojamas audzēkņu vēlmēm un interesēm. Tā atbilstoši audzēkņu izvēlētai jomai padziļina skolā iegūtās zināšanas, pilnveido audzēkņu prasmes, stiprina veselību, ievirza profesijai, nodrošina brīva laika aktivitātes.

Mācoties neformālā vidē, bērnam un jaunietim ir dota iespēja apzināties, ko viņš vai viņa vēlas, kas viņam vai viņai patīk un padodas, ko viņš vai viņa darīs nākotnē un arī to, kas viņam vai viņai nav piemērots. Pusaudžu vecumā izglītojošam darbam interešu izglītībā ir saistība ar audzēkņa nākotnes plāniem, ar viņa profesionālo orientāciju. Dažādos pētījumos konstatē līdzīgu interešu izglītības iestādes apmeklējuma iemeslu sadalījumu: audzēkņiem patīk interešu joma un nodarbības, tajās ir interesanti un viņiem patīk zinošs un atsaucīgs pulciņa skolotājs. (Kalniņa, Lepere, Vilciņa, u.c., 2012) Interešu izglītības skolotāji palīdz iemācīties sadzīvot audzēkņiem no dažādām izglītības iestādēm un kultūrām, rast motivāciju darboties, veidot jaunas attiecības.

Pēc Izglītības un zinātnes ministrijas datiem, 2016./2017.mācību gadā interešu izglītību nodrošināja 872 iestādes, kurās strādāja 7374 interešu izglītības skolotāji un kuru programmas nodrošināja 214 433 audzēkņu piedalīšanos. (Izglītības un zinātnes ministrija, 2017)

Par interešu izglītības skolotāju Latvijā var strādāt persona, kas ieguvusi augstāko izglītību pedagoģijā. Bez tam, pēc pedagogu profesionālās kompetences pilnveides programmas apgūšanas, par interešu izglītības skolotāju var kļūt personas ar citu augstāko izglītību, ar profesionālo vidējo izglītību vai vidēju izglītību un Latvijas Amatniecības kameras piešķirto amatnieka kvalifikāciju un ar profesionālo tālākizglītību iegūtu kvalifikāciju atbilstošajā nozarē. Ikvienam praktizējošajam skolotājam nepieciešams arī apgūt profesionālās kvalifikācijas pilnveides programmas, kuru apjoms triju gadu laikā nav mazāks par 36 stundām. (Ministru kabinets, 2018). Interešu izglītību parasti īsteno speciālisti praktiķi, piemēram, profesionāli mākslinieki, dejotāji, aktieri, dabaszinātnieki, motosportisti u. tml. Tas nodrošina interešu izglītības programmu daudzpusību, pievilcību, unikalitāti un rezultativitāti. Interešu izglītība ir praktiski orientēta. (Kalniņa, Lepere, Vilciņa, u.c., 2012)

No visiem tarificētiem interešu izglītības skolotājiem 10,0% skolotāju ir 29 gadus jauni vai jaunāki; 42,8% skolotāju ir vecumā no 30 līdz 49 gadiem; 6,2% skolotāju ir pensijas vecumā. Pedagoģiskā darba stāžs 17,3% interešu izglītības skolotājiem ir līdz 4 gadiem, 30,0% skolotājiem tas ir no 5 līdz 19 gadiem, bet 52,7% pedagogiem darba stāžs ir 20 gadi un vairāk. (Izglītības un zinātnes ministrija, 2017) Tas liecina par lielām iespējām jauniem pedagogiem mācīties no pieredzējušiem kolēģiem viena novada vai pat vienas iestādes ietvaros.

Augstākā pedagoģiskā izglītība ir 79,5% interešu izglītības skolotājiem un 12,0% – cita augstākā izglītība. Interešu izglītības skolotāji pārsvarā ir sievietes (77,5% no visiem pedagogiem). (Izglītības un zinātnes ministrija, 2017)

Kalniņa ar līdzautoriem apkopoja pētījumus par to, kādam jābūt pedagogam, kurš strādā ar bērniem interešu izglītības iestādēs un izdalīja sekojošas skolotāja profesionālas īpašības (Kalniņa, Lepere, Vilciņa, u.c., 2012): kompetence (prasme saplānot, organizēt, ieinteresēt un motivēt), taisnīgums un objektivitāte,

rūpīgums, līdzjūtība un jūtīgums pret bērna problēmām, prasme atklāt bērnā visu potenciālu, prasme iedrošināt bērnu, prasme radīt labvēlīgu atmosfēru, komunikācijas prasmes, pieredze mācīšanas mākslā.

Vērtībizglītība
Value Education

Ņemot vērā vērtību centrālo lomu visās iniciatīvās un darbības veidos, Aspins (Aspin) uzsver, cik svarīgi ir tas, ka izglītība ir viena no vairākām jomām (piemēram, likums, veselības aprūpes pakalpojumi, sociālā drošība), kuras ir piesātinātas ar vērtībām, un kas iesaistās sabiedrības centienos nodrošināt labāku nākotni jauniešiem. Šī iemesla dēļ visām izglītībā ieinteresētām pusēm ir jāsaprot, ka izglītības iestādēm un pārstāvjiem ir cieša un konsekventa saistība ar izglītības vērtībām. Tāpēc visos līmeņos ir jāatzīst, jāatbalsta un jānovērtē pedagogu darbs izglītības iestādēs: skolotāji, pasniedzēji, skolotāju asistenti, citu iestāžu pedagoģiskais personāls un citi izglītības iestāžu pārstāvji ir sabiedrības kultūras, tradīciju un vērtību uzturētāji. (Aspin, 2000)

Skolotājiem vienmēr ir bijusi kāda morālā ietekme uz viņu izglītojamajiem, un tik ilgi, kamēr skolotāji un bērni saskarsies viens ar otru, viņiem tā vienmēr būs. Pedagogiem ir pienākums izmantot jaunievedumus, lai jaunieši sāktu izmantot adaptīvās spējas, lai meklētu jēgu. Skolotājiem jāpalīdz izglītojamajiem pieņemt pasaules uzskatu, kurā cilvēks ņem vērā citu intereses. Babula uzskata, ka pedagogu atbildība ir tā pielāgot mācību programmas, lai izglītojamajam būtu iespēja izstrādāt altruistisku pasaules uzskatu, kas rosina iekšējo motivāciju, lai veicinātu labo. (Babula, 2013)

Viena no vispilnīgākajām un pamatotākajām vērtību teorijām ir Švarca (Schwartz) vērtību teorija (Bardi et al., 2008), kurā definētas desmit visaptverošas, visās kultūrās atzītas vērtības, kuru pamatā ir īpaši motivācijas mērķi, kas ir saistīti ar katru vērtību. Viņš izstrādāja teoriju par cilvēcisko vērtību satura potenciāli universālo aspektu. Švarca teorija ir pamats autora pētījumam par pusaudžu vērtīborientācijas veidošanos interešu izglītībā. Švarcs pamatoja, ka desmit vērtību tipi atšķiras pēc saviem motivācijas mērķiem (Schwartz, 1992, 1994; Bardi, Calorego, & Mullen, 2008).

Vara (spēks). Varas vērtības pamatā ir motivācija dominēt pār cilvēkiem un resursiem. Kad cilvēki vērtē varu, viņi, iespējams, iesaistīsies darbībās, kas viņiem ļaus valdīt pār pārējiem. Līdzdalība karadarbībās ir uzvedība, kas ļauj cilvēkiem realizēt savas varas vērtības, jo militāro operāciju mērķis ir panākt cilvēku un/vai resursu pārvaldīšanu.

Sasniegums (panākums). Sasnieguma vērtība uzsver demonstrēšanu atbilstoši sociālajiem panākumu standartiem, un šo vērtību sasniegšana nozīmē ieguldīt laiku un enerģiju uzdevumos, kas kalpo grupas interesēm. Kad cilvēki

vērtē sasniegumus, viņi, visticamāk, piedalīsies darbībās, kas viņiem ļaus demonstrēt kompetences un panākumus.

Hedonisms. Hedonisma vērtība uzsver egoistisko vajadzību un vēlmju apmierināšanu, un šo vērtību sasniegšana rada prieku un apmierinātību. Kad cilvēki novērtē hedonismu, viņi, visticamāk, iesaistīsies darbībās, kas viņiem dos iespēju izbaudīt prieku un apmierināt nebūtiskas vajadzības. Patiešām, hedonisma augsta novērtēšana ir saistīta ar pārtikas vai dzērienu patēriņu, kas personai patīk, pat ja viņš vai viņa nav izsalkuši vai izslāpuši.

Stimulācija. Stimulācijas vērtība koncentrējas uz iespēju radīšanu, kas izsauc satraukumu, uzbudinājumu un jaunus iespaidus. Kad cilvēki augstu vērtē stimulācijas, viņi, visticamāk, piedalīsies pasākumos, kas viņiem ļaus izbaudīt aizraujošu un iespaidīgu pieredzi viņu ikdienas dzīvē.

Pašnoteikšanās. Šī vērtība akcentē domas un rīcības neatkarību un ietver brīvību un savu mērķu izvēli. Kad cilvēki vērtē pašnoteikšanos, viņi, visticamāk, piedalīsies darbībās, kas viņiem ļaus demonstrēt domu un darbības neatkarību. Balsošana nacionālajās vēlēšanās ir viena no darbībām, kas ļauj cilvēkiem realizēt savas pašnoteikšanās vērtības, jo balsošana dod iespēju pierādīt neatkarīgas izvēles brīvību.

Universālisms. Universālisms ir prosociālā vērtība, kas ietver konkrētas sociālā taisnīguma vērtības un plašu redzesloku. Šī vērtība akcentē visu cilvēku aizsardzību ārpus viņu tiešās grupas. Kad cilvēki vērtē universālismu, viņi, visticamāk, piedalīsies darbībās, kas ļaus viņiem atbalstīt sociālo taisnīgumu un aizsargāt citus, piemēram, ziedojumi labdarībai.

Labvēlība. Tā piešķir īpašu nozīmi prosociālai motivācijai uzlabot un aizsargāt līdzcilvēku (cilvēku, ar kuriem bieži saskaries) labklājību. Kad cilvēki vērtē labdarību, viņi, visticamāk, piedalīsies darbībās, kas ļaus viņiem aizsargāt viņu labklājību viņu tuvākajā apkārtnē.

Tradīcija. Tradīcijas vērtība akcentē tradicionālo kultūru vai reliģiju paražu un ideju ievērošanu un atzīšanu un ietver dievbijību un cieņu pret tradīcijām. Kad cilvēki novērtē tradīciju, viņi, visticamāk, piedalīsies pasākumos, kas viņiem ļaus demonstrēt viņu apņemšanos ievērot tradicionālās paražas un cieņu pret tām. Augsts tradīciju vērtējums ir saistīts arī ar paražu ievērošanu reliģisko svētku laikā.

Atbilstība (konformitāte). Atbilstības vērtība piešķir īpašu nozīmi esošā statusa saglabāšanai, un šīs vērtības sasniegšana ietver impulsu ierobežošanu, lai izvairītos no sociālu normu pārkāpumiem. Kad cilvēki augstu vērtē konformitāti, viņi, iespējams, iesaistās darbībās, kas ļauj viņiem ievērot sociālās normas un palīdz saglabāt esošo statusu.

Drošība. Drošības vērtība piešķir īpašu nozīmi sabiedrības drošībai un stabilitātei, tostarp sabiedriskās kārtības uzturēšanai. Kad cilvēki novērtē drošību, viņi, visticamāk, piedalīsies darbībās, kas viņiem dos un/vai nodrošinās drošību

un aizsardzību dažādās situācijās. Nodarbinātība ar drošību saistītajās profesijās ir uzvedības piemērs, kas ļauj cilvēkiem realizēt savas drošības vērtības, jo šajā gadījumā cilvēki ir tieši iesaistīti sociālās kārtības uzturēšanā.

Viena no relatīvistiskas domāšanas sociālajām sekām mūsdienu sabiedrībā ir tikumiskās audzināšanas metode, kuru aizstāv daudzi izglītības teorētiķi un ko sauc par "vērtību izskaidrošanu". Šī metode pamatojas uz pieņēmumu, ka plurālistiskajā sabiedrībā neviens nevar apgalvot, ka citu cilvēku bērniem tiek nodots pareizais vērtību kopums. Tādēļ skolotājiem būtu jākoncentrējas uz līdzekļiem, caur kuriem cilvēki nonāk pie vērtību iegūšanas un pieņemšanas. Grupas diskusijās, kurās skolotājs nevienu nenosoda un paliek bez sava viedokļa, jauniešiem ir jāizsaka un jāapspriež dažādas vērtības, lai labāk izprastu tieši savas vērtības, pieņemtu sevi un respektētu citu cilvēku vērtības. Šīs vērtību iegūšanas metodes atbalstītāji pieņem brīvajā un demokrātiskajā sabiedrībā audzināto cilvēku uzskatu, ka atvērtība vai sākotnēja cieņa pret dažādiem viedokļiem un dzīvesveidiem ir vienīgā pareizā atbilde uz plurālismu un nenoteiktību. Tomēr vērtību izskaidrošanas atbalstītāji nenorāda, ka šīs attieksmes pastāvīgā uzturēšana pret visiem indivīdiem un viedokļiem, ja tas tiek darīts izglītības nolūkos, ir mērķtiecīga tikai tik tālu, lai noskaidrotu, kādi viedokļi un dzīvesveids galu galā ir cienīgi. (Kane, 2010) Acīmredzami, ka neviena rīcības norma vai vispārējs noteikums nevar iepriekš noteikt, kā personai jārīkojas, reaģējot uz katru situāciju, ar kuru viņš vai viņa saskarsies dzīvē. Vispārējie uzvedības standarti var būt savstarpēji pretrunīgi, un jebkurš standarts jāinterpretē konkrētās situācijās. Tāpēc bērniem un jauniešiem jāiegūst audzināšana tādā veidā, lai viņi spētu ne tikai pārdomāt kopējos standartus, bet arī konkrētās situācijas, kurās viņi atrodas, un tādējādi patstāvīgi izlemt, ko vislabāk var izdarīt esošajos apstākļos. (Haydon, 2007) Šī pieeja ir piemērojama morālajai izglītībai visos līmeņos, tostarp mājās. Tā kā bērni mūsdienu sabiedrībā saskaras ar plašsaziņas līdzekļu starpniecību un ikdienā ar dažādiem viedokļiem no visas pasaules, skolotāji un vecāki var viņiem teikt: "Esiet atvērti, ja vēlaties uzzināt citus viedokļus. Tā var būt pareiza attieksme, lai sāktu, ja vēlaties uzzināt, kas ir objektīvi labs. Bet atcerieties, ka šī atvērtības attieksme no ētiskā viedokļa neko nenozīmē. Gluži pretēji, mēģinot saglabāt atvērtības attieksmi, cieņu pret visiem cilvēkiem, var arī secināt, ka daži uzvedības un dzīves veidi ir mazāk šādas cieņas vērti nekā citi." (Kane, 2010)

Pusaudžus ļoti ietekmē tas, kāda ir citu cilvēku attieksme pret viņiem. Priekšstati, kuri veidojas vecākiem un skolotājiem, ir nepakļāvība, iracionālisms un vieglprātība. Tāds pusaudžu vecuma apraksts, kāds dominē sabiedrībā, sekmē nevēlamas uzvedības izplatību. (Петракова, 2007) Šajā sakarā citu cilvēku reakcija uz pusaudža ārējo izskatu un domām, kā arī cieņas izrādīšana pret viņa personību iegūst īpašu nozīmi. (Крайг, 2001) Visbiežāk sociālā vide un pieaugušo uzvedība ir iemesls daudzām negatīvām īpašībām, kas asociējas ar pusaudžu vecumu. Piemēram, pusaudži izrāda nepakļāvību attiecībā pret pieaugušajiem,

kuri prasa no viņiem sekot standartiem, kuriem paši neseko. (Ruhi Institute, 2017)

Ja skolotāji fokusējas tikai uz pusaudžu uzvedību, tad viņi zaudē no savas uzmanības to, kādi ir šīs uzvedības cēloņi. Sulkunens (Sulkunen) apraksta, ka bērnu mācīšana būt pārlieku tolerantiem izraisa pārmērīgas socializēšanās situāciju, kas izpaužas kā nenozīmīguma sajūta un bailes kādu nejauši aizvainot, un rāda robežu iziršanu starp darbu un izklaidi, kā arī distances trūkumu starp bērnu un pieaugušo. (Sulkunen, 2009)

Sokrāta mācīšanas metode sākas ar pieņēmumu, ka izglītības funkcija ir paņemt patiesību no audzēkņa, nevis "piepildīt tukšu tvertni". Sokrāta mācīšanas būtisks aspekts ir auditorijas aktīva iesaistīšana, tādēļ nozīmīgāka ir jautājumu izmantošana, nevis tiešās lekcijas. Sokrāts uzskatīja, ka zināmā mērā patiesība ir iekļauta katrā indivīdā. Tādējādi skolotāja loma nav tukšas dvēseles piepildīšana ar zināšanām, bet gudrības un skaidrības iegūšana no nesakārtotas un apjukušas dvēseles. (Soccio, 2004) Audzēkņa tikumība veidojas caur skolotāja tikumību, audzēkņa garīgums ietekmējas no skolotāja garīguma. Ļoti nozīmīga ir attiecību kvalitāte, kuru pieaugušais veido ar pusaudžiem. Viņam jābūt gatavam viņus uzklausīt, sniegt viņiem padomus un nepieciešamības gadījumā mierināt viņus. Viņam jāveido spēcīga ticība pusaudžu personības pozitīvajām īpašībām. Pusaudžiem svarīgi, lai viņu panākumus un progresu demonstrētu bez tēvišķas aprūpes vai noniecināšanas, bez liekulības vai autoritāras kontroles. Pieaugušajam ir jāizmanto katra iespēja palīdzēt veidoties pusaudžu ticībai un cerībai gaišākai nākotnei. (Никитюк, 2011)

Saskaņā ar Aristoteli morālie tikumi ir ieradumi, un tiem jābūt iesakņotiem cilvēkā caur mācīšanos. Cilvēki nepiedzimst ar tiem. Morālā tikumība kļūst par cilvēka daļu ieraduma rezultātā. Tādējādi viņi kļūst taisnīgi, īstenojot taisnīgas darbības, mēreni, veicot mērenas darbības, drosmīgi, izrādot drosmi. Ja tā nebūtu, nebūtu vajadzīgs arī skolotājs, un visi cilvēki jau no dzimšanas būtu aroda meistari vai neprašas. (Soccio, 2004) Kopumā, pēc konstruktīvisma, pedagogiem ir aktīvi jāiesaista izglītojamie mācību procesā. Aktīva līdzdalība palīdz izglītojamajiem attīstīt kritiskās domāšanas un refleksijas prasmes, kas nepieciešami, lai maksimāli izmantotu uzlabotas adaptīvās spējas, lai palīdzētu citiem cilvēkiem. Altruistisko konstruktīvistu pienākums ir palīdzēt izglītojamajiem vienlaikus iekļaut arī citus cilvēkus pasaulē, ko viņi rada. Bet skolotāju pienākums ir arī palīdzēt izglītojamajiem saprast kļūdainu personīgo interešu uztveri, liekot viņiem just līdzi cilvēku ciešanām. To galvenokārt var panāk, iekļaujot mācību programmā lielāku brīvprātīgā darba apjomu, kas pielāgots izglītojamo mācīšanās pieredzei. (Babula, 2013)

Interešu izglītības skolotāja loma
Interest-Related Education Teacher's Role

2017.gada pavasarī autors veica aptauju interešu izglītības programmu audzēkņiem. Jautājumi tika veidoti grupās pa 5–6 jautājumi: personiskā informācija un jautājumi par vērtībām, brīvais laiks, interešu aktivitātes (vispārīgi un pie konkrēta skolotāja), ģimene, skola, vērtību praktiskā realizācija. Audzēkņu sniegtās atbildes uz aptaujas jautājumiem par vērtībām tika saistītas ar desmit motivējošiem tipiem, pēc Švarca teorijas (Schwartz, 1992, 1994), un tad dati tika agregēti uz iestāžu un skolotāju datu kopām caur vidējās vērtības iegūšanu, izslēdzot to audzēkņu rezultātus, kuru vērtību diferenciācija bija zemākajā līmenī. Tā autors salīdzināja 73 iestāžu un 74 skolotāju audzēkņus.

Jāsecina, ka šajā pētījumā interešu izglītības programmām nebija sagaidāmi augsti izteiktas ietekmes uz pusaudžu vērtīborientāciju. Arī tad, kad faktoru nozīme ir statistiski nozīmīga, starpība starp vidējām vērtībām lielākoties nav ļoti izteikta. Tomēr, autorprāt, ir vērts runāt par dažām tendencēm un likumsakarībām. Vidējo vērtību salīdzināšanai tika izmantota vienfaktora dispersijas analīze. Zemāk tiek sniegti komentāri par statistiski nozīmīgiem faktoriem (Sig. $\leq 0{,}050$), kas ir saistīti ar audzēkņu vērtīborientāciju.

Orientācija uz *varu (spēku)* ir saistīta ar indeksu, kas raksturo skolotāju morāli (no iestāžu vadītāju viedokļa): augstāka skolotāju morāles vērtība iet roku rokā ar zemāku audzēkņu varas vērtīborientāciju. Skolotāju morālā autoritāte iespējams samazina pusaudžu tieksmi iegūt varas pozīcijas. Skolotāja rīcībai situācijā, kad audzēknis nevar tikt līdzi interešu programmas apguvē, ir saistība ar viņa varas vērtībām. Tām ir zemākais līmenis, ja skolotājs darbojas ar audzēkni individuāli un nepielieto citus darbības veidus, bet varas loma palielinās to audzēkņu dzīvē, kuru atbalstam skolotājs piesaista vecākus, citus skolotājus un audzēkņus, un sasniedz augstāko pakāpi, ja tiek izmantotas tikai šīs pieejas bez individuālā darba. Iespējams, ka audzēknis izprot un iemācās, ka var ietekmēt aizvien vairāk cilvēkus, un šo mācību sāk izmantot ikdienā. Ja interešu izglītības skolotāji uzskata, ka viņu iestādes uzdevums ir atbalstīt audzēkņus savaldības attīstīšanā vai darba mīlestības un centības uzkopšanā, tad pusaudžiem varas vērtības kļūst mazāk nozīmīgas. Savukārt audzēkņiem varas vērtīborientācija ir izteiktāka, ja skolotāji uzskata par savas iestādes uzdevumu atbalsta sniegšanu pusaudžiem līdzcietības un empātijas veidošanā.

Sasniegumu (panākumu) vērtīborientācijai ir saistība ar mācību traucējošām parādībām, kas saistīti ar audzēkņiem: jo mazāk audzēkņi traucē nodarbību norisi, jo zemāka ir viņu orientācija uz panākumu vērtībām. Tātad ja interešu izglītības skolotājam un vadītājam izdodas organizēt darbu bez audzēkņu izraisītajiem traucējošiem faktoriem, tad pastāv saistība ar to, ka audzēkņiem neveidojas tieksme demonstrēt panākumus un kompetences citu cilvēku priekšā.

Savukārt skolotāju orientācija uz mācību mērķiem (pēc iestāžu vadītāju atbildēm) ir tieši saistīta ar *hedonismu*: indeksa vidējai un augstākajai vērtībai ir raksturīga augstāka audzēkņu orientācija uz izklaidējošo stilu. Iespējams, ka skolotāju tieksme sekot mācību mērķiem traucē viņiem organizēt neformālāku nodarbību, ar ko būtu jāatšķiras interešu izglītībai. Audzēkņiem hedonisma vērtīborientācija ir mazāk izteikta, ja skolotāji uzskata, ka viņu iestādes uzdevums ir palīdzēt pusaudžiem attīstīt mērenību un līdzsvarotību, bet hedonisma vērtību pieaugums novērojams, ja skolotāji uzskata, ka iestādes uzdevums ir atbalstīt audzēkņus iztēles attīstīšanā.

Audzēkņu *stimulācijas* vērtīborientācijai ir saistība ar interešu izglītības skolotāju orientāciju uz izglītojamo audzināšanu (pēc vadītāju aptaujas): pie augstākās indeksa vērtības audzēkņu stimulēšanas vērtības kļūst mazāk izteiktas. Likumsakarīgi, ka audzināšana ir saistīta ar garīgo attīstību, morāles normu mācīšanu, līdzsvarotību, bet stimulācijas vērtības ir saistītas ar asām izjūtam un ārkārtējiem notikumiem. Skolotāja darbībām situācijās, kad audzēknis atpaliek interešu programmas apgūšana, ir saistība ar viņa stimulācijas vērtībām. Tām ir zemāks līmenis, ja skolotājs strādā ar audzēkni individuāli un nepielieto citas iedarbības formas, bet stimulācijas nozīme pieaugt audzēkņu dzīvē, ja tiek iesaistīti vecāki, citi skolotāji un audzēkņi, un sasniedz augstāko līmeni, ja tiek pielietotas tikai šīs metodes bez individuālā darba. Iespējams, ka daudzējādo cilvēku atbalsts pusaudžiem saistās ar jauniem piedzīvojumiem un veicina viņu tieksmi pielietot šīs izjūtas ārpus interešu izglītības grupām.

Pašnoteikšanās vērtīborientācijai ir saistība ar indeksu "Kvalificētu skolotāju pieejamība" (pēc vadītāju atbildēm): pie šī indeksa zemākas vērtības, tas ir, jūtams skolotāju trūkums, audzēkņu pašnoteikšanās ir augtākajā līmenī. Iespējams, ka pie darbinieku trūkuma audzēkņiem vairāk tiek doti patstāvīgi uzdevumi, kas attīsta viņu neatkarību, radošumu un pētniecības prasmes, kurām ir ietekme uz pašnoteikšanās vērtībām. Ja skolotājs nodarbības laikā sadala audzēkņus apakšgrupās pēc viņu zināšanām, prasmēm vai interesēm dažreiz vai regulāri, tad šo grupu audzēkņiem ir raksturīga mazāka orientācija uz pašnoteikšanos. Savukārt, ja skolotājs nekad nedala pusaudžus pēc viņu spējām, tad visiem audzēkņiem vidēji ir augstāka tendence uz pašnoteikšanos vērtībām. Pašnoteikšanās vērtīborientācijas nozīme secīgi pieaug to skolotāju audzēkņiem, kuri par svarīgām uzskata reliģijas un dzīves filozofijas tēmas, sasniedzot augstāko punktu, kad skolotājiem šie temati ir visnozīmīgākie.

Universālisma vērtības pieaugums audzēkņiem novērojams pie grupas dalībnieku skaita pieauguma: pie skolotāja, kura grupā ir 10 audzēkņi un mazāk universālisma vērtības ir vidēji mazāk izteiktas, bet pakāpeniski pieaug līdz 21 un vairāk audzēkņiem kolektīvā. Acīmredzami, vienlaicīga komunikācija ar daudziem vienaudžiem neformālajā vidē veicina īpašību attīstību, kas ir vajadzīgas, lai pieņemtu citus cilvēkus un atteiktos no aizspriedumiem.

Ja skolotāja grupā darbojas pusaudži kopā ar pieaugušajiem dalībniekiem, tad šiem pusaudžiem ir vislabāk izteikta orientācija uz *labvēlību*. Viszemākie labvēlības vidējie rādītāji ir divos sastāvos: pusaudži no 11 līdz 16 gadiem vieni paši un tad, ja grupā ir pārstāvēti visi vecumi no bērniem līdz pieaugušajiem. Ja skolotāji savā darbā saskata daudz grūtību un izaicinājumu, tad viņu audzēkņiem vairāk ir izteikta labvēlības vērtīborientācija, un tā krasi pazeminās, ja skolotājam ir līdzsvarota attieksme pret darbu vai viņš saskata, ka tas ir viegls. Ja skolotāji atzīst, ka iestādes, kurā notiek interešu izglītība, uzdevums ir sniegt atbalstu pusaudžiem, lai viņi uzkoptu saimnieciskumu, taupīgumu pret naudu un lietām, tad audzēkņiem labvēlības vērtīborientācija kļūst vairāk izteikta.

Ja skolotājs vada kultūrizglītības programmas, tad viņa audzēkņi, neatkarīgi no tā, vai viņi darbojas šajā vai citā šī skolotāja grupā, ir nedaudz vairāk orientēti uz *tradīcijām*. Audzēkņu tieksmei uz tradīcijām ir saikne ar kultūras nozīmi skolotāja dzīvē: jo augstāk skolotājs novērtēja kultūras nozīmi, ja lielāka viņa audzēkņiem tendence orientēties uz tradīciju vērtībām. Līdz ar to, skolotāja aizraušanās ar kultūru veicina audzēkņus dziļāk izprast pagātnes paražas, tās mantojumu un viņā iesakņojas liela cieņa pret tradīcijām. Cita interesanta saistība ir starp audzēkņu orientāciju uz tradīcijām un skolotāja audzināšanas aktivitātēm: jo biežāk un daudzveidīgāk skolotājs pielieto audzināšanas formas, jo pakāpeniskāk samazinās audzēkņu tradīciju vērtības. Audzināšana ir vērsta uz radošas personības attīstību, uz tās morālo izaugsmi, kas nav iespējama bez iepriekšējo uzskatu un paražu pārvērtēšanas, līdz ar to novirzot personas orientāciju no tradīcijām.

Atbilstības (konformitāte) vērtības nozīme samazinās, ja interešu izglītības skolotāja ietekme uz nozīmīgām tēmām (dzīvība, laulība, latviešu valoda u. c.) iegūst augstu līmeni. Iespējams skolotāju stāstījums šajās tēmās un dalīšanās ar savām idejām virza audzēkņus pieņemt citas, nevis konformitātes vērtības. Orientācija uz atbilstību ir vairāk raksturīga audzēkņiem, kuru skolotāji atzīst, ka viņiem nozīmīgas ir ģimenes, un atbilstības vērtības ir viszemākajā līmenī, ja ģimenes ietekme uz skolotāju ir neliela.

Drošības vērtību nozīme audzēkņu acīs pieaug pakāpeniski pēc sadarbības ilguma, tas ir, drošības vērtīborientācija ir vidēji augstāka tiem audzēkņiem, kuri divus un vairāk gadus apmeklē viena skolotāja nodarbības. Drošības vērtīborientācija ir saistīta ar indeksu, kas raksturo skolotāju morāli (pēc iestāžu vadītāju atbildēm): augstāka skolotāju morāles vērtība saistās ar zemāk izteiktām audzēkņu drošības vērtībām. Iespējams sadarbībā ar skolotājiem ar augstāku morāli pusaudži ir drošāki un neatkarīgi, un viņiem paliek mazāk nozīmīgas vērtības, kas saistītas ar drošību. Drošības vērtīborientācijas nozīme pakāpeniski pieaug to skolotāju audzēkņu grupās, kuri par nozīmīgām uzskata reliģijas un dzīves filozofijas tēmas.

Secinājumi
Conclusions

Vecāki un skolotāji nav vienīgie bērnu audzinātāji. Bērni saskarsies ar alternatīviem uzskatiem, kas apliecinās, ka vērtību attīstība ilgst mūžu. Agrāk skolotāja profesionālā un privātā dzīve bija vienlīdz svarīgi kā bērna dzīvesmodelis. Vēlāk šīs jomas tika atdalītas un skolotājam pat bija ieteicams izvairīties no savu vērtību izteikšanas. Lovata pētījumi Austrālijā rāda, ka skolotājiem ir jāattīsta refleksīvā domāšana, kas stimulē audzēkņus pārdomāt, būt gataviem uzzināt un būt morāli spējīgiem.

Kalniņas pētījums atklāj interešu izglītības tendences un to nozīmi Latvijā. Atšķirībā no vispārējās izglītības interešu izglītība ir brīvprātīga. Persona ar augstāko izglītību pedagoģijā vai ar citu specializāciju un tālākizglītības kvalifikāciju pedagoģijā var strādāt par interešu izglītības skolotāju Latvijā. Pētnieki apkopo skolotāja nepieciešamās profesionālās īpašības.

Mūsdienās pastāv dažādi viedokļi par to, kur attīstās bērna morāle: mājās, skolā vai citur. Rakstā aplūkotas vairākas vērtīborientācijas veidošanas metodes. Darba autors veica interešu izglītības audzēkņu pētījumu par viņu vērtībām un pieredzi ārpusskolas aktivitātēs. Švarca vērtību teorija ir pamats autora pētījumam par pusaudžu vērtīborientācijas veidošanos interešu izglītībā. Pētījumā piedalījās 2556 pusaudži no 11 līdz 16 gadiem, kā arī 310 Latvijas interešu izglītības skolotāji un 178 interešu izglītības vadītāji. Pētījums tika veikts 2016./2017. mācību gadā. Tiek secināts, ka interešu izglītībai nebija izteiktas ietekmes uz vērtību orientāciju. Turpmākais apraksts attiecas uz dažādu vērtību aspektu nozīmi un korelāciju. Audzēkņu vērtīborientāciju iespaido faktori, kas ir saistīti ar viņa vai viņas interešu aktivitātēm, no tiem nozīmīgākā ietekme ir uz stimulēšanas un tradīciju vērtībām, kā arī uz drošības, atbilstības un varas vērtīborientāciju. Iestādes vadība spēj ietekmēt pašregulācijas vērtības. Savukārt, no skolotāju uzskatiem un ikdienas darba vairāk ir atkarīgas audzēkņu atbilstības, tradīciju un varas vērtību attīstīšana vai neattīstīšana.

Summary

Parents and teachers are not the only child educators. Children will face alternative views that confirm that development of values last for life. In the past, the professional and private life of the teacher was of equal importance to be a model for the child. Later, these areas were separated, and it was even advisable for the teacher to avoid expressing their values. Research of Lovat in Australia shows that teachers need to develop reflective thinking that stimulates students to reflect, to be eager to know and to be morally capable.

Kalniņa's study finds trends in interest-related education and its importance in

Latvia. Unlike general education, interest-related education is voluntary. A person with higher education in pedagogy or with other specialization and further education qualification in the relevant sector can work as a teacher of interest-related education in Latvia. Researchers summarize on the necessary professional qualities of the teacher.

Nowadays there are different opinions about where the child's morale develops at home, school or elsewhere. The paper examines several value-oriented creation methods. The author of the paper carried out a study of interest-related education students about their values and experience in out-of-school activities. 2556 adolescents from 11 to 16 years of age participated in the study, as well as 310 Latvian interest-related education teachers and 178 managers of interest-related education. The study was conducted in the 2016/2017 school year. It is concluded that interest-related education has no pronounced impact on value orientation. Further paper deals with the importance and correlation of different aspects of values. Student value orientation is influenced by factors related to his or her interest-related activities, the most significant ones being the values of stimulation and tradition, as well as safety and power orientation. Authority management can influence self-regulatory values. From the teacher's point of view and the daily work, the development or non-development of the values of appropriateness, tradition and power of the learners depends more.

Literatūra
References

Aspin, D. (2000). A clarification of some key terms in values discussions. *Moral education and pluralism: education, culture and values, volume IV*, 16-31. Retrieved from https://www.questia.com/library/109020132/moral-education-and-pluralism

Babula, M. (2013). *Motivation, altruism, personality and social psychology: the coming age of altruism*. New York: Palgrave Macmillan.

Bardi, A., Calogero, R.M., Mullen, B. A new archival approach to the study of values and value–behavior relations: Validation of the value lexicon. *Journal of Applied Psychology, 93*(3), 483-497. Retrieved from https://www.researchgate.net/publication/5396365_A_New_Archival_Approach_to_the_Study_of_Values_and_Value-Behavior_Relations_Validation_of_the_Value_Lexicon

Carr, D. (2004). Problems of values education. *Values, education and the human world,* 14-32. Charlottesville: Imprint Academic.

Haydon, G. (2007). *Values for educational leadership*. Los Angeles: Sage Publications.

Izglītības un zinātnes ministrija. (2017). 14.07.2017. 01-12e/219 Par informāciju saistībā ar interešu izglītību. [E-pasta vēstule ar pielikumiem Mārim Pavlovam].

Kalniņa, D., Lepere, D., Vilciņa, M., u. c. (2012). *Interešu izglītība Latvijā un interešu izglītības iestāžu loma: Pētījuma ziņojums*. Pieejams: http://www.cbjc.lv/petijumi/petijuma_zinojums_interesu_izglitiba_12.pdf

Kane, R. (2010). *Ethics and the quest for wisdom*. Cambridge/NewYork: Cambridge University Press.

Lovat, T. (2009). Values education and quality teaching: two sides of the learning coin. *Values education and quality teaching: the double helix effect*, 1-12. [New York]: Springer.

Ministru kabinets. (2018). Noteikumi Nr. 569 no 11.09.2018. "Noteikumi par pedagogiem nepieciešamo izglītību un profesionālo kvalifikāciju un pedagogu profesionālās

kompetences pilnveides kārtību". *Latvijas Vēstnesis, 182*(6268). Pieejams: https://www.vestnesis.lv/url.php?id=301572

Ruhi Institute. (2017). *Releasing the powers of junior youth*. Colombia: Ruhi Foundation. Retrieved from https://downloads.ruhi.org/en/collaborator/contents/568

Schwartz, S.H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in Experimental Social Psychology, 25,* 1-65. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.220.3674&rep=rep1&type=pdf

Schwartz, S.H. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues, 50*(4), 19-45. Retrieved from https://pdfs.semanticscholar.org/0131/5b84c630055a16e45f91b97509807680c70d.pdf

Soccio, D.J. (2004). *Archetypes of wisdom: an introduction to philosophy*. Belmont, CA: Thomson/Wadsworth.

Sulkunen, P. (2009). *The saturated society: governing risk and lifestyles in consumer culture*. Los Angeles: Sage.

Крайг, Г. (2001). *Психология развития*. Санкт-Петербург: ПИТЕР.

Никитюк, И. (2001). *Система нравственно-эстетического воспитания учащихся.* Retrieved from http://pedsovet.org/components/com_mtree/attachment.php?link_id=47818&cf_id=24

Петракова, Т. (2007). *Духовные основы нравственного воспитания.* Retrieved from http://www.verav.ru/biblio/monogr/donv.html

CRISIS OF THE DIGNITY OF THE TEACHING STATE BASED ON EMPIRICALRESEARCH

Lidia Pawelec
University in Kielce, Poland

Abstract. *The profession of teacher has been a special profession for centuries because of its momentous mission in the area of education and upbringing of next generations of society. This brought far wider expectations ahead of it than before other professions. In the current reality, there is a widespread belief in the lack of authority and the crisis of the dignity of the teaching state. Is this situation the result of the omnipresent "fall" of values, or do the teachers themselves contribute to the extent to which they are perceived by society and students? I try to find answers to these questions in the text of the article. The crisis in the dignity of the teaching state described above is primarily associated with a change in the perception of their profession by the teachers themselves. This thesis is supported by research carried out among teachers, pupils and parents in the Świętokrzyskie Voivodship. Their goal was to get to know the opinions of these groups about the moral and ethical condition of the modern teacher. In order to obtain this information, a diagnostic survey, an observation and an interview were used.*
Keywords: dignity, ethics, morality, personality, personal pattern.

Introduction

The profession of teacher has been a special profession for centuries because of its momentous mission in the area of education and upbringing of next generations of society. This brought far wider expectations ahead of it than before other professions. Teachers' work is still treated by many as a mission and a vocation, as a work which also pays for the future and therefore its rank is so high (Sokołowska 2007). This profession undoubtedly belongs to the group of professions, which are particularly assessed from the social point of view. This is not surprising considering that the importance of the "educational services" provided by the teacher is an expression of the fact that his role in society is still important and significant. The high position of this profession is already visible in the available definitions of the term teacher, which clearly shows that the teacher is not only a person who transmits knowledge, but in the same scope educates the personality and attitudes of their pupils. As a result, expectations before teachers are put much higher than before representatives of other professions. This problem is investigated by many pedagogues, including

J. Szempruch, J. Karbowniczek, B. Śliwerski, E. Jagiełło, D. Gołębniak, M. Nowak-Dziemianowicz and others.

Teachers are therefore required not only to have high qualifications, but also above-average competences, which should be deepened and improved in the process of professional development. In the case of this profession, ethical issues are particularly exposed due to the multidimensional nature of this profession. The ethical element is inscribed in this profession, as in every profession that has a direct impact on the fate of individuals and societies (Banach, 2003). The specificity of teacher ethics results from the nature and aims of this profession. It includes guidelines on how teachers should behave in their work and therefore has a normative character.

Condition of the teaching state

Analyzing literature, it is difficult to clearly define the professional ethics of the teacher and spread out the accents as to the importance of individual elements creating it. This is due to the fact that various contents are included in the professional ethics of teachers, so it is difficult to give an unambiguous answer to the question of what ethics is in relation to the teaching profession.

Undoubtedly, the world of teachers' values, duties, norms and ethical principles is extremely complex and problematic. It is difficult to indicate which ones have priority, which are more important This issue is hampered by the contemporary pluralistic educational reality. The multitude of co-existing ethical stakes often places teachers in the face of difficult decisions and choices, the effects of which are not indifferent to individual educational entities. This problem affects all teachers regardless of their career level (Zając 2013).

The teacher's duty is to take actions aimed at the good of the student, among which very strictly educational tasks referring to specific values are very important. They concern: reliable implementation of tasks related to the educational function of the school, supporting each student in his/her development, education and upbringing in the love of the Fatherland, respecting the Constitution, in an atmosphere of freedom of conscience and respect for every human being, taking care of shaping moral and civic attitudes in accordance with the idea of democracy, peace and friendship between people of different nations, races and world views (KN article 6, paragraphs 1-2, 4-5).

The tasks that the teacher has to perform indicate that their foundation is a specific system of values. Completing teaching tasks simultaneously introduces an important area of moral education. In the era of today's cultural development and scientific and technical progress (in which one sees the sources of the crisis of morality), moral education is especially needed. This need arises also from unrestricted access of children and young people to television programs showing

many evils and liberating aggression and from their continuous presence on the Internet, having a negative impact on the development and attitude of students (Łobocki, 2006). The teacher should introduce the students to the world of values, help them to distinguish good from evil and choose good. So he should shape their moral attitude. Values are necessary for human development and form the basis of social understanding, they form a "normative ethos that unites all the forces of society for the realization of the common good" (Marianski, 2000). These include: altruism, the human person, a sense of responsibility, freedom, tolerance, justice, charity, harm and truth (Łobocki, 2009). The fact is that the teacher's authority is deteriorating more and more. To a large extent, this is the effect of socio-economic processes taking place in the education itself. It is required that the school be stress free and students have the certainty of promotion.

It cannot be overlooked that the teacher's shoulders are now being dumped by the effects of their own educational negligence. At this point, it is worth devoting a little space to the prestige of the teaching profession, if it exists at all in the present reality. In the International Teaching and Learning Survey (TALIS 2013) over 80% of Polish teachers reported that this profession is not prestigious, and slightly less than half indicated low authority among students.

In turn, in the study entitled School Without Violence (2011) 65% of teachers declared that they were ignored by students, 42% claimed that they were deliberately provoked to cause anger, and 19% of teachers were offended. Such behavior of students confirms the low prestige of the teaching profession and even its lack. Prestige granted to teachers before 1989 was a compensation for low earnings. CBOS surveys from 2013 showed, however, that the hierarchy of occupations is reevaluated - Poles are turning away from the intelligentsia professions and are appreciating physical labor competitions and which are also better paid (Herbst, Herczyński, Federowicz, Smak, Walczak, & Wojciuk, 2015).

The way of building your own authority has changed. Personal prestige is becoming more and more important, depending on the characteristics of individuals, and the role of positional prestige associated with a fulfilled job role diminishes. At present, building authority within democratic social relations is more difficult. The prestige of the teaching profession and its authority in society is inextricably linked to the concept of dignity of the teaching state, without which neither authority nor prestige is possible. Dignity is closely related to the fact of being human, it is the property of a human being. It is a continuous and lasting concept, and the awareness of its understanding is constantly evolving. It is not an abstract idea, but a criterion for shaping the social order. Human dignity is expressed in ensuring its autonomy, freedom and equality. The inherent dignity of man is the basic dimension of his existence and is the foundation of rights of decisive importance in all areas of life.

Dignity expresses the essence of humanity, motivates us to constantly improve our moral level, obliges us to respect each person. In pedagogy, dignity implies a sense of inner freedom, subjectivity, autonomy and responsibility for oneself and others. It refers to such goals of education as: building a positive self-image, respect for one's own values, creating one's own freedom and subjectivity. It is also a commitment to develop and create yourself, to unselfish relationships with other people. In the educational process, therefore, dignity is both a given and a demanded value. Personal dignity is an inherent value that everyone is entitled to. Its basis is the value of the person, permanent, non-transferable and obliging. The dignity that belongs to man obliges us to respect each person (Szczupał, 2016). So what will be the dignity of the state of teaching, which we are experiencing in the present crisis. It seems that the progressive degradation of this state deprives them of their mission, which until recently constitute elements of being a teacher. Certainly the changing realities of life, the progressive technologization and egocentric orientation of modern man are the causes. The teachers hardly finds themselves in such a reality and tries to meet the demands placed on them. However, is not them also very much responsible for the crisis in the dignity of the teaching state ...? Did they not forget that being a man of all modernity, that certain behaviors are simply unworthy and unethical from the perspective of the profession that they perform ...? An example of this is the functioning of teachers on social networks, where all contacts between the teacher and students should undoubtedly be regulated by clearly defined rules. It does not seem appropriate to invite or accept student invitations to a group of friends on a private profile. Photographs from beach vacations or from more personal situations are not conducive to the increase of teacher authority. It is necessary to separate private and professional life. Teachers who have a private account on a social network should reserve the privacy of content that they have on thier profile, so that it is not widely available. Such familiarity is never beneficial for building a proper interpersonal relationship between the student and the teacher.

Methodology and purpose of research

The research was carried out among teachers, students and parents in the Świętokrzyskie Voivodship. Its goal was to get to know the opinions of these groups about the moral and ethical condition of the modern teacher. In order to obtain this information, a diagnostic survey, observation and an interview were used.

The basis of the research is a diagnostic survey within which a questionnaire was used. The questionnaire counted 8 questions and was addressed to all three groups of respondents (with minor modifications). 187 teachers from various educational levels, 146 parents of various educational stages and 165 high school

students from the Świętokrzyskie Voivodship participated in the study. The research was carried out from February to October 2018. Interviews and observations were used as supporting methods. Interviews were conducted with individual representatives of each group of respondents. Own observations on the condition of the teaching staff were also used, the comments of which were also reflected in the final conclusions.

The following research problems were formulated:

Main problem - what opinion do teachers, pupils and parents from the Świętokrzyskie Voivodship present about the moral and ethical condition of a modern teacher?

Specific problems: What are the values and norms of conduct formed by teachers in the teaching ethics? What do the respondents think about the prestige (or lack thereof) of the teaching profession? Who is responsible for the lack of respect for the teacher and what are the reasons for this phenomenon? What constitutes the teacher's authority?

Findings

Since the subject of research is the moral and ethical condition of the contemporary teacher, the teachers' opinion will be presented in more detail. The analysis of their responses included a variable in the form of seniority, assuming that it can differentiate responses.
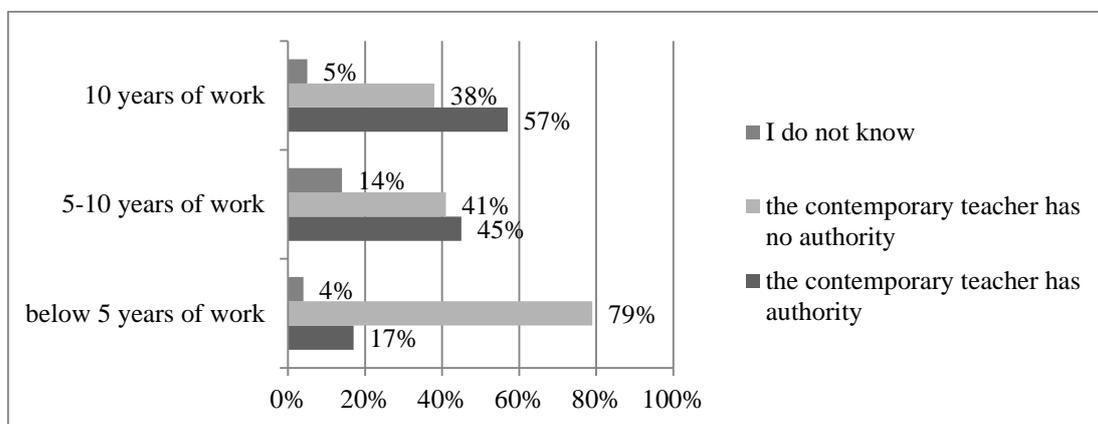
Figure 1 **Teachers' opinion on the authority of the contemporary teacher**

The teachers participating in the study expressed diverse opinions regarding the authority of the contemporary teacher. According to the short-term employees, he currently has no authority (79%).

In the group of teachers with seniority of 5-10 years, a similar amount reported that currently the teacher has the authority (45%) and there is no (41%). In the case of people performing this profession, the opinion is different for the

longest time, because according to the majority of them the teacher has the authority (57%).
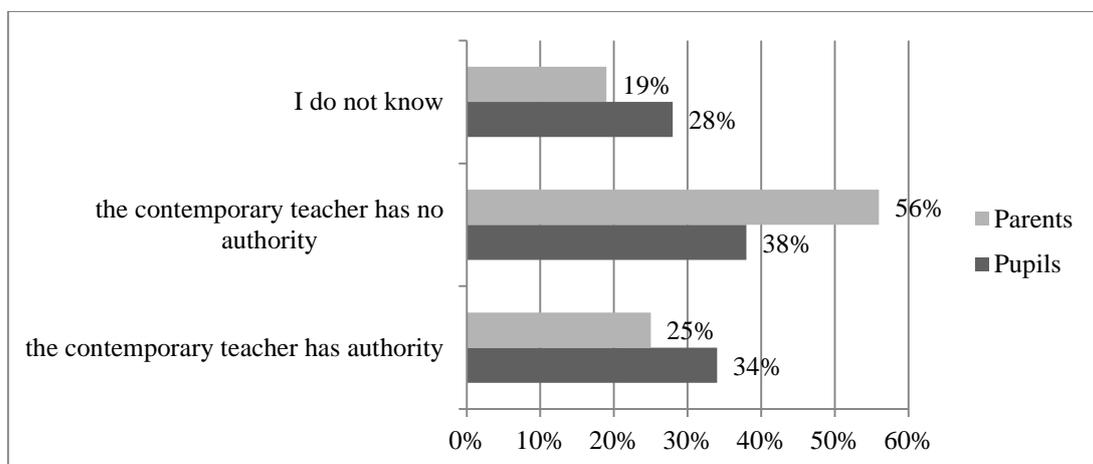
Figure 2 ***Opinion of parents and students about the authority of the contemporary teacher***

On the other hand, the parents who took part in the study in the majority admitted that the contemporary teacher has no authority as opposed to the students, most of whom, however, confirmed that the teacher has an authority today. Among the dispositions / attributes / behaviors that create the teacher's authority, the surveyed teachers first of all included: the ability to discipline students (this feature was most often indicated by the oldest respondents), honesty, justice, and personal culture (also most frequently appearing in the opinions of the longest working teachers) good mood (indicated first of all by teachers with the shortest seniority), consistency in action, keeping distance towards students (a feature preferred by teachers with the longest experience).
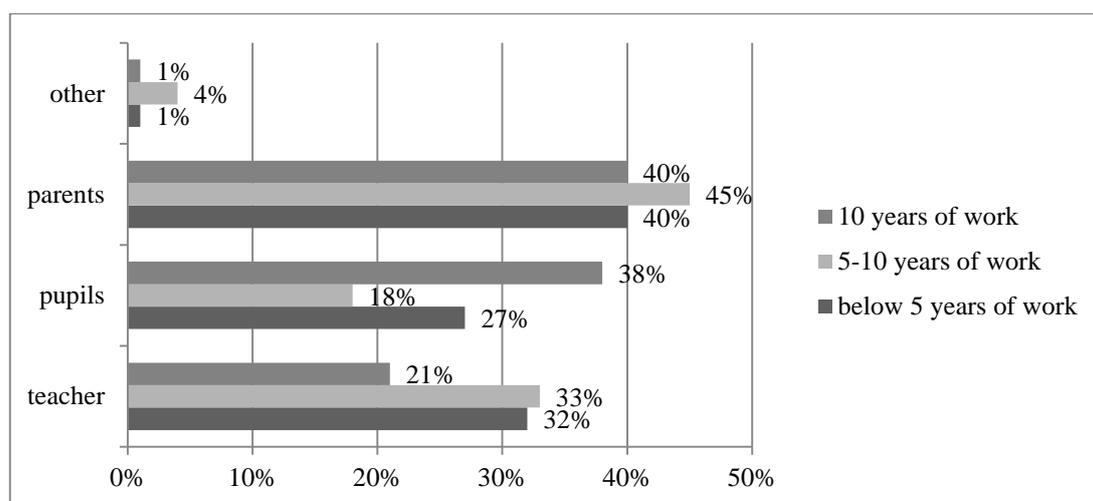
Figure 3 ***Sources of disrespect to teachers by teachers***

According to the parents, the guarantee of teacher's authority is such qualities as: the ability to discipline students, honesty, proper dress, personal culture and maintaining a proper distance towards students. Students, on the other hand, see the authority in a teacher who is creative, consistent in action, has a sense of humor, is fair and able to discipline his pupils.

Responsibility for lack of respect for the teacher, teachers primarily burden on parents. In this case, seniority was not a factor differentiating opinions. The smallest number of teachers blames the fall of pupils' authority, while a rather large group sees the reasons for this phenomenon in the teacher's person. A small percentage of respondents indicated the prevailing socio-political and economic relations as the cause. Most parents and students, however, decided that the teacher was responsible for the lack of respect for the teacher.
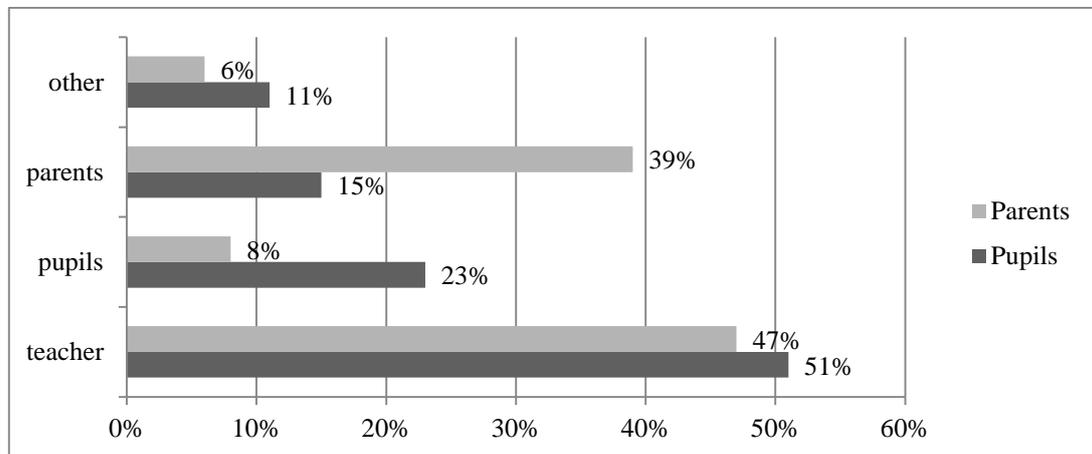
*Figure 4 **Sources of disrespect to the teacher according to parents and students***

Teachers admitted that disrespect for people practicing their profession may result, in particular, from such reasons as inability to maintain discipline in the lesson or lack of consistency in action. They also pointed to the lack of sufficient parental control over children, too many student privileges, too high expectations of parents in terms of teacher and over-protection of parents in relation to their children. In the group of parents, the most common reasons for disrespect for the teacher included: inability to maintain discipline in the lesson, inconsistency, lack of adequate parental control, lack of value in the modern family, too high expectations of parents and their claims. The students, however, indicated the following reasons: lack of knowledge and inability to maintain discipline in the lesson, lack of parental control, lack of family values and overprotection of parents. Most of the teachers who participated in the study admitted that the teaching profession nowadays has no prestige. Teachers with a seniority of 5-10 years and teachers who worked the shortest were the most numerous.

Professionals for more than 10 years have much more often claimed that their profession is prestigious in today's world.
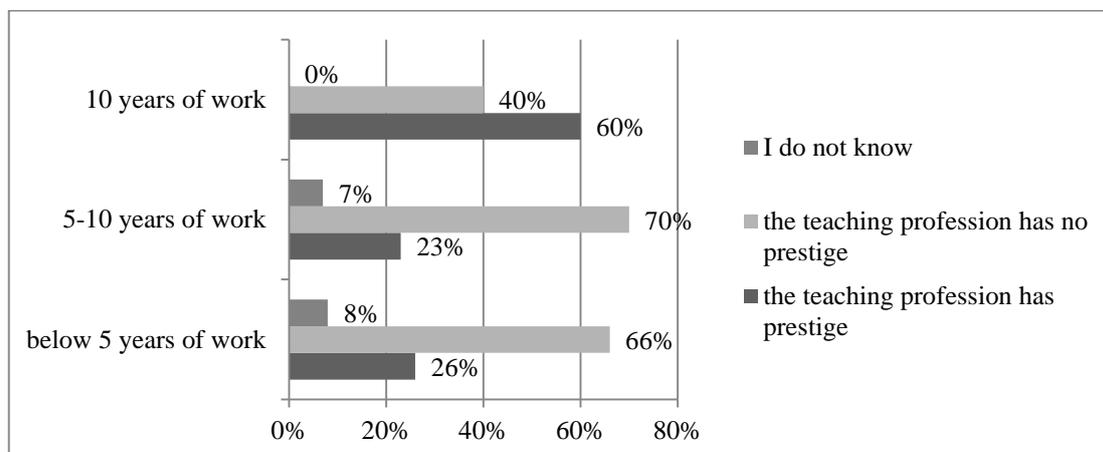
Figure 5 ***Prestige of the teaching profession in the opinion of the teachers surveyed***

High-school students mostly admitted that the teaching profession is currently deprived of prestige. However, it should be emphasized that as many as 30% of them could not express their opinion on this subject. According to the parents, it is quite the opposite. More than half of them recognized that this is currently one of the most prestigious professions.
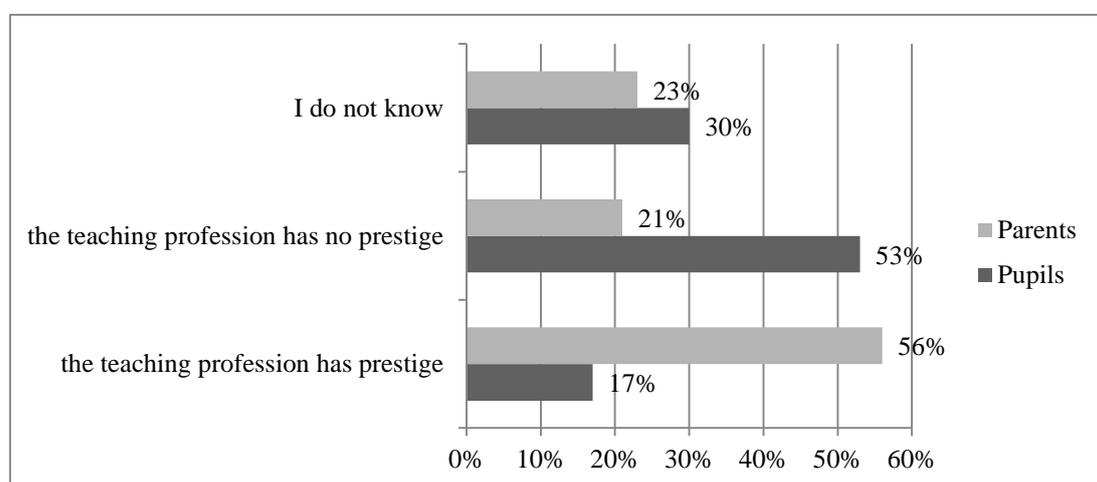
Figure 6 ***The prestige of the teaching profession in the opinion of the parents and students surveyed***

In the opinion of teachers, the prestige of the teaching profession results mainly from the respect and respect of parents (less frequently students), high level of knowledge and high personal culture. In this respect, opinions were similar regardless of seniority. However, the lack of prestige is, according to all

teachers, primarily the result of low earnings. The shortest working people in the profession indicated also the inability to solve conflicts between students and pursuing their own professional ambitions at the expense of students, the longest working - low level of professionalism and too much fuss with students. Teachers working in the profession of 5-10 years have said that the reason for the lack of prestige of their profession is, in addition to low earnings, too much confusion with students and the lack of ability to resolve conflicts between them.

In the parents' opinion, the prestige of the teacher is evidenced by the respect and respect that this profession has for themselves and students, as well as the high personal culture of teachers. However, the lack of prestige results from the lack of personal culture of many teachers, inability to solve conflicts between students, and to pursue their own professional ambitions at the expense of students. Students see the prestige of the teaching profession in a similar way as parents in their own and parents' respect and in a high level of knowledge. In turn, the lack of prestige is, in their opinion, the result of the low level of teachers' professionalism, their inability to solve conflicts between students, and to pursue their own professional ambitions at the expense of students.
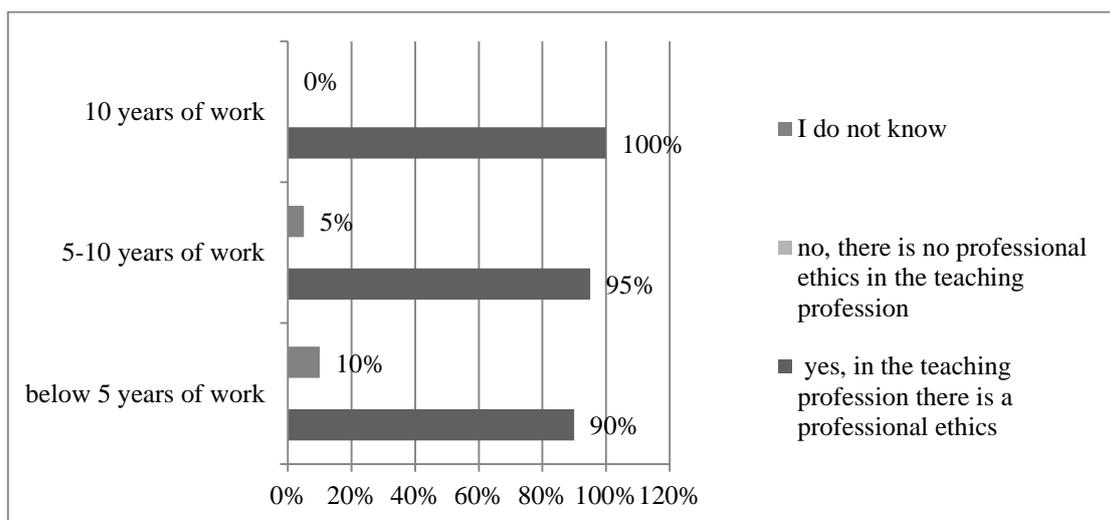
Figure 7 **The existence of professional ethics in the teaching profession in the opinion of teachers**

Almost all teachers acknowledged that they had a specific professional ethics in their profession. Only a small percentage of respondents reported that they do not know if they are. A similar opinion was presented by respondents from other groups. Both students and parents stated that in their opinion, a specific professional ethics applies in the profession.
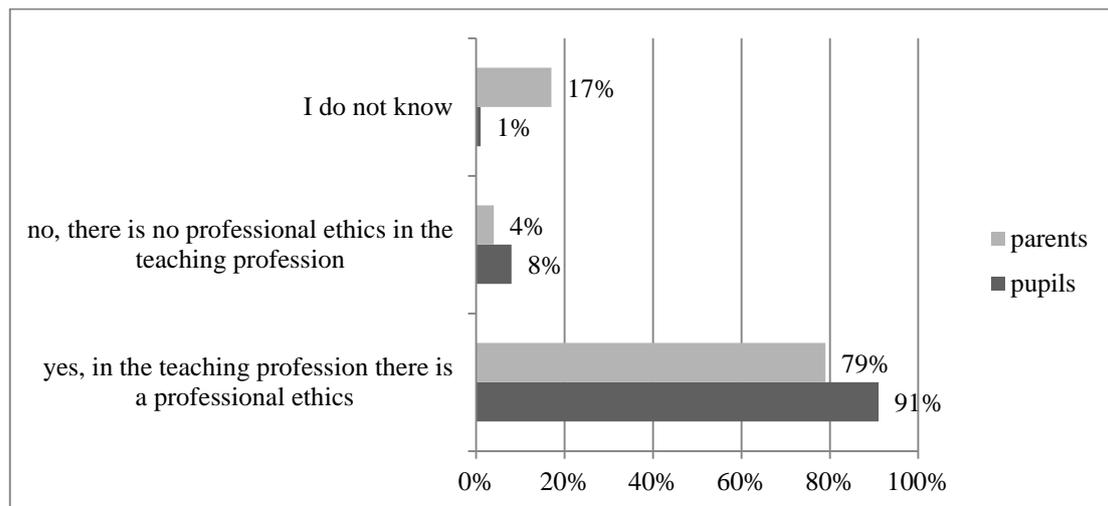
Figure 8 **The existence of professional ethics in the teaching profession in the opinion of students and parents**

According to all teachers, teachers' ethics are primarily made up of such norms and values as honesty. Short-term workers also pointed to the culture of expressing themselves, keeping distance to students and separating private and professional life. Teachers with the longest experience also pointed to the observance of the rules regarding proper dress, the culture of expressing themselves and separating private and professional life. According to people who work as teachers for 5-10 years, a teacher's label create justice and respect the students' right to express their own opinions. Defining the values and standards forming the teacher's label, parents most often pointed to: honesty, adherence to a specific dress code, culture of expressing oneself, restraint in expressing emotions and keeping confidentiality in matters concerning pupils. In turn, for students, professional teacher ethics should primarily include maintaining confidentiality in matters concerning students, respecting students' right to express their own opinions and fairness. They also often pointed to honesty.

Summary

Research conducted among teachers, parents and students shows that most of them see a crisis of teacher's authority. This is also confirmed by interviews conducted with selected teachers, parents and students, as well as own observations made over many years of work in various educational institutions. There is a widespread opinion that the profession of a teacher is no longer as respectable in society as it used to be. There are different opinions among the respondents about who is responsible for this state of affairs. Teachers most often indicate parents, believing that their claim-making attitude and excessive expectations towards the teacher's person have led to this. Indeed, this opinion

seems to be largely consistent with the real state. Interviews with parents and many years of observation of their behavior confirm that they regularly blame school and teachers for their educational failures. They remove part of parental responsibilities from one another, requiring their implementation from teachers. School, however, cannot replace parental education, so there are tensions in teacher-parent relations. The effect of this is, in turn, parents' opinion, according to which the teachers are responsible for the failure of their own authority and lack of respect. Unfortunately, there is a lot of truth in this statement.

High unemployment and the ease of gaining pedagogical qualifications makes the profession of a teacher perform people completely inappropriate. The research carried out is of a very general nature and is only an outline of a problem requiring more detailed research and analysis.

References

Banach, C. (2003). Teacher's Ethics and Pedagogical Culture. *Pedagogical Encyclopedia of the 21st Century, vol.1*, T. Pilch (ed.), Warsaw.

Herbst, M., Herczyński, J., Federowicz, M., Smak, M., Walczak, D., & Wojciuk, A. (2015). *Balance of institutional changes. Polish education in the period of transformation.* Warsaw.

Łobocki, M. (2009). *For reasons of upbringing at school.* Kraków, 68-83.

Łobocki, M. (2006). *Moral education in outline.* Kraków.

Mariański, J. (2000). Values as an object of sociological research. *Sociology of education. Selection of texts*, H. Mielicka (ed.), Kielce.

Okoń, W. (2004). *New pedagogical dictionary.* Warsaw.

Sokołowska, E. (2007). *How to be an effective and satisfied teacher.* Warsaw.

Szczupał, B. (2016). Maria Grzegorzewska On human dignity - in confrontation with contemporary times. *Lubelski Rocznik Pedagogiczny*, *T. XXXV*, z. 3, 10-11.

Zając, D. (2013). Ethical aspects of teachers' professional careers. *Between upbringing and a professional career,* Jakimuk B. (ed.), Lublin, 582-583.

THE INFLUENCE OF BASIC PSYCHOLOGICAL NEEDS ON SECONDARY SCHOOL STUDENTS' INTRINSIC MOTIVATION AT RRI ACTIVITY

Palmira Peciuliauskiene
Education academy, Vytautas Magnus University, Lithuania

Abstract. *The article deals with the role of responsible research and innovation (RRI) at science education in promoting intrinsic motivation of secondary school learners from Lithuania. RRI deals with uncertain areas of knowledge and gives students an opportunity for responsibility and self-expression to come to informed decisions about science innovations and their impact. The theoretical background of learners' intrinsic motivation was analysed on the basis of Self-Determination Theory (STD). STD highlights three basic psychological needs of learners: the need for autonomy, the need for competence and the need for relatedness.*
The research problem is formulated as a question: how do basic psychological needs influence intrinsic motivation of secondary school learners at RRI activity? Intrinsic motivation inventory was used to assess the secondary school students' intrinsic motivation related to RRI activity. The collected data were analysed using simple regression. The findings confirm that the need for competence and the need for relatedness are important internal factors in promotion of intrinsic motivation of secondary school learners at RRI activity.
Keywords: *responsible research and innovation; intrinsic motivation; inquiry-based learning.*

Introduction

The motivation for learning science is relevant for education policy-makers and for researchers (Byman et al., 2012; Loukomies et al., 2013; Osborne, 2007). The concept of motivation is a complex construct. The Latin root of the word 'motivation' means 'to move', in this sense the study of motivation is the study of action (Eccles & Wigfield, 2002). "To be motivated means *to be moved* to do something" (Rayan & Deci, 2000, p. 54).

Theories of human motivation have evolved from the emphasis on reactive responses to action to an emphasis on self-determined actions (Pardee, 1990). Self-Determination Theory (SDT) posits that humans are active fulfilling their basic psychological needs: autonomy, competency and social relatedness (Deci & Ryan, 2002). SDT claims that intrinsic motivation is fostered in environments if they "provide people [with the] opportunity to satisfy their basic psychological needs for competence, relatedness and autonomy" (Deci, Vallerand, Pelletier, & Ryan, 1991, p. 329). SDT describes motivation as a continuum from amotivation

to intrinsic motivation (Ryan & Deci, 2002). Intrinsically motivated behaviour is characterised by interest and engagement. According Byman et al. (2012), it occurs spontaneously and people become involved in the activity by feelings of interest and enjoyment.

The problem of the motivation for learning science at school is related to inquiry based science learning (IBSL): formulating problems, solving dilemma problems, critiquing experiments and distinguishing alternatives, debating with peers using evidence and representations, and forming coherent arguments (Minner, et al., 2010). Inquiry can be considered as a teaching approach that places school students in situations very similar to what scientists experience during their work. Inquiry allows students to construct their own knowledge and to share the findings and ideas for critical view of others.

Various educational projects are implemented in educational practice that promotes motivation for learning science of school students on the basis of the IBSL. ENGAGE project is one of them. The ENGAGE project is part of the EU Science in society agenda to promote more Responsible Research and Innovation (RRI). Stahl (2013) states that "RRI is a higher-level responsibility or meta-responsibility that aims to shape, maintain, develop, coordinate and align existing and novel research and innovation-related processes, actors and responsibilities with a view to ensuring desirable and acceptable research outcomes" (Stahl, 2013, p. 708). The European Commission has highlighted the importance of RRI in Science Education through its Science in Society programs (FP7 and Horizon 2020).

RRI is an inclusive approach to ensure that societal actors understand risks and benefits of innovations because "Research has traditionally been seen as an extension of human knowledge and thus as a moral and public good" (Stahl, 2013, p. 708). On the one hand, the impact of scientific innovation is uncertain and requires knowledge and skills for reflecting on social and ethical implications. On the other hand, it stimulates the interest of learners in the results of innovation implementation, and leads to the dilemma solution. It is important to investigate how RRI influences school students' motivation for learning science.

The discussed situation highlights the scientific problem, which is formulated as a question: how do basic psychological needs influence intrinsic motivation of secondary school learners at RRI activity?

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

The aim of the research is to disclose the influence of basic psychological needs for motivation of school students for learning science at RRI activity.

The influence of basic psychological needs for motivation of learning

science was disclosed by testing three hypotheses on the basis of a simple linear regression:

1. There is a positive and significant relationship between students' need for competence and motivation for learning science at RRI activity.
2. There is a positive and significant relationship between students' need for autonomy and motivation for learning science at RRI activity.
3. There is a positive and significant relationship between students' need for relatedness and motivation for learning science at RRI activity.

Methodology

The research methodology. The study is focused on IBSL teaching methods which include scientific inquiry, discovery, and problem-based learning (National Research Council, 2007). These methodological approaches feature the teacher in the role of a facilitator and stress that students will only engage in learning processes if they are interested and willing to do so, thus stressing the importance of motivational variables as individual prerequisites for successful learning processes (Andre & Windschitl, 2003). The research methodology emphasises collaborative group work and relatedness, construction of argumentation through communication, as well as the development of competencies and self-regulation

Method of research. The data presented in the current study is part of the 7BP ENGAGE project implemented in Lithuania (2014-2017). ENGAGE focused on cutting edge science topics bringing up complex ethical, economic, and social questions. This project was based on dilemma approach which lead students towards the dilemma question. ENGAGE dilemma approach consisted of 5 E's inquiry cycle: Engage (motivation of students), Explore (searching concepts and facts into evidence), Explain (claim, and evidence and reasoning), Elaborate (claim, and evidence and reasoning), and Evaluate (debate which explained problem-based solutions) (Bybee, 2002). Dilemma based learning in science education was implemented by carrying out mini-project in school student groups (four students in one group). Mini-projects encompassed formal (two lessons) and informal education. In the first lesson of mini-projects, students learned new content, looked at scientific evidence, performed an experiment, and discussed the conclusions of the experiment (Engage, Explore, Explain). Explain and Elaborate cycle took place in informal education. Students gathered information from different sources, weighed up benefits and drawbacks and applied what they knew. In the second lesson (Evaluation cycle), students discussed a dilemma solution and analysed the benefits, risks and its possible sequences. According to Ocada (2016), by the end of these cycles, students are equipped with both scientific concepts and principles that they need to respond to the original problem.

The instrument of the quantitative research. Intrinsic Motivation Inventory (IMI) (Ryan, 1982) was used to assess the students' basic psychological needs (competence, autonomy, relatedness) after the mini-projects.

Primary data collection was done using questionnaire instrument based on Likert Scale. The students were asked to respond as well as to provide a statement that expressed the answer to the questions. The transformation from Likert scale toward interval scale was done using MSI (Method of Successive Interval). 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 the quantitative research. The research sample (the confidence interval being 5 %, and the confidence level being 95 %) was reliable as it involved 400 school students. The total population was 25000 eighth form school students (EMIS – Education Management Information System). Therefore, the probability (confidence level) is 95 %, so the obtained data can shift only by 5 % from the population parameters (confidence interval). The research clusters were the largest cities of Lithuania. The classes were selected on the basis of probability cluster sampling and all the learners of the selected classes were tested.

Results

This research aimed to measure the influence of basic psychological needs (competence, autonomy, and relatedness) on school students' motivation for learning science at RRI activity. For this purpose, simple linear regression was chosen. Simple linear regression allows summarizing and studying relationships between two continuous (quantitative) variables.

When performing a regression analysis, it is important to make sure that the data meet the condition of normality. The normality test of Kolmogorov-Smirnov was used in this study (Table 1). This test was conducted to determine if the data were normally distributed. The significance level of Kolmogorov-Smirnov sig> 0.05 test shows normal distribution of the data. The results of Kolmogorov-Smirnov test show that the data of students' motivation for learning science ($p=0.061 > 0.05$), the data of need for competence ($p= 0.115 > 0.05$), the data of the need for autonomy ($p= 0.225 > 0.05$), and the data of the need for relatedness ($p= 0.055 > 0.05$) were normally distributed (Table 1).

Table 1 **Results of the One-Sample Kolmogorov-Smirnov Normality Test**

	Motivation for learning science	Need for competence	Need for autonomy	Need for relatedness
Mean	68,281	70.37	57.214	57.594
Std. Deviation	9.022	11.746	9.742	10.248
Skewness	-0.039	0.260	0.274	0.587
Kurtosis	0.0642	0.255	0.365	-0.641
Kolmogorov-Smirnov Z	1.855	1.488	1.412	1.991
Asymp. Sig. (2-tailed)	0.061	0.115	0.225	0.055

A simple linear regression was calculated to test the first hypothesis and predict the students' motivation for learning science based on their need for competence (Table 2). There was a strong positive linear relationship between the two, which was confirmed by Pearson's correlation coefficient (r) of 0.612.

Table 2 **Simple linear regression analysis: motivation for learning science and basic psychological needs**

Dependent variables	B	SE B	β	t	p
1. Need for competence	0.565	0.037	0.612	15.400	0.000
2. Need for autonomy	0.012	0.014	0.015	0.298	0.766
3. Need for relatedness	0.218	0.032	0.273	3.508	0.001

A significant regression equation was found (F (1.399) =239.302, p<0.001), with R^2 of 0.375. The coefficient of determination (R^2) indicates that 37.5 % of the variation in motivation for learning science can be explained by the model containing only confidence in competence. This coefficient is quite high, so the predictions from the regression equation are fairly reliable. It also means that 62.5 % of the variation is still unexplained, so adding other independent variables could improve the fit of the model. The coefficient of students' motivation for learning science was 0.562 and the constant number was 28.494. Based on these data, the regression line equation can be written as follows:

Motivation for learning science (y) = 28.494 + 0.565 (Need for competence) (x) (1)

The equation (1) shows that if the students' need for competence increases by 1 unit, then students' motivation for learning science will increase by 0.565 units. Therefore, it could be concluded that the independent variable (Need for

competence) affects the dependent variable (Motivation for learning science). In other words, the students' need for competence has a positive influence on their motivation for learning science.

A simple linear regression was carried out to investigate the relationship between the school students' need for autonomy and motivation for learning science. There was a weak positive linear relationship between the motivation for learning science and the need for autonomy 0.015.

The simple linear regression showed a statistically insignificant relationship between motivation for learning science and need for autonomy at RRI activity ($p=0.766 > 0.05$). The slope coefficient for confidence in autonomy was 0.012 (Table 2). It means that the dependent variable (motivation for learning science) increases by 0.012 units if every unit in the need for autonomy increases by 1 unit. The R^2 value was 0.099, so only 9.9 % of the variation in motivation for learning science can be explained by the model containing only confidence in autonomy at RRI activity. This coefficient is quite low, so predictions from the regression equation are not fairly reliable.

The third hypothesis test was carried out using the simple linear regression analysis (Table 2). The correlation value between the need for relatedness and motivation for learning science was calculated to be 0.199. This shows that R_{x1y} correlation coefficient is positive; thus, students' confidence in relatedness affects their motivation for learning science.

A significant regression equation was found ($F (1,399) =12.307$, $p<0.001$), with R^2 of 0.275. The coefficient (R^2) indicates that 27.5 % of the variation in motivation for learning science can be explained by the model containing only the need for relatedness. The students' motivation for learning science coefficient was 0.218 and the constant number was 55.754. It means that the regression line equation can be written as follows:

Motivation for learning science (y) = 55.754 + 0.218 (Need for relatedness) (x) (2)

The linear regression analysis (2) revealed that if the students' need for relatedness increases by 1 unit, their motivation for learning science will increase by 0.218 units. Thus, it can be concluded that the independent variable (Need for relatedness) has a positive influence on the dependent variable (motivation for learning science).

The linear regression analysis revealed a different influence of basic psychological needs on motivation for learning science (equation 1; equation 2) at RRI activity. The most significant linear regression model was found analysing the school students' need for competence and motivation for learning science at RRI activity ($R^2 = 0.375$). The statistically insignificant regression model was detected analysing the students' need for autonomy and motivation for learning science ($R^2 = 0.099$).

The results of this study indicate that unstandardised beta (B) coefficients are different for the need of competence, autonomy and relatedness (Table 2). The unstandardised beta (B) value represents the independent variable and the dependent variable. The independent variable 'need for competence' best represents the motivation for learning science at RRI activity (Table 2).

Standardised beta coefficients (β) were calculated for the purpose of the study. They allow seeing which independent variable has the strongest relationship with the dependent variable (works similarly to a correlation coefficient). The standardised beta coefficients (β) are higher analysing students' need for competence and motivation for learning science (Table 2). It means that the need for competence has the strongest relationship with motivation for learning science (Table 2).

Discussion

Scholars have shown that intrinsic motivation has positive effects on learning (Deci, 1975; Deci & Ryan, 1985). In the present study, the conceptualisation of motivation is based on the Self-Determination Theory (SDT), which highlights three basic psychological needs: the need for competence, the need for autonomy, and the need for relatedness.

The objective of this study was to determine the influence of basic psychological needs (competence, autonomy and relatedness) on motivation for learning science at RRI activity. During the mini-projects in the science classroom, the need for competence was fulfilled by evidence-based learning about new technologies and scientific achievements, the need for relatedness – by collaboration when carrying out mini-projects of students with the teacher and scientists, while the need for autonomy – by freedom of choice of the way of cognitive activity.

The conducted research reveals that the need for competence is significant for the motivation of learning science at RRI activity (Table 2). Evidence-based learning about new technologies and scientific achievements was used at RRI activity. Hence, evidence-based learning gives preconditions for revealing the competence of students. Teachers can challenge students' intrinsic motivation by engaging students in the discourse on RRI issues. The results of the conducted research comply with the opinion of Jurik, Gröschner, and Seidel (2014). The scholars noticed that deep-reasoning questions in science classrooms, socio-scientific problems and ethical dilemma solutions give a possibility for the promotion of students' competences (Jurik, Gröschner, & Seidel, 2014).

We had one insignificant model, as shown with the variable 'need for autonomy' (Table 2). It was an unexpected result. The different categories of autonomy were taken into account to explain this result: organizational,

procedural and cognitive (Stefanou et al., 2004). Procedural autonomy provides an opportunity for choice and use of classroom materials and equipment, organizational autonomy means that students make decisions about the layout of the classroom activities, whereas cognitive autonomy means that teachers let students become initiators of their own learning. In our research, high cognitive autonomy (students may find multiple solutions to problems, receive considerable support in re-evaluating their errors) support in the mini-projects was noted. The research conducted by other scientists has also revealed contrast with their hypotheses related to cognitive autonomy. "Students in the low cognitive autonomy-supportive conditions learned significantly more, perceived significantly more choice, and rated instruction as more positive than did students in the high cognitive autonomy supportive conditions. Results are framed in the context of achieving reform in science teaching" (Furtak & Kunter, 2012, p. 284). It is advisable to carry out research in order to examine the role of different categories (organizational, procedural) of school students' autonomy of the motivation for learning science at RRI activity.

Many science reform advocates have promoted the idea that science classrooms should be designed to replicate the scientific community (Shumov, 2013). It is actual in promoting "scientific thinking in a community of scientists" (Nolen, 2003, p. 349). Teams of school students were working to solve complex dilemma problems at RRI activity at the ENGAGE project. The students' need for social relatedness at ENGAGE project was also supported through formal discussions in the classroom and informal discussions with peers, as well as between students and scientists.

An effective dialogue between scientists and non-scientists requires two factors: a trusting relationship for mutual exchange of information and know-how for collaborative decision-making processes (Okada, 2016). Scholars noticed that learners actively employ a variety of skills and motivations in their collaborative efforts (Lotrecchiano et al., 2016). Working actively with a dilemma of RRI may enable students to get to know each other better and even to make friends (Loukomies et al., 2013). Our results of linear regression about the influence of the need for relatedness on motivation for learning science corresponds to the results of the quantitative research of other scholars: "more time needs to be <…> [allowed to] students to participate in inquiry, reflection, and discussion of the results and their meaning. This might increase students' perception that they are doing and learning science" (Shumov, 2013, p.249). The data of our research confirmed the idea that relatedness is one of the factors that promotes intrinsic motivation of school students for learning science.

Our research had some limitation. "However, it is unrealistic to imagine that all physics learning can be intrinsically motivated" (Byman, Lavonen, Juuti, & Meisalo, 2012, p.380). There is a very thin line between intrinsic motivation and

integrated regulation. Integrated regulation resembles intrinsic motivation in that both are self-determined. However, they are not the same. Intrinsic motivation is characterised by interest in the studying activity itself, whereas integrated regulation is characterised by the personal importance of the activity to a valued outcome (Byman, Lavonen, Juuti, & Meisalo, 2012). Integrated regulation is supposed to have positive effects on learning similar to those of intrinsic motivation. Other studies should be conducted in order to determine the influence of basic psychological needs on the highest level of extrinsic motivation (integrated regulation).

Conclusions

One of the results of this study is that linear regression analysis reveals a group of basic psychological needs related to intrinsic motivation for learning science at RRI activity. SDT describes the importance of basic psychological needs for learning motivation (needs for competence, autonomy and relatedness). This study has taken into account the new learning context (RRI activity) and revealed the influence of students' basic psychological needs on motivation for learning science.

Another result gained from this study is that the need for competence and the need for social relatedness (student and teacher; student and scientist) statistically significantly influence the students' motivation for learning science at RRI activity. The two basic psychological needs have a different power on the motivation for learning science. The need for competence is significant for the engagement in science and on how they evaluate information related to socio-scientific problems, as well as how they find the dilemma solving solution. The results of the simple linear regression confirm the SDT statement that relatedness is one of the psychological needs that promotes motivation for learning at RRI activity.

References

Andre, T., & Windschitl, M. (2003). Interest, epistemological belief, and intentional conceptual change. In G. M. Sinatra & P. R. Pintrich (Eds.), *Intentional conceptual change* (pp. 173–197). Mahwah, NJ: Erlbaum.

Bybee, R. (2002). *Scientific inquiry, student learning and the science curriculum*. In R. Bybee (Ed.). Learning science and the science of learning, (pp.25-36). Arlington: NSTA.

Byman, R., Lavonen, J., Juuti, K., & Meisalo, V. (2012). Motivational orientations in physics learning: A self-determination theory approach. *Journal of Baltic Science Education, 11*(4), 379-392.

Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum Press.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

Deci, E., & Ryan, R. (2002). *Overview of self-determination theory: An organismic dialectical perspective*. In E. Deci, & R. Ryan (Eds.), Handbook of self-determination research.

Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and Education: The Self-Determination Perspective. *The Educational Psychologist, 26,* 325-346.

Eccles, J. S., & Wigfield, A. (2002). "Motivational Beliefs, Values, and Goals," *Annual Review of Psychology, 53, 1,* 109–32.

Furtak, E. M., & Kunter, M. (2012). Effects of autonomy-supportive teaching on student learning and motivation. *Journal of Experimental Education, 80(3),* 284-316. DOI: https://doi.org/10.1080/00220973.2011.573019

Jurik, V., Gröschner, A., & Seidel, T. (2014). Predicting students' cognitive learning activity and intrinsic learning motivation: How powerful are teacher statements, student profiles, and gender? *Learning and Individual Differences 32,* 132–139.

Lotrecchiano, G. R., Mallinson, T. R., Leblanc-Beaudoin, T., Schwartz, L. S., Lazar, D., & Falk-Krzesinski, H. J. (2016). Individual motivation and threat indicators of collaboration readiness in scientific knowledge producing teams: A scoping review and domain analysis. *Heliyon, 2*(5), Article e00105. DOI: http://dx.doi.org/10.1016/j.heliyon.2016.e00105

Loukomies, A., Pnevmatikos, D., Lavonen, J., Spyrtou, A., Byman, R., Kariotoglou, P., & Juuti, K. (2013). Promoting students' interest and motivation towards science learning: the role of personal needs and motivation orientations. *Research in Science Education, 43*(6), 2517–2539.

Minner, D. D., Levy, A. J., & Century, J. (2010). Inquiry-based science instruction – what is it and does it matter? Results from a research synthesis years 1984–2002. *Journal of Research in Science Teaching, 47*(4), 474–496. DOI: https://doi.org/10.1002/tea.20347

National Research Council. (2007). *Taking science to school: Learning and teaching science in Grades K–8.*Washington, DC: National Academies Press.

Nolen, S. (2003). Learning environment, motivation, and achievement in high school science. *Journal of Research in Science Teaching, 40*(4), 347–368.

Okada, A. (2016). *Responsible Research and Innovation in Science Education*. Milton Keynes: The Open University– Knowledge Media Institute.

Osborne, J., & Dillon, J. (2008). *Science Education in Europe*: *Critical Reflections*. London: The Nuffield Foundation.

Pardee, R. L. (1990). Motivation Theories of Maslow, Herzberg, McGregor & McClelland. *A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.* Downloaded from http://files.eric.ed.gov/fulltext/ED316767.pdf

Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, *43*, 450-461.

Rayan, R., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology 25,* 54–67.

Ryan, R. M., & Deci, E. L. (2002). An overview of self-determination theory: an organismic–dialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 3–33). Rochester: The University of Rochester Press.

Shumow, L., Schmidt, J. A., & Zaleski, D. J. (2013). Multiple perspectives on student learning, engagement, and motivation in high school biology labs. *High School Journal, 96*(3), 232-252.

Stahl, B. C. (2013). Responsible research and innovation: The role of privacy in an emerging framework. *Science & Public Policy (SPP), 40*(6), 708-716.

Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist, 39*, 97–110. DOI: https://doi.org/10.1207/s15326985ep3902_2

MAKROLĪMEŅA 6. KLAŠU VĒRTĒŠANAS KONSTRUKTU ATBILSTĪBA PILNVEIDOTĀ MĀCĪBU SATURA IETVARAM

Alignment of 6th Grade Large-Scale Assessment Constructs with the Revised Curriculum Framework

Pāvels Pestovs
Univerity of Latvia, Latvia

Dace Namsone
Univerity of Latvia, Latvia

Līga Čakāne
Univerity of Latvia, Latvia

Ilze Saleniece
National Centre for Education, Latvia

Abstract. *One of the goals of the National Development Plan 2014-2020 is to reduce the proportion of students with low cognitive skills, and at the same time increase the proportion of students with higher level cognitive skills. In line with those goals, the National Centre for Education is implementing the project "Competency-based approach to curriculum", funded by the European Social Fund. The purpose of the research described in this article is to find out to what extent the current large-scale national assessments for 6th Grade are coherent with the new curriculum and what improvements are needed for aligning the national assessments with the national curriculum. The theoretical framework of the research is developed by analysing the frameworks of the programme for international student assessment (PISA), trends in international mathematics and science study (TIMSS), progress in international reading literacy study (PIRLS), as well as the framework of the revised national curriculum in Latvia. National 6th Grade assessments of the year 2018 are analysed by using Classical test theory and Rasch model. The indicators of the test items are mapped according to the developed theoretical framework. Authors conclude that the national 6th Grade tests assess the elements of literacy, numeracy and scientific literacy. Students have a high level of performance in test items with low cognitive depths, but there is an insufficient number of test items with high cognitive depths, allowing pupils to demonstrate skills in new contexts, which is an essential goal of the new national curriculum. Further research is required on the use of data from the large-scale assessment in supporting and guiding student instruction and learning.*
Keywords: alignment between curriculum and assessment, large scale assessment, assessment evaluation, student performance.

Ievads
Introduction

Valsts izglītības satura centra projekta "Kompetenču pieeja mācību saturā" ietvaros 2016.gadā ir uzsākta mācību satura reforma visos vispārējās izglītības posmos, sākot no pirmsskolas līdz 12.klasei. Pilnveidotā mācību satura ieviešana notiks pakāpeniski četru gadu laikā - pamatizglītības un vidējās izglītības pakāpēs tā tiks uzsākta 2020.gadā, kad stāsies spēkā noteikumi par valsts pamatizglītības standartu un pamatizglītības programmu paraugiem 1., 4., 7. un 10.klasē. Pilnveidotajā mācību saturā kā mērķis tiek definēta lietpratība jeb kompetence (Ministru kabinets, 2018).

Orientācija uz lietpratību – indivīda spēju kompleksi lietot zināšanas, prasmes un paust attieksmes, risinot problēmas mainīgās dzīves situācijas (OECD, 2016) – kā skolēnu mācīšanās rezultātu, ir mūsdienu kontekstiem atbilstīga un būtiska paradigmas maiņa (OECD, 2018). Latvijas skolēnu rezultāti Ekonomiskās Sadarbības un Attīstības organizācijas *(Organisation for Economic Co-operation and Development, [OECD])* Starptautiskās skolēnu novērtēšanas programmas *(Programme for International Student Assessment, [PISA])* pētījumā parāda, ka skolēnu daļa, kura spēj risināt kompleksas problēmas, ir vidēji četras reizes mazāka (matemātikā 3,8 reizes, lasītprasmē 3,6 reizes, dabaszinātnēs 3,6 reizes), nekā vidēji skolēnu daļa OECD valstīs (OECD, 2016).

Plānojot atbalstu pilnveidotā mācību satura ieviešanai, svarīgi izvērtēt gan spēkā esošo mācību saturu, gan pilnveidoto mācību saturu, lai identificētu pārklāšanās vietas. Iepriekšējos pētījumos (France u.c., 2017; Pestovs & Namsone, 2018) ir iegūti pierādījumi, ka pastāv atšķirība starp mācību saturu, kas ir noteikts pamatizglītības standartā un mācību saturu, kas tiek vērtēts valsts pārbaudes darbos, tāpēc, lai veiktu salīdzināšanu, ir nepieciešams analizēt vērtēšanas darbus, nevis veikt pamatizglītības standartu salīdzinošo analīzi.

Šī raksta ietvaros veiktajai analīzei ir izmantoti pieejamie 2018.gada 6.klases vērtēšanas darbi vairākos mācību priekšmetos, un pētījuma mērķis ir veikt salīdzinošo analīzi, izvērtējot Valsts izglītības satura centra (VISC) 2018.gada 6. klases diagnosticējošo darbu vērtēto faktisko konstruktu matemātikā, latviešu valodā un dabaszinātnēs atbilstību pilnveidotajam mācību saturam. Šī analīze ir būtiska, ņemot vērā, ka pilnveidotā mācību satura ieviešana tiks sākta tieši 1., 4., 7. un 10. klasēs jau 2020.gadā.

Pētījumā izvirzītie jautājumi:
1. Kādas ir faktiski izmērītās konstruktu kategorijas 2018.gada 6.klases diagnosticējošajos darbos dabaszinātnēs, matemātikā un latviešu valodā?
2. Kā faktiski izmērītie konstrukti, atbilstoši testelementu vērtēšanas indikatoriem SOLO *(Structure of Observed Learning Outcomes)*

kognitīvajā līmenī atbilst pilnveidotā mācību satura dabaszinātņu, matemātikas un latviešu valodas, tekstpratības sadaļas teorētiskajiem modeļiem?

3. Kādus rezultātus skolēni demonstrē testelementos, kuri atbilst pilnveidotā mācību satura teorētiskajiem modeļiem?

Pētījuma teorētiskais pamatojums
Research theoretical background

Pētījuma ietvaros spēkā esošā likumdošana nosaka, ka Latvijas vērtēšanas sistēmā, pamatizglītības pakāpē diagnosticējošie darbi tiek organizēti sekojoši: beidzot 3.klasi - ar kombinētu mācību saturu, latviešu valodā (mazākumtautību izglītības programmās); beidzot 6.klasi - latviešu valodā (latviešu mācībvalodas izglītības programmās), latviešu valodā (mazākumtautību izglītības programmās), matemātikā, dabaszinībās un mazākumtautības valodā (mazākumtautību izglītības programmās) un beidzot 9.klasi tiek organizēti eksāmeni mazākumtautības valodā (mazākumtautību izglītības programmās), latviešu valodā (latviešu mācībvalodas izglītības programmās), matemātikā, Latvijas vēsturē, mazākumtautības valodā (mazākumtautību izglītības programmās un svešvalodā) (Ministru kabinets, 2014).

Pilnveidotajā mācību saturā pamatizglītības obligāto saturu veido vērtības un tikumi, caurviju prasmes un zināšanas, izpratne un pamatprasmes septiņās mācību jomās, kurās ir noteikti skolēnam plānotie sasniedzamie rezultāti (Ministru kabinets, 2018). Šajā pētījumā autori apskata matemātikas, dabaszinātņu un latviešu valodas tekstpratības sadaļas noteiktās kategorijas.

Salīdzinot pilnveidotā mācību satura ietvaru un skolēnam plānotos sasniedzamos rezultātus ar teorētiskiem modeļiem (Alberta Education, 2017; Harvard Graduate School of Education, 1995; IAE, 2017; OECD, 2018), autori definē konstruktu kategorijas katrā no izvēlētajām jomām – matemātikā, dabaszinātnēs un latviešu valodā (1.tabula). Šī raksta ietvaros jēdziens "konstrukts" tiek saprasts kā hipotētiska spēja, īpašība, prasme vai prasmju grupa, kuru nevar tieši novērot vai mērīt, un kas ir piemītošā respondentiem mazākā vai lielākā mērā, piemēram, matemātikas pratība (Messick, 1989).

Interpretācijas nolūkam ir noderīgi definēt konstrukta progresiju vairākos kvalitatīvi atšķirīgos līmeņos (Wilson, 2005). Kategoriju progresijas raksturošanai autori izmanto SOLO *(Structure of Observed Learning Outcomes)* teorētisko ietvaru (Biggs & Collis, 1982). Tas ir ļoti nozīmīgs rīks, kas ļauj analizēt skolēnu izpratnes dziļumu, atbildes kvalitāti, ņemot vērā kognitīvo struktūru, kuru skolēns demonstrē atbildēs (Biggs & Tang, 2011). Kategoriju progresiju raksturo četros hierarhiskos kognitīvajos līmeņos: 0 - nav struktūras, I - viens struktūrelements, II - vairāki nesaistīti struktūrelementi, III - vairāki

elementi saistīti kopējā struktūrā un IV - paplašinātā abstrakcija.

1.tabula. **Konstrukta kategoriju definēšana**
Table 1 ***Construct substrands***

Konstrukts	Konstrukta kategorijas
Matemātikas pratība	Modelē
	Pārveido
	Pierāda un secina
	Komunicē
Dabaszinātniskā pratība	Skaidro dabas parādības
	Interpretē datus
	Plāno un izvērtē pētījumu
Latviešu valodas tesktpratības sadaļa	Lieto valodas likumus
	Iegūst informāciju
	Atklāj teksta nozīmi
	Nodod tekstā pausto citiem

Salīdzinot SOLO ar Bendžamina Blūma izstrādāto taksonomiju (1979) un tās uzlaboto versiju (Anderson & Krathwohl, 2001), kas izdala četras, hierarhiskas zināšanu kategorijas (faktoloģiskās, konceptuālas, procedurālas un metakognitīvas) un atsevišķi nodala domāšanas procesus (atcerēties, izprast, pielietot, analizēt, izvērtēt un radīt), SOLO priekšrocība ir tajā, ka pēc paša testelementa nosacījumiem un atslēgas vārdiem nevar noteikt vērtēšanas indikatorus un testelementa (katrs vērtētais testa jautājums) kognitīvo līmeni, jo diagnosticējošie darbi tiek laboti skolas ietvaros, un tiek akceptēti ļoti atšķirīgas pēc kognitīva līmeņa skolēna atbildes (Pestovs & Namsone, 2017), tādējādi ir nepieciešams papildus analizēt skolēna atbildes un veikt papildu statistisko analīzi.

Metodoloģija
Research Methodology

1. 2018.gada 6.klases diagnosticējošajos darbos katram testelementam dabaszinātnēs, matemātikā un latviešu valodā (latviešu mācībvalodas izglītības programmās) tekstpratības sadaļā ir noteikts vērtēšanas indikators un testelementa kognitīvais līmenis, izmantojot SOLO teorētisko ietvaru. Katrs eksperts nosaka vērtēšanas indikatoru un SOLO kognitīvo līmeni atsevišķi. Iegūtais vērtēšanas indikators un SOLO kognitīvais līmenis katram testelementam tiek salīdzināts, vienojoties kopīgi par gala rezultātu. Vērtēšanas indikatori tiek grupēti, definējot katra konstrukta kategorijas. Diagnosticējošie darbi, kas tiek analizēti pētījumā, ir pieejami VISC mājas lapā.

2. Dabaszinātņu, matemātikas un latviešu valodas diagnosticējošo darbu faktiski izmērītās konstruktu kategorijas, izmantojot testelementa vērtēšanas indikatoru un testelementu noteikto kognitīvo līmeni, tiek kartētas atbilstoši izvēlētajiem pilnveidotā mācību satura teorētiskajiem modeļiem un tiek identificēti pārklāšanas apgabali.

3. 2018.gada 6.klases dabaszinātņu, matemātikas un latviešu valodas diagnosticējošo darbu anonimizēti skolēnu rezultāti ir iegūti no VISC datubāzes. Skolēnu sniegums tiek analizēts, izmantojot klasisko testa teoriju *(classical test theory) R* programmā, nosakot katra testelementa grūtības pakāpi un testelementa atbildes teoriju *(item response theory),* Raša modeli *(Rasch model)*, konstruējot Raita karti (*Wright Map) Winteps Version 3.93.2.* programmā, lai noteiktu piemērotību skolēnu kopai. Matemātikas diagnosticējošajā darbā ir izmantoti 17356 skolēnu rezultāti, dabaszinībās 17120 skolēnu rezultāti un latviešu valodā (latviešu mācībvalodas izglītības programmās) 12627 skolēnu rezultāti.

Pieejamā skolēnu kopa latviešu valodas diagnosticējošajā darbā ierobežo iegūto rezultātu apkopojumu, jo datu apstrādē tiek iekļauti tikai skolēni latviešu mācībvalodas izglītības programmās, jo mazākumtautību mācībvalodas izglītības programmās tiek piedāvāts mazākumtautības diagnosticējošais darbs. Diagnosticējošo darbu vērtēšana notiek skolā, kas nozīmē, ka pastāv noteikti ierobežojumi attiecībā uz standartizētu apstākļu nodrošināšanu gan administrēšanas, gan darbu labošanas laikā.

Rezultāti
Results

1. Eksperti katram testelementam nosaka vērtēšanas indikatoru un kognitīvo līmeni atbilstoši SOLO taksonomijai. Piemērā (2.tabula) ir atspoguļoti faktiski noteikto testelementu vērtēšanas indikatori un kognitīvais līmenis atbilstoši SOLO taksonomijai 6.klases matemātikas diagnosticējošam darbam. Līdzīgi tiek analizēti dabaszinātņu un latviešu valodas diagnosticējošie darbi 6.klasei.

2.tabula. **Matemātikas 6.klases diagnosticējošā darba testelementu vērtēšanas indikatori**
Table 2 **Item assessment indicators of 6th grade national level test in mathematics**

Testelementa numurs	Testelementa vērtēšanas indikators	SOLO kognitīvais līmenis
1a.	Saskaita daļas ar vienādiem saucējiem	I
1b.	Atņem parastās daļas ar dažādiem saucējiem	I
1c.	Reizina parasto daļu ar naturālo skaitli	I
1d.	Dala parasto daļu ar naturālo skaitli	I
1e.	Reizina daļu ar daļu	I

1f.	Dala parasto daļu ar parasto daļu	I
1g.	Risina matemātisko problēmusituāciju, saskaita daļas ar dažādiem saucējiem	II
1h.	Risina matemātisko problēmusituāciju, atņem daļas ar dažādiem saucējiem	II
2.	Izprot vienādības jēgu un reizina decimāldaļu ar 10 un 100	II
3.a.	Pārveido parasto daļu decimāldaļā	I
3.b.	Pārveido decimāldaļu procentos	I
3.c.	Pārveido decimāldaļu parastajā daļā	I
3.d.	Pārveido decimāldaļu procentos	I
4.a.	Pārveido daļu pieraksta veidā punktu skaitļu asī	II
4.b.	Pārveido daļskaitļa pieraksta veidā punktu skaitļu asī	II
5.a.	Aprēķina daļu no vesela	I
5.b.	Aprēķina veselu no daļas	II
5.c.	Aprēķina skaitļa daļu no vesela	II
6.1.	Pārveido matemātisko pierakstu	II
6.2.	Skaidro risinājuma gaitu no matemātiskā pieraksta	III
7.a.	Nosaka veselu ģeometrisko figūru no daļas	I
7.b.	Nosaka veselu ģeometrisko figūru no daļas	II
8.1.	Nosaka daļu no vesela un aprēķina daļu no vesela, izmantojot vizuālo informāciju	II
8.2.	Nosaka daļu no vesela un aprēķina daļu no vesela, izmantojot vizuālo informāciju	II
8.3.	Nosaka daļu no vesela un aprēķina daļu no vesela, izmantojot vizuālo informāciju	II
9.1., 9.2.	Aprēķina veselu, zinot daļu no vesela un analizējot vārdisko informāciju	II
10.1., 10.2.	Aprēķina daļu no vesela, izmantojot vārdisko informāciju	II
11.1., 11.2., 11.3.	Aprēķina daļu no vesela nosaka lielāko no diviem skaitļiem, izmantojot vizuālo informāciju	II
12.a.	Atpazīst pusi un trešdaļu sektoru diagrammā	I
12.b.	Atpazīst pusi un trešdaļu sektoru diagrammā	I
13.	Aprēķina procentu no vesela, salīdzina ar teksta doto informāciju	III

Iegūtie testelementa vērtēšanas indikatori agregācijas procesā izveido faktiski izmērītā konstrukta kategorijas (3.tabula). Par piemēru izmantojot matemātikas diagnosticējošā darba noteiktos vērtēšanas indikatorus (2.tabula), tie tiek grupēti atbilstoši trim prasmēm: izpilda darbības ar daļskaitļiem, aprēķina daļu vai procentu un pieraksta vai attēlo daļu. Faktiski izmērītā konstrukta kategoriju (šajā pētījumā ar to tiek saprasta prasmju grupa) veido matemātikas pamatprasmes, kuras nepieciešamas citu jomu apguvei. Līdzīgi tiek analizēti dabaszinātņu un latviešu valodas diagnosticējošie darbi 6.klasei, tiek noteiktas vispirms prasmes un prasmju grupas un pēc tam faktiski izmērītā konstrukta kategorijas.

3.tabula. **6.klases diagnosticējošo darbu matemātikā, dabaszinātnēs un latviešu valodas tekstpratības sadaļā faktiski izmērīto konstruktu kategorijas**
Table 3 **Construct substrands measured in 6th grade national level tests in mathematics, science and literacy**

Faktiski izmērītais konstrukts	Faktiski izmērīta konstrukta kategorijas
Matemātikas pratība	Matemātikas pamatprasmes, kuras nepieciešamas citu jomu apguvei
Dabaszinātnes pratība	Interpretē datus
	Plāno un izvērtē pētījumu
Tesktpratība	Nolasa, atrod tekstā informāciju
	Interpretē informāciju
	Raksta bez pareizrakstības kļūdām

2. 6.klases diagnosticējošo darbu matemātikā, dabaszinātnēs un latviešu valodas tekstpratības sadaļā faktiski izmērītā konstrukta kategorijas atbilstoši testelementu vērtēšanas indikatoriem un SOLO kognitīvajam līmenim, tiek identificētas un kartētas atbilstoši pilnveidotā mācību satura (4.tabula) teorētiskajiem modeļiem. Atbilstoši katrai konstrukta kategorijai un SOLO kognitīvajam līmenim tiek atspoguļots testelementa numurs no diagnosticējošā darba.

4.tabula. **6 klases diagnosticējošo darbu matemātikā, dabaszinātnēs un latviešu valodas tekstpratības sadaļā faktiski izmērīto testelementu vērtēšanas indikatoru atbilstība pilnveidotā mācību satura teorētiskiem modeļiem**
Table 4 **Alignment between measured item assessment indicators of 6th grade national level tests in mathematics, science and literacy and the revised curriculum framework**

Konstrukts	Konstrukta kategorijas	SOLO kognitīvais līmenis			
		I	II	III	IV
Dabaszinātnes pratība	Skaidro dabas parādības				
	Interpretē datus	3., 14., 22., 23.,	4., 8., 11., 13., 24., 27., 28., 29., 30.	16.,	
	Plāno un izvērtē pētījumu	1., 5., 6.,	7., 9., 25., 26.		
Matemātikas pratība	Modelē				
	Pārveido	1a., 1b., 1c., 1d., 1e., 1f., 5a., 7a., 12a., 3a., 3b., 3c., 3d.	1g., 1h., 2., 6.1., 5b., 5c., 8., 9., 11., 10., 4a., 7b., 12.b., 4.b.	6.2., 13.	
	Pierāda un secina				
	Komunicē				

Tekstpratība	Lieto valodas likumus	1.P., 2.P., 3.P., 4.P., 5.P., 6.P., 7.P., 8.1., 8.2., 8.3., 8.4., 8.5., 11.1., 11.2., 12.P.			
	Iegūst informāciju	1.1., 1.2., 1.3., 6., 7.1., 2.	3.1., 3.2., 4.1., 4.2.		
	Atklāj teksta nozīmi		5., 7.2., 12.1., 12.2., 12.3., 12.4.	12.5., 9.	
	Nodod tekstā pausto nozīmi citiem				

Faktiski izmērīto konstruktu kategoriju un atbilstošo kognitīvo dziļumu pārklāšanās ar pilnveidotā mācību satura teorētiskiem modeļiem ir parādītā pelēkajā krāsā.

Tiek konstatēta faktiski izmērīto konstruktu kategoriju un atbilstošo testelementu vērtēšanas indikatoru pārklāšanās ar pilnveidotā mācību satura teorētiskajiem modeļiem. Vairākām pilnveidotā mācību satura konstrukta kategorijām nav identificēts neviens testelements vai arī nav identificēts neviens testelements atbilstošajā SOLO kognitīvajā līmenī.

3. Atbilstoši klasiskajai testa teorijai, katram testelementam tiek noteikts vidējais uzdevuma izpildes rezultāts. Aprēķinos ietverot informāciju par katra testelementa piešķirto punktu skaitu, tiek aprēķināts katras konstrukta kategorijas skolēnu vidējais izpildes rezultāts procentos katrā no SOLO kognitīvajiem līmeņiem (5.tabula). Vairākiem SOLO kognitīvajiem līmeņiem skolēnu vidējais rezultāts nav aprēķināts, jo attiecīgajos diagnosticējošajos darbos nav konstatēts neviens testelements attiecīgajā SOLO kognitīvajā līmenī. Gandrīz katrā no konstrukta kategorijām skolēnu vidējais rezultāts samazinās, palielinoties SOLO kognitīvajam līmenim.

5.tabula. **Vidējais skolēnu rezultāts faktiski izmērītajos testelementos atbilstoši pilnveidotā mācību satura teorētiskiem modeļiem**
Table 5 **Student average achievement in assessed items, according to the revised curriculum framework**

Konstrukts	Konstrukta kategorijas	SOLO kognitīvais līmenis			
		I	II	III	IV
Dabaszinātnes pratība	Interpretē datus	85 %	56 %	21 %	
	Plāno un izvērtēt pētījumu		59 %	59 %	
Matemātikas pratība	Pārveido	78 %	54 %	38 %	
Tekstpratība	Lieto valodas likumus	60 %			
	Iegūst informāciju	66 %	68 %		
	Atklāj teksta nozīmi		63 %	19 %	

Diskusija
Discussion

Saskaņotība starp mācību saturu, mācību procesu un vērtēšanu mikrolīmenī jeb klases situācijā nozīmē, ka pedagoga plānotie sasniedzamie rezultāti skolēnam, piedāvātās aktivitātes un vērtēšana ir sasvstarpēji saistīti un atbalstoši (Martone & Sireci, 2009). Saskaņotība starp iepriekš minētiem elementiem valsts līmenī kļūst vēl nozīmīgāka, tā izpaužas kā pakāpe, kurā standartā definētie sasniedzamie rezultāti un vērtēšanas darbi makrolīmenī virza izglītības sistēmu. Vērtēšanas darbi makrolīmenī tiek izmantoti vairākiem mērķiem, tajā skaitā - signalizēt svarīgus izglītības mērķus, izvērtēt izglītības sistēmas kvalitāti, būt par skolēnu sasniegumu apliecinājumu. Arvien nozīmīgāks kļūst arī mērķis - atbalstīt skolotājus, izmantojot iegūtos datus no vērtēšanas darbiem makrolīmenī (Volante, 2006).

Pētījuma rezultāti par faktiski izmērītiem konstruktiem un to kategorijām izvēlētajās jomās, liecina, ka tie pārklājas ar pilnveidotā mācību satura teorētiskajiem modeļiem dabaszinātnēs, matemātikā un latviešu valodas tekstpratības sadaļā. Ir konstatēta atšķirība, cik lielā mērā tiek sagaidīts, ka skolēns demonstrēs augstākā līmeņa domāšanas prasmes, piedāvājot nelielu testelementu skaitu SOLO III kognitīvajā līmenī un nepiedāvājot nevienu testelementu SOLO IV kognitīvajā līmenī. Šī neatbilstība saskan ar citu autoru pētījumu secinājumiem (Namsone u.c., 2018). Būtiski atzīmēt, ka vērtējot skolēna komplekso sniegumu, nepieciešamas izmaiņas arī vērtēšanas kritērijos, pārejot no kategorijām "pareizi" vai "nepareizi" pie kategorijām, kurās tiek vērtēta atbildes kognitīvā struktūra un dziļums. Jāatzīmē, ka noteiktās konstrukta kategorijās ir nepietiekams testelementu skaits, lai varētu izdarīt drošus secinājumus, piemēram, dabaszinātniskajā pratībā attiecībā uz SOLO II līmeni ir izdarīts secinājums, izmantojot tikai viena testelementa datus.

Skolēnu vidējais sniegums ir augsts tieši tajās konstrukta kategorijās, kurās no skolēna tiek sagaidīta viena atsevišķa darbība vai vairākas darbības pēc noteikta algoritma. Tas tiek apstiprināts arī ar to, ko pētnieki ir novērojuši klasē (Namsone u.c., 2018), kur pārsvarā dominē reproduktīvs mācību process. Ir svarīgi ņemt vērā noteiktus ierobežojumus attiecībā uz izdarītajiem secinājumiem (īpaši par skolēna vidējo sniegumu valstī), kas ir saistīti ar pašu diagnosticējošo darbu kvalitāti. Skolēnu vidējās spējas pārsniedz piedāvāto darbu vidējo grūtības pakāpi ar 50% varbūtību atbilstoši Raita kartēm, tāpat ir konstatēts, ka tieši skolēniem ar augstām prasmēm netiek piedāvāts neviens testelements atbilstoši viņu spējām, kas ierobežo šo skolēnu prasmju līmeņa vērtēšanu. Faktiski tas nozīmē, ka valsts līmenī augsts vidējais sniegums tiek iegūts, piedāvājot testelementus zemā kognitīvajā līmenī. Analizējot skolēnu vidējo sniegumu, ir novērota krasa atšķirība starp vidējiem rezultātiem SOLO I un II kognitīvajā

līmenī un III līmenī Viena no kvalitatīva vērtēšanas instrumenta pazīmēm ir testelementu grūtības pakāpes pārsniegšana attiecībā pret skolēnu spējām vienas vienības ietvaros (Bond & Fox, 2015). Nepieciešams turpināt pētījumus par kvalitatīvu vērtēšanas instrumentu izstrādi gan summatīviem, gan diagnosticējošiem mērķiem.

<h2 style="text-align:center">Secinājumi un rekomendācijas
Conclusions and Recommendations</h2>

1. 2018.gada 6.klases diagnosticējošo darbu matemātikā konstrukts primāri ietver matemātikas pamatprasmes, dabaszinātņu konstrukts ietver skolēnu prasmi interpretēt datus un plānot un izvērtēt pētniecību, bet latviešu valodā (izglītības programmās ar latviešu valodas mācību valodu) - interpretēt un reflektēt informāciju un gramatiski pareizi sastādīt atbildes.

2. Veicot salīdzinošo analīzi starp pilnveidoto mācību saturu un vērtēšanas konstruktiem, ir konstatēts, ka vērtēšanas konstrukti pārklājās ar pilnveidotā mācību satura ietvaru. Taču ir konstatēts nepietiekams skaits tieši testelementu ar augsto kognitīvo līmeni, kurā skolēnam ir iespēja demonstrēt pārnesi uz jaunu un nezināmu situāciju un kontekstu. Līdz ar to raksta autori rekomendē ietvert testelementus ar augstu kognitīvu līmeni valsts līmeņa vērtēšanas darbos, tādējādi nodrošinot atbilstību pilnveidotajam mācību saturam.

3. Skolēnu vidējais rezultāts faktiski izmērītajos testelementos ir ar augstiem vidējiem rezultātiem izmērītajās prasmju grupās SOLO I un II kognitīvajā līmenī, savukārt SOLO III līmenī ir salīdzinoši zems vidējais rezultāts. Par SOLO IV līmeni nav iespējams izdarīt secinājumus, jo šajos diagnosticējošajos darbos autori nav konstatējuši testelementus ar atbilstošo SOLO kognitīvo līmeni. Lai plānotu skolēnu sasniegumu uzlabojumu, raksta autori rekomendē veikt papildu pētījumus par to, kāda veida atbalsts nepieciešams skolotājiem, lai uzlabotu mācību procesa vadību klasē.

<h2 style="text-align:center">Summary</h2>

The purpose of the research is to find out to what extent the current large-scale 6th grade national assessments are aligned with the revised curriculum. Construct substrands measured in 6th grade national level tests in mathematics, science and literacy are defined by using item indicators of large-scale assessments and mapped according to the developed theoretical framework of the revised curriculum. Authors conclude that the measured constructs overlap with the revised curriculum, but there is an insufficient number of test items with high cognitive depths, allowing pupils to demonstrate skills in new contexts, which is an essential goal of the revised national

curriculum. Students demonstrate much lower level of performance in test items with high cognitive depths.

Literatūra
References

Alberta Education (2017). *About Literacy and Numeracy - Literacy & Numeracy*. Retrieved from https://education.alberta.ca/literacy-and-numeracy/about-literacy-and-numeracy/

Anderson, L.W., & Krathwohl, D.R. (Red.). (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives* (Complete ed). New York: Longman.

Biggs, J.B., & Collis, K.F. (1982). *Evaluating the quality of learning: the SOLO taxonomy (structure of the observed learning outcome)*. New York: Academic Press.

Biggs, J.B., & Tang, C. (2011). *Teaching For Quality Learning At University.* Maidenhead: McGraw-Hill Education. Retrieved from http://public.eblib.com/choice/publicfull record.aspx?p=798265

Bond, T.G., & Fox, C.M. (2015). *Applying the Rasch model: fundamental measurement in the human sciences* (Third edition). New York ; London: Routledge, Taylor and Francis Group.

France, I., Namsone, D., Čakāne, L., Vilciņš, J., Dzērve, U., & Nikolajenko, A. (2017). Student Graphical Information Literacy in Mathematics and Science. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, *2*, 81. DOI: https://doi.org/10.17770/sie2017vol2.2394

Harvard Graduate School of Education (1995). *Assessing Mathematical Understanding and Skills Effectively* (Balanced Assessment in Mathematics Project).

IAE (2017). *Timss 2019 frameworks*. 140 Commonwealth Avenue, Chestnut Hill, MA: TIMSS & PIRLS.

Martone, A., & Sireci, S.G. (2009). Evaluating Alignment Between Curriculum, Assessment, and Instruction. *Review of Educational Research*, *79*(4), 1332–1361. DOI: https://doi.org/10.3102/0034654309341375

Messick, S. (1989). Validity In. R. Linn (Ed.) *Educational measurement* (13-103). New York: Macmillan Publishing.

Ministru kabinets. *Noteikumi par valsts pamatizglītības standartu, pamatizglītības mācību priekšmetu standartiem un pamatizglītības programmu paraugiem,* Nr.468 (2014). Retrieved from https://likumi.lv/ta/id/268342-noteikumi-par-valsts-pamatizglitibas-standartu-pamatizglitibas-macibu-prieksmetu-standartiem-un-pamatizglitibas-programmu-parau...

Ministru kabinets. *Noteikumi par valsts pamatizglītības standartu un pamatizglītības programmu paraugiem*, Nr. 747 (2018). Retrieved from https://likumi.lv/ta/id/303768-noteikumi-par-valsts-pamatizglitibas-standartu-un-pamatizglitibas-programmu-paraugiem

Namsone, D., Oliņa, Z., France, I., Dudareva, I., Čakāne, L., Pestovs, P., Bērtule, D., Volkinšteine, J., Lāce, G., Logins, J., & Butkēviča, A. (2018). *Mācīšanās lietpratībai*. (Latvijas Universitāte & D. Namsone, Red.). LU Akadēmiskais apgāds. DOI: https://doi.org/10.22364/ml.2018

OECD. (2016). *PISA 2015 Results (Volume I): Excellence and Equity in Education*. Paris: OECD Publishing.

OECD (Red.). (2018). *PISA for development assessment and analytical framework: reading, mathematics and science*. Paris: OECD Publishing.

Pestovs, P., & Namsone, D. (2017). National level test in science in Latvia for assessing how students explain phenomena scientifically. *2nd International Baltic Symposium on Science and Technology Education*.

Pestovs, P., & Namsone, D. (2018). Performance Assessment in Science National Level Diagnostic Tests. *Society. Integration. Education. Proceedings of the International Scientific Conference*, *2*, 376. DOI: https://doi.org/10.17770/sie2018vol1.3215

Volante, L. (2006). An Alternative Vision for Large-scale Assessment in Canada. *Journal of Teaching and Learning*, *4*(1). DOI: https://doi.org/10.22329/jtl.v4i1.89

Wilson, M. (2005). *Constructing measures: an item response modeling approach*. Mahwah, N.J: Lawrence Erlbaum Associates.

TEACHERS' READINESS TO IMPLEMENT THE ACQUISITION OF TRANSVERSAL SKILLS IN THE CONTEXT OF THE NEW STANDARD

Anita Petere
University of Latvia, Latvia

Abstract. *In today's rapidly changing world, when information technologies are developing very fast, a new change of the paradigm of the educational system is needed. It means that a teacher's pedagogical activities also have to change – from an educator to a cooperation partner in the teaching/learning process. National Centre for Education (NCE) has worked out a new "Competence approach to teaching/learning content", the aim of which is to ensure the acquisition of the content of general education based on competence approach, and which embraces all stages in education.*
The objective of the article is to reveal the essence of competence approach and the readiness of primary school teachers to implement the acquisition of transversal skills in teaching/learning process and when planning curricula.
In order to obtain data, semi- structured interviews, observation, the analysis of documents have been used. According to the research results, part of the teachers finds it difficult to change their style of conducting the teaching/learning process. Explanation and task formulation dominate without involving pupils in discussions.
Keywords: competence, integrated teaching/learning process, transversal skills.

Introduction

In society, media and among teachers, it is a topical issue – how ready the teachers are to turn from a frontal, authoritative teaching method to the methods focused on cooperation. They need a desire and skill to collaborate, work in a team with the other subject teachers, the ability and desire to use IT in pedagogical process.

The essence of the New Standard has been revealed in the Project School 2030. The task is to promote a pupil's harmonious development, improve skills to be aware of his/her and other's responsibility for health/self-cognition and self-regulation; ensure the possibility to master the basic skills of learning and using information technologies/digital skills; ensure the possibility to obtain the experience of creative activity/cooperation and participation.

The acquisition of correlation skills in teaching/learning process in primary school features pupils' ability *to* be aware of him/herself as an individual. He/she

understands his /her desires, needs and interests; is able to manage emotions, develop positive relationships, set real goals, take responsible decisions. A pupil is able and motivated to learn independently and constantly, and develop him/herself, can understand and follow the learning process.

The competence approach comprises the use of knowledge in varied practical activities, situations and contexts; not testing the knowledge but checking the use of knowledge in various situations; not summative evaluation but a meaningful feedback on the teaching/learning process which includes a pupil's self-assessment. When implementing the competence approach to meeting the Standard requirements in pedagogical process, we have to talk about teachers' professional development.

The mentioned approach at the early school age has to be implemented in the integrated teaching/learning process.

Methodology

The theoretical basis of the research consists of the description of transversal competences-skills in educational systems of Latvia and Finland, the outline of multidisciplinary approach in the context of transversal competences

In Finland, the educational reform was introduced in 2014 (Reconceptualizing and Repositioning Curriculum in the 21st Century). The shift of paradigms in the educational system of Finland is reflected in the national plan. In the 2014 core curriculum, 'transversal competence' denotes knowledge, skills, values, attitudes and desire. 'Competence' also means the ability to apply knowledge and skills in a given situation. How students use their knowledge and skills is influenced by the values and attitudes they have adopted and their willingness to engage, (Halinen, 2017).

Transversal competences are: thinking and learning to learn; taking care of oneself, managing daily life; cultural competence, interaction and expression;

Taking care of oneself, managing daily life; working life competence, entrepreneurship; digital competence; Participation involvement, building a sustainable future.

One of the main goals of the curriculum reform was to promote an integrative approach to teaching and learning. The purpose of this approach was to enable students to see the relationships and interdependencies between the subjects studied at school and the phenomena of life outside school. This approach should help students to link the knowledge and skills from different disciplines, to structure their learning into meaningful entities, come up with new questions as well as to create new knowledge by working together. The most important tools for this purpose, defined in the core curricula, were transversal competencies, multi-disciplinary learning modules, and pu pupil assessment (Halinen, 2017).

In Latvia, the goal of revision of curricula and teaching approach was to reduce the dominant fragmentation and passive, distracted from real life situations acquisition of knowledge in isolated school subjects, where the focus is on the curriculum, not on meeting pupils' individual needs and respecting their interests.

The New Standard of Education envisages the acquisition of knowledge and skills in seven learning areas, four transversal groups, and the values for the development of certain character traits, (MK noteikumu projekts, 2018).

In the New Standard, transversal skills are defined as skills although by their nature they correspond to the explanation of competences because the main emphasis is on pupils' abilities to do, plan and conduct their learning process.

The acquisition of transversal skills is implemented in all teaching/learning areas.

V. Purens (2016) believes that teachers have to pay the most attention to correlation competences for several significant reasons. Firstly, correlation competences are universal and can be used in all subjects. Secondly, it is the acquisition of correlation competences that allows pupils to learn independently also outside the school and do it lifelong. It is important for teachers to prepare tasks and tests based on correlation competences. This is confirmed by observations in practice and the analysis of literature.

The above-mentioned approaches can be successfully implemented in integrated teaching/learning model, this approach helps pupils see correlations between teaching/learning areas.

The integrated approach to teaching/learning process has been analysed by scientists from various countries in the context of different periods of time. In the 1980ties and 90ties a concept in integration of programmes – multidisciplinary, interdisciplinary and transdisciplinary approaches – were started to be used.

A lot of scientific research on diversity of integrated approach has been carried out (Fogarty, 2009). T. Kerry (2015) substantiates the essence and planning specifics of different ways of integration, emphasizes the possibilities of the acquisition of learning skills, when implementing the integrated approach.

All of them have researched and interpreted diverse integrated models (interwoven, related, thematic, interdisciplinary, multidisciplinary, correlated, holistic).

The result of integrated study and pupils' benefits in many ways depend on the quality of the implemented integrated study process. In its turn, the quality is affected by the teacher's understanding of the essence of integrated discovery study. Otherwise, instead of the expected progress the teacher can experience a serious disappointment.

In the teaching/learning process in primary school, a teacher has to provide pupils with:

- looking for sense through a systemic action,

- positive emotions in learning process,
- a challenge for pupils to check their abilities while taking part in planning the teaching/learning process,
- expanding the learning experience beyond separate subjects,
- integration of content and skills ensuring pupils' development, based on the inner logics of the development (Petere, 2013)

This article uses the concept of integrated learning model in primary school which manifests itself as a unity of familiar multidisciplinary and transdisciplinary approaches which focuses on satisfaction of a pupil's learning needs, discovering certain relationships within the framework of the issue to be explored.

It is a characteristic feature of multidisciplinary approach that topics, themes, issues or great ideas bring together outcomes from more than one subject area. Transdisciplinary approach focuses on children's-initiated questions and projects, (Primary Programs Framework, 2017).

Research process

13 primary school teachers from different Latvian schools took part in the research. The teachers who participated in the interview had been familiarized with the competence approach during the training course, and part of them had been involved in the pilot project. 11 primary school teachers from different schools agreed that their lessons are observed and analysed according to the competence approach. Out of them 4 teachers often planned teaching/learning process according to integrated approach.

The research comprised 2 stages: 1. The teachers' opinions on transversal skills and their use in the acquisition of curriculum in the context of the New Standard. 2. Determination of teachers' readiness to implement teaching/learning process which embraces the acquisition of transversal skills.

During the free interview, the questions were related to the essence of competence approach. Question1 – to find out teachers' opinions on the usefulness of implementation of competence approach in teaching/learning process. Question2- to specify how teachers evaluate the possibilities to involve pupils as cooperation partners in planning, organization of teaching/learning process and research. Question 3- to get to know teachers' opinions about a meaningful use of IT in teaching/learning process. In its turn, in order to evaluate teachers' readiness to implement the acquisition of transversal skills in teaching/learning process, lesson observation was used.

The indicators for the observation of the acquisition of transversal skills were chosen according to theoretical guidelines of School 2030.

Table 1 ***Transversal skills and indicators to specify them***

Transversal skills	Indicators
Self-cognition and self-regulation	Pupils' ability to set a goal and offer steps for achieving it
Thinking and creativity	Pupils' ability to independently offer various solutions to the problem, generate ideas
Cooperation and participation	Pupils 'ability to cooperate, agree on the conditions of task solution
Digital skills	Pupils' ability to find information in various web pages, use mobile phones in teaching/learning process under certain conditions

Table 2 ***Teachers' views on implementing the competence approach***

Question for the talk	The most characteristic views
How do you evaluate the benefits for pupils when implementing the competence approach	… Pupils get more involved in the teaching/learning process. A teacher has greater possibilities to work creatively. Unfortunately, we, teachers ourselves cannot abandon the desire to prompt and allow a pupil to look for solutions by him/herself. …I positively evaluate the requirement to connect the learning content with the real life and school environment. It is particularly applicable to the acquisition of science and maths content. ….I consider that teachers are not ready yet to change their teaching style so radically. I think that we exaggerate that pupils have to master the content with the help of research. I think that pupils will not gain comprehensive knowledge. …Teachers lack material base for research. During a science lesson which lasts 40 minutes, it is not possible to go out and do investigations
Supervision of the teaching/learning process Planning of the learning process by involving pupils, ensuring cooperation during cognitive research activities	…I have tried to invite pupils to set tasks by themselves, envisage steps for accomplishing them. I was surprised by the pupils 'ability to offer logical proposals and certain steps for the task solution. I have to admit that in order to implement such approach, it is not possible to work with traditional books and workbooks.... Pupils really like to work in groups and cope with the task together. Admittedly, it is necessary to attain that all pupils participate equally in the group…. With such a salary teacher cannot be required to prepare additional materials. In group work, pupils do not learn anything.
Use of meaningful IT	…Pupils with great interest take part in opinion discussions about the event or situation seen on the video.... The use of IT provides pupils with the possibility to see the real life, different natural phenomena.... There are video projectors only in some classrooms, so it is not possible to use them in lessons. Our school does not permit to use mobile phones.

As we can see from the table, teachers' views differ a lot. Basically, a positive view on the mentioned approach was expressed by the teachers who engaged in the pilot project; however, from 13 teachers 3 of them also considered that the requirements of the New Standard are not more successful than the requirements of the previous one. The answer was based on the fact that previously it was written what pupils had to master, now it is not so clear.

Table 3 **Lesson observation analysis about the implementation of transversal skills in teaching/learning process**

Transversal skills and indicators	Description of teaching/learning process
Self-cognition and self-regulation. Pupils' ability to set the aim and plan steps for achieving it	- The teacher together with pupils are looking at fruit and vegetables. During the group discussions, the pupils come to the conclusion that they could examine cells. During the group work, they come to the conclusion which steps have to be taken in order to reach the aim. - Within the framework of the learning task the teacher has to introduce the culture and language of one country. By voting, the pupils come to the conclusion that they will learn in detail about Portugal. In common talks they plan what each pupil will do ((look for materials online, in the library) in order to prepare the presentation materials about Portugal. They together impose criteria. - The teacher herself determines the goal of the lesson only informing the pupils about it. She herself assigns learning tasks and determines what the pupils have to do. The presentation criteria are also imposed by the teacher. - The teacher sets the learning goal – to enhance the pupils' experience about animal shelters –herself. She introduces a video to the pupils. The pupils have the possibility to express their thoughts about it.
Thinking and creativity. Pupils' ability to independently offer various solutions to the problem, generate ideas.	The pupils are given a problem situation how to decrease expenses for different family budgets, which expenses are urgent, which not, what options there are for planning. The pupils work in pairs and present their achievements to others. The pupils get acquainted with the text about the differences between islands and peninsulas. They do a task in their workbooks where they have to find the correct answer about the differences between islands and peninsulas.
Cooperation and participation. Pupils 'ability to cooperate, agree on	After long work at the computer, the pupils together in groups design tasks for solution. They express their opinions, argue when justifying their proposals in order to produce a common group result. The group work envisages that the pupils, on the basis of their knowledge and experience, will discuss why the temperature changes, and what affects it however, while observing the lesson,

the conditions of task solution	only 2 pupils from the group expressed a thought fearfully, but 2 others kept silent.
Transversal skills and indicators	Description of teaching/learning process
Digital skills. Pupils themselves look for information in order to solve the problem. Pupils have no possibility to use IT in lessons.	In 2 science lessons the pupils went outside in order to take a photo of the selected plant. The first teacher gave the following task – to go to the computer room and find information about the chosen plant. Prior to that, group work was organized on designing common criteria for compilation of the information. In 7 observed lessons, the pupils used IT according to the teacher's sample. In 2 observed lessons IT were not used at all.

When asking teachers about engaging pupils in planning the teaching/learning process, there are positive answers which show that teachers are ready to experiment and change their usual teaching style. Undoubtedly, it requires additional work as emphasized by the teachers. A purposeful supervision of group work which facilitates the acquisition of necessary cooperation skills, makes a teacher objectively consider the tasks ensuring an active involvement of all pupils. Undeniably, it is easier for a teacher to conduct the teaching/learning process without organizing pair or group work.

When answering the question about the use of IT in teaching/learning process, views differ a lot. Part of the teachers evaluate it as indispensable in contemporary society. The conversation revealed that the teachers used also mobile phones when carrying out research activities in nature. It must be admitted that the technical support in various schools also is different. Not all teachers are ready to exchange rooms so that to be able to use the video projector for a definite time.

In order to get acquainted with teachers' skills to organize the teaching/learning process in such a way that the pupils master correlation skills, the observation was made.

Findings in the observed lessons

Out of 11 teachers 4 teachers organized the teaching/learning process making use of the conditions of integrated approach for content selection and also, focusing on the cooperation between both the teacher and pupils and pupils themselves. Analysing transversal skills during the teaching/learning process, we could conclude that these teachers implemented transversal skills, which the New Standard envisages, more than the teachers who conducted a conventional lesson.

Self-cognition and self-regulation. According to the lesson observation, what must be positively evaluated, is the fact that from 11 observed lessons 3 teachers' pedagogical activities resulted in most of the pupils' capability to set a goal for

the given task and offer ideas, steps for achieving it. It must be added that these pupils were able to generate self-evaluation criteria for completing the task. During the lesson, there was a positively emotional atmosphere, cooperation among the pupils. However, in 4 teachers' pedagogical activities there was a desire to help the pupils and prompt the procedure of completion of the task. In the pedagogical activities of other teachers, the teachers' instructions predominated without giving the pupils an option to offer ideas themselves and discuss.

Thinking and creativity. 4 teachers' pedagogical activities in the lesson demonstrated the skill to create situations where the pupils engage in problem solving, offer and discuss ideas, justify their views. In their pedagogical activities, 3 teachers demonstrated the skill to create a problem situation for completion of the task where the pupils justified, defended their idea. The pedagogical activity of other teachers did not comprise tasks for developing critical and creative thinking.

Cooperation and participation. While observing the lessons, we could conclude that the phrase ''correlation competences'' or skills to do - really justifies its name. It is difficult to separate them because pupils' skill to purposefully set an aim, offer ideas for achieving it comprised both critical and creative thinking and also the skill to cooperate. We could conclude that only 4 teachers' pedagogical activities were directed in such a way that, prior to group work, the pupils together with the teacher purposefully give equal tasks to each group member. The pedagogical activities of 4 teachers also included group work; however, they did not achieve active participation of each group member. The pedagogical activities of 3 teachers included neither pair nor group work. The pupils did not have the opportunity to discuss with each other, offer their ideas. It should be noted that the mentioned teachers were not involved in the pilot programme.

Digital skills. In the observed lessons, it was especially pleasant to watch the pupils' delight about the opportunity to take a picture of the plant found in the lesson outside and justify why the plant was photographed, why it is special. I observed the given opportunity in the pedagogical activities of 2 teachers.3 teachers used the interactive board in their pedagogical activities. During the observation, it was clear that the solution has to be found how to engage other pupils while one is working at the board. It must be added that during the lessons, where a video projector was used, and the pupils observed and analysed various nature phenomena, the pupils' emotional experience was better.

Cooperation and participation. While observing the lessons, it can be concluded that the phrase ''transversal skills'' o really justifies its name. It is difficult to separate them because pupils' skill to purposefully set an aim, offer ideas for achieving it comprised both critical and creative thinking and the skill to

cooperate. It can be concluded that only 4 teachers' pedagogical activities were directed in such a way that prior to group work the pupils together with the teacher purposefully give equal tasks to each group member. The pedagogical activities of 4 teachers also included group work; however, they did not achieve that each group member would actively participate. The pedagogical activities of 3 teachers included neither pair nor group work. The pupils did not have the opportunity to discuss with each other, offer their ideas. It should be noted that the mentioned teachers were not involved in the pilot programme.

Conclusion

Getting acquainted with the theoretical statements about competence approach to teaching/learning process in Latvia and Finland, it could be concluded that the explanation of transversal competences is different. In Latvia, the New Standard defines learning areas, transversal skills and values; however, in Finland transversal competences are defined more broadly including both the acquisition of certain skills and values and the importance of school culture. There are also common features, for example, the National Basic Education Standard, which has been approved in the Cabinet of Ministers, envisages interdisciplinary, approach to teaching/learning which prevents from the fragmentation of content and facilitates teachers' cooperation in the organization of teaching/learning process. In its turn, in Finland, one of the main goals of the curriculum reform was to promote an integrative approach to teaching and learning. The purpose of this approach was to enable students to see the relationships and interdependences between the subjects studied.

According to the research results, teachers' readiness to implement the requirements of competence approach and transversal skills in teaching/learning process is different.

The teachers, who took part in the implementation of the pilot project, considered that introducing the competence approach in teaching/learning process has to be evaluated positively.

From their answers and their conducted lessons, it can be concluded that a number of teachers implement the acquisition of transversal competences in teaching/learning process. At the same time, some teachers who were not involved in the pilot project want to determine requirements without giving a possibility for cooperation. In order to successfully implement competence approach, teachers have to be trained in various courses.

References

Fogarty, J.R. (2009). *How to Integrate the Curricula.* Corwin ASAGE Company.

Halinen, I. (2017). *The conceptualization of competencies related to sustainable*. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000247343

Kerry, T. (2015). *Cross-Curricular Teaching in the Primary School* (2nd ed.). Routledge London and New York.

MK noteikumu projekts (2018). Pieejams: http://tap.mk.gov.lv/mk/tap/?pid=40464178

Petere, A. (2003). Integrated studies in the light of the humane paradigm. *Pedagogica, 65*, 49-54

Primary Programs Framework (2007). *Alberta Education*. Retrieved from https://www.slideshare.net/izifundo/primary-programs-framework-curriculum-integration-making-connections.

Purēns, V. (2016). *Kā attīstīt kompetenci. Rokasgrāmata skolotājiem: teorija, teoriju vēsture un metodiskie ieteikumi jaunos mācību standartus ieviešo*t. Rīga: Raka.

Reconceptualizing and Repositioning Curriculum in the 21st Century, (n.d). *Teaching, Learning, and Council for the Curriculum*. Retrieved from http://www.ibe.unesco.org/sites/default/files/resources/01_reconceptualizing_and_repositioning_30oct.v2_.pdf

Skola 2030. (2018). *Mācību satura pilnveide.* Pieejams: https://www.skola2030.lv/satura-piedāvajums

ОПЫТ РЕАЛИЗАЦИИ ПРОГРАММЫ РОДИТЕЛЬСКОГО ПРОСВЕЩЕНИЯ «АКСИОМЫ РОДИТЕЛЬСКОЙ ЛЮБВИ»

Experience in the Implementation of the Parental Enlightenment Program "Axioms of Parental Love"

Elena Petrash
Pskov State University, Russian Federation

Tatyana Sidorova
Pskov State University, Russian Federation

Abstract. *It's not easy to parents of schoolchildren in the modern conditions of lack of time and understanding, that's why the school today must engage actively in parental enlightenment. The parent club represents as interactive form of acquiring psychological and pedagogical knowledge and enriching the parents' educational experience. The research purpose is to study the impact of interruptions of parent-child relationships on the development of the child's personality and to show how to prevent them. The program, which is implemented in the Lyceum No. 8 of the Pskov city, is based on the statement that children growing up in an atmosphere of love and understanding have fewer problems related to health, communication with peers, education, etc. The club's work includes: discussion meetings, evenings of "Questions and Answers", trainings, playing problem situations, questioning, game exercises, games - relaxation, games - dramatization.*
Keywords: *parent-child relationships, parental love, parental enlightenment, fears, language of love.*

Ребенка можно сравнить с зеркалом.
Он отражает любовь, но не начинает первым.
Если детей одаривают любовью, они возвращают ее.
Если им ничего не дается, им нечего возвращать.
Росс Кэмпбэлл

Введение
Introduction

Определяющим фактором в становлении личности, безусловно, является семья. Взаимодействие ребёнка с родителями является первым опытом общения с окружающим миром, на основе которого он выстраивает отношения «с собой», «с миром» и «к миру».

Однако, по всеобщему признанию учёных-исследователей (Дармодехин, 2017; Гиппенрейтер, 2001 и др.), социальный институт семьи переживает сегодня состояние кризиса. Значительная часть родителей стремится приобрести детям дорогие подарки взамен личного общения, совместного проживания с ребенком событий семейной жизни, лишая детей живого участия и поддержки. Достаточно часто родители проявляют некомпетентность в вопросах приоритетов развития и воспитания в разные периоды детства, не имеют представления о закономерностях становления духовно-нравственного мира ребенка. А порой за внешним благополучием семьи скрывается эмоциональная холодность, дистанцированность в отношениях, которые проявляются в дефиците взаимной любви.

Актуальность: в настоящее время проблема детско-родительских взаимоотношений как фактора психофизического благополучия детей в условиях семьи приобретает особую значимость, так как является одной из важнейших составляющих государственной политики сохранения здоровья нации. Поэтому цель данной статьи – обратить внимание на одну немаловажную причину появления деструктивных проявлений в современных семьях – недостаток любви, недооценку родителями ее моральной ценности для развития ребенка.

Методологическими основаниями исследования являются положения философско-антропологического подхода о бытийном характере жизнедеятельности человека, об организации коммуникативного поля в детско-родительском со-бытии посредством понимания и любви.

Любовь как онтологическое явление
Love as an ontological phenomenon

Почему именно *«любовь»* во взаимоотношениях родителей и детей должна стать доминантой развития взрослеющего *Человека*?

Любовь – уникальный по своей природе феномен. Именно любовь возможно представить в виде сверхчувственного образования, в котором уживаются биологический, социальный и духовный аспекты человеческого бытия. Взаимно дополняя друг друга, эти конструкты определяют онтологическую целостность субъекта. Детско-родительские отношения, наполненные любовью, помогают не только утверждать самость человека, но и определяют духовно-практическую субъективную реальность.

Таким образом, любовь является фундаментальным онтологическим проявлением человеческой природы в детско-родительской со-бытийной общности.

Однако важно помнить о том, что эта любовь может иметь различные проявления. Д. Дидро писал: «Как известно, родители любят своих детей тревожной и снисходительной любовью, которая портит их. Есть другая любовь, внимательная и спокойная, которая делает их честными» (Дидро, 2019). Именно поэтому необходимо говорить о становлении разумной любви во взаимоотношениях родителей и детей, которая должна характеризоваться взаимопринятием, взаимопониманием, эмпатией, сочетанием положительного эмоционального отношения с разумными требованиями и т.д. Изучение, понимание и принятие подобной науки «взаимной любви» возможно осуществлять на базе образовательных учреждений, так как семья сегодня является равноправным партнером, участником современного образовательного процесса.

Эмпирическое исследование проблем детско-родительских взаимоотношений
An empirical research of the problems of parent-child relationships

Целью исследования являлось выявление проблем детско-родительских взаимоотношений и разработка программы просвещения для родителей, ориентированной на уменьшение деструктивных проявлений в современных семьях.

Исследование проводилось на базе «Многопрофильного правового лицея № 8» города Пскова. Констатирующий эксперимент включал в себя следующие методы работы: анкетирование и опрос родителей, беседы с учащимися, включенное наблюдение. На основе полученных данных была разработана программа родительского просвещения под названием «Аксиомы родительской любви», которая проходила апробацию в течение учебного года в созданном нами родительском клубе при лицее.

В начале учебного года родителям лицея было предложено ответить на несколько вопросов относительно детско-родительских взаимоотношений в семье. В ходе исследования было проанализировано около 300 родительских анкет. Наиболее активное участие в анкетирование приняли родители учеников начальной школы.

При ответе на первый вопрос «Как вы понимаете свою любовь к ребенку?» родители чаще всего приводили абстрактные качества. Самые популярные ответы родителей приведены в таблице 1.

Табл. 1. **Проявления родительской любви**
Table 1 Demonstration of parental love

Проявление любви	Количество ответов	%
Забота	86	30%
Понимание	22	8%
Воспитание	17	6%
Помощь	17	6%
Внимание	16	4%
Уважение его мнения	12	4%
Поддержка	11	4%
Ласка	10	3%
Защита	8	3%
Доверие	4	2%
Переживание за ребенка	3	1%
Нежность / Терпение / Доброта	3	1%

Были и такие ответы, связанные с невозможность высказать конкретное проявление, как *«любовь невозможно объяснить», «любовь чувствуют, а не понимают», «не представляю свою жизнь без ребенка».* Ответы, показывающие ориентацию родителей на обеспечение чисто физического комфорта: *«обеспечивать комфортное состояние», «кормлю, одеваю, вожу на море».* Ответы, свидетельствующие об излишней тревожности за ребенка такие: *«самопожертвование», «самоотдача», «постоянное переживание за ребенка», «отдавать все лучшее», «часть моей души».* Как видим, наиболее частотный ответ родителей можно выразить фразой: «Я люблю своего ребенка, и это проявляется в том, что я о нем забочусь». При этом у каждого человека свои представлении о понятии «забота».

Второй вопрос в анкете представлял собой незаконченное предложение *«Я люблю своего ребенка за...».* Ответ, который побил все рекорды, – *«За то, что он есть».* Так ответили 80% респондентов (238 человек). Реже родители могли описать конкретно, за что именно они любят своего ребенка. Кто-то писал, что задавать такой вопрос некорректно, т.к. *«любить за что-то нельзя».* Встречались такие ответы: *«за все», «просто так».* Если говорить о конкретных характеристиках ребенка, то родители писали: *«за его доброту», «за общительность»,» за ласку», «за ум, юмор, честность», «за серьезное отношение к жизни», «за то, что он мудрее нас», «умеет слушать и слышать», «за послушание».* Совсем небольшое количество родителей смогли выделить яркие положительные характеристики своего ребенка (около 2%). Эти родители смогли поразмышлять над качествами своих детей, которые могут стать

ресурсом в их будущей жизни. Большинству же, видимо, было проще написать *«за то, что он есть», «он смысл моей жизни», люблю его за все»*. С другой стороны, очень важно, что родители принимают своих детей такими, какие они есть, и любят безоговорочно.

Самые парадоксальные результаты мы получили, анализируя ответы на третий вопрос анкеты. Мы предложили родителям закончить фразу *«Ребенок меня любит и это проявляется в…»*. Априори дети любят своих родителей, а вот в чем проявляется детская любовь, с точки зрения родителей. И тут ответы были самые разнообразные. Мы сделали выборку ответов по такому принципу: с одной стороны это абстрактные понятия, с другой стороны конкретные действия ребенка, у нас получилась такая таблица:

*Табл. 2. **Проявления детской любви***
*Table 2 **Demonstration of child love***

Качества	Действия
Забота (17%)	Помощь (15%)
Ласка (8%)	Приятные поступки (15%)
Уважение (7%)	Приятные слова (14%)
Внимание (7%)	Обнимает (13%)
Доверие (5%)	Отношение (13%)
Нежность (4%)	Поведение (10%)
Понимание / Откровенности (2%)	Радость видеть нас, общаться с нами (8%)
	Скучает по мне (7%)
	Добрые дела (5%)
	Желание делить проблемы (3%)

Получается, что родители проявляют свою любовь в заботе, внимании, воспитании детей, а сами от своих детей ждут гораздо больше, а именно конкретных действий: *«помочь, сделать хорошее, сказать приятное, обнять, вести себя соответственно, делать добрые дела»* и т.д. Были среди ответов и такие: *«старание в школе»* и *«готовность исполнять просьбы родителей»*. По мнению большинства родителей, детская любовь должна выражаться в конкретных действиях, а сами они будут любить детей *«просто так»*.

На четвертый вопрос «Стоит ли просить у ребенка прощения? Почему?», однозначный ответ большинства (92%) был *«да, стоит»*. Среди аргументаций выделим наиболее частотное *«мы примеры для своих детей», «надо уметь признавать ошибки», «это формирует доверие и понимание, правильное понятие о справедливости», «ребенок тоже человек, только маленький»*. Однако есть и такие родители, которые

считают, что не следует просить у ребенка прощения (2%), аргументация их такая – *«мы не ошибаемся», «мы таким образом подрываем свой авторитет».*

Самым сложным для родителей оказалось ответить на пятый вопрос анкеты «Нужны ли ребенку права по отношению к родителям?». 85% респондентов ответили «да», но, думается, не до конца понимая, что имеется в виду под правами ребенка. 15 человек (5%) сказали, что права детям не нужны или «до определенного возраста не нужны». Тут же родители писали гневное *«Ювенальной юстиции – нет!», «не только права, но и обязанности»*, а если да, то ограниченные. 7% респондентов вопроса не поняли. Один родитель написал, что *«единственное право ребенка – это жить в любящей семье».* И с этим сложно поспорить.

Отвечая на последний вопрос анкеты «Какие поступки ребенка я не принимаю?», родители чаще всего приводили конкретные поступки своих детей. Мы их ранжировали по количеству ответов:

Табл. 3. **Поступки детей, которые родители не принимают**
Table 3 **The actions of children that parents don't accept**

Поступки	%
Ложь, обман	33%
Грубость, хамство	20%
Предательство	10%
Неуважение	9%
Непослушание	9%
Истерики, крики	8%
Воровство	7%
Лень	5%
Эгоизм / Жадность / Равнодушие	3%
Спешка / Медлительность	2%
Трусость / Жестокость / Неблагодарность	1%

Стоит отметить, что 20% родителей указали, что стараются принимать все поступки своих детей и обсуждать их вместе. А в 80% анкет было указано, что, не смотря на негативные поступки детей, стараются находить выходы из конфликтных ситуаций совместными усилиями.

Сравнивая ответы на вопрос о негативных поступках своих детей и на вопрос о проявлениях любви, отметим, что родители видят больше положительных характеристик в своих детях, чем плохих. И это вполне логично и понятно, родительская любовь безоговорочна и безотносительна. Однако требований к своим детям родители порой предъявляют гораздо больше, чем к самим себе, причем требований в виде конкретных действий и поступков.

Опытно-экспериментальная работа по преодолению нарушений детско-родительских отношений
Experimental research of overcoming of parent-child relationships disturbances

Данные, полученные в ходе анкетирования, выявили ряд проблем в детско-родительских взаимоотношениях, что привело к разработке программы родительского просвещения «Аксиомы родительской любви» и ее апробации на базе МБОУ «Многопрофильный правовой лицей № 8» города Пскова.

Программа предполагает регулярное проведение заседаний родительского клуба. За время реализации программы прошли четыре общешкольные встречи с родителями учащихся. Темы встреч были такие: *«Страхи ребенка – это отражение и родительских страхов», «Парадоксы родительской любви», «Компромиссы родительской любви»* и *«Как научиться говорить «спасибо» своему ребенку».*

На первом заседании родительского клуба обсуждались различные виды детских и взрослых страхов. С помощью технологии «Лабиринт страхов» родители определяли, какие страхи одолевают их детей и их самих (общебытийные, телесные, зависимостные, социально-оценочные, пространственные и др.). Групповая работа по разбору ситуаций, связанных со страхами, показала, что родители чаще всего знают о наличии того или иного страха или фобии у ребенка и у себя, но не знают, как помочь ему справиться с ним. Часто родители не понимают, что многие детские страхи провоцируют сами взрослые. Например, *страх* родителей *вырастить неуспешного в жизни человека* порождает *чрезмерную загруженность ребенка* или родительский *страх одиночества* провоцирует *излишнюю привязанность детей к своим родителям.* Иногда родители стремятся сохранить свой комфорт и боятся выпустить детей в социум, аргументируя это словами, типа *«эта компания не для тебя», «те ребята – плохой пример», «я запрещаю тебе с ними общаться».* Детские страхи в данном случае могут проявиться в двух крайних позициях: либо «забитости», либо распущенности.

Групповой анализ ситуаций предполагал не только формулировку транслируемых родительских страхов, но и определение негативных их проявлений для ребенка. Приведем пример ситуации для анализа: *«Мама воспитывает Лену одна (с отцом девочки в разводе, в воспитании дочери он участия практически не принимает). Лена учится в первом классе. Началась третья четверть, а мама все также отводит ребенка в школу по утрам, помогает ей переодеваться, сама собирает рюкзак девочки, т.к. считает, что дочь очень рассеяна и может что-то забыть.*

Тщательно контролирует выполнение домашнего задания и допоздна они вместе могут сидеть за уроками. Когда отец Лены изъявляет желание взять дочь на прогулку или к себе в гости, мать придумывает отговорки, лишь бы девочка не виделась с отцом (кружки, уроки, болеет и т.д.). В результате Лена не привыкла заботиться о себе сама, ведь все решает мама». Родителям было предложено ответить на вопросы: О каких страхах родителей и детей идет речь? В чем вы видите угрозу для будущего девочки? Что бы вы посоветовали маме Лены?

Отметим, что многие ситуации были типичными для современного общества и знакомы родителям, однако пути решения многих проблем не очевидны для них. Еще И. Гёте говорил, что лучшее, что могут дать родители своему ребенку, это корни и крылья. Однако в современном мире корни часто превращаются в кандалы, а крылья оказываются обрезанными, не успев отрасти. Для нас было важно акцентировать внимание на том, что именно от характера любви родителей к своему ребенку зависит, каковы будут его корни и крылья.

Поэтому второе собрание мы посвятили анализу различных несоответствий (парадоксов) в представлениях о любви. Родители познакомились с пятью языками любви, которые выделил Гэри Чепмен: одобрение, время, помощь, подарки, физический контакт (Чепмен, 2018). В группах родители попытались разобрать ситуации, связанные с детскими трудностями, и определить, какого «языка любви» не хватает данному ребенку. Например: *«Вчера мама сказала, что я безответственный и что, если я не изменюсь, я никогда не поступлю в институт. Она говорит, что я неповоротливый и невежливый».* Очевидно, что данному подростку не хватает одобрения. А подростку, который говорит: *«Я не уверен, что мои родители любят меня. Они никогда не делали мне сюрпризов, как родители Маши, они покупают то, что мне не надо, не знают, что бы хотел даже на мой день рождения»* – не хватает такого важного языка любви для детей, как подарки.

К этому собранию был подготовлен видеосюжет с высказываниями учащихся лицея № 8 о проявлениях детской и родительской любви. Ученикам было задано два вопроса: «Как ты понимаешь, что родители тебя любят» и «В чем проявляется твоя любовь к родителям?». Можно сделать вывод, что детская любовь чаще проявляется в конкретных действиях, а любовь родителей в заботе, причем каждый понимает под словом «забота» что-то свое. Для кого-то забота – это внимание к ребенку, понимание и принятие, а для кого-то – тревога за здоровье, комфорт и успеваемость в школе.

Эпилогом собрания стала профилактическая «прививка» родительской любви – социальный ролик о дефиците внимания в

современных семьях. А также родители познакомились с методикой Б.З. Драпкина «Мама психотерапевт: лечение любовью или витамины любви», в основе которой лежит два понятия: могущество правильно поставленного слова и сила материнской любви. Перед выходом из зала каждому родителю были вручены «Витамины любви» – буклеты с упражнениями «Терапия учит любить детей» (Драпкин, 2005).

Третье собрание было посвящено обсуждению компромиссов родительской любви. В ходе дебатов были выявлены проблемы зоны детско-родительских отношений: эмоциональное отвержение, гиперпротекция, гиперопека, недостаток контроля, жесткий контроль и др. Совместно с родителями и экспертами была построена «Лестница достижения компромисса», представляющая собой постижение механизмов преодоления обид, поиск в себе качеств характера, которые мешают совершать «шаги навстречу» и т.д.

На этом этапе к родительским собраниям в лицее присоединились родители из других школ и заседания клуба стали городскими.

Четвертое собрание «Как научиться говорить «спасибо» своему ребенку» проходило в форме психологического тренинга. В ходе тренинга были использованы такие упражнения, как «Круг благодарности», «Перепросмотр своих поступков», «Навык благодарности». Часто чувства страха, гнева, обиды, вины, разочарования мешают нам проявлять свою благодарность миру в целом и своим детям в частности. Приняв решение чувствовать в два раза больше благодарности к своим детям, родители переключают фокус своего внимания с неудовлетворенности на удовлетворенность.

Выводы
Conclusion

Еще великий педагог В.А. Сухомлинский, автор родительской педагогики, говорил, что «без семьи школа была бы бессильна». Наша позиция заключается в том, что в коммуникативном содержании любви родителей и детей должен организовываться живой диалог, в котором посредством установления интеракции образуется миропонимание и мироощущение ребенка и родителей. Теоретическая значимость исследования состоит в обосновании бытийного характера детско-родительских отношений.

Практическое значение данного исследования заключается в том, что работа в родительском клубе способствует укреплению и гармонизации семейных отношений. По итогам общешкольных родительских собраний было принято решение продолжить данную работу в следующем году. А

также были подготовлены практические рекомендации классным руководителям для проведения родительских собраний. Учителям предложено провести собрания на следующие темы: *«Воспитание любовью», «Все начинается с любви», «Между родительской любовью и родительским эгоизмом», «Что такое подлинная родительская любовь»* и др. Родительское просвещение в наши дни вновь должно стать неотъемлемой частью школьного образования, ибо вместе с детьми учатся и развиваются их родители. А последние, нередко двигаются интуитивно, поэтому школа должна стать опорой для родителей и источником педагогических идей для результативного семейного воспитания. Педагогический союз родителей и учителей – это мощная воспитательная сила, которая в конечном итоге «работает» на благо конкретного ребенка.

Summary

This article is devoted to an important reason for the emergence of destructive relations in modern families - the lack of love, parents underestimating its moral value for the development of the child. Love is a fundamental ontological manifestation of human nature in the child-parent co-existing community.

Today it's necessary to talk about the development of intelligent love in the relationship between parents and children, which should be characterized by mutual acceptance, mutual understanding, empathy, a combination of a positive emotional relationship with reasonable requirements, etc. Studying, understanding and adopting a similar science of "mutual love" can be carried out in the educational institutions, because the family today is an equal partner, a participant of the modern educational process.

At the beginning of the school year, the parents of the Lyceum No. 8 of the Pskov city were asked to answer a few questions regarding parent-child relationships in the family. About 300 parental questionnaires were analyzed during the study.

The results obtained during the survey revealed a number of problems in parent-child relationships. These results led us to the development of a parental education program "Axioms of Parental Love" and its approbation on the basis of Lyceum No. 8 of the city of Pskov.

The program includes regular meetings in the parent club. During the implementation of the program, four school-wide meetings with students' parents were held. The topics of the meetings were: "Child's fears are a reflection of parental fears," "Paradoxes of parental love", "Compromises of parental love" and "How to learn to say "thank you" to your child."

Nowadays, parental education should once again become an integral part of school education, because parents study and develop together with their children. The pedagogical union of parents and teachers is a powerful educational force, which finally "works" for the well-being of a particular child.

References

Гиппенрейтер, Ю.Б. (2001). *Общаться с ребенком. Как?* Москва: ЧеРо.

Дармодехин, С.В. (2017). Нашей стране нужна эффективная система подготовки родителей к воспитанию детей. *Воспитание школьников, 3,* 13-20.

Дидро, Д. (2019). *Цитаты известных личностей.* Retrieved from https://ru.citaty.net/tsitaty/620633-deni-didro/

Драпкин, Б.З. (2005). *Семейная психотерапия: (метод психотерапии материнской любовью).* Москва: ДеЛипринт.

Чепмен, Г. (2018). *Пять языков любви.* Чикаго: Изд-во «Библия для всех».

ACADEMIC DIFFICULTIES OF PRIMARY SCHOOL PUPILS OCCURRING DUE TO UNFAVOURABLE ENVIRONMENTAL FACTORS AND STRATEGIES TO OVERCOME THEM: THE EXPERIENCE OF PEDAGOGUES

Rita Raudeliunaite
Mykolas Romeris University, Lithuania

Vida Gudžinskienė
Mykolas Romeris University, Lithuania

Abstract. *The objective of the study presented in the article is to reveal academic difficulties of primary school pupils occurring due to unfavourable enviromental factors and the strategies to overcome them on the basis of the experience of pedagogues. Problematic study question: What academic difficulties of pupils, which are resulted in by unfavourable enviromental factors, do primary school teachers encounter and how do they overcome them? Qualitative research type was chosen for the study. In the study, the method of a semi-structured interview was used. The study data were processed by using the method of content analysis. 12 pedagogues participated in the study.*
Academic difficulties of primary school pupils are resulted in by three groups of unfavourable enviromental factors: unfavourable factors related to their close environment (family) (the resolution of mutual problems in an inappropriate way, violence in close environment, emotionally cold relationships in their family, the lack of thoughtful and meaningful family leisure time, child's seclusion from one/both parent(s) due to various circumstances, the addiction of one/both parent(s), hypoguardianship and hyperguardianship), unfavourable factors within an educational institution (the mismatch between an educational programme and individual abilities and needs of a child, failure to involve a child in various activities, human and material resources of a school, unsafety of the school environment), unfavourable factors related to a peer group (rejection by peers, bullying, encouragement of a child to behave in a socially inappropriate manner).
The study findings revealed that primary school teachers encounter the following academic difficulties: a lower level of a pupil's interest in his/her environment, the lack of knowledge and experience, the lack of curiosity and inquisitiveness when learning environment, a lower level of preparedness for school, attention retention problems, passivity when performing tasks, distrust / doubts regarding his/her abilities, fluctuation, regress or stagnation of a child's progress (learning achievements), reduced interest in learning and poor learning efforts when performing tasks, the lack of learning motivation, getting late to lessons or missing them.
In order to overcome academic difficulties of pupils, teachers render them individual assistance: they make the best use of the opportunities provided by their curriculum (they

individualise and differentiate the learning in a lesson, provide consultations after lessons, if need be, they organise additional lessons), talk with a pupil about the learning difficulties arising to him/her and discuss strategies to overcome difficulties, set learning goals together with a pupils, rethink their teaching style, try various teaching methods, which correspond to a pupil's abilities and needs, and enhance learning motivation, involve child's parents (guardians, custodians), and engage the specialists of educational assistance.
Keywords: academic difficulties; primary school; pupils; unfavourable enviromental factors; teachers.

Introduction

The achievements of pupils from unfavourable economic, social and cultural environment are inferior to their peers. This may be affected by learning difficulties arising due to adverse environmental factors. According to data published by the National Agency for School Evaluation of the Republic of Lithuania (2017), a number of teachers are still inclined to distance themselves from falling behind and unmotivated pupils.

The Law on Education of the Republic of Lithuania (2011) meanwhile states the teacher's duty to educate pupils based on their abilities, inclinations, and to inform parents (guardians, custodians) about the pupil's educational needs.

The Convention on the Rights of the Child (1989) emphasises the diversity of pupils and the right of every pupil to be educated according to his abilities. The importance of individual education is also emphasised by national strategic documents – The National Progress Strategy "Lithuania 2030" (2012), The State Education Strategy 2013-2022, The Concept of the Good School (2015). Development according to individual pupils' needs would create possibilities not only to acquire basic knowledge, but also better conditions for abilities to unfold and expand, as well as to reduce the social exclusion that adversely affects pupils' overall achievements, and increases early withdrawal from the educational process.

The Description of Primary, Basic and General Education Programmes (Decree Nr. V-1309 of the Ministry for Education and Science of the Republic of Lithuania of December 21, 2015, p. 40) stipulate that „teachers are able to professionally recognise pupils' needs, to discern abilities, learning and socially problematic areas (special educational needs, problematic behaviour, social inequality features etc.) and to seek appropriate solutions in time: to apply educational methods, to cooperate with each other and with educational assistance specialists, interinstitutional teams, parents (guardians, custodians)“. However, the conclusions of the report of the National Audit Office of the Republic of Lithuania „Can the Achievements of Lithuanian Pupils Improve?“ (2017) state that schools and their founders do not identify or are unable to identify all the individual educational needs in pupils, therefore, education for everyone

according to their needs is not guaranteed. It is noteworthy that there is a lack of research in Lithuania analyzing pupils' learning difficulties arising due to unfavourable environmental factors, their identification and overcoming. The report of the National Audit Office (2017) points out that educational needs of the majority of pupils are not identified or identified in a fragmented way, whereas needs arising due to unfavourable social, economic and cultural environment are oftentimes not identified. The aforementioned report emphasises that it is especially important to identify the needs determined by unfavourable social, economic and cultural environment, because their satisfaction reduces exclusion.

The pupil's approach towards learning is strongly influenced by family. The important role that the family plays in the formation of the child's learning skills is underlined by many scientists. It has been established that a child's learning motivation, attitudes, emotional relationships with learning begin to form in the family. According to B.L. Clarke, S.M. Sheridan & K.E. Woods (2009), the strength of learning motivation is conveyed by a pupil's general experience, whereas the experience, which is acquired by the pupil in his family by modeling parental approach to school, learning, is especially important. Studies (Bakker, Denessen, & Brus-Laeven, 2007; Cicchetti & Toth, 2015) show that the most likely causes of unsuccessful learning in pupils are poor parental possibilities to help them learn at home, low parental education, unemployment of parents, poor material learning environment at home, poverty and the like. M.K. Gabalda, M.P. Thompson & N.J. Kaslow (2010) identify the following environmental factors affecting a child's development: the loss of one of the parents due to divorce, separation or death, living in a neighborhood which is characterised by a high level of criminality, social turmoil and poverty etc. P.R. Smokowski (1998) additionally classifies these factors into direct, i.e., circumstances or interactions, in which the person participates (a microenvironmental region): improper upbringing, peer pressure etc., and indirect, in which an individual does not participate, but which affect his development and interaction with his closest relatives (Smokowski, Mann, Reynolds, & Fraser, 2004).

Relationships in the family, the parenting style employed to upbring children exert significant influence on pupils' learning difficulty: the resolution of mutual problems in an inappropriate way, violence in close environment, emotionally cold relationships in their family, the lack of thoughtful and meaningful family leisure time, child's seclusion from one/both parent(s) due to various circumstances, the addiction of one/both parent(s), hypoguardianship and hyperguardianship (Grusec, 2011; Pinquart, 2017).

The effectiveness of an educational process is directly depends on the quality of the communication between teachers and pupils. Some researchers (Thijs & Fleisch, 2015; McGrath & Van Bergen, 2015) emphasise the shortages of a lesson more, such as the lack of learning individualisation, differentiation, active

Raudeliunaite & Gudžinskienė, 2019. Academic Difficulties of Primary School Pupils Occurring
Due to Unfavourable Environmental Factors and Strategies to Overcome Them:
the Experience of Pedagogues

learning methods. One more important factor, that might contribute to the emergence of unwillingness to learn, learning difficulties, is improper microclimate at school, which is characterised as the pupil's relationships with teachers, classmates, physical and psychological safety, insufficient cooperation between the family and school (Silver, Measelle, Amstrong, & Essex, 2005; O'Connor & McCartney, 2007; Minke, Sheridan, Kim, Ryoo, & Koziol, 2014).

To the child, who experienced learning failures, difficulties, not only technical, but also social, pedagogical and psychological assistance is important. The conducted research (The report of the National Audit Office „Can the Achievements of Lithuanian Pupils Improve?, 2017) demonstrated that pupils, having encountered learning failures, very seldom receive necessary asistance.

If a pupil, who encounters learning difficulties in primary forms, fails to receive timely assistance, it may be very difficult to overcome them in higher forms. Therefore, it is important to identify pupils' learning difficulties and their exit strategies as early as possible. It is noteworthy that there is a lack of scientific research in Lithuania, which analyses primary school pupils' learning difficulties arising due to unfavourable environmental factors. Therefore, during the study, an interest was taken to clarify what pupils' learning difficulties, determined by unfavourable environmental factors, primary school teachers encounter. The study data revealed that primary school teachers encounter three types of pupils' learning difficulties determined by unfavourable environmental factors: academic, social and behavioural-emotional. This article, on the basis of the experience of primary school teachers, will discuss only academic difficulties of primary school pupils, which arise due to unfavourable environmental factors, and their exit strategies.

The objective of the study presented in the article is to reveal academic difficulties of primary school pupils occurring due to unfavourable enviromental factors and the strategies to overcome them on the basis of the experience of pedagogues. Problematic study question: What academic difficulties of pupils, which are resulted in by unfavourable enviromental factors, do primary school teachers encounter and how do they overcome them?

Research methodology

Research methods. Qualitative research type was chosen for the study. In the study, the method of a semi-structured interview was used. This article overviews problematic question of the study: What academic difficulties of pupils, which are resulted in by unfavourable enviromental factors, do primary school teachers encounter and how do they overcome them? The obtained data were analyzed by using the content analysis method. The qualitative content analysis was performed in the following sequence (Creswell, 2009): the repeated reading of the content of

transcribed interview texts, the distinction of meaning elements in the text analysed, the grouping of the distinguished meaning elements into categories and sub-categories, integration of the categories/sub-categories into the context of the phenomenon analysed and the description of their analysis.

The sample of the research. A criteria-based sample was used in the study. The informants were chosen according to the following criteria: 1) primary school teachers working with 3rd-4th form pupils, 2) teachers with at least 5 years of work experience.

The study was conducted in the September – October of 2018 in the primary schools. 12 pedagogues (all women) participated in the study.

Ethics of the research. Personal permission of the informants to take part in the research was sought. The researchers obliged themselves to the research participants not to divulge the information related to the organisation and the informant. The principles of anonymity, volunteerism and benevolence were followed. The teachers of primary schools were acquainted with the goal of the research, the interview questions, and the importance of a reasoned reflection on their experience.

Analysis of research results

When analysing the study data the following academic difficulties in primary school pupils arising due to unfavourable environmental factor were distinguished: a decreased interest in the environment, the lack of knowledge and experience, the lack of curiosity, inquisitiveness when exploring environment, inferior preparedness for school, attention retention problems, passivity when performing their tasks, distrust and doubts regarding their abilities, fluctuations in child's progress (achievements), the decline of progress or stagnation, a decreased interest in learning and poor learning efforts when performing their tasks, the lack of learning motivation, being late for school or truancy (Fig.1).

The study revealed that the aforementioned academic difficulties arise in children due to unfavourable learning environment at home. According to the informants, there is particularly dramatic situation in the families experiencing social risk factors. The environment of the children living under such conditions is dominated by poverty, primitive value orientation, negative psychological climate, the use of alcohol and narcotic substances, the disregard for the norms accepted in society, hence, the child is growing in a highly stressful environment. Such environment implies that a mistaken approach towards the world and himself is being formed in the child, his pedagogical neglect is being identified (Garbarino, 2017).
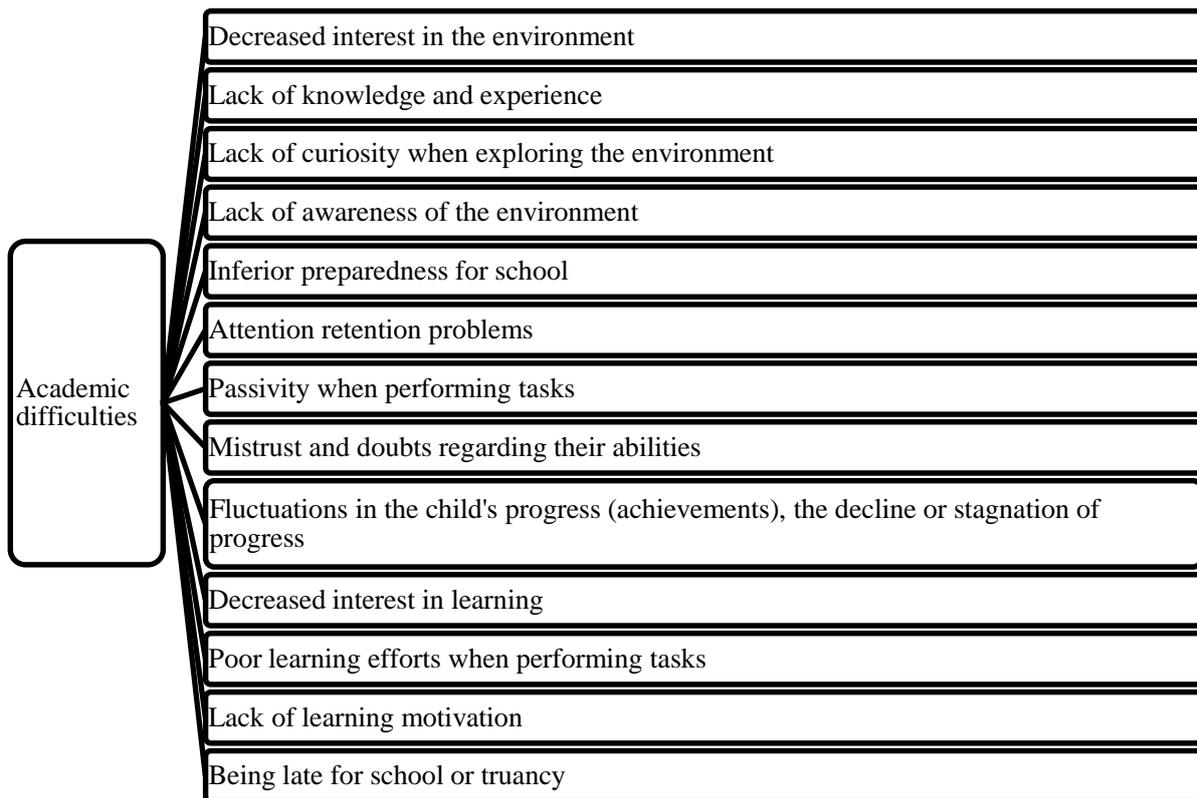
Figure 1 **Academic difficulties determined by unfavourable environmental factors**

On the other hand, pupils' academic difficulties may also arise due to unfavourable educational environment at school. Research revealed unfavourable factors within an educational institution: the mismatch between an educational programme and individual abilities and needs of a child, failure to involve a child in various activities, human and material resources of a school, unsafety of the school environment,lack of collaboration with parents. Teachers indicated unfavourable factors related to a peer group: rejection by peers, bullying, encouragement of a child to behave in a socially inappropriate manner.

During the study, an interest was taken to elucidate how primary school teachers overcome academic difficulties encountered by their pupils. The study data revealed the principles of the provision of assistance to the pupil, the phases and participants of the assistance provision to the child.

On the basis of the experience of primary school teachers, the following essential priciples of the provision of assistance to the child were distinguished: orientation towards the pupil and his wellbeing, timeliness of assistance, individuality and reasonableness, continuity, a shared responsibility, teamwork and subsidiarity (Fig. 2).
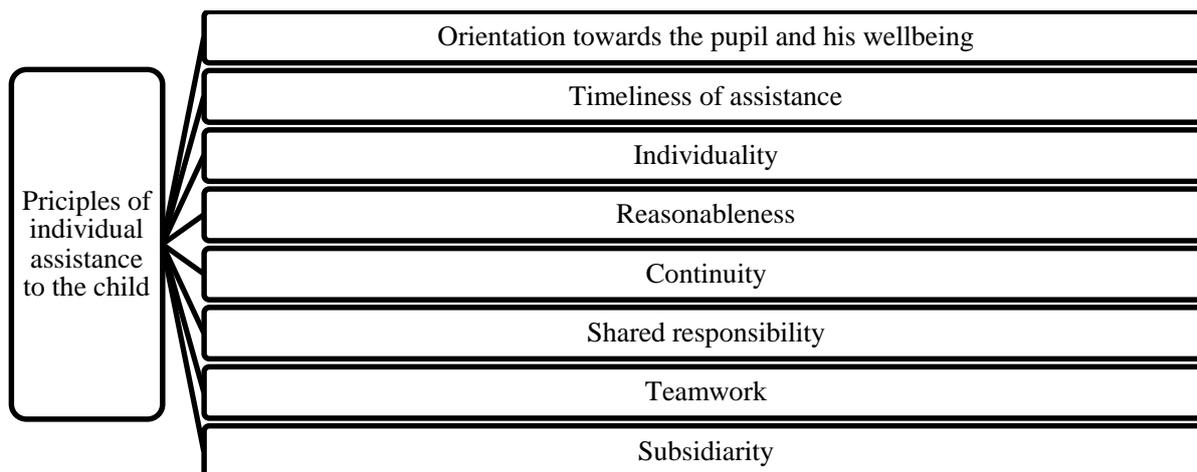
*Figure 2 **Principles of individual assistance to the child***

The study established that when assessing a child's situation and preparing a personalised assistance plan, the most favourable solutions are sought, because when different problems emerge, there are also different methods, tools and time-limits of rendered assistance. When planning and rendering a personalised assistance to the child, firstly, a primary school teacher identifies and distinguishes academic difficulties and renders assistance to the child.

The study revealed that the identification and satisfaction of the child's educational needs is based on orientation towards the pupil and his wellbeing: „decisions are taken in order to ensure the best pupil's interests and the assistance needed" (A), „assistance is determined by particular needs, and not the needs are adjusted to the existing services" (I).

The primary school teachers, when talking about the identification of academic difficulties, stressed timeliness, individuality and reasonableness of the assistance. According to the informants: "a pupil must receive a timely and individually suitable to him assistance" (G), „ it is important that assistance to the child would be provided as soon as possible and not too late" (C). The informants noted that: "all the decisions made with regard to assistance to a child must be based on evidence resting on the assessment of pupil's educational needs" (E). According to the informants, "the assessment of academic difficulties and educational needs arising from them must be not one-off, but continuous, constantly reviewed process, because only in such a way it is possible to render adequate assistance (K). It demonstrates that primary school teachers, when rendering an individual assistance to a pupil, follow the principles of reasonableness and continuity.

Having analysed the responses of the informants, the necessity of a shared responsibility was distinguished in order to reduce academic difficulties in primary school pupils. As the informants pointed out: "teachers and all the educational assistance specialists working with a pupil and his family have a

Raudeliunaite & Gudžinskienė, 2019. Academic Difficulties of Primary School Pupils Occurring
Due to Unfavourable Environmental Factors and Strategies to Overcome Them:
the Experience of Pedagogues

shared responsibility for the child's success and everyone helps within the boundaries of his responsibilities" (B), „it is important that the participants of the process of the provision of assistance to the child would share a responsibility" (J). The primary school teachers also pointed out that any specialist working with a pupil, having noticed certain alarming factors/characteristics, should cooperate with parents and other educational assistance specialists. That means that teamwork is one more and a very important condition to successfully render assistance to a child. It is noteworthy that the majority of academic difficulties experienced by pupils, which are related to unfavourable learning environment, are complex, therefore, the assistance, which is rendered, must encompass various types of assistance, services and facilities of different areas. It goes without saying that, firstly, assistance should be rendered where a pupil is, every specialist working with the pupil must endeavour to help the pupil according to his competences. Hence, due to the principles of a shared responsibility and teamwork and subsidiarity the child can be rendered a timely, appropriate and quality assistance when assisting him in overcoming arising academic difficulties.

Depending on a problem arising to the child, its complexity, strength, difficulty and deviation from a pre-existing and known to the teachers situation, the phases of assistance to the child may change and vary in between (e.g., the pupil came school with clear health problems, with the symptoms of suspected physical abuse and the like – a teacher's reaction and actions will be of one manner, whereas, if the pupil came to school having not learned to read or write, a teacher's reaction and actions will already be different). At school, three phases of the assessment of pupils' educational needs and the ensuring of the satisfaction of those needs can be distinguished. The first phase is the phase of identification of the child's academic difficulties by the teacher and the rendering of an individual assistance while he cooperates with the family: „when I notice that the child has difficulty at doing anything, firstly, I talk with the child" (D), „in the event of difficulties, I assign additional tasks to the child, I consult the pupil, I ask parents for assistance" (L). The informants emphasised that it is important to monitor and to record a child's progress and to build humane and child supportive, motivating relationships: „based on evidence, I adjust the child assistance plan, I present the tasks in accordance with his level" (K), „it no less important to rejoice in the child's changes by praising the child, informing his parents about the progress and to motivate the child by other means" (H). According Deci & Ryan (1985), students who experience sensitive, responsive and positive interactions with teachers perceive them as more supportive and are more motivated within the academic contexts of schooling (Yunusa, Osmana, & Ishak, 2011, p. 2638).

The primary school teachers also, if academic difficulties occur, adjusts educational content, learning methods to the pupil's learning needs, assists the

child in performing his homework, organises additional lessons and consults pupils and their parents, organises the learning assistance of pupils themselves.

The study revealed that, during the first phase, a pedagogue, while rendering academic assistance to the child, also consults and cooperates with educational assistance specialists (a social pedagogue, psychologist). To some children, the aforementioned assistance is sufficient in order that academic difficulties would be overcome.

The study data demonstrated that, if the assistance rendered by teachers does not produce envisaged effects and the child's academic difficulties persist, then, during the second phase, not only the teacher renders assistance, but he also employes educational assistance specialists. According to the informants, „when I see that, although I work individually with the child, my assistance is not sufficient, I ask specialists for assistance" (B), „if child's academic difficulties arise due to psychological problems, I address a psychologist" (F), „when a child does not attend school, often comes without his homework done or has other social problems (untidy clothes, unwashed...), firstly, I talk with parents, if the situation does not change, I ask a social pedagogue for assistance to the child or regarding closer cooperation with the family" (J). However, I am forced to acknowledge that the primary school teachers, while sharing their experience, noted that: „it is difficult to communicate with parents experiencing divorce, because they have shrunk into themselves, are aloof and often have stopped taking care of their children" (K), "it is difficult to establish contacts, to communicate with the child, when his parents are concerned with their career and think that the child, his academic and social affairs have to be taken care of only by school" (F). The informants also noted that: "unfortunately, oftentimes children, who are growing in the families abusing alcohol or having other addictions, not only do not receive parental assistance or support, but also do not have normal conditions for learning"(A), "Child neglect, the lack of control and little commitment to school, conditions to overcome academic difficulties are not created" (D). The informants also stressed that strained relationships both in the family and with the child, tension in the relationships between parents and teachers are also an obstacle for the child to overcome his academic difficulties.

When the teacher provides academic assistance to the child, cooperates with educational assistance specialists and his parents, that is to say, after all assistance resources have been exhausted, and the child's academic difficulties are still not reduced or are increasing, the teacher, with the parents' consent, addresses the Child's Wellbeing Commission of the school concerning the assessment of the child's educational needs and the establishment of an individual plan of assistance provision for a limited period of time. According to the informants: „if the efforts made are of no avail in assisting the child in overcoming academic difficulties, I ask the Child's Wellbeing Commission's for assistance" (G). When the allotted

Raudeliunaite & Gudžinskienė, 2019. Academic Difficulties of Primary School Pupils Occurring
Due to Unfavourable Environmental Factors and Strategies to Overcome Them:
the Experience of Pedagogues

time limit to provide individual assistance to the child expires the Child's Wellbeing Commission assesses the effectiveness of the assistance. The results are discussed with the child and his parents. The informants pointed out that, during this phase, the results of the provision of the assistance to the child may be twofold: positive changes or academic difficulties remain not overcome. The primary school teachers rejoice when „parents get involved in the assistance actively, children's achievements are improving" (I), „it is great when an unmotivated child starts experiencing success and begins to eagerly learn" (C). However, if the child's academic difficulties persist and there is evidence that special educational needs arise to the child and it is necessary to adjust the programme, once again, with the parents' consent, the Child's Wellbeing Commission is addressed. According to the informants, „it is unpleasant, however, that it is necessary to apeal the Child's Wellbeing Commission, because neither the child, nor parents make any effort" (E) or „although both parents help and the child makes efforts, and I individualise, differentiate tasks, lead additional lessons, but child's academic achievements are not improving" (A). The Comission has an opportunity to address the Department of Pedagogical and Psychological Service concerning the exhaustive assessment of the child's special educational needs. If special educational needs are established, a primary school teacher, with the help of educational assistance specialists, adjusts the general education programme to a particular child.

The study revealed that pedagogues emphasised the significance of the cooperation between school and parents which has a direct impact when overcoming both academic, behavioural and other difficulties arising to a child. The informants pointed out that „it is impossible to bring about changes, establish cooperative relationships with parents without resolving the problems existing in the family: parental addictions, the lack of parenting skills and the like" (A). According to the teachers, when resolving the aforementioned problems it is important that other institutions, which assist in resolving the problems of family functioning, would also get involved. A risk factor according to S.D. Whitney, L.M. Renner & T.I. Herrenkohl (2010), B.D. Christens & N.A. Peterson (2012) is any effect or influence enhancing the likelihood of a conception or emergence of a problem, the increase of an existing problem or its maintenance. It is underlined that risk factors may not only cause or form prerequisites for a problem to emerge, but may also maintain the problems which emerged earlier or to enhance their further progress.

It is noteworthy that the informants devoted a lot of time to the building of positive relationships between teachers and parents. According to the informants, parents should participate in good faith in the educational process of the child at school, „to get the feeling of the responsibility as the educator of their own child not only in the family, but also at school, and not to distance themselves from

school by tranferring all responsibility on a teacher" (E), „to overcome arising difficulties in good faith while cooperating, and not by creating unnecessary tensions" (D). According K.M. Minke et al. (2014), teachers who believe that parents are capable of involvement and see it as important to invite parent participation may issue more invitations to involvement and create greater opportunities for interaction with parents. When these relationships are productive, they appear to exert a significant, positive effect on children's academic success. On the other hand, teachers who have had negative experiences can develop stereotypical beliefs about parents and reduce their efforts to engage them.

Conclusions

The study revealed that primary school teachers encounter the following academic difficulties: a decreased pupil's interest in the environment, the lack of knowledge and experience, the lack of curiosity, inquisitiveness when exploring environment, an inferior preparedness for school, attention retention problems, passivity when performing his tasks, distrust/doubts regarding his abilities, fluctuations in child's progress (achievements), the decline or stagnation of progress, a decreased interest in learning and poor learning efforts when performing tasks, the lack of learning motivation, being late for school or truancy.

The teachers, while attempting to overcome pupils' academic difficulties and rendering individual assistance to the child, follow the principles of orientation towards the pupil and his wellbeing, timeliness of assistance, individuality, reasonableness, continuity, a shared responsibility, teamwork and subsidiarity.

The study established that the provision of individual assistance to pupils may encompass three phases. During the first phase, the main provider of the assistance is a primary school teacher, who closely cooperates with a child and his parents. The teacher does the following things: he exploits the possibilities of the educational plan (individualises and differentiates learning in the lesson, consults after lessons, if need be, organises additional lessons), talks with the pupil about learning difficulties, which arise to him, and discusses strategies to overcome difficulties, sets learning goals together with the pupil, rethinks his teaching style, tries various learning methods, which are in line with the pupil's abilities and needs and encourages learning motivation, involves the pupil's parents. To some children, the aforementioned assistance is sufficient in order to overcome academic difficulties.

If the assistance provided by the teacher does not yield the envisaged resulats and the child's academic difficulties persist, then, during the second phase, the assistance to the child is not provided not only by the teacher, but also by educational assistance specialists depending on the child's needs. When all

*Raudeliunaite & Gudžinskienė, 2019. Academic Difficulties of Primary School Pupils Occurring
Due to Unfavourable Environmental Factors and Strategies to Overcome Them:
the Experience of Pedagogues*

assistance resources have been exhausted, but the child's academic difficulties are not decreasing or when they are increasing the teacher, with the parents' consent, addresses the Child's Wellbeing Commission of the school concerning the assessment of the child's educational needs and the establishment of an individual plan of assistance provision. If the child's academic difficulties persist and there is evidence that special educational needs arise to the child and it is necessary to adjust the programme, with the parents' consent, once again the teacher addresses the Child's Wellbeing Commission, which has an opportunity to address the Department of Pedagogical and Psychological Service (DPPS) concerning the exhaustive assessment of the child's special educational needs. If special educational needs are established, the primary school teacher, with the help of educational assistance specialists, adjusts the general education programme to a particular child and works according to the recommendations of the DPPS.

References

Bakker, J., Denessen, E., & Brus-Laeven, M. (2007). Socio-economic background, parental involvement and teacher perceptions of these in relation to pupil achievement. *Educational Studies*, *33*, 177–192. doi:10.1080/03055690601068345

Bendrojo ugdymo mokyklų veiklos kokybė. Nacionalinės mokyklų vertinimo agentūros metinis pranešimas. (2017). Retrieved from http://www.nmva.smm.lt/wp-content/uploads/2018/08/Bendrojo-ugdymo-mokykl%C5%B3-veiklos-kokyb%C4%97.pdf

Cicchetti, D., & Toth, S.L. (2015). Child Maltreatment. In M.E. Lamb, & R.M. Lerner (Ed), *Handbook of Child Psychology and Developmental Science* (513-563). New Jersey: John Wiley & Sons.

Clarke, B.L., Sheridan, S.M., & Woods, K.E. (2009). Elements of healthy family-school relationships. In S.L. Christenson & A.L. Reschly (Eds.), *Handbook of school-family partnerships* (61–79). New York: Routledge.

Convention on the Rights of the Child. (1989). Retrieved from https://www.ohchr.org/en/professionalinterest/pages/crc.aspx

Creswell, J.W. (2009). *Research design: Qualitative, Quantative and mixed methods approaches*. London: Sage.

Christens, B.D., & Peterson, N.A. (2012). The role of empowerment in youth development: A study of sociopolitical control as mediator of ecological systems' influence on developmental outcomes. *Journal of youth and adolescence*, *41*(5), 623-635.

Gabalda, M.K., Thompson, M.P., & Kaslow, N.J. (2010). Risk and protective factors for psychological adjustment among low-income, African American children. *Journal of Family Issues*, *31*(4), 423-444.

Garbarino, J. (2017). *Children and Families in the Social Environment: Modern Applications of Social Work*. Routledge.

Geros mokyklos koncepcija. (2015). Patvirtinta Lietuvos Respublikos švietimo ir mokslo ministro 2015 m. gruodžio 21 d. įsakymu Nr. V-1308. Retrieved from https://www.e-tar.lt/portal/lt/legalAct/f2f65120a7bb11e5be7fbe3f919a1ebe

Grusec, J.E. (2011). Socialization Processes in the Family: Social and Emotional Development. *Annual Review of Psychology*, 62, 243-269.

Lietuvos Respublikos švietimo įstatymo pakeitimo įstatymas. 2011 m. kovo 17 d. Nr. XI-1281. Retrieved from https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.395105

Lietuvos pažangos strategija „Lietuva 2030". (2012). Retrieved from https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.425517

McGrath, K.F., & Van Bergen, P. (2015). Who, when, why and to what end? Students at risk of negative student–teacher relationships and their outcomes. *Educationa Research Review,* 14, 1-17.

Minke, K.M.,Sheridan, S.M., Kim, E.M., Ryoo, J.H., & Koziol, N.A. (2014). Congruence in parent-teacher relationships. *The elementary school journal*, *114*(4), 527-546.

O'Connor, E., & McCartney, K. (2007). Examining Teacher-Child Relationships and Achievement as Part of an Ecological Model of Development. *American Educational Research Journal*, *44*(22), 340-369.

Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology, 53*(5), 873-932. http://dx.doi.org/10.1037/dev0000295

Pradinio, pagrindinio ir vidurinio ugdymo programų aprašas. (2015). Retrieved from https://www.e-tar.lt/portal/lt/legalAct/37350520a7bc11e5be7fbe3f919a1ebe

Silver, R., Measelle, J., Amstrong, J., & Essex, M. (2005). Trajectories of Classroom Externalizing Behaviour: Contributions of Child Characteristics, Family Characteristics, and the Teacher-Child Relationships during Transitions. *Journal of School Psychology, 43*, 39-50.

Smokowski, P.R., Mann, E.A., Reynolds, A.J., & Fraser, M.W. (2004). Childhood risk and protective factors and late adolescent adjustment in inner city minority youth. *Children and Youth Services Review*, *26*(1), 63-91.

Thijs, J., & Fleisch, F. (2015). Student–teacher relationships and achievement goal orientations: examining student perceptions in an ethnically diverse sample. *Learning and Individual Differences*, *42*, 53-63.

Valstybės švietimo 2013–2022 metų strategija. (2013). Retrieved from https://www.e-tar.lt/portal/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382

Whitney, S.D., Renner, L.M., & Herrenkohl, T.I. (2010). Gender differences in risk/protection profiles for low academic performance. *Journal of Community Psychology*, *38*(4), 435-455.

Yunusa, M.Md., Osmana, W.S.W., & Ishak, N.M. (2011). Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia Social and Behavioral Sciences*, *15*, 2637–2641.

LEARNING DIFFICULTIES OF PRIMARY SCHOOL PUPILS OCCURING DUE TO UNFAVOURABLE ENVIRONMENTAL FACTORS: THE EXPERIENCE OF TEACHERS

Rita Raudeliunaite
Mykolas Romeris University, Lithuania

Vida Gudžinskienė
Mykolas Romeris University, Lithuania

Abstract. *The objective of the study, which is presented in the article, is to identify learning difficulties of primary school pupils occurring due to unfavourable environmental factors on the basis of the experience of pedagogues. Problematic study question: What learning difficulties of pupils resulted in by unfavourable environmental factors do primary school teachers encounter? Qualitative research type was chosen for the study. In the study, the method of a semi-structured interview was used. The study data were processed by using the method of content analysis. 12 pedagogues participated in the study.*
The study findings revealed that primary school teachers encounter three different types of learning difficulties of pupils occurring due to unfavourable environmental factors: academic, social, behavioural and emotional.
Academic difficulties should be associated with a reduced interest of children in their environment, the lack of knowledge and experience, the lack of curiosity and desire to learn something new, a lower level of preparedness for school, attention retention problems, passivity when performing tasks, distrust/doubts regarding his/her abilities, fluctuation, regress or stagnation of a child's progress (learning achievements), reduced interest in learning and poor learning efforts when performing tasks, the lack of learning motivation, getting late to classes or missing them.
Social difficulties are associated to the lack of communication skills (contact establishment, politeness, attention when communicating with others, discipline, self-regulation, conflict resolution) and activity organisation and cooperation skills (ability to prepare tools for a specific activity, consistency when performing tasks; the performance of tasks to the end; the self-evaluation of activity results; involvement in a group activity; to listen to and hear what others say, consulting with others, permission to express their opinion give to others; ability to receive a different opinion and to express their opinion politely, avoidance to downgrade others, offering assistance to others and assistance solicitation, if need be; uttering compliments). The study revealed that primary school teachers also encounter with various behavioural and emotional difficulties.
Keywords: learning difficulties, primary school, pupils, unfavourable environmental factors.

Introduction

Unfavourable environmental factors can be understood or equated with risk factors, the impact of which is widely researched by Lithuanian and foreign scientists. A risk factor is any effect or influence that increases the probability of a problem occurring or the probability of an increase of the current problem or the likelihood of its maintenance (Whitney, Renner, & Herrenkohl, 2010; Christens & Peterson, 2012). The aforementioned authors note that the risk factor in children's development or their combinations create opportunities for the undesirable consequences of their development, such as dropping out of school before completing the 10th form, behavioural problems, the violations of law, the use of psychoactive substances, etc.

Risk factors may be individual characteristics (internal) and properties or environmental conditions (external). Unfavorable environmental factors are environmental conditions or circumstances that inhibit the child's development or even lead to a risky behavior. M. K Gabalda, M. P.Thompson & N. J Kaslow (2010) identify the following environmental factors: the loss of one of the parents due to divorce, separation or death, living in a neighborhood which is characterised by a high level of criminality, poverty, the poor availability of educational, social, health care etc. services. P. R. Smokowski (1998) further classifies these factors into direct ones, that is, the circumstances or interactions in which the person is involved (the microenvironmental region): inappropriate upbringing, peer pressure, etc. and indirect, in which the individual does not participate, but which affects his development and interactions with his loved ones (meso-environmental and macro-environmental regions): a high level of criminality or unemployment, poverty etc., problems in the neighbourhood, territorial or school community (Smokowski, Mann, Reynolds, & Fraser, 2004). Many of the negative phenomena are related and their effects have cumulative properties, i. e., a certain problem is usually determined by a combination of several negative factors.

Unfavourable growth conditions, poor environment, a lack of knowledge and experience increase the risk of failure in learning, complicate the development of both social and learning skills. Studies conclude that children growing up in unfavourable conditions are characterized by poor academic achievements, they perform tasks worse, have little interest in their environment, are identified as having a lack of knowledge and being passive when performing tasks (Bakker, Denessen, & Brus-Laeven, 2007). Children growing in an unfavourable environment have less knowledge, experience, are less dutiful and responsible, less mature in respect of their age, have psychosocial problems and adaptation difficulties more often (Cicchetti & Toth, 2015).

Many scientists (Juodaitytė, 2002; Berns, 2009; Liobikienė, 2009; Grusec, 2011; Pinquart, 2017 etc.) investigate the family influence on a child's psychosocial development. The authors emphasise the quality of relationships with parents, on which a child's knowledge of the world depends, the peculiarities of communication with other people, the ability to establish and maintain successful social relationships with peers. Close emotional relationships of parents with their child are an important factor in his physical and mental development (Samošonok, 2013).

In view of the theoretical and practical relevance of the topic and the fact that there is a lack of research, which analyzes the learning difficulties in pupils arising due to unfavourable environmental factors, it is pertinent to carry out research in this area. It is particularly important to identify the learning difficulties, which arise from unfavourable environmental factors, in primary school, because in the absence of timely assistance to the child his psychosocial development may be impeded. It is noteworthy that there is a lack of research in Lithuania analyzing the learning difficulties of primary school pupils, which arise from unfavourable environmental factors. Problematic study question: What learning difficulties of pupils resulted in by unfavourable environmental factors do primary school teachers encounter? Research goal is to identify learning difficulties of primary school pupils occurring due to unfavourable environmental factors on the basis of the experience of pedagogues.

Research methodology

Research methods. Qualitative research type was chosen for the study. In the study, the method of a semi-structured interview was used. This article overviews problematic question of the study: What learning difficulties of pupils resulted in by unfavourable environmental factors do primary school teachers encounter? The obtained data were analyzed by using the content analysis method. The qualitative content analysis was performed in the following sequence (Creswell, 2009): the repeated reading of the content of transcribed interview texts, the distinction of meaning elements in the text analysed, the grouping of the distinguished meaning elements into categories and sub-categories, integration of the categories/sub-categories into the context of the phenomenon analysed and the description of their analysis.

The sample of the research. A criteria-based sample was used in the study. The informants were chosen according to the following criteria: 1) primary school teachers working with 3rd-4th form pupils, 2) teachers with at least 5 years of work experience.

The study was conducted in the September – October of 2018 in the primary schools. 12 pedagogues (all women) participated in the study.

Ethics of the research. Personal permission of the informants to take part in the research was sought. The researchers obliged themselves to the research participants not to divulge the information related to the organisation and the informant. The principles of anonymity, volunteerism and benevolence were followed. The teachers of primary schools were acquainted with the goal of the research, the interview questions, and the importance of a reasoned reflection on their experience.

Analysis of research results

The study took interest in what learning difficulties in pupils, which are determined by unfavourable environmental factors primary school teachers encounter. The study findings revealed that primary school teachers encounter three different types of pupil learning difficulties determined by unfavourable environmental factors: academic, social, behavioural and emotional.

When analysing the research data, the following academic difficulties in primary school pupils, which arise due to unfavourable environmental factors, were identified: a decreased interest in the environment, the lack of knowledge and experience, the lack of curiosity when exploring the environment, lack of awareness of the environment, inferior preparedness for school, attention retention problems, passivity when performing tasks, mistrust and doubts regarding their abilities, fluctuations in the child's progress (achievements), the decline or stagnation of progress, a decreased interest in learning and poor learning efforts when performing tasks, the lack of learning motivation, being late for school or truancy (Fig.1).

The informants associate academic difficulties in pupils with a decreased interest in their environment. It is influenced by the lack of educational stimulation in their families: "when parents do not read books to their children, do not attend exhibitions, museums or other events with them they are not in the habit of being interested in their environment" (K). The lack of educational stimulation in families also determines other academic difficulties: a child's lack of curiosity, inquisitiveness when exploring his environment. The informants pointed out that school "is attended by children whose natural curiosity and inquisitiveness are suppressed due to strained relationship in the family, because they are afraid to ask, and, if they ask, they do not receive answers from their parents" (E). Consequently, in the longer term, the child, without receiving educational stimulation and support from his parents, loses the motivation to learn. It is also noteworthy that there are children, who not only fail to receive answers to questions arising to them, but they are also disparaged for asking: "I have already told you..." (B). With negative experience, the child, although he is encouraged by his teacher to ask questions, does not ask. According to the

informants, „when looking at the teacher as an adult person he is afraid to be not heard, misunderstood, disparaged and/or humiliated" (B).

Academic difficulties	
	Decreased interest in the environment
	The lack of knowledge and experience
	The lack of curiosity when exploring the environment
	The lack of awareness of the environment
	Inferior preparedness for school
	Attention retention problems
	Passivity when performing tasks
	Mistrust and doubts regarding their abilities
	Fluctuations in the child's progress (achievements), the decline or stagnation of progress
	Decreased interest in learning
	Poor learning efforts when performing tasks
	The lack of learning motivation
	Being late for school or truancy

Figure 1 **Academic difficulties determined by unfavourable environmental factors**

The lack of knowledge and experience is also associated with poor cultural home environment: „the lack of didactic games, children's books also determine the fact that the child possesses poor knowledge about the world around him, does not have the experience of the world exploring" (I).

The teachers also admit that the preparedness of some children for school is inferior: "not all the parents take their children to pre-primary education groups regularly" (C), "children, who live in families experiencing risk factors, are accustomed by their parents to skip pre-primary education group allegedly because of illness…"(H), "poor home environment..." (F). Poverty in families, inferior living conditions are one of the reasons for children's learning difficulties. Unfavourable growing up conditions in the family, the lack of emotional relationships with parents do not create conditions for a favourable development of the child (Garbarino, 2017).

Having analysed the responses of the informants, it has been established that the problems related to attention retention also determine academic difficulties. On the one hand, the teachers emphasise a child's inability to concentrate both "due to an undeveloped skill to concentrate" (G) and due to negative experiences

in their closest environment: "due to inappropriate parental lifestyle, the child does not have ensured conditions to get adequate sleep, so it is hard for him to concentrate at school as well" (A). On the other hand, according to the informants, "when the teacher works with a large form it is hard for him to give time for individual work with the child, who has problems with attention retention" (L).

The study participants pointed out that children from unfavourable familial environment are characterised by self-distrust and lack of trust in their abilities: "some children even do not begin to perform a task, because they do not trust themselves" (D). Consequently, the lack of trust in themselves is an obstacle to perform tasks, to participate in various activities both at school and outside school.

The pedagogues also underlined passivity in pupils when performing tasks. According to the informants, "there are children, who perform their task only then when I am standing next to them, they require constant attention" (K).

Another academic difficulty is fluctuations, decline or stagnation of a child's progress (achievements). According to the informants: "the child's achievements fluctuate due to strained parental relationships, an inappropriate behaviour with the child in the family, in the peer group" (F), "due to pedagogical neglect of the children" (C). Thus, it can be concluded that when there is not a sufficient number of educational assistance specialists and/or teachers' aides at school, whereas the teacher works with in an overcrowded classroom and has children with special educational needs, it is difficult to render timely assistance to the child. Therefore, as the study has shown, another academic difficulty is encountered – a decreased interest in learning. According to the informants, "when the child encounters difficulties and neither parents nor educational assistance specialists help the pupil and the teacher to overcome them the child's interest in learning decreases, as well as his efforts to perform tasks" (G). When parents do not appreciate learning and transfer responsibility to the teacher, in the long run, the pupil's learning efforts to perform his tasks grow weaker.

The study revealed that primary school teachers also encounter the lack of learning motivation in pupils determined by an unfavourable microenvironment in the family and at school: "the lack of positive encouragement, boost and praises from their parents" (D), "bullying by peers, non-acceptance, rejection and the like." (I), „the lack of individual approach towards the child in the lesson" (B), "I am creative, I invent loads of tasks, but when you work with 24 children there is no possibility to come up to each child and to help him" (E).

Child's academic difficulties also arise when he is late for school or skips lessons. It is noteworthy that primary school pupils' being late for school or truancy is associated with the lack of parental responsibility, dutifulness and time management: "parental irresponsibility and their lack of dutifulness is the reason behind their children's being late for school or truancy" (L), "poor time management by parents" (A).

Having analysed the study findings, it was revealed that primary school teachers associate social difficulties in pupils, which arise due to unfavourable environmental factors, with the lack of communication skills and organisational and cooperation skills in children (Fig. 2).
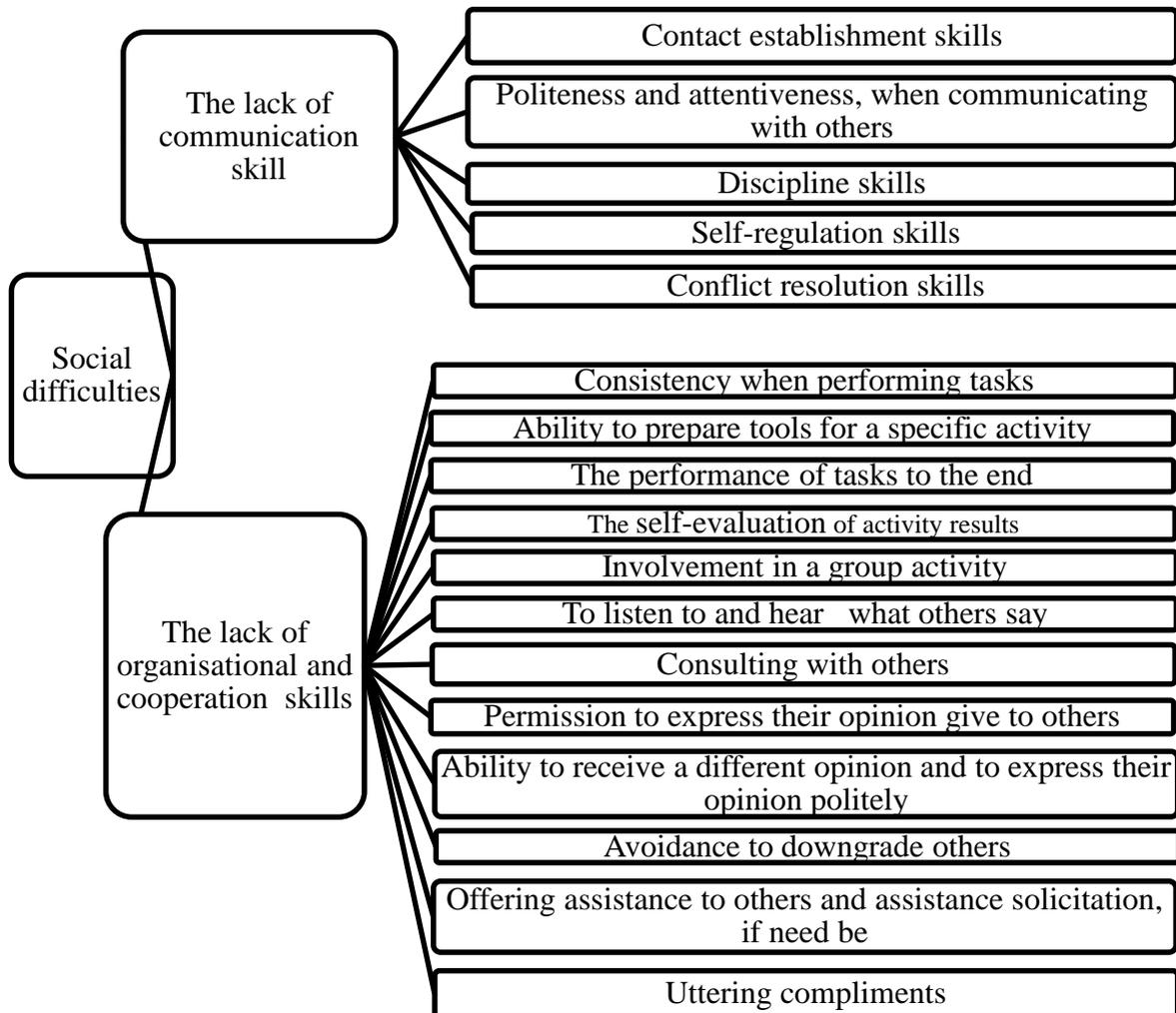
Figure 2 *Social difficulties determined by unfavourable environmental factors*

The study has established that social difficulties should be associated with the lack of communication skills in primary school pupils. The informants underlined that: "children do not know how to start a conversation" (F), „they cast their eyes down when you try to strike up a conversation, they reply "yes", "no" or shrug their shoulders" (K). It indicates that pupils lack contact establishment skills.

Another difficulty, which is encountered by teachers, is the lack of politeness and attentiveness, when communicating with others, skills: "there is a lack of

politeness, a simple "thank you", "please" (A), "when talking with another person
they do not pay attention to him: they tie their shoelaces, rummage though their
backpack, look through the window… "(I). The lack of discipline and self-
regulation skills came to light. According to the informants, children "break,
transgress classroom behaviour rules, although we have agreed concerning them"
(D), "disturb others…" (L), "cannot keep still, they interrupt another person who
is talking" (G)".

The lack of conflict resolution skills is also associated with familial
environment which is unfavourable to a child's development. Therefore,
according to the informants, "children "bring" to school parental conflict
resolution model: some of them are aggressive, they shriek, shout, do not control
their emotions, fight; others – withdraw…" (E). Consequently, children, having
come to school from the families experiencing social risk factors where their
social development needs are not satisfied, lack not only communication, but also
organisational and cooperation skills.

The lack of organisational skills should be associated with a child's ability to
prepare his tools for a specific activity. The informants pointed out that children:
"do not have or do not bring the tools necessary for a lesson to school" (B), "do
not take out the needed tools before a lesson, although they have them or put
everything they have on the table" (J).

Other organisational difficulties, which arise to primary school pupils, are
the lack of consistency when performing tasks and the lack of performing of tasks
to the end: "when given a task to perform they do not perform it in a prescribed
sequence" (C), "they are able, but do not perform their tasks to the end" (B),
"when they do not understand a task they do not have a skill to ask, but leave the
task unfinished" (F). The study results demonstrated that children lack activity
outcome self-assessment skills: "they do not have a developed skill to check a
performed task: I have performed it, and that is it" (L).

Primary school pupils lack cooperation skills. It is difficult for children to
get involved in a group activity and to work in the group: "they do not know how
to get involved in a group activity, submit proposals properly" (D). It is difficult
for them to listen and hear what others say: "they hear only themselves, do not
listen to what others say", they are used to dictate to others and demand that others
do what they tell" (H). Cooperation is hindered by the lack of skills to consult
with others, to permit others to express their opinion and to be able to accept a
different view and to politely express their own opinion, the underestimation of
others. The informants pointed out that when some primary school pupils work in
groups: "they do not allow the children, who have a different opinion, to talk" (I),
"they are impolite, if the opinion of another person does not coincide with their
opinion" (E), „they suppress others, their opinion is the most important" (C),

"there are such arrogant children who demonstrate their own opinion, knowledge by underestimating others" (D).

The study revealed that primary school pupils lack assistance offer to others and request for assistance, if need be, skills. The pedagogues pointed out that: "due to the fact that children lack the skill to request for assistance or receive it, they do not request it in the classroom either" (G), "there are children, who do not request for assistance, but demand it" (A). Children also lack compliment giving skills: "they are not able to praise another person, to thank" (H), "when another person does something good or nice, or has success, they do not praise, do not rejoice because of it, but are inclined to underestimate another one" (I). It is noteworthy that the informants closely associate the lack of children's social skills with academic difficulties. In the absence of sufficient social competence it is difficult for the child to function successfully at school and there is a risk problems, psychological difficulties (Denham, Ji & Hamre, 2010). Ties with their peers and a socially acceptable activity has a protective value. An ability to establish supportive friendly relationships is a characteristic of resilience, children that such child will encounter long-term adaptation, who possess developed social skills, have more friends and maintain better relationships with their peers (Merrell & Gimpel, 2014).

Having analysed the study findings, one more group of learning difficulties, which are determined by unfavourable environmental factors, was distinguished - behavioural and emotional difficulties (Fig. 3).
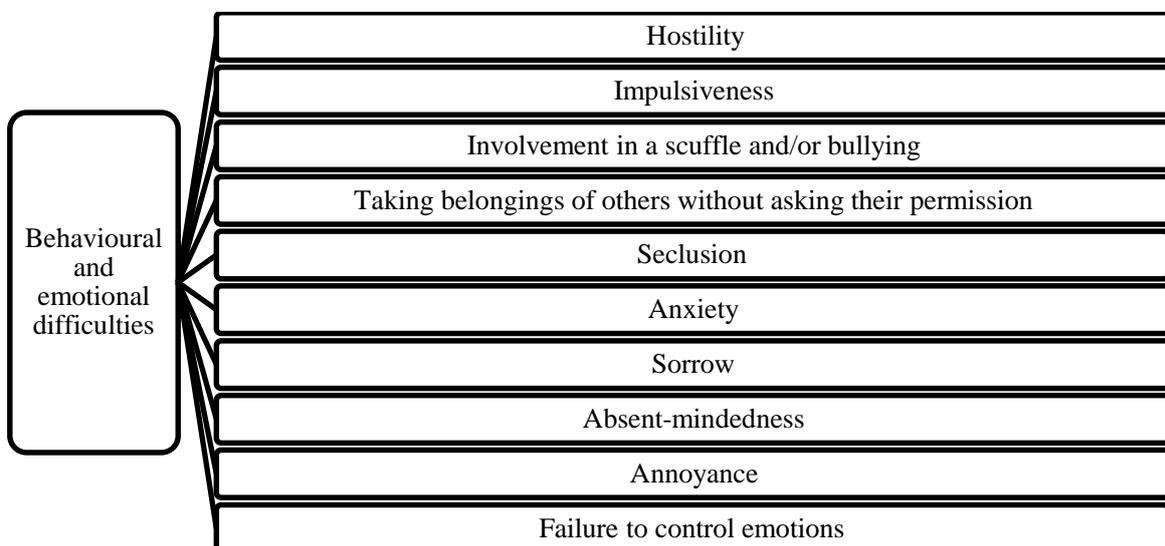
Figure 3 **Behavioural and emotional difficulties determined by unfavourable environmental factors**

The study revealed that failure to satisfy the child's emotional needs, inappropriate mutual relationships and unfavourable psychosocial environment

both in the family and at school affect the expression of the child's emotions and behaviour. According to the informants, children, who have emotional and behavioural difficulties, are characterised by hostility: "there are children, who tend to contradict only in order to receive attention" (E), "when they are accustomed to get what they want in the family, then they demand in the same manner in the classroom as well" (J). They behave on impulse, tend to get involved in fighting and/or bullying: "they talk without waiting for their turn", "they do not know how to resolve conflicts, therefore, they resolve them by fighting or bullying others" (A). The informants pointed out that these children may be characterised by shrinking into themselves ("it is difficult to work with children who become withdrawn, hide their emotions and thoughts" (B), "when you do not see the child's emotions and he does not tell anything the teacher has difficulty understanding whether a task is clear to the child…" (H)) or increased anxiety ("there are children, who are anxious about everything, they have difficulty concentrating" (D), "the child is not able to realise himself due to increased anxiety" (F)).

The study has established that children's sadness, absent-mindedness, irritability and failure to control emotions are on no account a lesser reasons for learning difficulties. The informants underlined that when: "children come emotionally loaded from home: sad, irritated, restless, so it is very difficult to start a lesson, to get them involved in the activity" (C), "there are children, who come without getting enough sleep, unfed or the like and they are unable to concentrate during their lessons", children lack empathy, they do not recognise their own emotions or those of others, therefore, behave on impulse" (B).

The child, who has not had close relationships with parents, is characterised by people avoidance, distrust in people around him, aggression, failure to control himself, the lack of social skills. On the other hand, the child, who feels safely next to his parents, tends to trust other people, possesses well-developed social skills.

Conclusions

The study findings revealed that primary school teachers encounter three different types of learning difficulties in pupils determined by unfavourable environmental factors: academic, social and behavioural-emotional.

Academic difficulties in primary school pupils, which arising due to unfavourable environmental factors, determine a decreased interest in their environment, the lack of knowledge and experience, the lack of curiosity, inquisitiveness. The lack of educational stimulation also determines other academic difficulties: an inferior preparedness for school, attention retention problems, passivity when performing their tasks, distrust of their own strength,

fluctuations, decline or stagnation in the child's progress (achievements). A decreased interest in learning and puny learning efforts, the lack of learning motivation, being late for school or truancy are also the expression of academic difficulties.

Social difficulties are associated with the lack of communication, organisational and cooperation skills in primary school pupils. Children's communication difficulties are associated with the lack of contact establishment, politeness, attentiveness when communicating with others, discipline, self-regulation, conflict resolution skills. Organisational difficulties demonstrate the lack of ability to prepare tools for a particular activity, consistency when performing tasks, performing tasks to the end, the self-assessment of activity outcomes skills. Primary school pupils experience difficulties when cooperating. They have difficulty getting involved in a group activity, listening and hearing what others say, consulting others, permitting others to express their opinion, politely accepting a different opinion and expressing their own opinion, not underestimating others, offering assistance to others and requesting assistance from others, if need be, giving compliments.

Behavioural-emotional difficulties are associated with children's hostility, impulsiveness, involvement in fighting and/or bullying, taking of others' belongings without a permission, shrinking into themselves, anxiety, sadness, absent mindedness, irritability, failure to control his emotions.

References

Bakker, J., Denessen, E., & Brus-Laeven, M. (2007). Socio-economic background, parental involvement and teacher perceptions of these in relation to pupil achievement. *Educational Studies*, *33,* 177–192. DOI: https://doi.org/10.1080/03055690601068345

Berns, M. R. (2009). *Vaiko socializacija. Šeima, mokykla, visuomenė.* Vilnius: Poligrafija ir informatika.

Cicchetti, D., & Toth, S. L. (2015). Child Maltreatment. In M. E. Lamb, & R. M. Lerner (Ed), *Handbook of Child Psychology and Developmental Science* (513-563*).* New Jersey: John Wiley & Sons.

Creswell, J. W. (2009). *Research design: Qualitative, Quantitative and mixed methods approaches.* London: Sage.

Denham, S. A., Ji, P., & Hamre, B. (2010). *Compendium of preschool through elementary school social-emotional learning and associated assessment measures.* Chicago, IL: Collaborative for Academic, Social, and Emotional Learning and Social and Emotional Learning Research Group, University of Illinois at Chicago.

Gabalda, M. K., Thompson, M. P., & Kaslow, N. J. (2010). Risk and protective factors for psychological adjustment among low-income, African American children. *Journal of Family Issues, 31*(4), 423-444.

Garbarino, J. (2017). *Children and Families in the Social Environment: Modern Applications of Social Work.* New York: Routledge.

Grusec, J. E. (2011). Socialization Processes in the Family: Social and Emotional Development. *Annual Review of Psychology*, *62*, 243-269.

Juodaitytė, A. (2002). *Socializacija ir ugdymas vaikystėje.* Vilnius: Petro ofsetas.

Liobikienė, N. (2009). Sisteminė pozityvios tėvystės raiškos ir ugdymo perspektyva. *Socialinis darbas: patirtis ir metodai*, *4*(2), 108–110.

Merrell, K. W., & Gimpel, G. A. (2014). *Social Skills of Children and Adolescents: Conceptualization, Assessment, Treatment.* New York: Psychology Press.

Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology, 53*(5), 873-932.

Samašonok, K. (2013). Globos namuose gyvenančių vaikų ir paauglių savarankiško gyvenimo įgūdžių ugdymas: pasiekimai, sunkumai, sprendimai. *Pedagogika*, 110, 103–114.

Smokowski, P. R., Mann, E. A., Reynolds, A. J., & Fraser, M. W. (2004). Childhood risk and protective factors and late adolescent adjustment in inner city minority youth. *Children and Youth Services Review*, *26*(1), 63-91.

Whitney, S. D., Renner, L. M., & Herrenkohl, T. I. (2010). Gender differences in risk/protection profiles for low academic performance. *Journal of Community Psychology*, *38*(4), 435-455.

INTEGRĒTĀS MĀCĪBAS MATEMĀTIKAS UN DABASZINĀTŅU MĀCĪŠANĀS PROCESĀ VIDUSSKOLĀ

Integrated Learning in the Mathematics and Natural Sciences Learning Process in High School

Austra Reihenova
Daugavpils Universitāte, Latvija

Abstract. *The article discusses the integrated process of learning mathematics at secondary school. The content of teaching mathematics must be arranged in such a way that the student develops an overall understanding of the world. The aim of the article is to emphasize the depth of comprehension of the content of the subject of the student's interest, because based on the understanding of the content of the subject, new knowledge will be integrated and new skills will be developed that the student will be able to transfer to other subjects by solving problem situations. The topicality of the article is related to the integration approach, that the main focus is not to focus on the content of the subjects of mathematics and physics, but on the scientific processes that unite the contents of these subjects. Theoretical basis of the research is the system theory, which is based on the approach of learning cognition and constructivism. In the research, students' complex tests and questionnaires with open questions were used for data acquisition. The article uses a case study design to analyse data.*
Keywords: *Integration process, integrated learning content, integrated skills, integration models.*

Ievads
Introduction

Zinātnēm attīstoties, parādās aizvien jaunas zinātnes disciplīnas un rodas vēlme meklēt to vienojošos elementus, tādējādi mainās prasības izglītībai. Pārmaiņas skar izglītības procesu un saturu, ko, kā, kāpēc mācīties, sakarā ar informācijas apjoma pieaugumu un strauji pieaugošo zinātņu attīstību, kuras pieprasa jaunu, specifisku zināšanu dziļumu un plašumu. Svarīgi ir sakārtot skolu mācības noteiktā sistēmā, atlasīt to būtiskāko un svarīgāko pamatu, kas ļautu tālāk orientēties, novērtēt, analizēt un izmantot visu jauno informāciju, ko piedāvā apkārtējā pasaule, lai attīstītu skolēnu intelektuālo, jūtu un gribas sfēru (Broks, 2006; Moriyama, Suzuki, Miyazaki, & Sakakibara, 2007; Šteinberga, 2013). Apzinoties mūsdienu sabiedrības attīstības daudzveidību un dinamiku, integrācija pedagoģiskajā procesā ir īpaši aktuāla problēma, jo personības

attīstība norit noteiktā secībā, kultūrvēsturiskā vidē un sadarbībā ar citiem (Broks, 2006; Sawyer, 2008), jo cilvēces atklātās dabas un sabiedrības procesu sakarības, to strukturēts piedāvājums mācību līdzekļos mācoties ir jātransformē skolēna individuālās zināšanās un prasmēs (Žogla, 2001). Izmantojot tikai fragmentētas zināšanas, kuras ir iegūtas viena mācību priekšmeta ietvaros, bieži vien skolēns nespēj tās pārnest uz citiem mācību priekšmetiem, lai nodibinātu saikni starp jēdzieniem, likumiem un spētu risināt plašāku problēmu (Skola 2030). Viens no virzieniem, mūsdienu izglītības attīstībā, ir integrētās mācības (Moriyama, Suzuki, Miyazaki, & Sakakibara, 2007; Sawyer, 2008).

Raksta mērķis ir iepazīties ar starptautisko pieredzi matemātikas integrētā satura apguvē un akcentēt skolēna interešu mācību priekšmeta satura apjēgšanas dziļumu, jo uz šī priekšmeta satura izpratnes pamata, tiks integrētas jaunas zināšanas un veidosies jaunas prasmes, kuras skolēns spēs pārnest uz citiem mācību priekšmetiem, risinot problēmsituācijas.

Raksta aktualitāte saistās ar pārmaiņām izglītības sistēmā, ar matemātikas zināšanu un prasmju kompetences līmeņa paaugstināšanu, ar domāšanas procesa attīstību, ar integrācijas pieeju dabā notiekošo procesu skaidrojumam, ka būtiski ir koncentrēties uz integrēto mācību priekšmetu vienojošiem procesiem, kuri sasaista abu mācību priekšmetu saturus.

Pētījumā datu ieguvei izmantoti skolēnu kompleksie pārbaudes darbi un anketas ar atvērtiem jautājumiem. Rakstā datu analīzei izmantots gadījuma pētījumu dizains.

Zinātnisko disciplīnu attiecību veidi
Types of scientific discipline relationships

Mūsdienu pārmaiņu procesos zinātnes attīstībā, tiek izdalīti divi savstarpēji saistīti virzieni. Pirmais virziens saistās ar zinātnisko disciplīnu attiecību daudzveidību, bet otrais virziens balstās uz komplicētības idejas attīstības teoriju. Jo lielāks ir sistēmas objektu un attiecību skaits, jo lielāks ir sistēmas kompleksums, bet komplicētība ir atkarīga no objektu daudzveidības. Komplicētās sistēmas balstās uz tādām attiecībām, kā pašorganizācija, mijiedarbība un evolūcija. Komplicētās sistēmas ir radošas. Radošuma komponenti ir spēja mācīties un ar laiku mainīties, spēja palūkoties uz lietām no citas perspektīvas, izmantojot citu atskaites sistēmu, un spēja saskatīt vērtības vai to trūkumus (Robinsons, 2013). Komplicētības teorija uzsver, ka veselais ir lielāks nekā tā daļu summa (Pipere et al., 2016).

Zinātņu nozaru savstarpējo sasaisti var raksturot, definējot attiecību veidus starp disciplīnām: monodisciplinaritāte, multidisciplinaritāte, starpdisciplinaritāte un transdisciplinaritāte. Starpdisciplinaritāte paredz mijiedarbību starp divām vai vairākām zinātnes nozarēm. Tā analizē, sintezē un

harmonizē saites starp disciplīnām, lai izveidotu saskaņotu, līdzsvarotu un viengabalainu skatījumu uz problēmu. Transdisciplinaritāte caurvij vairākas disciplīnas, atrodas starp disciplīnām un aiz visu disciplīnu robežām. Transdisciplinārā pētījumā sadarbojas dažādu disciplīnu pārstāvji, radot teorētiskas un metodoloģiskas integrētas inovācijas, kuras ļauj uzlūkot daudzas problēmas, paceļoties augstāk par konkrēto disciplīnas nozari un sasniedzot integrētu skatījumu un augstāku abstrakcijas līmeni (Pipere et al., 2016; Riegel, Scherr, & Stauber, 2010). Zinātņu attīstībā tiek diskutēts par to diferencēšanos un savstarpēju integrēšanos. Visvērtīgākie atklājumi rodas, zinātnēm saskaroties. Zinātņu integrācija, to tuvināšanās notiek vienotībā ar zinātņu diferenciāciju. Nevar integrēties tas, kas nav diferencēts. Zinātņu kompleksa pētīšana, no dažādu zinātņu disciplīnu viedokļa, iegūst vērā ņemamus rezultātus (Albrehta, 2001; Lāslo, 2014; Siliņš, 2008; Zeps, 2009).

Zinātne nav dalāma pa atsevišķām daļām, kā mums ir pierasts, tai katrai ir sava vieta un loma, tā visa kopā ir vienota zinātne, ar tās sistēmisku attīstību (Capra, 1975; Lāslo, 2014). Sistēmiskuma princips zinātnē izpaužas kā pasaules sakārtotības, kopsaistības izpausmes skatījums un redzējums, tas ir nozīmīgs arī izglītībā (Broks, 2000; Siliņš, 2008). Holistiska pieeja zinātnei paver ceļu dialogam starp visdažādākajām zinātnes nozarēm, lai saprastu kopveseluma būtību, ir jāpievēršas holismam, kurā viss mijiedarbojas ar it visu citu.

Sistēmiskā pieeja, sistēmiskā domāšana ieņem nozīmīgu vietu mūsdienu zinātnē. Lai izprastu veselumu, svarīgi ir izpētīt ne tikai sistēmas elementus, bet būtiski ir izpētīt arī to savstarpējo saistību. Sistēmas ir saistītas viena ar otru, ar horizontālu kopsaistību saiti- viena līmeņu sistēmu ietvaros, gan arī ar vertikālu starplīmeņu saiti- pašas sistēmas ietvaros (Broks, 2006).

Jauni atklājumi tiek veikti starpzinātņu jomās un šos atklājumus ir nepieciešams iekļaut skolas mācību saturā. Integrēts mācību priekšmets ir uz atsevišķu mācību priekšmetu vienotības pamata izveidots komplekss mācību priekšmets, kas pielāgots skolēnu pasaules kopveseluma redzējumam, atbilst noteiktai izglītības pakāpei un līmenim (Albrehta, 2001).

Integrācijas jēdziena skaidrojums
Explanation of the concept of integration

Jēdzienu integrēt skaidro kā apvienot, saistīt, nevis tāpēc, lai panāktu vienveidību un lai likvidētu visas atšķirības, bet gan, lai radītu vienotību daudzveidībā un izdalītu kopīgas vispārējas pazīmes līdztekus atšķirībām. Jēdzieniem integrēts un integrāls ir vairākas atšķirīgas nozīmes, bet to skaidrojums tiek attiecināts uz kādu noteiktu personības attīstības līmeni. Jēdzienu integrācija lieto, kad skaidro parādību norises pēc uztveres veseluma un viengabalainības principa, akcentējot veseluma problēmas pieeju personības

attīstībā. Savukārt ar horizontālo integrāciju saprot, ka jebkura konkrētā līmeņa elementi ir labi integrēti noteiktā līmenī, bet ar vertikālo integrāciju saprot elementu pāreju uz augstāku integrācijas līmeni (Vilbers, 2010).

Mācību integrācijai ir jāsniedz tādas zināšanas, kuras atspoguļo atsevišķu pasaules elementu saistību vienotā sistēmā. Integrācija saistās ar starppriekšmetu saikņu realizāciju. Integrācija mācībās ir process, kurš nosaka saites starp struktūras satura komponentēm, kurā atsevišķi elementi, apakšsistēmas, daļas tiek saistītas vienā sistēmiskā veselumā. Praktiski saistot vienā veselumā atsevišķos mācību priekšmetos apgūtās vai apgūstamās zināšanas un prasmes. Tas var notikt īpaši izveidotu integrētu mācību priekšmetu veidā vai integrēti, aplūkojot atsevišķas mācību priekšmeta satura daļas (Moriyama, Suzuki, Miyazaki, & Sakakibara, 2007).

Integrācija mācību procesā spēj realizēt stingru zināšanu apguvi, zinātnisko teoriju un likumu apguvi, atklāj savstarpējās sakarības dabā un sabiedrībā, pilnīgo mācību procesu. Izglītības saturam jābūt heiristiski sakārtotam, vertikāli kopsaistītam visās izglītības pakāpēs un saistītam ar iepriekšējā laikmeta izglītības saturu. Horizontālās kopsaistības mācību darbībā tiek skaidrotas kā starppriekšmetu saiknes, bet vertikālā sasaiste nozīmē starppakāpju līmeņu saiknes. Izglītības saturu vertikāli strukturējot, sakārto mācību saturu un padara to uztveramāku. Personības pakāpeniska attīstība ir pacelšanās uz augstākiem līmeņiem, kuru spēj nodrošināt attīstīta izglītības sistēma. Katrs izglītības pakāpiens nozīmē kvalitatīvu izmaiņu, kurā starppakāpju saite ir jānodrošina ar teorētiskām un praktiskām izstrādnēm (Broks, 2006).

Mācību integrācija ir viena no izglītības pieejām, kas izmanto jaunu zināšanu un prasmju veidošanās modeli, kas nav orientēts uz noteiktu faktu kopuma apguvi, bet uz skolēna radošo darbību mācību procesā, kad, mācoties patstāvīgi, skolēns iegūst jaunas zināšanas un prasmes, kā arī izmanto tās jaunās situācijās.

Starppriekšmetu sakaru veidi
Interdisciplinary link types

Starppriekšmetu saikne ir vienā priekšmetā apgūto zināšanu un prasmju izmantošana cita mācību priekšmeta apguvē, saglabājot katra priekšmeta struktūru un loģiku. Starppriekšmetu saikne kopsaista mācību satura sastāvdaļas, kas ir kopīgas vai saskanīgas dažādos mācību priekšmetos, tādējādi starppriekšmetu sakari ir līdzvērtīgi sakariem starp zinātņu nozarēm, kuros ir svarīgi, lai dažādas zinātņu nozares pētītu vienu un to pašu objektu, vienas zinātnes metodes tiktu izmantotas vairāku objektu pētīšanā, dažādas zinātņu nozares atšķirīgu objektu pētīšanā izmantotu vienu un to pašu teoriju. Starppriekšmetu sakari veidojami dažādos līmeņos: (1) priekšmeta iekšējie

sakari saistās ar konkrēta mācību priekšmeta zināšanu sistematizāciju, kurā tiek realizēta pāreja no fragmentētiem faktiem uz sistēmu, uz jaunā likuma atklāšanas procesu; (2) jomas iekšējie sakari (radniecisku priekšmeti), ir vienas jomas mācību priekšmetu līmenī, kas saistās ar vairāku priekšmetu satura sistematizāciju un aizved pie pasaules ainas veseluma veidošanas, pie jaunām kvalitatīvām zināšanām; (3) starpjomu sakari (neradniecisko priekšmetu), ir mācību priekšmetu līmenī, kas pieder dažādām jomām, kas saistās ar visu priekšmetu apvienošanu vienotā veselumā (Albrehta, 2001).

Jēdzienu starppriekšmetu sakari var skaidrot kā pedagoģisku kategoriju, kas apzīmē sintezējošus integrālus procesus starp reālās pasaules objektiem un parādībām, kas atraduši savu atspoguļojumu mācību saturā, mācību formās un mācību metodēs, un izpilda vienojošu izglītojošu, audzinošu, attīstošu un konstruktīvu funkciju. Starppriekšmetu sakaru veidu iedalījums pēc satura līmeņiem ir faktu, jēdzienu, teorētiskais un filozofiskais līmenis, kas ir nepieciešams, lai izprastu jēdzienu, kategoriju veidošanu un sistēmas struktūras veselumu.

Starppriekšmetu sakaru lietošanas priekšrocība ir attīstīt radošo domāšanu, paātrināt zinātņu disciplīnu apguves procesu, nodrošināt sistēmiskumu uz virspusēja pamata, kā arī veidot pasaules uzskatu uz daudz dziļāka parādību īpašību izpratnes līmeņa un veidot stabilu pamatu integrētām zināšanām, jo integrētās pieejas pamatuzdevums ir sagatavot skolēnus mūžizglītībai. Integrēto zināšanu kvalitātes rādītājs ir iegūto zināšanu un prasmju pārnesums, ja skolēns ir apguvis jēdzienu būtību un izpratis to saturu, tad to var sasniegt uz domāšanas un citu izziņas procesu apguves pamata (Geidžs & Berliners, 1999; Šteinberga, 2013). Zināšanu integrēšanās ir individuālās apziņas process, ko var atvieglināt ar ārējiem līdzekļiem: ar mācību satura organizēšanu, ar mācību metodēm un paņēmieniem, ar mācību formu izvēli (Žogla, 2001).

Integrēto prasmju struktūra un attīstība
Structure and development of integrated skills

Z. Čehlova un Z. Grinpauks uzsver integrēto mācību aksiomu: lai integrētu dažādu mācību priekšmetu saturu, skolēnam labi jāpārzina pamatpriekšmeta saturs, kurš saistīts ar skolēna interesēm, jo uz šī priekšmeta izpratnes pamata, tiks integrētas jaunas zināšanas un veidosies jaunas prasmes. Tālāk zinātniece atgādina psiholoģijas un didaktikas atzinumus, ka uz neliela kodola pamatzināšanām, kas apgūtas pamatīgi (izpratne, prasmes, iemaņas, pielietojumi), ir vieglāk zināšanas pēc vajadzības inducēt plašumā un dziļumā, jo prātu vairāk attīsta tuvu izpratnes līmenim atbilstošu problēmu risināšana nekā pēc atmiņas iekaltas, neizprastas vielas reproducēšana. Ir jāvienkāršo mācību saturs, padarot to uztveramāku, lai pamatskola varētu dot nākamajām

izglītības pakāpēm un dzīvei nepieciešamās stingrās, paliekošās un apjēgtās zināšanas un prasmes (Čehlova & Grinpauks 2003).

Mācīšanās process saistās: ar zināšanu aktualizēšanu, prasmju reprodukciju un saikņu atklāšanu katrā mācību priekšmetā; ar zināšanu un prasmju pārnešanu uz jaunu situāciju, kas atšķiras no tās, kuras ietvaros šīs zināšanas un prasmes tika apgūtas; ar starppriekšmetu zināšanu vispārinājumu, kas saistīts ar dažādos mācību priekšmetos gūto zināšanu un prasmju sintēzi citās zināšanās. Caur mācīšanos skolēns attīsta mācīšanās prasmes, attīsta personību, attīsta prasmi izvirzīt mērķus un attīsta domāšanas prasmes. No konstruktīvistu viedokļa mācību procesā ir jārada tādi apstākļi un iespējas, lai skolēns pats uzņemtos atbildību par savu zināšanu konstruēšanu, uzņemtos iniciatīvu par savu mācīšanos, izvēloties savām spējām atbilstošus uzdevumus un risinot problēmsituācijas. Konstruktīvisti izdala skolēnu integrēto prasmju galvenos aspektus: domāšanas un spriešanas prasmes, kuras ir nozīmīgākas par konkrēta mācību priekšmeta saturu; prasmi mācīties patstāvīgi risināt uzdevumus; ieinteresēt skolēnu pašam veikt atklājumu; prasmi pašam iegūst vispirms praktisku pieredzi uzdevumu risināšanā, tikai vēlāk kopā ar skolotāju uzdevumu atrisina un veic tā vispārinājumu. Savukārt kognitīvisti uzskata, ka mācīšanās ir skolēna pieredzes radīšanas process, kurā ir refleksijas, jēgas meklēšanas un zināšanu izmantošanas fāzes (Ulm, 2010).

Ievērojot konstruktīvistu un kognitīvistu uzskatus, var izveidot integrēto prasmju struktūru, kas sastāv no savstarpēji saistītiem komponentiem un rādītājiem: (1) prasmes reproducēt (aktualizēt, atlasīt un lietot); (2) prasmes pārnest; (3) prasmes vispārināt (konkretizēt, klasificēt un abstrahēt).

Integrācijas īstenošanā tiek izmantoti kopsaistes jēdzieni; noskaidrotas sakarības starp kopsaistes jēdzieniem; veidotas sistēmiskas attieksmes starppriekšmetu struktūrā; attīstīts radošums, balstoties uz viena mācību priekšmeta kopējo likumsakarību izzināšanas un izpratnes pamata; vispārinātas iegūtās likumsakarības starp kopsaistes jēdzieniem.

Radošas idejas bieži rodas, kad pamanām neparastas saiknes, saskatām analoģiju starp idejām, kas iepriekš nav tikušas saistītas. Radošas atklāsmes rodas kā rezultāts negaidītām kombinācijām vai asociācijām, kad lietas tiek saistītas no dažādām tradicionāli nesaistītām jomām un cilvēks domā nevis lineāri vienā līmenī, bet gan vienlaikus vairākos līmeņos. Radošā doma nojauc robežas dažādu informācijas avotu starpā, kad matemātiķi runā par problēmu un risinājumu vizualizēšanu, mūzikas komponēšanu saista ar padziļinātu matemātikas izpratni, vizuālā māksla izmanto telpisko intelektu (Robinsons, 2013).

Matemātiskas zināšanu un prasmju attīstību nosaka daudzi faktori: vide, kultūra un valsts politika. Starptautiskos pētījumos ir raksturoti valstu matemātiskās kompetences līmeņi (Geske, Grīnfelds, Kangro, & Kiseļova,

2012). Latvijā ir mazs skolēnu skaits, kuru zināšanas un prasmes atbilst augstākajiem kompetences līmeņiem. Mācību integrācijas modeļu pētīšanai, tika izvēlētas valstis ar augstākiem, vidējiem un zemākiem matemātikas rezultātiem, tās pārstāv Rietumu un Austrumu kultūru, Ziemeļu un Dienvidu puslodi.

Pasaules pedagoģiskajā praksē (Japānā, Vācijā, Turcijā, ASV, Dānijā) tiek veidoti integrācijas modeļi, kurā apvienoti vairāki mācību priekšmeti no vienas mācību jomas, no attālām mācību jomām, vai kurā zināšanas tiek integrētas ap dažu mācību priekšmetu vienojošiem objektiem, īpaši ņemot vērā skolēnu intereses, vajadzības, iespējas, kā arī skolēnu uzkrāto dzīves pieredzi. Tāda veida integrētajiem modeļiem raksturīga skolēnu un skolotāju augsta sadarbības pakāpe, elastība, individualizācija. Kā integrējošs faktors tiek izmantoti mācību satura komponenti, kuri tiek iekļauti citā kontekstā, tādējādi panākot daudz augstāku vispārināšanas līmeni, nezaudējot savu specifiku. Matemātika kā zinātnes valoda tiek izmantota kā integrējošs komponents saistībā ar citiem mācību priekšmetiem, gan radniecīgiem, gan attālākiem. Pētījumos tiek atzīmēts, ka pietrūkst teoriju un vispārinājumu kā veiksmīgi integrēt matemātiku ar citiem mācību priekšmetiem. (Kiray, 2012; Niss, 2002; Rath, 2006). Integrēto mācīšanos apgūst caur matemātisko modelēšanu. Katru tēmu mācās uz saturu balstītā integrācijā, nevis uz kontekstu (Moriyama, Suzuki, Miyazaki, & Sakakibara, 2007). Visspēcīgākā pieeja integrācijai ir balstīties uz zinātniskiem procesiem, nevis uz fizikas un matemātikas mācību saturu. Ir jāpēta citu valstu pieredze un jāuzmanās no pārspīlētas mācību priekšmetu satura integrācijas, kas padara seklu un virspusēju mācību saturu (Albrehta, 2001).

Integrēto prasmju attīstība un kompleksie uzdevumi. Kompleksie uzdevumi kā didaktiskā forma strukturāli vieno starppriekšmetu saikņu saturu un apgūšanas iespējas. Kompleksie uzdevumi tiek uzskatīti par skolēnu mācību izziņas darbību, kas balstās uz starppriekšmetu saikni, un vienlaikus ir kā starppriekšmetu saiknes līdzeklis, kas bagātina mācību metožu un paņēmienu sistēmu kopumā. Lai attīstītu skolēnos prasmi vispārināt un savstarpēji saistīt vairākos mācību priekšmetos gūtās zināšanas, prasmi aplūkot parādības to daudzveidīgo īpašību un attieksmju vienībā, kā arī novērtēt konkrēto no vispārīgā pozīcijām, ir nepieciešams iesaistīt skolēnus tādā darbībā, kas veicinātu viņos aktīvu sistēmiskās domāšanas attīstību (Broks, 2000; Moriyama, Suzuki, Miyazaki, & Sakakibara, 2007). To var panākt, izmantojot mācību materiāla sistēmisku izklāstu, risinot radošos uzdevumus, problēmsituācijas, kas padara darbību radošu, veicina prasmju attīstību no reproduktīvā uz radošo līmeni (Reihenova, 2018a; Reihenova, 2018b; Reihenova, 2018c).

Matemātikas un fizikas kopsaiste. Katrai no zinātnēm ir sava struktūra un sistematizācija. Matemātikai ir vajadzīgs konteksts, kuru fizika piedāvā ar reālās dzīves uzdevumiem, savukārt fizikai ir vajadzīgi matemātiskie rīki. Fizikas

uzdevumu tekstos jau ir integrēts reālās dzīves konteksts (Rath, 2006). Arī filozofs Bēkons atzīmē, ka vislabāk dabas pētīšana veicas tad, ja tā iesāk ar fiziku un beidzas matemātikā (Bēkons, 1989). Fizikas zinātnes saturu izsaka matemātiskas sakarības un to interpretācija ar abstraktiem modeļiem (Kiray, 2012; Zeps, 2009). Matemātikai ir it kā divas dabas, viena attiecībā pret domāšanas disciplīnu kā tādu un otra attiecībā pret dabu kā pētāmu objektu (Zeps, 2007). Sakārtojot sarežģītus domu kopumus, tiek veidoti atbilstoši vispārinājumi, kur īstenojas pacelšanās no sarežģītā uz vienkāršo, jo skolēni apzina pasauli pa daļām, tās savstarpēji salīdzinot un kopsaistot (Broks, 2006).

Ikviena lieta, process skolēna apziņā veidojas kā sistēma, horizontālo un vertikālo sistēmu veidojošo daļu kopsaistībā. Sistēmu sintēze (indukcija, integrācija) nozīmē pacelšanos no sarežģītā uz vienkāršāko, daļu apvienošanu jaunā veselumā, savukārt sistēmu analīze (dedukcija, diferencēšana) nozīmē nolaišanos no vienkāršā uz sarežģītāko, veselā sadalīšanu daļās. Sistēmu teorijas skatījumā domāšana ir procesuāla sistēma (Broks, 2006). Ja skolēna mācīšanās mērķis ir prasme risināt problēmas, radīt jaunas idejas un attīstīt domāšanas prasmes, tad ir īstenojama paša skolēna atklājumu veicinošā pieeja- problēmuzdevumu risināšana (Geidžs,1999; Reihenova, 2018a; Reihenova, 2018c).

Matemātikas uzdevumu risināšanas prasmes tiek dalītas trīs grupās: reprodukcijas, kopsakarību, matemātiskās domāšanas un vispārināšanas grupa (Geske, Grīnfelds, Kangro, & Kiseļova, 2012). Izglītībā tiek īstenota mācīšanās iedziļinoties, tas ir process, kura laikā skolēni attīsta spēju vispārināt, pārnest jaunās zināšanas un prasmes uz jaunām, nezināmām situācijām, kā arī attīsta un nostiprina augstāka līmeņa domāšanas prasmes- konkretizēšanu, klasifikāciju un abstrahēšanu. Savukārt risinot problēmas, lieto metakognitīvos paņēmienus, lai veidotu izpratni par procesiem (Namsone, 2018; Skola 2030; Šteinberga, 2013). Procesā pastāv saikne starp atsevišķiem elementiem, jo ikvienam notiekošā aspektam un posmam ir jābūt savstarpēji saistītam ar citiem aspektiem un posmiem. Radošums sasaista atsevišķus mijiedarbībā esošus procesus, arī radīšanu un vērtēšanu.

Skolēnam uz interešu mācību priekšmeta satura pamatkodola ir jāprot saskatīt pamatjēdzienus, kategorijas un svarīgākās likumsakarības, jāprot attīstīt prasmi vispārināt dabā notiekošos procesus un zinātniski izskaidrot pasaules uzbūves principus, tad skolēns pratīs apjēgtās likumsakarības pārnest uz sasaistes mācību priekšmetiem, tādējādi interešu mācību priekšmeta saturs ir jāapgūst dziļi un pamatīgi, lai iegūtās zināšanas, prasmes un iemaņas būtu izprastas un iestrādātas. Interešu mācību priekšmeta satura izpratne veicina skolēnu personiskās iniciatīvas attīstību, meklējot patstāvīgus risināšanas ceļus, tādējādi skolēns risinās tos uzdevumus, kuri viņu interesē, lai padziļinātu un/vai paplašinātu zināšanas un prasmes konkrētajā mācību priekšmetā.

Pētījuma rezultāti
Research results

Pētījumā datu analīzei izmantots gadījuma pētījumu dizains. Skolēni mācību stundu laikā risināja kompleksus uzdevumus (1.pētījums- kustība pa horizontālu virsmu; n=24) un veica kompleksu pētījumu (2.pētījums- rotācijas kustība; n=30). Pētījumā (1.pētījuma) dati iegūti, izmantojot skolēnu darbus un aptauju ar atvērtiem jautājumiem, kur skolēni rakstiski veica refleksiju par uzdevumu izpratni (skat. 1.attēlu). Dati apstrādāti, grupējot skolēnu atbildes pēc refleksijas un izveidojot padziļinātu aptauju ar slēgtiem jautājumiem, lai iegūtos datus, būtu vieglāk analizēt un vispārināt (Pipere, 2016).

Kompleksus uzdevumus (2.pētījums) risinot, skolēni pielietoja zināšanas un prasmes reālas dabas uzdevumu risināšanā. Tika mērītas prasmes, kā skolēni prot modelēt reālās dabas procesus, kā prot integrēt matemātikas un fizikas zināšanas un prasmes, lai risinātu reālas problēmsituācijas. Kā matemātikas uzdevumu sarežģītības līmenis ietekmē skolēna domāšanas un integrēto prasmju līmeni? Problēmsituāciju izpratne atspoguļota 1.attēlā.
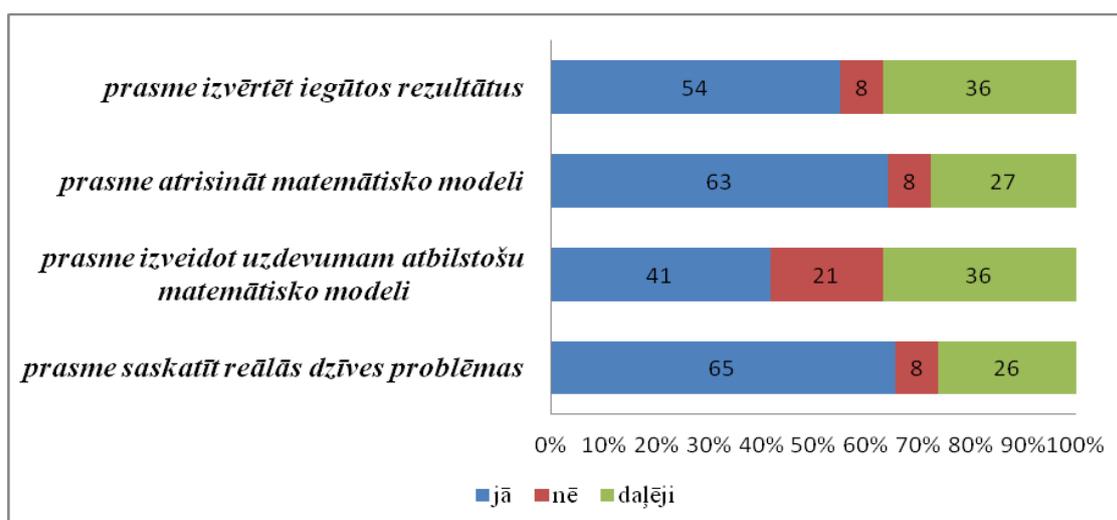
1.attēls. **Refleksija par uzdevumu izpratni**
Figure 1 **Reflection on understanding tasks**

Veicot refleksiju par kompleksu uzdevumu (1.pētījums) risināšanu, tika iegūti secinājumi, ka integrētu uzdevumu risināšana rada problēmas skolēniem, jo viņi neizprot sākuma uzdevuma nosacījumus; neprot tos pārnest uz jaunu situāciju; pietrūkst zināšanu un prasmju matemātikā un fizikā, lai risinātu kustību uzdevumus; neprot iegūtās zināšanas vispārināt uz atbilstošiem reālās dabas procesiem.

Skolēnu atbildes uz atvērtu jautājumu (refleksija pēc veiktā darba), kādas radās problēmas risinot kompleksus uzdevumus, tika sagrupētas sekojošās

kategorijās: problēmas, kuras saistās ar reālās dabas procesu pārnesi uz matemātikas valodas lietojumu - 34% skolēniem; problēmas, kuras saistās ar matemātikas valodas lietojumu, t.i., vienādojumu vai sistēmu sastādīšanu un to atrisināšanu - 43% skolēniem; problēmas, kuras saistās ar nepietiekamu pamatskolas zināšanu līmeni - 13% skolēnu; problēmas, kas saistās ar personības iezīmēm- kā motivācijas trūkumu pabeigt uzdevumu - 4% skolēnu.

Atbildes uz jautājumu, kura mācību priekšmetu satura zināšanas, skolēns izmantoja par pamatu, lai atrisinātu uzdevumus, sagrupējās sekojoši: matemātikas- 65%; fizikas- 13%; vienlīdz abas- 21%, iegūtās atbildes sakrīt ar skolēnu interešu priekšmetiem. Būtiska ir skolēna piebilde, kurš skaidro, ka ar fizikas zināšanām pamatoja situācijas aprakstu, bet ar matemātikas paņēmieniem atrisināja uzdevumu, savukārt pārdomas radīja kāda skolēna atbilde, kurā teikts, ka uzdevumus bija iespējams atrisināt, pielietojot tikai matemātikas zināšanas un prasmes.

Skolēni (tikai 4%), kuri prata vispārināt iegūtās zināšanas, atzīmēja, ka lietojot starppriekšmetu saiknes, viņi sakārtoja, vispārināja un nostiprināja zināšanas savos interešu mācību priekšmetos. Integrēto prasmju augsts attīstības līmenis, izpildot kompleksos uzdevumus, izpaudās integrēto prasmju struktūras visu svarīgāko darbību brīvā pārvaldīšanā: izziņas intereses aktivizācijā; zināšanu pārnešanā no viena mācību priekšmeta uz citu; zināšanu vispārināšanā; patstāvīgas, nestandarta pieejas darbam izmantošanā, risinot starppriekšmetu problēmas kompleksu uzdevumu veidā.

Produktīvi atrisinot kompleksus uzdevumus, skolēni apgūst prasmi pielietot un attīstīt integrētās prasmes: prasmi sistematizēt zināšanas no dažādiem mācību priekšmetiem par kopējiem izpētes objektiem; prasmi izskaidrot parādību cēloņu un seku saikni; prasmi praktiski pielietot zināšanas, kuras iegūtas dažādos mācību priekšmetos; prasmi sniegt sarežģīta objekta kompleksu daudzpusīgu raksturojumu (skatīt 1.attēlā). Skolēniem pietrūkst integrētās prasmes- zināšanu pārneses prasmes no fizikas uz matemātiku, lai aprakstītu procesu ar matemātisko modeli. Rezultāti parāda, ka nav attīstīta integrētā prasme, zināšanu pārnesei no fizikas uz matemātiku, arī (Kiray, 2012) savā pētījumā atzīmēja, ka matemātiku integrēt nav ieteicams kopā ar fiziku. Integrētu zināšanu struktūras ir jāiestrādā pakāpeniski.

Kompleksu uzdevumu risināšanā tika pētīti starppriekšmetu sakari starp matemātikas un fizikas mācību priekšmetu saturu elementiem, kuros ir svarīgi, pirmkārt, lai abi mācību priekšmeti pētītu vienu un to pašu objektu (1.pētījums), otrkārt, lai viena mācību priekšmeta pētīšanas metodes tiktu izmantotas objektu likumsakarību pētīšanā citā mācību priekšmetā (2.pētījums), treškārt, lai dažādi mācību priekšmeti atšķirīgu objektu pētīšanā izmantotu vienu un to pašu teoriju, tas atspoguļojas, kā skolēnu integrētās prasmes realizējas dažādos līmeņos.

Skolēni kompleksu pētījumu (2.pētījums) veica pāros. Darba sākumā veica empīrisku pētījumu, par rotācijas kustības likumsakarību iegūšanu, bet darba otrajā daļā pielietoja iegūtās likumsakarības konkrētu uzdevumu risināšanā. Pētījuma aprakstā bija noformulēti tikai darba uzdevumi, bet skolēniem bija jāatklāj, jāizpēta un jāuzraksta likumsakarības starp lielumiem. Ievaddaļā pāris izmantoja empīriski iegūtos datus, veica datu grafisko interpretāciju, ieguva likumsakarības, noformulēja hipotēzes, tās pierādīja un vispārināja. Mācību un zinātniskos pētījumos tiek izdalīti pētījuma līmeņi: ierobežots, strukturēts, vadīts un atvērts. Skolēniem piedāvātais pētījums bija daļēji vadīts, bet netika noteikta pētījuma metode, tādējādi skolēniem tika dota iespēja pašiem lemt, kā izpētīt problēmu. Atvērtu pētījumu var realizēt tikai tie skolēni, kuriem ir augsti attīstītas pētnieciskās un domāšanas prasmes.

Pētījuma gaitā tikai 6% skolēnu izvirzīja vispārinājumu, kā zinātniskas atziņas, par iegūtām likumsakarībām. Rakstot zinātniskās atziņas, skolēnam jāprot integrēt zinātniskos jēdzienus un zinātnes metodes, jāprot savienot konceptuālās zināšanas ar procesa prasmēm. Kompleksā pētījuma rezultāti ir atspoguļoti attēlā (skatīt 2.attēlu). Vislielākās problēmas skolēniem sagādāja matemātiskā modeļa izveide - 36%. Kompleksais pētījumā tika piedāvāts tādā veidā, ka galvenais akcents tika likts uz procesu vienojošām pētniecības metodēm, kas sasaista šo mācību priekšmetu saturs.
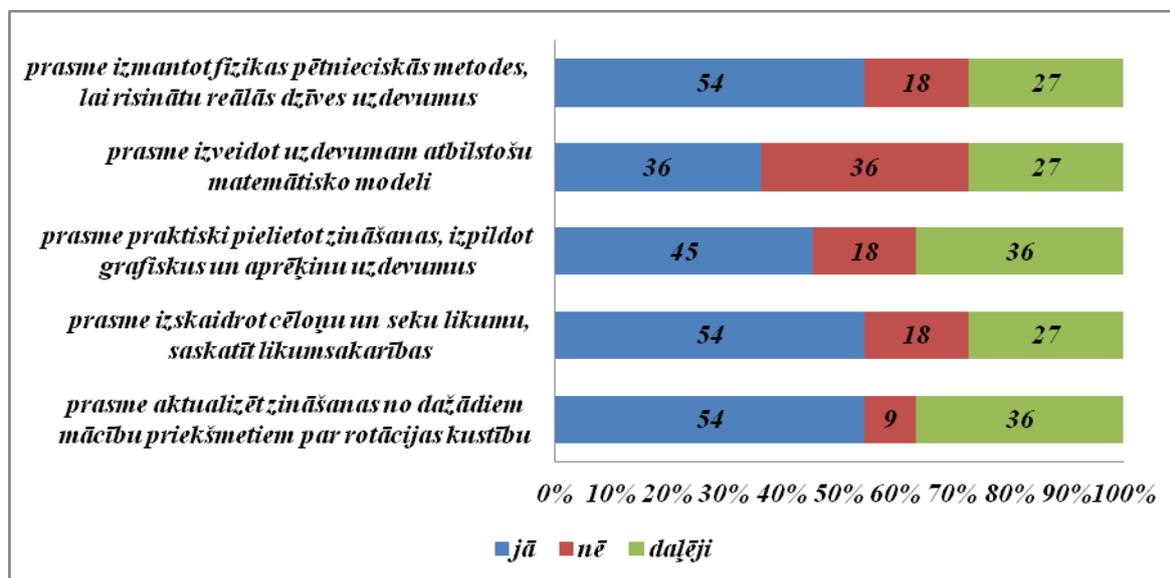
2.attēls. **Rotācijas kustības likumsakarību iegūšana**
Figure 2 **Obtaining rotational motion regularities**

Integrēto prasmju struktūra sastāv no savstarpēji saistītiem komponentiem, kritērijiem un līmeņiem (pietiekams, optimāls un augsts): (1) prasmes reproducēt (aktualizēt, atlasīt un lietot); (2) prasmes pārnest; (3) prasmes vispārināt (konkretizēt, klasificēt un abstrahēt). Darbā tika mērīta integrētā

prasme. Prasme vispārināt- augstā līmenī tika izmērīta tikai 6% skolēnu, tā atspoguļoja prasmi vispārīgā veidā pierādīt hipotēzi, bet prasme zināšanas pārnest- vienādi sadalījās pa visiem prasmju līmeņiem, savukārt visvairāk attīstītā- prasme ir reproducēt optimālā līmenī.

Matemātikas apguves mācību procesā svarīga ir ne tikai konkrētu algoritmu apguve un to pielietošana uzdevumu risināšanā, bet gan domāšanas prasmju un paņēmienu apguve, prasme analizēt uzdevumu nosacījumus, meklēt savstarpējās saistības starp dotajiem un nezināmajiem. Matemātikas abstraktā rakstura dēļ mācīšanā nevar izmantot empīriskā rakstura mācību priekšmetu pieejas, tāpēc matemātikā rodas problēma mācīšanās paņēmienu atrašanā, kuri skolēnu domāšanu no konkrētā atsevišķā līmeņa var pacelt līdz abstraktajam vispārīgajam līmenim. Savukārt veiksmīgi pielietojot mācību priekšmetu integrāciju, skolēns mācās abstrahēšanos. Arī kompleksajā uzdevumā skolēniem nav attīstīta integrētā prasme, zināšanu pārnesei no fizikas uz matemātiku, saprotams, ka prasme ir jāapgūst pakāpeniski.

Integrēto prasmi vispārināt- raksturo konkretizācija, klasifikācija un abstrahēšana. Kompleksajā pētījumā skolēnam vajadzēja iegūto vispārīgo likumsakarību pārcelt uz konkrētu uzdevumu, piekārtot aprakstītajam procesam, lai uzdevumu atrisinātu, tādā darbībā tika noteikta integrētā prasme- konkretizēt (57%). Tālāko uzdevumu risināšanas procesā skolēns, tikai pēc sev zināmas īpašības, sagrupēja un pārgrupēja lielumus, konstantos un mainīgos, zināmos un nezināmos, kamēr izveidoja matemātisko modeli, tā tika mērīta integrētā prasme- klasificēt (34%). Nākamajā uzdevumā skolēnam vajadzēja parādīt integrēto prasmi- abstrahēties (39%), saskatot svarīgāko likumsakarību dabas attēlā un atrisināt uzdevumu bez dotajiem lielumiem (nosacīti). Jo sarežģītāka risināmā problēma, jo tiek izmantotas augstākas domāšanas prasmes, jo skolēns attīsta sarežģītākas integrētās prasmes.

Darba noslēguma daļa bija sarežģītāka, tomēr skolēni to veica produktīvi. Viņi centās izmantot vienā mācību priekšmetā (matemātikā) iegūtās zināšanas. Matemātikas sasniegumus nevar attīstīt, ja matemātiku integrē kopā ar citām zinātnēm. Izmantojot secīgās integrācijas veidu, matemātikas sasniegumi bija vērā ņemami, bet izmantojot paralēlo un pilnīgo- sasniegumi bija ievērojami zemāki. Matemātikas sasniegumi nepalielinās, ja matemātiku integrē cita priekšmeta kontekstā. Izmantojot matemātikas un fizikas integrācijas modeļus, abām zinātnēm ir atšķirīgi sasniegumi, to ietekmē integrācijas pieejas un formas (Kiray, 2012; Kurt & Pehlivan, 2013).

Secinājumi
Conclusions

Mācību priekšmetu integrācija mācīšanās procesā būs produktīva, ja skolēnam būs labas satura zināšanas un prasmes interešu priekšmetā, apjēgta jēdzienu izpratne un to lietojums, kā arī, ja viņš pratīs pamata mācību priekšmetā iegūtās zināšanas pārnest uz radnieciskiem mācību priekšmetiem un pratīs tās pielietot līdzīgās situācijās.

Integrēto prasmju struktūra sastāv no savstarpēji saistītiem komponentiem: (1) prasmes reproducēt (aktualizēt, atlasīt un lietot); (2) prasmes pārnest; (3) prasmes vispārināt (konkretizēt, klasificēt un abstrahēt).

Lai attīstītu skolēnos prasmi vispārināt un savstarpēji saistīt vairākos mācību priekšmetos gūtās zināšanas, prasmi aplūkot parādības to daudzveidīgo īpašību un attieksmju vienībā, kā arī novērtēt konkrēto no vispārīgā pozīcijām, ir nepieciešams iesaistīt skolēnus tādā darbībā, kas veicinātu viņos aktīvu sistēmiskās domāšanas attīstību, to var panākt, attīstot integrētās prasmes.

Ar starppriekšmetu saikņu palīdzību skolēni mācās izprast mūsdienu zinātnes paradigmu, tādējādi ir nepieciešams aplūkot problēmas, kas satur pasaules izpratnes jēdzienus un vispārinājumus; rast iespējas skolēniem no plašāka skatupunkta kompleksi un vispusīgi skatīt dabas procesu un sabiedrības dzīves aktuālāko problēmu būtību; izcelt katrā mācību priekšmetā galveno teorētisko jēdzienu un pasaules uzskata vispārinājumu pamatkodolu un sagatavot skolēnus to apgūšanai mācību stundās un interešu nodarbībās.

Pētot pasaules valstu matemātikas pedagoģiskos integrācijas modeļus noskaidrojās, ka, lai veiktu vertikālo integrāciju, skolēnam ir jābūt labām zināšanām un prasmēm matemātikā. Horizontālā integrācija saistās ar starppriekšmetu saiknes izmantošanu matemātikas mācīšanās procesā.

Summary

In the modern age, the fields of science are characterized by mutual convergence. The most valuable discoveries are made in the interdisciplinary field and new discoveries need to be included in the school curriculum. Integrating learning content is the highest level of cross-curricular communication, so learning content needs to be arranged so that the student has a global understanding of the subject. The aim of the article is to emphasize the depth of comprehension of the content of the subject of the student's interest, because based on the understanding of the content of the subject, new knowledge will be integrated and new skills will be developed that the student will be able to transfer to other subjects by solving problem situations. The topicality of the article is related to the integration approach, that the main focus is not on the content of the integrated subjects, but on the scientific processes uniting them, which link the contents of these subjects. Researching the mathematical pedagogical

integration patterns of countries around the world, it became clear that in order to achieve vertical integration, the student must have good knowledge and skills in mathematics. Horizontal integration involves the use of cross-curricular links in the process of mathematics learning. The elements of linking the integration process are objects, research methods and scientific theories. The structure of integrated skills is based on the ability to produce, transfer and generalize knowledge. It is essential to observe the student's interests, abilities, self-regulatory process and learning skills by choosing the depth or range of mastering the content of mathematics.

In the research, students' complex tests and questionnaires with open questions were used for data acquisition. Case study design was used for data analysis. The study was conducted in a high school where students can choose a curriculum that is partly related to their interests. For these students, one of the subjects of interest is physics, programming or mathematics, where mathematics is acquired at an advanced level, so mathematics is linked to a vertical or horizontal integration process. The results show that part of the students could study mathematics in depth in the future; part of the students – related science; part of the students would choose non-commercial science studies.

Literatūra
References

Albrehta, D. (2001). *Didaktika* [Didactic]. Rīga: RaKa.

Bēkons, F. (1989). *Jaunais organons* [Novum Organum]. Rīga: Zvaigzne.

Broks, A. (2000). *Izglītības sistemoloģija* [Systemology of Education]. Rīga: RaKa.

Broks, A. (2006). *Ontodidaktika izglītības satura attīstībai.* Pieejams: http://blogi.lu.lv/broks/files/2010/03/A.Broks_SkNr.582006.pdf

Capra, F. (1975). *The Tao of physics.* Retrieved from http://www.vielewelten.at/pdf_en/capra.pdf

Čehlova, Z., & Grinpauks, Z. (2003). *Skolēnu integratīvo prasmju veidošana.* Rīga: RaKa.

Geidžs, N.L., & Berliners, D.C. (1999). *Pedagoģiskā psiholoģija* [Educational psychology]. Rīga: Zvaigzne ABC.

Geske, A., Grīnfelds, A., Kangro, A., & Kiseļova, R. (2012). *Latvija OECD Starptautiskajā skolēnu novērtēšanas programmā 2012 – pirmie rezultāti un secinājumi.* Pieejams: https://www.ipi.lu.lv/fileadmin/_migrated/content_uploads/Latvija_SSNP_2012_pirmie_rezultati_un_secinajumi.pdf

Kiray, S.A. (2012). *A new model for the integration of science and mathematics: The balance model.* Retrieved from https://files.eric.ed.gov/fulltext/ED546468.pdf

Kurt, K., & Pehlivan, M. (2013). *Integrated Programs for Science and Mathematics: Review of Related Literature.* Retrieved from https://eric.ed.gov/?id=ED543277

Lāslo, E. (2014). *Ceļvedis pasaules pārmaiņās* [Quantum Shift in the Global Brain]. Rīga: Jumava.

Moriyama, J., Suzuki, T., Miyazaki, M., & Sakakibara, Y. (2007). *Integrated Learning of "Modeling" through Mathematics, Science and Technology.* Retrieved from https://www.iteea.org/File.aspx?id=86696&v=4e822661

Namsone, D. (2018). Kolektīvā monogrāfija. *Mācīšanās lietpratībai*. LU Akadēmiskais apgāds. Pieejams: https://www.siic.lu.lv/fileadmin/user_upload/lu_portal/projekti/siic/ Kolektiva_monografija/Macisanas_Lietpratibai.pdf

Niss, M. (2002). *Mathematical competencies and the learning of mathematics: the Danish komproject.* Retrieved from
http://www.math.chalmers.se/Math/Grundutb/CTH/mve375/1112/docs/KOMkompetenser.pdf

Pipere et al, (2016). *Pētniecība: teorija un prakse* [Research: Theory and Practice]. Rīga: RaKa.

Rath, G. (2006). *Auseinandergelebt? Physik und Mathematik. Probleme und Lösungsansätze zur Koordination.* Retrieved from https://pluslucis.univie.ac.at/PlusLucis/061/s0913.pdf

Reihenova, A. (2018a). *Vidusskolēnu domāšanas veidi matemātikas mācīšanās procesā.* Pieejams: Society. Integration. Education. Proceedings of the International Scientific Conference. 2018, Volume II, 405-418.

Reihenova, A. (2018b). Self-motivated Secondary School Student in Learning Mathematics. *The 60st International Scientific Conference of Daugavpils University.* Retrieved from https://dukonference.lv/files/DU%2060%20starpt%20zinatn%20konf%20tezes_DRAFT .pdf

Reihenova, A. (2018c). *Mācību pētnieciskās prasmes matemātikas stundās vidusskolā* [Secondary school students' types of thinking in learning maths]. Retrieved from http://journals.rta.lv/index.php/PSPI/issue/view/102

Riegel, C., Scherr, A., & Stauber, B. (2010). *Transdisziplinäre Jugendforschung. Grundlagen und Forschungskonzepte.* VS Verlag.

Robinsons, K. (2013). *NE tikai AR PRĀTU* [Out of our Minds]. Rīga: Zvaigzne ABC.

Sawyer, R.K. (2008). *Optimising learning implications of learning sciences research.* Retrieved from http://www.oecd.org/site/educeri21st/40554221.pdf

Skola 2030. *Atbalsts mācību pieejas maiņai* [School 2030: Description of Educational Curriculum and Learning Approach]. R.: VISC. Pieejams: https://www.skola2030.lv/

Siliņš, E.I. (2008). *Lielo patiesību meklējumi* [Searching for the Great Truths]. Rīga: Jumava.

Šteinberga, A. (2013). *Pedagoģiskā psiholoģija* [Pedagogical Psychology]. Rīga: RaKa.

Ulm, V. (2010). *Systemic innovations of mathematics education with dynamic worksheets as catalysts.* Retrieved from http://ife.ens-lyon.fr/publications/edition-electronique/ cerme6/wg7-24-ulm.pdf

Vilbers, K. (2010). *Visaptverošā teorija* [A Theory of Everything]. Rīga: Jumava.

Zeps, D. (2007). *Par matemātikas dabu. Par matemātiku un realitāti.* Pieejams: https://www.academia.edu/2739591/Par_matem%C4%81tikas_dabu._Par_matem%C4 %81tiku_un_realit%C4%81ti?auto=download

Zeps, D. (2009). *Matemātika un fizika ir viens un tas pats. Ceļā uz tās vienkāršošanos.*

Žogla, I. (2001). *Didaktikas teorētiskie pamati* [Theoretical Background of Didactic]. Rīga: Zvaigzne.

ФОРМИРОВАНИЕ КРИТЕРИЕВ АНТИДИСКРИМИНАЦИОННОЙ ЭКСПЕРТИЗЫ ШКОЛЬНЫХ УЧЕБНИКОВ В УКРАИНСКОМ ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

Formation of Criteria of the Anti-Discrimination Analysis of School Textbooks in the Ukrainian Educational Field

Natalya Voyevutko
Mariupol State University, Ukraine

Elena Kuligina
Mariupol City Technological Lyceum, Ukraine

Abstract. *This scientific work is aimed to develop the criteria of conducting the anti-discriminatory analysis of school textbooks based on the performed research. The work specified the normative, legal, scientific and methodical bases of gender and anti-discrimination analysis. The anti-discrimination requirements to the content of textbooks developed by the Ministry of Education and Science of Ukraine, the formation of gender expertise, and its reformatting into anti-discrimination one were analyzed. Authors of the work suggested the criteria of anti-discriminatory analysis that form a system combining the qualitative and quantitative factors in the evaluation of parameters, which are components of content of the textbook.*

Keywords: *anti-discrimination analysis of school textbooks, criteria of anti-discriminatory analysis, gender expertise.*

Введение
Introduction

Международное сообщество постоянно осуществляет мониторинг событий, связанных с обеспечением равных прав и возможностей. В этом отношении на первом месте находится вопрос гендера, охватывающий все сферы социального устройства общества. Когда говорят о гендере, то имеют в виду прежде всего неравенство, а не только различие между мужчинами и женщинами. Вместе с неравенством говорится об иерархии, стратификации и власти, которая встроена в гендерные отношения. Гендерная теория предполагает изменение социальной реальности, цель которой – обеспечение гендерного равенства (Марценюк, 2014).

«Формирование гендерного подхода в социальном и гуманитарном знании в сущности является гораздо большим, чем просто появлением новой теории. Это – принципиально новая теория, принятие которой иногда обозначает изменение ценностных ориентаций человека и ученого и пересмотр многих привычных представлений и «Истин». Это своеобразное переключение регистров, смена акцентов, новые проекции, иная плоскость исследования» (Семиколенова & Шилина, 2003).

Безусловной задачей современной школы является отражение многообразия жизни в учебном контенте. Развитие гендерной теории неизбежно повлекло за собой соответствующие исследования и в сфере образования, продемонстрировавшие, что содержание учебников и учебных программ на самом деле не нейтральное, а гендерномаркированное. Такое понимание повлекло за собой появление сначала гендерной, а позже – антидискриминационной экспертизы учебников и учебных программ.

Цель данной научной работы – разработать критерии антидискри-минационной экспертизы школьных учебников с учетом исследований в украинском образовательном пространстве.

В процессе разработки критериев антидискриминационной экспертизы были применены следующие методы: контент-анализ законодательной и научно-методической базы; качественный и количественный анализ компонентов экспертизы и их содержания.

Нормативно-правовая и научно-методическая основа антидискриминационной экспертизы учебников в Украине
Regulatory, scientific, and methodical basis of the anti-discrimination analysis of textbooks in Ukraine

Нормативно-правовой основой экспертизы служат законодательные акты, в которых декларируются равные права и возможности женщин и мужчин, государственная антидискриминационная и гендерная политика, антидискриминационный и гендерный компонент в образовании, а именно: «Конвенция про борьбу с дискриминацией в области образования» (1960), «Рекомендации по воспитанию в духе международного взаимопонимания, сотрудничества и мира, воспитания в духе уважения прав человека и основных свобод» (1974), «Конвенция про ликвидацию всех форм дискриминации в отношении женщин» (1979), «Конвенция про права ребенка» (1989, с изм. 2014), «Конвенция про защиту прав человека и основополагающих свобод» (1997, с изм. 2013), «Про способы предотвращения и противодействия дискриминации в Украине» (2014), Закон Украины «Про образование» (2017), «Про обеспечение равных прав и возможностей женщин и мужчин» (2018), «Государственная социальная

программа обеспечения равных прав и возможностей женщин и мужчин на период до 2021 года» (2018), «Национальный план действий по исполнению рекомендаций, изложенных в заключительных замечаниях Комитета ООН по ликвидации дискриминации по отношению к женщинам на период до 2021 года» (2018), Приказы Министерства образования и науки Украины «Про утверждение Инструктивно-методических материалов для проведения экспертами экспертиз электронных версий проектов учебников» (2016, 2017, 2018).

Научно-методической основой антидискриминационной экспертизы образовательного контента стали следующие работы: «Дискриминация, расизм, ксенофобия, антисемитизм: история, настоящее, и пути преодоления» Бакка Т.В. и др. (2011), «Гендерные стандарты современного образования: сборник рекомендаций (в 3-х частях)» под ред. О.М. Кикинежди, Е.И. Семиколеновой (2010, 2011), «Гендерная социализация младших школьников» Кравец В.П., Говорун Т.В., Кикинежди О.М. (2011), «Гендерное равенство и недискриминация: пособие для экспертов аналитических центров» Марценюк Т. (2014), «Теоретико-методологи-ческие основы гендерной экспертизы учебников» Малахова Е. и др. (2016), «Инструктивно-методические материалы по осуществлению антидискриминационной экспертизы» под общей редакцией Е. Малаховой (2018).

Становление антидискриминационной экспертизы учебников в украинском образовательном пространстве
Formation of the anti-discrimination analysis of textbooks in the Ukrainian educational field

Первым шагом в процессе разработки антидискриминационной экспертизы в современном её состоянии стала гендерная экспертиза.

Гендерная экспертиза – это анализ содержания и формы чего-либо (текстов, рисунков, законов, действий и т.п.) для подтверждения его гендерной чувствительности и/или с целью выявления и исключения проявлений гендерных стереотипов, сексизма, гендерной асимметрии и неравенства (Андрусик и др., 2016); разновидность социального анализа, основанного на гендерной методологии, которая заключается в определении различий в политическом, социально-экономическом и культурном статусах гендерных групп и властно-подчиненных отношений между ними, воплощенных в обществе через гендерные отношения (Малахова и др., 2016а); анализ текстов, событий, законов, фотографий, рисунков и т.д., призванный определить, являются ли они

гендернопредвзятыми или гендерночувствительными, т.е. какие гендерные дискурсы в них заложены (Плахотник, 2013).

В Украине на уровне Министерства образования и науки впервые начинают осуществлять гендерную экспертизу школьных учебников в начале 2016 г. Однако уже к концу года экспертиза учебного контента становится антидискриминационной, что расширяет фокус внимания экспертов с гендера на весь список защищенных законом признаков.

В инструктивно-методических материалах для экспертизы электронных версий проектов учебников для 8 класса общеобразовательных учебных заведений (2016) в разделе «Теоретико-методологические основы гендерной экспертизы учебников» авторы отмечают целью экспертизы – найти в текстовых и внетекстовых (иллюстрации, методический аппарат, аппарат ориентирования) материалах учебника проявления дискриминации по признаку пола (стереотипное изображение женщины, андроцентризм, сексизм и т.д.) и дать рекомендации по их устранению. Е. Малахова, О. Марущенко, Т. Дрожжина, Т. Коробкина анализируют законодательную основу проблемы; подают краткий перечень терминов, определения которых сформулированы в русле государственной антидискриминационной политики и могут быть применены во время экспертизы; выделяют дискриминационные практики в контенте школьных учебников, на которые необходимо обращать внимание при экспертизе, к которым отнесены: 1) количественная диспропорция представленности лиц обоих полов; 2) представление лиц разных полов только в стереотипных гендерных ролях, 3) сегрегация и поляризация по признаку пола; 4) изображение человека в целом и общечеловеческих ценностей исключительно через образ мужчины; 5) использование гендерночувстви-тельного языка: феминитивов, зафиксированных в словаре, и феминитивов-новообразований; одновременное использование параллельных форм и женского, и мужского рода; использование сборных существительных и описательных конструкций (Малахова и др., 2016a).

Антидискриминационную экспертизу исследователи определяют как анализ любого контента, по результатам которого предоставляется заключение о его соответствии принципу недискриминации. Так, в инструктивно-методических материалах для экспертизы электронных версий проектов учебников для 9 класса общеобразовательных учебных заведений (2016) авторами раздела по антидискриминационной экспертизе дополнена и расширена информация про теоретико-методологические основы антидискриминационной экспертизы учебников, а именно: добавлены характеристики возраста, цвета кожи, этнической принадлежности, религии, инвалидности и т. д. (Малахова и др., 2016b).

В январе 2018 впервые появляются инструктивно-методические материалы по осуществлению антидискриминационной экспертизы, оформленные в отдельное пособие (под общей редакцией Е. Малаховой). Его преимуществом перед предыдущими инструкциями являются расширенные и детализированные теоретико-методологические основы антидискриминационной экспертизы учебников, требования к экспертному заключению и оформлению результатов экспертизы, детализация форм дискриминационного языка, акцентированные и проиллюстрированые примерами дискриминационные практики в контенте школьных учебников. В тексте инструктивных материалов также поданы детализированные советы по предотвращению использования дискриминационного языка по другим защищенными признакам – цвет кожи, этничность, гражданство, инвалидность, возраст (Дрожжина и др., 2018).

Министерство образования и науки Украины (Приказом от 31.10.2018) предъявляет такие антидискриминационные требования к содержанию учебников: 1) пропорциональная представленность лиц по максимально возможному количеству защищенных признаков – как можно более широкий диапазон персонажей / действующих лиц разного возраста, пола, места проживания и т.д.; 2) представление персонажей / действующих лиц преимущественно в нестереотипных социальных ролях; 3) отсутствие сегрегации и поляризации по защищенным признакам; 4) изображение человека в целом и общечеловеческих ценностей через различные образы; 5) использование недискриминационного языка (собирательные существительные, описательные конструкции, параллельные формы маскулинитивов и феминитивов. Важным, также, является факт, что МОН Украины выделяет такую составляющую соответствия учебника антидискриминационным требованиям, как наличие заданий, упражнений, комментариев, иллюстраций, направленных на формирование поликультурности (толерантное отношение к представителям/-ницам разных народов, национальных и этнических групп, культур, традиций и верований, способность к межнациональному и межконфессиональному диалогу), умение выявлять и уважать разные точки зрения, понимание потребностей и возможностей других людей. Учебник также не может нести информацию, искажающую содержание прав человека или дающую ложное представление о них (Інструктивно-методичні матеріали для проведення експертами експертиз електронних версій проектів підручників, 2018).

Заметим, что рассматриваемым Приказом предусмотрены критерии оценки электронных версий учебников для учреждений общего среднего образования для научно-методической и психолого-педагогической экспертизы. Однако критерии для осуществления антидискриминационной экспертизы остаются не конкретизированными.

Критерии антидискриминационной экспертизы учебников
The criteria of the anti-discrimination analysis of textbooks

Опираясь на Закон Украины «Про принципы предотвращения и противодействия дискриминации» (2014), экспертиза призвана найти в материалах школьных учебников некорректные выражения и клише, которые дискриминируют по признакам расы, цвета кожи, политическим, религиозным или другим убеждениям, полу, этническому и социальному происхождению, уровню достатка, месту проживания, языку (Про засади запобігання та протидії дискримінації в Україні, 2014). Следовательно, основным методом экспертизы становится контент-анализ, позволяющий выявить и классифицировать проявления дискриминации. Однако в связи с непроработанностью критериев экспертизы, возникают сложности на стадии учета и оценки этих проявлений, ведущие к субъективизации экспертных выводов.

Предлагаемые нами критерии антидискриминационной экспертизы позволяют стандартизировать процедуру и обеспечить максимальную объективность экспертных выводов. Критерии представляют собой систему, сочетающую качественную и количественную составляющие в оценке параметров – компонентов контента учебника.

Качественная составляющая предусматривает анализ набора компонентов содержания учебника (педагогической целесообразности, содержания текстового материала, содержания иллюстративного материала, языка) по степени наличия/отсутствия в них дискриминации по защищенным законом признакам и их оценку по шкале от 0 до 3 баллов, где 0 баллов свидетельствует о максимальной степени дискриминации по заданному параметру, а 3 балла – о полном отсутствии дискриминации.

Количественная составляющая включает элементы статистического анализа контента учебника и подсчеты на стадии общих выводов экспертизы, что позволяет выразить качественные характеристики в количественных показателях и, как следствие, избежать субъективности в выводах экспертизы.

Таким образом, оценочную часть антидискриминационной экспертизы можно представить в виде следующей таблицы-протокола.

Заметим, что для оценивания компонентов 2.1.1, 2.1.2 и 3.2 (поданных в Таблице 1 под знаком «*») вычисляются показатели представленности женщин/девочек и мужчин/мальчиков в процентах от общего количества упоминаний/изображений лиц обоего пола. Полученные показатели оцениваются по шкале от 0 до 3 баллов, где 3 – соблюдение гендерной паритетности, 0 – категорическое ее несоблюдение (см. табл. 2).

*Таблица 1. **Протокол антидискриминационной экспертизы учебника***
*Table 1 **The protocol of anti-discrimination analysis of school textbooks***

Компонент и его содержание	Балл
1. Педагогическая целесообразность учебника	
1.1. Все ученики и ученицы, независимо от этнического происхождения и вероисповедания, могут быть привлечены к процессу обучения с использованием данного учебника (сбалансировано (частотность, разнообразие) представлены различные национальные, культурные, религиозные, социальные группы, проживающие на территории Украины).	0-1-2-3
1.2. Учебник воспитывает толерантное отношение к представителям всех народов, проживающих на Украине, способствует преодолению национальных стереотипов и предубеждений в сторону международного взаимопонимания.	0-1-2-3
1.3. Учебник способствует преодолению гендерных стереотипов и предубеждений при формировании учениками и ученицами собственных стратегий поведения.	0-1-2-3
1.4. Учебник не содержит информацию, которая искажает содержание прав человека или дает ложное представление о них.	0-1-2-3
2. Содержание текстового материала учебника	
2.1. Паритетная представленность мужчин и женщин	
2.1.1. Представлены и мужчины, и женщины, имеющие достижения в различных сферах жизни*	0-1-2-3
2.1.2. Используются тексты авторства и мужчин, и женщин*	0-1-2-3
2.1.3. Человек в целом и общечеловеческие ценности отображаются через образы и женщин, и мужчин	0-1-2-3
2.2. Стереотипность отображения мужчин и женщин, девочек и мальчиков	
2.2.1. Отсутствует сегрегация и поляризация: учебный материал (тексты, упражнения, задания) отображает общие интересы, совместную деятельность девочек и мальчиков, мужчин и женщин	0-1-2-3
2.2.2. Увлечения и деятельность детей отображаются без маркирования на «мальчиковые» и «девичьи» (например, мальчики исследуют мир вокруг, а девочки занимаются рукоделием, мальчики играют игрушками «для мальчиков», а девочки – «для девочек» и т.д.)	0-1-2-3
2.2.3. Нестереотипное отображение социальных ролей, профессиональной деятельности, статуса и поведения женщин и мужчин (девочек и мальчиков) в обществе (например, когда профессиональная сфера не маркируется как мужская, а семейная как женская и т. п.)	0-1-2-3
2.2.4. Отображение качеств и эмоций человека представлено без маркирования на «мужские/мальчиковые» (например, лидерство, активность, соревновательность и т.д.) и «женские/девичьи» (например, аккуратность, беспомощность, капризность и т.д.).	0-1-2-3
2.3. Реалистичность отображения окружающего мира	
2.3.1. В учебных текстах, заданиях, упражнениях и т.д. представлены люди с разным состоянием здоровья, с инвалидностью (в том числе разных видов)	0-1-2-3
2.3.2. Представлены разные типы семей (нуклеарные, сложные, неполные и т.д.)	0-1-2-3
2.3.3. Люди пожилого возраста представлены разнообразно, в том числе как ведущие активный образ жизни	0-1-2-3
2.3.4. Отображение характера человека не маркируется через внешность, одежду (например, когда позитивные поступки отождествляются с красивыми людьми, а физическая непривлекательность отождествляется с негативом)	0-1-2-3

3. Иллюстративный материал учебника	
3.1. Сбалансировано представлены различные этнические, культурные, религиозные, социальные группы, проживающие на территории Украины / в мире (в зависимости от учебного предмета).	0-1-2-3
3.2. Соблюдается паритетность изображений лиц женского и мужского пола*	0-1-2-3
3.3. На рисунках и фотографиях представлены люди с разным состоянием здоровья, с инвалидностью (в том числе разных видов)	0-1-2-3
3.4. Соблюдается разнообразие и нестереотипность в изображении внешности и одежды людей	0-1-2-3
3.5. Отсутствует сегрегация и поляризация по защищенным законом признакам	0-1-2-3
3.6. Условные сокращения, знаки навигации и ориентирования в учебнике являются гендерно немаркированными, не содержат дискриминации по защищенным законом признакам	0-1-2-3
4. Язык учебника	
4.1. Используется гендерночувствительный язык	0-1-2-3
4.2. Используется корректная лексика по отношению к людям с болезнями, с инвалидностью	0-1-2-3
4.3. Используется корректная лексика, не применяются зонтичные термины по отношению к людям разных этносов, вероисповедания и т. п.	0-1-2-3
4.4. Отсутствуют стереотипные обобщения (например, все люди думают/чувствуют/действуют и т.д. одинаково, все пожилые люди мудры/некомпетентны/немощны/болезненны, все девочки слабые, а мальчики сильные, все ромы – воры и т.п.)	0-1-2-3
4.5. Отсутствует сегрегация и поляризация по защищенным законом признакам (разделение на «мы» и «они»)	0-1-2-3
Общий балл экспертизы	**0-108**

Таблица 2. **Расчет гендерной паритетности компонентов 2.1.1, 2.1.2, 3.2 протокола**
антидискриминационной экспертизы учебника
Table 2 **Calculation of gender parity of components 2.1.1, 2.1.2, 3.2 of the protocol**
of the anti-discrimination analysis of school textbooks

Балл	Показатель 1, %	Показатель 2, %	Характеристика гендерной паритетности
3	50-55	45-50	соблюдение паритетности
2	56-65	35-44	незначительное смещение паритетности
1	66-95	5-34	значительное смещение паритетности
0	96-100	0-4	категорическое несоблюдение паритетности

Например, из 57 изображений (100%) лиц обоего пола 40 – мужские и 17 – женские, что пропорционально соответствует как 70% и 30%. Согласно Таблице 2, эти показатели соответствуют баллу 1, что характеризуется как значительное смещение паритетности.

Поскольку предложенные критерии могут уточняться и дорабатываться, общий балл экспертизы предлагается интерпретировать в процентном эквиваленте: 0-60% – учебник не отвечает недискриминационному подходу в образовании; 61-90% – частично

отвечает, 91-100% – отвечает недискриминационному подходу в образовании. Например, на данном этапе проработки критериев максимальный балл – 108, следовательно, экспертная оценка 0-65 баллов характеризует содержание учебника как дискриминационное, что не позволяет рекомендовать его к использованию в учебном процессе и указывает на необходимость дальнейшей его доработки. Экспертная оценка 66-97 баллов характеризует содержание учебника как частично дискриминационное, что позволяет рекомендовать его к использованию в учебном процессе при условии исправления обнаруженных ошибок. Экспертная оценка 98-108 баллов характеризует содержание учебника как недискриминационное, что позволяет рекомендовать его к использованию в учебном процессе, при этом возможны отдельные незначительные замечания, рекомендованные к исправлению.

Выводы
Conclusions

В современном обществе все более возрастает актуальность антидискриминационной экспертизы школьных учебников, сформирована значительная нормативно-правовая и научно-методическая база, однако остается открытым вопрос формирования критериев антидискримина-ционной экспертизы. Антидискриминационная экспертиза создавалась на основе гендерной экспертизы с 2015 г. В 2018 году МОН Украины были разработаны антидискриминационные требования к содержанию учебников. Критерии антидискриминационной экспертизы, предложенные в данном исследовании, представляют собой систему, сочетающую качественную и количественную составляющие в оценке параметров – компонентов контента учебника. Разработаны шкалы количественных и качественных значений параметров, шкала интерпретации числовых результатов экспертизы. Оценочная часть антидискриминационной экспертизы подана в виде таблицы-протокола, включающей перечень компонентов. Общий балл экспертизы предложено интерпретировать в процентном эквиваленте для обеспечения подвижности в вычислениях при возможной дальнейшей доработке критериев оценивания. Предложенные критерии позволяют стандартизировать процедуру антидискрими-национной экспертизы и обеспечить максимальную объективность экспертных выводов.

Summary

The issue of carrying out the anti-discrimination analysis of school textbooks in the Ukrainian educational field arose in the first decade of this century. Currently it is considered that its solution is connected with the emergence of expertise. The first attempts have been made since 2015, and since 2016 it bears the stamp of the Ministry of Education and Science of Ukraine. The necessary generalizations have been made in order to develop the criteria of conducting the anti-discriminatory analysis. However, the absence of the criteria themselves leads to the inevitable subjectivity in expert evaluations.

This scientific work is aimed to develop the criteria of conducting the anti-discriminatory analysis of school textbooks based on the performed research. The following methods have been applied: content-analysis of the legislative and scientific-methodical database; qualitative and quantitative analysis of the components of expertise and their content. The work specified the normative, legal, scientific and methodical bases of gender and anti-discrimination analysis. The anti-discrimination requirements to the content of textbooks developed by the Ministry of Education and Science of Ukraine, the formation of gender expertise, and its reformatting into anti-discrimination one were analyzed.

Authors of the work suggested the criteria of anti-discriminatory analysis that form a system combining the qualitative and quantitative factors in the evaluation of parameters, which are components of content of the textbook. The scales of combination of qualitative and quantitative parameters and the scale of interpretation of numerical examination results were developed. Protocol for the evaluative part of anti-discriminatory analysis, including a list of components, was created. It was suggested that the overall score of the analysis should be interpreted in proportion equivalent to ensure mobility calculation in further development of evaluation criteria data. The criteria suggested by authors allow standardization of the procedure of anti-discriminatory analysis and ensure maximum objectivity of the expert conclusions.

Литература
References

Андрусик, О., Водолажская, Н., Ефимцева, А., Кермеш, Т., Купка, И., Лесовая, Н., Малахова, Е., Марущенко, О., & Цвиркене, И. (2016). *В поисках гендерного воспитания*. Харьков: ГИАЦ «Крона».

Дрожжина, Т., Дубовик, О., Забуга, Н., Косьмій, О., Малахова, О., Марущенко, О., Михайловська, Н., Салахова, Я., & Селіваненко, В. (2018). *Експертиза шкільних підручників: інструктивно-методичні матеріали для експертів щодо здійснення антидискримінаційної експертизи електронних версій проектів підручників, поданих на конкурсний відбір проектів підручників для 5 та 10 класів закладів загальної середньої освіти*. Київ: Інститут педагогіки НАПН України, ДНУ Інститут модернізації змісту освіти.

Інструктивно-методичні матеріали для проведення експертами експертиз електронних версій проектів підручників (2018). *Наказ Міністерства освіти і науки України від*

31.10.2018 № 1183. Retrieved from https://drive.google.com/file/d/1nnbIUaTMfBmiEgIf8YHBOjnQiwtdDgyE/view

Малахова, О.А., Марущенко, О.А., Дрожжина, Т.В., & Коробкіна, Т.В. (2016) Теоретико-методологічні засади гендерної експертизи підручника. За О.М.Топузов, Н.Б. Вяткіна (ред.), *Експертиза шкільних підручників: інструктивно-методичні матеріали для експертизи електронних версій проектів підручників для учнів 8 класу загальноосвітніх навчальних закладів* (48 – 56). Київ: Педагогічна думка.

Малахова, О.А., Марущенко, О.А., Дрожжина, Т.В., Салахова, Я.В., & Селіваненко, В.В. (2016). Теоретико-методологічні засади антидискримінаційної експертизи підручників. За О.М.Топузов (ред.), *Експертиза шкільних підручників: інструктивно-методичні матеріали для експертизи проектів підручників для 9 класу загальноосвітніх навчальних закладів* (29 – 41). Київ: Педагогічна думка.

Марценюк, Т. (2014). *Гендерна рівність і недискримінація: посібник для експертів і експерток аналітичних центрів*. Київ: SIDA

Плахотнік, О. (2013). Гендерова освіта: як навчальні заклади перетворюють дітей у дівчат і хлопців. За М. Маєрчик, О. Плахотнік & Г. Ярманова (ред.) *Гендер для медій: підручник із гендерної теорії для журналістики та інших соціогуманітарних спеціальностей* (135 – 150). Київ: Критика.

Про засади запобігання та протидії дискримінації в Україні (2014). *Закон України № 32, ст. 412 із змінами, внесеними згідно із Законом № 1263-VII, ВВР, 2014, №27*, ст.915. Retrieved from https://zakon.rada.gov.ua/laws/show/5207-17

Семиколенова, Е.И., & Шилина, А.Г. (2003). Гендерные исследования как новый вектор современной лингвистики. *Культура народов Причерноморья, 44*, 152 – 157. Retrieved from http://dspace.nbuv.gov.ua/handle/123456789/76209

THE AWARENESS OF AUDIOVISUAL AND CULTURAL REALITY OF FUTURE ELEMENTARY EDUCATION TEACHERS

Anna Maria Warzocha
Jan Dlugosz University in Czestochowa, Poland

Abstract. *Current cultural paradigm, founded on audiovisuality, creates new hierarchy, sets its own rules, brings dislocation on the stage of social communication, institutes new semiotic code, redefines the anthropological interpretation of a human being, at the same time generating different possibilities and different needs of a child at the elementary level of education. If one is to accept the assertion, that the organized process of education should be incorporated in cultural and civilizational context, and if one took into consideration the scientific research, claiming that as a result of new media expansion school pupils and students get to know the world mostly outside their schools, then cultivating teachers' awareness in the field of audiovisual culture consequences, especially within the system of elementary education, becomes the urgent need. Meanwhile, university courses, dealing with youngest pupils educational activities, very rarely offer lectures on anthropology, culture or media science, thus the knowledge which is absolutely necessary to run a reflective practice. Present article is by extension the comparison of research, which aimed at becoming acquainted with the amount of information on the subject of audiovisual culture and its implications, acquired by university students of elementary education courses. The method of diagnostic survey was applied in the research carried out in the year 2018, and the results demonstrate clearly the respondents' weak uptake of modern world regularities, which, by overpraising audiovisuality, brings changes in every area of our life.*
Keywords: audiovisuality, elementary education, audiovisual culture, audiovisual literature, audiovisual perception.

Introduction

Current cultural paradigm, founded on audiovisuality, creates new hierarchy, sets its own rules, brings dislocation on the stage of social communication, institutes new semiotic code, redefines the anthropological interpretation of a human being, at the same time generating different possibilities and different needs of a child at the elementary level of education. (Hopfinger, 2010; Sztompka, 2012). If one is to accept the assertion, that the organized process of education should be incorporated in cultural and civilizational context, and if one took into consideration the scientific research, claiming that as a result of new media expansion school pupils and students get

to know the world as a result of trained new cognition, described by scientists as audiovisual perception (Hopfinger, 1997), which at the same time and mostly takes place outside their schools (Melosik, 2002; Kłakówna, 2016), then cultivating future teachers' awareness in the field of audiovisual culture consequences becomes the urgent need. Meanwhile, university courses, dealing with youngest pupils educational activities, very rarely offer lectures on anthropology, culture or media studies, thus the knowledge which is absolutely necessary to run a reflective practice, all the more in the times of smooth postmodernism, when the dynamics of displacement in all fields of life is incomparably more intense than in the past.

Audiovisuality and its implications – theoretical outline

As Hopfinger writes: […] "Audiovisuality constitute our anthropological endowment differently modified by word-of-mouth civilization, written or printed experience and even further verified by modern culture. It depended on the dominant forms of social communication in the context of civilizational changes. Insofar as the bygone ages were marked by longue duration, the changes of the 20th century were really quick, and latterly they come quicker and quicker one after another" (Hopfinger, 1997, 7). As a result, the contemporary society definitions, being described by researchers and built based on symptomatic and current social practices, fall under continued modification. Visual or even audiovisual culture shaped the society. This society was then divided by Sztompka (2016) into the following categories: the society of icons, of performance, of self-presentation, of design and voyeurism, by Boguni – Borowska (2016) the same community was described as the photo-society and by Castell (2010) as the web-society etc. For all those society groups *YouTubers* represent *genius loci,* where communicative memory, according to Assmann (2008), is more important than culture memory and "the dominant element is logorea of words-pictures" (Burszta, 2015, 29). Taking into consideration the accelerating technological development, which determines the changes in the character of culture, one can assume that the catalogue of attitudes of contemporary human beings remains still open.

One way or the other, present habits, customs and needs, regulating general activity, are different than even a few years ago and accompanied by the dominant forms of interpersonal communication they have triggered changes in the receptive attitudes also thanks to the broadening and modification of natural human potential. Hopfinger notices that: "Articulation of culture is the resultant of many factors, including biological and cultural patterns. Each new era is modelling anthropological endowment with the power of anthropological must. The shape together with the type of culture is favorable to certain structure of

reception preference; steering the coding only to some dimensions of reality; it formulates a kind of filter, through which it dictates its participants how to perceive the world and how to construct meanings. It brings permanent anthropological effects: it influences perception, which is obviously the feature of experience and knowledge" (Hopfinger, 1997, 7). Therefore, the effective audiovisual culture offered audiovisual perception (Hopfinger, 1997), incorporating multisensory experience into the cognitive act as well as using all the signs of social communication. It was shaped by the external conditions such as the digitalization of the world characterized by the ability to perceive instantaneously, lack of skill of longer concentration, simultaneous thinking in pictures, colors, sounds and numbers (Carr, 2010).

Thinking about students, especially schoolchildren, that kind of a situation may lead to multifarious effects, which on one hand manifest the ability of being fluent in operating the tools of new media, but on the other hand it creates pejorative consequence such as difficulties in mastering the art of linear reading, which is important for the development of reading competencies, and consequently for reflective and rational understanding of the world.

The acceleration of technological development is not indifferent for school functioning. For sure schools do not exist in a vacuum and thus cultural and civilizational context is essential for them to play the right role in students' lives as well as for appropriate functioning of schools themselves. It is quite clear that the situation is unknown to those involved in schooling, which may lead to the conclusion that: […] "nowadays education is held outside schools and becomes the field of action and feature of new media, which by far take over the role of traditional educational institutions, creating standards and new cultural heroes who depict new lifestyles, aiming at pleasure, utilitarianism, success and individualistically perceived satisfaction and happiness, even if it was to be a temporary and fragmented experience" (Kasprzak, Kłakówna, Kołodziej, Regiewicz, & Waligóra, 2016, 470). A school, where organized education takes place, cannot be an isolated, sort of rogue planet in the cultural universe, on which an abstract educational activity and acquiring the sense of the world is being held (Burszta, 2002). What is more, "one cannot build up identity within the actuality of a remote land, being in the situation of comfortable seclusion from what is going on in the cultural universe – in every day life, in media, in traditions, in politics and so on" (Burszta, 2002, 34).

Meanwhile, the source literature, my personal experience as a school teacher and methodology advisor as well as the research record sheet show Steiner's antinomy of relations between education and culture, which is not yet defused, but even escalated. Schools seem not to notice both, the internal (Carr, 2010; Spitzer, 2013; Vetulani, 2014) and the external changes in the life of homo irretitus, which are caused by the audiovisual paradigm of culture

(Lindstrom, 2005; Burszta, 2006; Llosa, 2015; Mirzoeff, 2016; Delsol, 2017; Eco, 2017; Everett, 2018; Klus- Stańska 2018).

Therefore, the important demand is to give students of teachers' colleges an opportunity to explore anthropological issues, which, together with philosophy, pedagogy, psychology or media sciences, will let them detect changes taking place in reality and influencing human development, learning and teaching.

The present article accounts for the research and afterthought record sheet, which aimed at preliminary recognition of the status of knowledge of audiovisual culture and its consequences, presented by students of elementary education colleges.

Research procedure

My research on audiovisual literature addressed to children at a younger school age contributed to the research conducted in 2018, the purpose of which was to determine how the awareness of current audiovisual culture among students of pedagogical studies preparing to work with students of the first stage of education is developed.

The subject of the research was their information on the current paradigm of culture and its anthropological effects.

The main problem was the question about their understanding of cultural and civilizational context in the organized educational process.

The diagnostic survey method was used. On the other hand, a questionnaire was selected as a research tool, which is the subject of the chosen research technique. Pilch and Bauman write that: "the questionnaire is a technique of gathering information consisting in filling in the most often by the respondents themselves special questionnaires usually with a high degree of standardization in the presence or more often of an interviewer's absence" (Pilch & Bauman, 2010, 96).

The participants were chosen among the last year graduate and postgraduate students of regular and extramural studies, who are studying to prepare themselves for their work with younger pupils of the first years of elementary school as well as with children from kindergartens. The alumni of pedagogical studies together with active teachers from postgraduate courses, who were mastering their skills necessary to work with children were also among the respondents. The research was carried out in one of Polish universities on the group of 139 participants. The program for processing research results in this work was: *Statistica 13* 32-Bit Pl.

In order to verify the assumed hypothesis, stating that present students do not always know the consequences of the current type of audiovisual culture, because they are not offered classes on anthropology within the frame of their

academic courses, a diagnostic survey comprised of the questionnaire with open and closed questions was applied to collect the comprehensive opinions of the respondents.

The collected and documented information were the subject of qualitative and quantitative analysis, what led to formulate conclusions, creating the prolegomena for the discussion about the solutions changing and broadening the humane dimension of future educational staff education.

One of the questions, built on the multiple choice questioning scheme, was about the main determinant of the course of contemporary culture development. Taking cognizance of the indication (table 1) it turns out that the vast majority of students is aware of the fact that the current cultural paradigm is being created by new media, but there are also presumptions for the conclusion that quite a big group of respondents, just a bit less than a half of them all, do not understand essential cultural definitions. Unfortunately, that kind of a situation may lead in the future to pointless pedagogical practices, causing not only the lack of children's motivation, but further conducing to unsatisfactory educating of children for their participation in the world and their understanding of the rules of civilizational and cultural functioning either.

Table 1 **The current cultural paradigm profile according to students preparing themselves for their work at the elementary level of education**

Contemporary cultural paradigm is oriented:	Students' answers:	
industrial development	30	21,58%
new media and its products	104	74, 82%
the art of the word	5	3,59 %

Source: Own research.
n=139

In the next question the respondents were asked to answer the key issue of relationship between the cultural and civilizational context and contemporary education at the elementary level. The answers brought data, which do not leave us with the sense of security about our pedagogical future, whereas the respondents were gathered from either present or forthcoming teachers of elementary school and kindergarten children. It seems that their answers should expressly define the relationship of education with what is happening in a child's environment. Meanwhile, almost half of the students / respondents did not express definitely positive answers (figure 1), and others, who marked the choice '*it matters'*, in majority (45%) could not argue their choice or their explanations concerned the culture understood as children's musical and / or theatrical activity. One can assume that the cultural and civilizational context is

perceived by those students / respondents as the component of education, which should be taught of, rather than the environment in which the school is functioning.
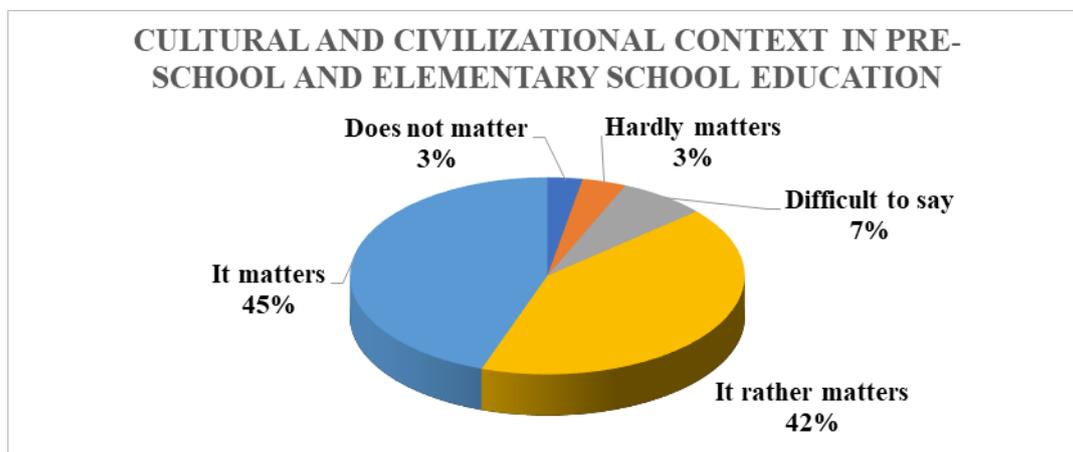
Figure 1 **The pre- school and elementary school education college students' consciousness of culture and schooling correlation**

There were rare claims in which one can observe an outline of the kind of thinking stating, according to what Burszta says, that: "education is after all a peculiar way of preparation for life in culture" (Burszta, 2002, 10), for the inquiry form contained the following sentences:

- „It matters because of the development of civilization, mixing of cultures and the change in the patterns of behavior";
- „New media and their products have impact on every sphere of human life",
- „Because culture influences on the content communicated to children",

Although in the last sentence the phrase: *communicated to children* seems to be a bit problematic and not really accurate and it could be replaced by: *about which we talk with our children,* the articulated sense shows the right direction of thinking.

The students / respondents did not recorded the information connecting the change of cultural paradigm with the need to modify the methods and forms of education. They did not write about other younger pupils cognitive skills, they did not mention current social practices and experience, which determine children's interests so different than their peers had a few years ago. One can look in vain for notes on new skills (e.g. quick reading) or new receptive attitudes and at the same time on the need of preparing our children for reading hypertexts, literature, internet memes or audiovisual literature as it is according to Regiewicz (Regiewicz & Warzocha, 2018). No respondent wrote about the

urgent need for teachers to talk with their students about the shape of contemporary reality, leading to development of children's "conscious choice about the shape of their own identity" (Melosik, 2002, 32), which is now upset by globalization and economic dominance.

Another question was combined with the above mentioned issue. The conclusion helped to establish whether students of pre-school and elementary school pedagogy are able to detect the antinomy of contemporary education and culture (figure 2) expressed by numerous scientists. The answers showed clear dichotomy in the respondents thinking and at the same time they proved respondents incomplete knowledge about what is presently going on and little awareness of the role of schooling in the process of inheriting and preserving culture, but also its function concerning the furtherance of the development of cultural competencies as well as personal choices. Concurrently, one may have hope that thanks to relatively short pedagogical internship at schools, the students / respondents were not able to make the accurate diagnosis of the recounted issue. It also shows that the interviewees probably still place organized education separately from what is happening outside schools, at the same time proving the antinomy mentioned by Burszta.
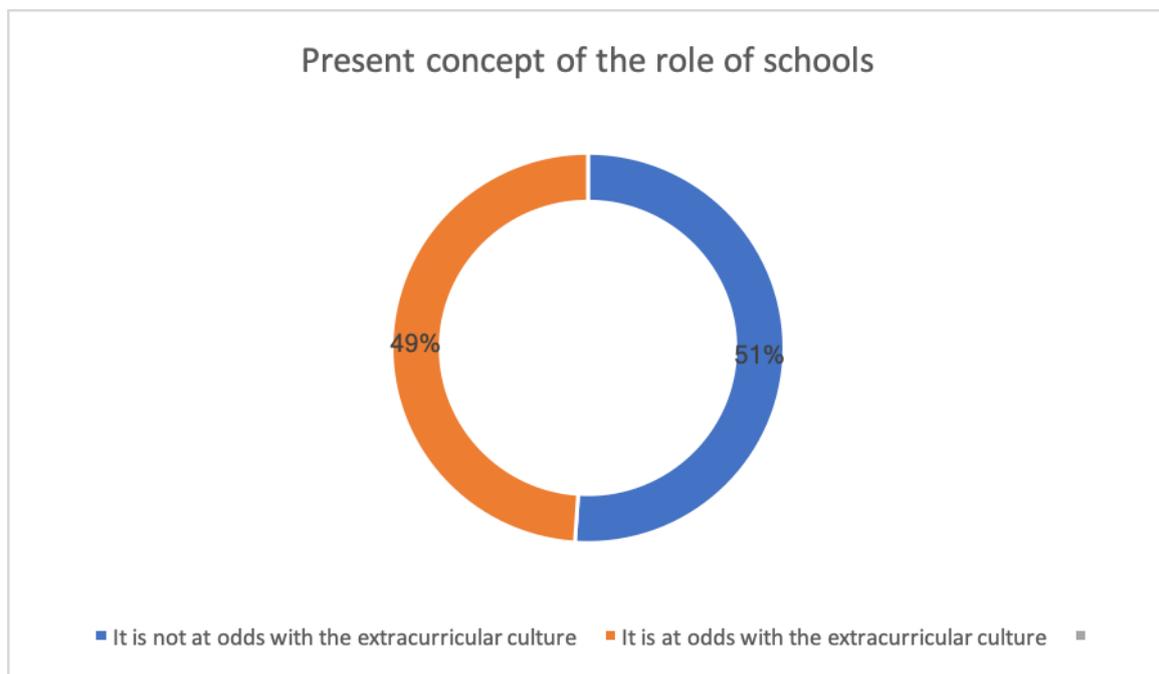
Figure 2 Opinions of the elementary schools teachers-to-be on the relationships of todays education with the extracurricular culture

However, 51% of opinions of those studying pre-school and elementary school pedagogy, within the frame of studies, talked about a dissonance between

education and culture, but only 45% of them were able to match correctly the definition of audiovisual culture with the right answer for the next question. One can therefore wonder if the supposed paradoxes are this big, that they are perceived by people who do not base their observation on scientific thoughts?

The attempt to mark the definition of the *audiovisual culture* brought the conclusion that the vast majority of respondents (80%) either did not ever heard of such a formula or could not describe it, or ticked the wrong answer (figure 3). It shows how badly the anthropological analysis within the frame of pedagogical studies is necessary. At the same time it comes down to the fact that those people who should be marked by high level of general and specialized knowledge have not done their homework yet. One may conclude that the factual knowledge of the teachers-to-be is not satisfactory, and therefore on the cusp of its course it distorts the scenes of teaching practice.
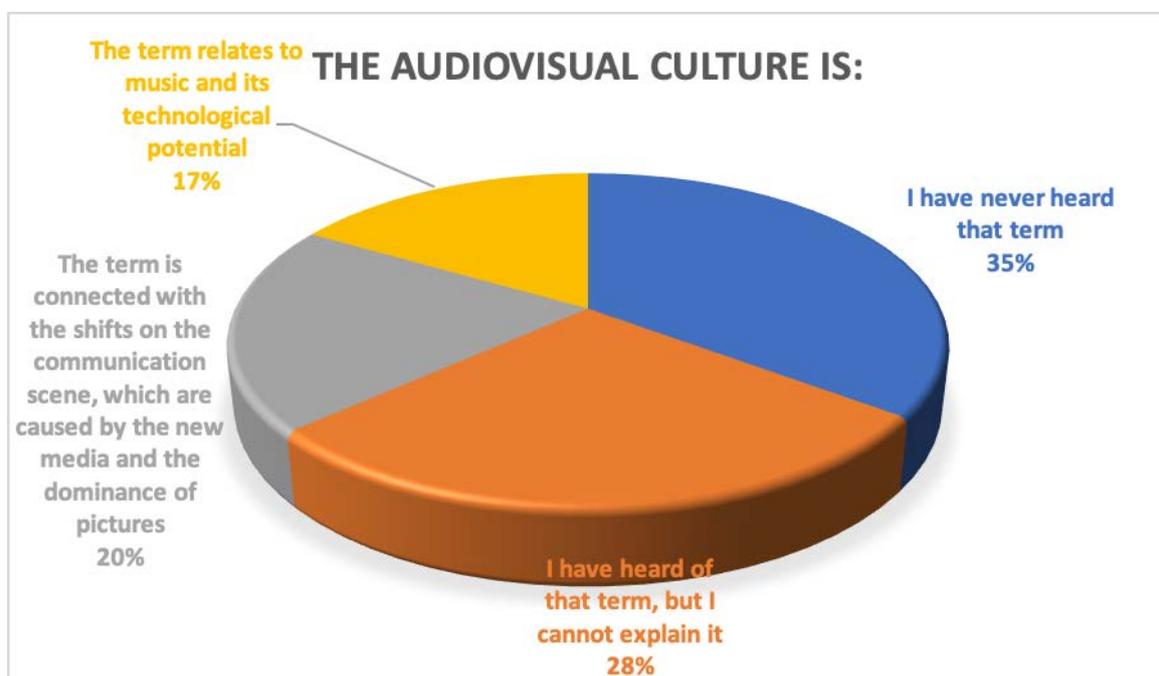
Figure 3 **Audiovisual culture in the opinion of students of education**

Conclusions

Correlating the data from the recounted research and afterthoughts one may conclude that the students preparing for their future work pre-school and elementary school pupils not altogether understand the essential issues, concerning the rules of contemporary world. As a result, it can go into the effect of wrong planning of their own pedagogical practice, inconsistent to the needs of a contemporary child. The consequences of such a situation seem to be too

obvious. The described problem does not allow them to detect the dangers or to see the wrong correlation between culture and education either. Consequently, not only may the wrong educational patterns be preserved, but also the organizers and later the little participants of education can incompetently read the semiotic code.

Summary

One of the components which lets to evaluate teacher's work as correct is their factual knowledge. As for the teachers at the elementary level it not only deals with their expertise in certain subjects and preservation of the autonomy of different issues, but it also refers to their constant broadening and updating the news about the world and about human beings. As Kłakówna wrote: "In any case, it is important to seek the awareness of the situation complexity, including the position of pupils and their teachers, especially at the so called „mass schools", and to define those situations. It is crucial to be conscious of the philosophical ground for the chosen concept of a human being. Planned and chosen styles as well as the methods or strategy of acting and also the matter suggested as the subject of cognition depend on the way of thinking about human beings, about human condition and about the place of a man in the world" (Kłakówna, 2016, 65). In today's world, in which the dominant audivisual forms of communication and the digital revolution so popularized the photographic, phonic and film reproduction of reality that it has led to its virtualization and to simulation, at the same time changing human cognitive potential. This seems to be the main issue as it has also weakened the sense of identity, the development of cultural and anthropological awareness of students preparing themselves to start their professional career as teachers. In that sense the role of schools sounds like antidote for the accusation of the activity based on the insensate to civilizational and cultural changes model of education, which awaits the urgent modification with reference to audiovisuality, audiovisual culture and its consequences.

References

Assman, J. (2008). *Pamięć kulturowa. Pismo, zapamiętywanie i polityczna tożsamość w cywilizacjach starożytnych.* Warszawa: Wydawnictwo Uniwersytetu Warszawskiego.
Boguni- Borowska, M. (2012). Fotospołeczeństwo. Społeczno – kulturowe konteksty dyskursu o społeczeństwie. In Bogunia – Borowska, M., Sztompka, P. *Fotospołeczeństwo. Antologia tekstów z socjologii wizualnej* (11-42). Kraków: Wydawnictwo Znak.
Burszta, W.J., & Tchorzewski, A. (2002). *Edukacja w czasach popkultury.* Bydgoszcz: Wydawnictwo Akademii Bydgoskiej im. Kazimierza Wielkiego.

Burszta, W.J. (2015). *Preteksty.* Gdańsk: Wydawnictwo Naukowe Katedra.

Burszta, W.J. (2006). *Kicz konsumpcyjny*. In Fiderkiewicz. M., *Kicz w kulturze* (22 – 25) Katowice: Wydawnictwo Muzeum Śląskie.

Carr, N. (2013). *Płytki umysł. Jak internet wpływa na nasz mózg?* Gliwice: Wydawnictwo Helion.

Casstells, M. (2008). *Społeczeństwo sieci.* Warszawa: PWN.

Delsol, Ch. (2017). *Nienawiść do świata. Totalitaryzmy i ponowoczesność.* Warszawa: Wydawnictwo PAX.

Eco, U. (2017). *Pape, Satan, Aleppe. Kroniki płynnego społeczeństwa.* Poznań: Dom Wydawniczy Rebis.

Everett, D.E. (2018). *Język. Narzędzie kultury.* Kraków: Wydawnictwo Copernicus Center Press.

Hopfinger, M. (2010). *Literatura i nowe media po 1989 roku.* Warszawa: Oficyna Naukowa.

Hopfinger, M. (1997). *Od fotografii do rzeczywistości wirtualnej.* Warszawa: Instytut Badań Literackich Polskiej Akademii Naukowej.

Kasprzak, P. (2016). Kłakówna, Z.A., Kołodziej, P., Regiewicz, A., Waligóra J., *Edukacja w czasach cyfrowej zarazy. Audiowizualne aspekty kultury w ponowoczesności.* Toruń: Wydawnictwo Adam Marszalek.

Klaus – Stańska, D. (2018). *Paradygmaty dydaktyki. Myśleć teorią o praktyce.* Warszawa: PWN.

Kłakówna, Z.A. (2016). *Język polski. Wykłady z metodyki. Akademicki podręcznik myślenia o zawodzie szkolnego polonisty.* Kraków: Impuls.

Lindstrom, M. (2005). *Dziecko reklamy.* Warszawa: Wydawnictwo Bertelsmann Media-Świat.

Llosa, M.V. (2015). *Cywilizacja spektaklu.* Kraków, Wydawnictwo Znak.

Melosik, Z. (2002). Kultura instant: paradoksy pop-tożsamości. In: Burszta W.J., Tchorzewski A., *Edukacja w czasach popkultury* (11-33). Bydgoszcz: Wydawnictwo Akademii Bydgoskiej im. Kazimierza Wielkiego.

Mirzoeff, N. (2016). *Jak zobaczyć świat?* Kraków-Warszawa: Wydawnictwo Karakter.

Plich, T., & Bauman, T., (2010. Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa, PWN.

Regiewicz, A., & Warzocha, A. (2018). Audiovisuality of literature. The instance of detective stories for children in developing reading competences. *5-th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, Conference Proceedings, Volume 5, Science and Society*, Issue 3.5, Education and Educational Research, 21-28.

Spitzer, M. (2013). *Cyfrowa demencja. W jaki sposób pozbawiamy rozumu siebie i swoje dzieci.* Słupsk, Wydawnictwo Dobra Literatura.

Sztompka, P. (2012). Wyobraźnia wizualna i socjologia. In Bogunia – Borowska, M., Sztompka, P., *Fotospołeczeństwo. Antologia tekstów z socjologii wizualnej* (11-42). Kraków: Wydawnictwo Znak.

Vetulani, J. (2014). *Mózg: fascynacje, problemy, tajemnice.* Kraków: Wydawnictwo Homini.

DEVELOPMENT OF METACOGNITIVE AND SOCIO-AFFECTIVE STRATEGIES IN EFL CLASSES AT SECONDARY SCHOOLS

Ingrida Eglė Žindžiuvienė
Vytautas Magnus University, Lithuania

Abstract. *The article focuses on the development of learning strategies during the process of foreign language learning. With the obvious implementation of cognitive learning strategies, the development of other types of strategies, metacognitive and socio-affective, remains an urgent issue. Very often these latter strategies are either disregarded or dismissed during the language learning process. However, recent studies have pointed out the necessity for the development of all types of learning strategies and their implementation at an early stage of learning. Therefore, the aim of this research is to determine the scope of the development of metacognitive and socio-affective learning strategies during the process of foreign language learning. Quantitative and qualitative methods have been used to determine the frequency and mode of the above-mentioned types of learning strategies during the process of teaching and learning English as a foreign language (EFL). Two hypotheses have been raised: (1) Metacognitive strategies are often disregarded in the process of language learning in the classes for adolescents; (2) The potential of implementation of socio-affective strategies in EFL classes is underestimated in the process of language learning in the classes for adolescents. The object of the research consists of 12 selected EFL textbooks and activities included in them. The research results prove the fact that much more attention to metacognitive learning strategy development is needed during EFL classes, as these strategies strongly benefit the overall process of language acquisition. To compare, socio-affective learning strategies are more often implemented during EFL classes; however, their development is rather unsystematic.*
Keywords: metacognitive and socio-affective strategies; secondary education.

Introduction

Learning English as a foreign language is a substantial feature of the 21st century when English has become a *lingua franca* around the world. With the emergence of communicative approaches and the shift of focus on the learner, the attention is now given to the ways the learner masters the language, that is, what learning strategies s/he applies to making language learning faster, easier and more effective. At secondary schools sets of textbooks are still seen as major resources for teaching English. Due to differences of perspectives, the choice of textbooks depends on may factors and, therefore, may offer different approaches to the development of learning strategies. The focus of this research is to

determine whether EFL textbooks help learners to acquire the necessary skills, to analyse how learning strategies, especially, metacognitive and socio-affective ones, are developed and to determine whether this process meets the requirements outlined in *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.*

The aim of the research is to determine the range of metacognitive and socio-affective strategies found in chosen EFL textbooks and to discuss learning strategy development in language learning curriculum. The objectives of the research are the following: (1) To briefly survey language learning strategies; (2) to present the role of learning strategies in the language learning process; (3) to identify the place of learning strategy development in *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*; (4) to survey textbooks of English for Forms 5-9 (used in Lithuanian secondary schools for adolescent learners of English) from the aspect of metacognitive and socio-affective strategies introduced in them. Two hypotheses have been raised: (1) Metacognitive strategies are often disregarded in the process of language learning in the classes for adolescents; (2) The potential of implementation of socio-affective strategies in EFL classes is underestimated in the process of language learning in the classes for adolescents. The following **research methods** were used: qualitative and quantitative analysis of EFL textbooks; content analysis and survey of documents and scholarly sources.

The Concept and Range of Learning Strategies

As learning strategies have become one of the most important spheres of the language learning process, different researchers present a range of definitions of learning strategies (Bialystok, 1978; Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990). Joan Rubin states that learning strategies "contribute to the development of language system" (Rubin, 1987) and this way influences learning. The definition from O'Malley and Chamot defines learning strategies as "the special thoughts or behaviors," which is a factor indicating how learning strategies work (O'Malley & Chamot, 1990). In Oxford's definition learning strategies are indicated as "specific actions" (Oxford, 1990). Both definitions (O'Malley & Chamot, 1990; Oxford, 1990) provide the purpose of using language learning strategies that is to be able to "help them comprehend" (O'Malley & Chamot, 1990); "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990). Learning strategies are employed during a learning activity consciously when the strategies are taught; once they are integrated into the learner's model of learning, they become automatic and unconscious.

Learning strategies do not operate by themselves; instead, they connect into strategy chains which are "sets of interlocking, related, and mutually supportive strategies" (Oxford, 2003). In addition, learning strategies are tied to the learner's learning styles and personal characteristics (such as anxiety and inhibition) of the learner (Brown, 2000). Oxford (1990) discusses the influence of demographic factors such as sex, age, and ethnic differences to learning strategies as equally important factor in the second/foreign language learning process. Furthermore, developmental studies have come to the general conclusion that "learning strategies develop with age, are used spontaneously with increasing sophistication by older students" (O'Malley & Chamot, 1990). The development of learning strategies can be divided into three stages of skill acquisition, as suggested by an American psychologist J. R. Anderson in 1985: cognitive stage, associative stage and autonomous stage (O'Malley & Chamot, 1990). In the cognitive stage a person develops an understanding of the steps required in skill performance. The learner is introduced to a new learning strategy that assists in completing a task. In the associative stage errors in understanding or performance are reduced and execution of the skill becomes more fluid and the learner applies the new strategy to several similar tasks. During the autonomous stage skills become automatic and the strategy can be used for completion of more cognitively challenging tasks.

The prevailing understanding of learning strategies is that they are actions, techniques, processes and thoughts employed to facilitate and solve problems related to foreign language learning. The investigation shows that acquirement of learning strategies is a cognitive process which requires active participation of the learner's mental operations. The strategies applied in the learning process may be chosen both consciously and unconsciously in order to complete any task or participate in language activity.

The progress in cognitive psychology in the 1970s was the starting point of the research studies on language learning strategies (Zare, 2012). However, the main issue of the research studies has been actions done by successful learners to learn a second/foreign language (Rubin, 1975; Stern, 1975, cited in Zare, 2012). Joan Rubin (1987) claims that identified strategies can be offered (as a system) to less successful learners.

Learning strategies that L2 learners use have been classified by many researchers in the area of language learning (Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990; Stern, 1992). The main aspect that is iterative in all taxonomies is the division of strategies into metacognitive, cognitive and social-affective strategies. Metacognitive strategies cover techniques employed for managing the overall learning process, for example, planning for learning, thinking about learning process, correcting your own mistakes, and evaluating success (Zare, 2012; Oxford, 2003). O'Malley and Chamot (1990) divide metacognitive strategy into seven specific secondary strategies, which are closely

related to the classification of metacognitive strategies listed by Rubin (1987): planning, prioritizing, setting goals, and self-management. H. Douglas Brown (2000) defines cognitive strategies as "more limited to specific tasks and they involve more direct manipulation of the learning material itself" (Brown, 2000). The manipulation is performed through note-taking, summarizing, repetition, translation and other strategies which are mentioned in O'Malley and Chamot's (1990) taxonomy. On the contrary, Rubin (1987) and Stern (1992) divide cognitive strategies into clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization and monitoring. Hence, the categorization provided by O'Malley and Chamot (1990) is more specific in comparison to Rubin and Stern's classification. Social-affective strategies are concerned with social-mediating activities and interacting with others (Brown, 2000). O'Malley and Chamot (1990) explain that they include cooperation and asking for clarification.

The taxonomy provided by Rebecca Oxford is "perhaps the most comprehensive classification of learning strategies to date" (Ellis, 1994, cited in Griffiths, 2004). Same as Rubin (1987), Oxford makes a distinction between direct and indirect strategies which are subdivided into six classes. Alongside metacognitive and cognitive strategies Oxford names four other strategies which are "memory strategies that help learners link one L2 item or concept with another" (Oxford, 2003); "compensatory strategies that help the learner to make up for missing knowledge" (Oxford, 2003); affective strategies "manage motivation, emotions, and attitudes associated with learning" (Zare, 2012); and social strategies help the learner to work with others (Oxford, 2003). These six broad classes include nineteen secondary strategies with a further sixty-two specific strategies which are the basis of Strategy Inventory for Language Learning (SILL) (Oxford, 1990). SILL is a survey used to assess L2 learners' use of learning strategies.

SILL has been used in a research carried out by Nemira Mačianskienė, a Lithuanian researcher, in 1998 to investigate the benefit of learning strategies for second language acquisition. The hypothesis of the research stated that students who apply cognitive, memory, compensation, metacognitive, social and affective strategies more often, demonstrate better results in EFL (Mačianskienė, 2004). The results of the research showed that more successful learners apply all (except affective) learning strategies (Mačianskienė, 2004).

A similar study of learning strategies was conducted by Carol Griffiths and Judy M. Parr in 2001 (Griffiths & Parr, 2001). One of the research aims was to determine which groups of learning strategies are used most frequently when learning a foreign language. The results showed that memory strategies are very rarely used, while social strategies are employed most frequently.

Earlier research studies on language learning strategies emphasise identification of strategic behaviours of the successful language learner, while more recent studies have classified strategies, which are employed by L2 learners during the process of foreign language learning.

Socio-affective learning strategies influence the process of language learning and the learners themselves. While many scholars have been investigating the effect of metacognitive and cognitive learning strategies, socio-affective strategies have not been studied at large, but the studies that have been conducted show some relevant results. Socio - affective strategies often have a positive effect on the process of learning. A study conducted on the effects of socio-affective strategy on reading comprehension among Iranian EFL learners showed a strong improvement of those students who used socio-affective learning strategies (Zeynali et al., 2015). The results of a similar study by Kyunghee Choi in Korea showed an improvement in correct translation of sentences, especially for students of lower levels (Choi, 2003). Likewise, Hamzah et al. carried out a study on the effects of socio - affective strategy on Malaysian students' listening comprehension with special attention to relaxation techniques (Hamzah et al., 2009). The results of the study revealed that students who used socio-affective strategies performed much better than those who did not (Hamzah et al., 2009). All three studies demonstrate that socio-affective strategies can enhance certain skills, like reading and listening comprehension, and translation.

Differently from these studies, other researchers chose to study only certain strategies belonging to the bigger group of socio-affective strategies. Elizabeth Phelps states that strategies dealing with emotions can have a positive effect on "mental processes as perception and memory, which are vital for learning" (Phelps, 2006). Such strategies as recognizing and managing emotions or encouraging yourself during language learning may be used to gain attention and focus, and improve memory, which is vital for learning vocabulary. In his study on cooperation strategy, Robert E. Slavin observes that "there is now substantial evidence that students working together in small cooperative groups can master material [...] better than can students working on their own" (Slavin, 1987). Hence, working in pairs or groups makes students more receptive to language content. Socio-affective strategies can benefit the language learning skills (listening, reading, vocabulary, and other skills). The usage of socio-affective learning strategies helps students form good learning habits and shape them as individuals and members of global community.

The objective of *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (further reference CEFR) states the importance of "independence of thought, judgement and action, combined with social skills and responsibility" (CEFR, 2001) which should be encouraged while teaching a language. To ensure independence, a learner must adopt learning

strategies during learning process; they will later be used in interactional situations as a communicative competence or as compensation and as a form of intrinsic learning. CEFR defines a strategy as "any organised, purposeful and regulated line of actions chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted" (CEFR, 2001).

In addition, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* briefly outlines the objectives for textbook writers: to formulate objectives in terms of the competence and strategies the learners have to develop; to make concrete, detailed decisions on the selection and ordering of texts, activities, vocabulary and grammar to be presented to the learner; to provide detailed instructions for the classroom and/or individual tasks and activities to be undertaken by learners' response to the material presented (CEFR, 2001). This indicates that development of learning strategies may not be specified in some textbooks since no obligations to include language learning strategy training are imposed on textbook writers. The material and activities collected and presented to the learner are often directed at invoking the assumption of a natural language learning process.

Methodology and Research Results

For this research, during the period of 2013-2018, content analysis of 12 selected EFL textbooks was conducted to investigate the range of metacognitive and socio-affective strategies. Although cognitive learning strategies were also surveyed, the focus of the research was the development of metacognitive and socio-affective strategies. These textbooks have been chosen according to a model of rating the effectiveness of textbooks, Textbook Evaluation Research (Wang, Lin, & Lee, 2011). The study has been performed by applying O'Malley and Chamot's taxonomy of learning strategies to 12 EFL textbooks selected from three major ELT textbook publishers.

To assess learning strategies in the textbooks, O'Malley and Chamot's taxonomy has been used because Rebecca Oxford's taxonomy includes factors which would induce many hypothetical assumptions and, for this reason, may distort results. Tasks have been analysed and divided according to metacognitive, cognitive and socio-affective strategies. The quantity of each group of strategies has been calculated and the range of strategies has been determined.

Results show that the majority (elementary 70 %, pre-intermediate 53 %, intermediate 68 %) of tasks in the student's books are based on cognitive skill development by implementing cognitive strategies like imagery, grouping, inferencing and other strategies. Metacognitive strategies are rare (elementary 27 %, pre-intermediate 34 %, intermediate 26 %) in textbooks (O'Malley and

Chamot's taxonomy includes the following metacognitive strategies: planning, monitoring and evaluation sections). The analysis of the student's books has shown that they often lack self-evaluation tasks. Textbooks may include sections for revision; however, these tasks are directed at student-teacher collaboration. This type of assessment is rather impersonal, teacher-dependent; whereas, "self-evaluation" indicates a more personal way of assessing one's own outcomes of L2 learning. In addition, the strategy of directed attention is learner-dependent because personality factors of a learner influence the range of attention span, concentration on a task or activity or treatment of irrelevant distractors.

Tasks regarding socio-affective strategies are well applied in the textbooks. They cover co-operation as well as asking for additional explanation. Cooperation strategy is applied when a task asks students to work in pairs or groups; question for clarification strategy is applied when students are encouraged to give questions in order to access more information. However, the frequency of interactive activities, based on socio-affective strategy development is low (elementary 3 %, pre-intermediate 13 %, intermediate 6 %), approximately 2-3 activities per unit in elementary and intermediate level books, and approximately 5-6 activities per unit in pre-intermediate level books.

The dominance of cognitive strategy development is obvious in all selected textbooks; it varies from average 64 % to 73 %. The reason is the significance of cognitive skills that help learners memorize new foreign words and recall them in appropriate situations. Metacognitive strategies relate to planning for learning by checking before learning the capability of listening/reading comprehension and evaluating the outcomes. The most attention for metacognitive strategy development is given in *Upstream* textbook (29 %) (Dooley & Evans, 2010). Certain metacognitive strategies, such as advanced organizer, directed attention, selective attention and self-evaluation, often depend on the composition of a textbook and may not be included in tasks.

According to Brown, socio-affective strategies are related to "social-mediating activity and interacting with others" (Brown, 2000, 124). Social mediation involves participation in the society of the target language in real-life situations (Abdallah, 2015). Brown's definition, while quite popular, is mainly concerned with the social aspect, because there is no direct mention of emotions or other words signalling affective strategies. An alternative to this definition could be a description of socio-affective strategies as strategies that help learners regulate and control emotions, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction with others (Chou, 2004). In this research the following categories of socio-affective strategies were taken into consideration: encouraging yourself and others; recognizing/managing emotions; asking questions for clarification; cooperation; empathizing with others; developing cultural awareness.

The results revealed that the structure and tasks in all EFL textbooks include development of metacognitive, cognitive and socio-affective strategies; yet, those strategies are generally introduced implicitly. In addition, the textbooks pay different attention to the development of each group of learning strategies. The analysis showed that the most of attention is dedicated to cognitive strategy development, which demonstrates the obvious focus on language material. However, the quantity of activities related to metacognitive and socio-affective strategy development range differently in every textbook. The greatest concern arises about the textbooks where the percentage of socio-affective strategies is very low. It has been also noticed that textbooks do not apply self-correction strategy; however, this can be explained by the fact that this type of strategy is highly dependent on the cognitive skills of a learner and there is no possible way to transform this strategy into a task to develop it. Finally, the third incongruity concerns self-evaluation during an interactive activity. Interaction strategies require the language user to monitor the process of interaction, compare it with the predicted outcomes and evaluate the present outcomes.

Socio-affective learning strategies are not explicitly introduced in the textbooks of English. Awareness of socio-affective learning strategies is a significant part of the process of learning English. The usage of socio-affective learning strategies varies in different textbooks of English. The analysis of five different textbooks of English showed that socio-affective learning strategies most frequently occur in the textbook *English Unlimited* (Tilbury, Clementson, Hendra, & Rea, 2012) (267 occurrences), whereas the lowest number of socio-affective learning strategies is observed in the textbook *Enterprise* (Dooley & Evans, 2001) (74 occurrences). However, most extensively they are developed in the textbook *Solutions* (Falla & Davies, 2012) (229 occurrences) – the only textbook that integrated all six socio-affective strategies. Six different socio-affective learning strategies such as encouraging yourself, recognizing/managing emotions, asking questions for clarification, cooperation, empathizing with others and developing cultural awareness were found. According to the results of the research, all textbooks of English contain the strategies of cooperation and developing cultural awareness, whereas the strategy of asking questions for clarification was found only in the textbook *Solutions*. In addition, all the textbooks apart from *Enterprise* include exercises that contain two strategies per one exercise. The textbook *Solutions* has the widest variety of such pairs of strategies.

Socio-affective learning strategies can be integrated in activities on various skills such as listening, reading, speaking, writing, vocabulary, grammar and pronunciation. The research showed that these strategies are mostly used in the activities on speaking, while the smallest number of socio-affective learning strategies is observed in activities on pronunciation.

The aim and objectives of the research were achieved, and both hypotheses (1) Metacognitive strategies are often disregarded in the process of language learning in the classes for adolescents; (2) The potential of implementation of socio-affective strategies in EFL classes is underestimated in the process of language learning in the classes for adolescents) were confirmed. The research results prove that metacognitive and socio-affective learning strategies play a significant role in the process of language learning. Their possible implementation is often disregarded or only implied; therefore, the use of metacognitive and socio-affective strategies depends on rather subjective consideration of both teachers and students.

Conclusions

Alongside linguistic content other factors play a significant role in language teaching and learning. Language education should ensure not only linguistic training, but it should also foster good learning habits, develop lifelong learning skills, encourage students to be responsible for their learning process and outcomes and to reflect on their progress. The research results showed that learning strategies are not equally developed in EFL textbooks: major types of learning strategies (metacognitive, cognitive and socio-affective) are applied in the textbooks; yet, the employment of metacognitive and socio-affective strategies is rather minimal in comparison to the obvious cognitive ones. Therefore, development of metacognitive and socio-affective learning strategies is present in the content of teaching material but, in most cases, it is presented implicitly rather than explicitly. The quantity of activities related to metacognitive, cognitive and socio-affective strategies varies; yet, cognitive strategy development is dominant, although the development of metacognitive strategies has been acknowledged as definitely related to the development of general competencies, while socio-affective strategies influence the development of communicative competence in a foreign language, the latter aspect being outlined in the CEF as the most important purpose of foreign language acquisition.

Since language education is strongly textbook-based and has a significant influence on the way teachers and students organize their work, a textbook can be a source of metacognitive and socio-affective strategies. Awareness of these two types of learning strategies can lead to successful results in the process of learning English. Moreover, metacognitive and socio-affective learning strategies can be integrated in activities such as listening, reading, speaking, writing, vocabulary training, grammar and pronunciation. Development of these two types of strategies can help students to form better learning habits for life-long learning and to become socially competent, culturally aware and emotionally intelligent.

References

Abdallah, M. M. S. (2015). Situated Language Learning: Concept, Significance and Forms. *Worksheet presented at the College of Education Young Researchers' Conference, Assiut University, Egypt.* Retrieved from: https://www.researchgate.net/publication/277404276_Situated_Language_Learning_Concept_Significance_and_Forms

Bialystok, E. (1978). A theoretical model of second language learning. *Language learning 28 (1):* 69 -83. Retrieved from: research.baycrest.org/ebialystok.

Brown, H. D. (2000). *Principles of Language Learning and Teaching.* 4th ed. Harlow: Longman.

Choi, K. (2003). A Study on the Effects of Socio-Affective Strategies on Reading Comprehension. *Journal of Pan-Pacific Association of Applied Linguistics, 7,* 45-61. Retrieved from: http://paaljapan.org/resources/proceedings/PAAL7/pdfs/05 kyunghee.pdf

Chou, Y.-L. (2004). Promoting Learners' Speaking Ability by Socioaffective Strategies. *The Internet TESL Journal, 10.* Retrieved from: http://iteslj.org/Articles/Chou-Socioaffective.html

Common European Framework of Reference for Languages: Learning, teaching, assessment. 2001. Cambridge: Cambridge University Press. The Council of the European Union. Retrieved from: https://rm.coe.int/16802fc1bf

Dooley, J., & Evans, V. (2001). *Enterprise 3: Student's Book.* Newbury: Express Publishing.

Dooley, J., & Evans, V. (2010). *Upstream: Pre-Intermediate B1 Student's Book.* Newbury: Express Publishing.

Falla, T., & Davies, P. A. (2012). *Solutions Elementary Student's Book.* 2nd ed. Oxford: Oxford University Press.

Falla, T., & Davies, P. A. (2012). *Solutions Intermediate Student's Book.* 2nd ed. Oxford: Oxford University Press.

Falla, T., & Davies, P. A. (2012). *Solutions Pre-Intermediate Student's Book.* 2nd ed. Oxford: Oxford University Press.

Griffiths, C. (2004). Language learning strategies: theory and research. *Occasional paper No 1,* 1-26. Retrieved from: http://www.crie.org.nz/research-papers/c_griffiths_op1.pdf

Griffiths, C., & Parr, J. M. (2001). Language-learning strategies: theory and perception. ELT Journal, 55/3. 247-254. Retrieved from: https://doi.org/10.1093/elt/55.3.247

Hamzah, M. S. G., Shamshiri, K., & Noordin, N. (2009). Effects of Socio-Affective Strategy Training on Listening Comprehension. *European Journal of Social Sciences, 11,* 690-697. Retrieved from: http://www.ibrarian.net/navon/paper/Effects_of_Socio_Affective_Strategy_Training_on_L.pdf?paperid=15683292

Mačianskienė, N. (2004). *Užsienio kalbų mokymosi strategijos: monografija.* Kaunas: Vytauto Didžiojo universiteto leidykla.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University Press.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know.* Boston: Heinle and Heinle.

Oxford, R. L. (2003). Language Learning Styles and Strategies: An Overview. *Gala 7,* 1-25. Retrieved from: http://web.ntpu.edu.tw/~language/workshop/read2.pdf

Phelps, E. A. (2006). *Emotion and Cognition*: Insights from Studies of the Human Amygdala. *Annual Review* of *Psychology*, *57,* 27–53. Retrieved from: http://www.psych.nyu.edu/ phelpslab/papers/2006_AnnRevPsy_v57.pdf

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30). Englewood: Prentice/Hall International.

Slavin, R. E. (1987). Cooperative Learning and the Cooperative School. *Educational Leadership*, *45*, 7-13. Retrieved from: http://www.ascd.org/ASCD/pdf/journals/ed_lead/ el_198711_slavin.pdf

Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.

Tilbury, A., Clementson, T., Hendra, L. A., & Rea, D. (2012). *English Unlimited Elementary Coursebook.* 4th ed. Cambridge: Cambridge University Press.

Tilbury, A., Clementson, T., Hendra, L. A., & Rea, D. (2012). *English Unlimited Pre-intermediate Coursebook.* 4th ed. Cambridge: Cambridge University Press.

Wang, W. C., Lin, C. H., & Lee, C. C. (2011). Thinking of the Textbook in ESL/EFL Classroom. *English Language Teaching, 4,* 2, 91-96. Retrieved from: http://www.ccsenet.org/journal/index.php/elt/article/view/10773/7830

Zare, P. (2012). Language Learning Strategies among EFL/ESL Learners: A Review of Literature. *International Journal of Humanities and Social Science, 2,* 5-13. Retrieved from: http://www.ijhssnet.com/journals/Vol_2_No_5_March_2012/20.pdf

Zeynali, S., Zeynali, S., & Motlagh, S. F. P. (2015). The Effects of Socio-Affective Strategy in the Enhancement of Reading Comprehension among Iranian EFL Learners. *International Journal of Language and Linguistics*, *4,* 9-22. Retrieved from: http://article.sciencepublishinggroup.com/pdf/10.11648.j.ijll.s.2016040201.12.pdf

PIRMSSKOLAS PEDAGOĢIJA
Preschool Pedagogy

BĒRNĪBA: IZPRASTAIS UN NEIZPRASTAIS

Childhood: What We Understand and Do not Understand

Emīlija Černova
Latvijas Universitāte, Latvija

Abstract. *"What is childhood?" - an educated person today would answer that childhood is the stage of a child's growing up to achieve social maturity and becoming a responsible member of society. A person when he/she is at the life period between infancy and youth is not recognized as an adult (Hanson, 2009). Blonsky noted that 33% of a person's life-span belongs to his/her childhood (Blonskis, 1920). The stages of human childhood are a product of history. These are subject to changes just like thousands of years ago. Historically, childhood is not mainly related to the state of biological maturity, but to the specific social status of a person which manifests itself in the roles of duties and rights of a particular stage of life, with appropriate kinds and forms of activity, as well as responsibility. The 21st century's socialization theory draws the child's image as an active and competent person, who deserves being allowed to determine his own choices and actions in the process of socialization (Corsaro, 1997; Jamess & Proud, 2013). Researchers (for instance, Woodrow, 1999) highlight that a child is considered to be equivalent to an adult, but in the process of upbringing all its participants have the opportunity to cooperate by sharing power among those being involved and delegating responsibility. Therefore, it is important to get to know what is an image of a modern child in the perception and notions of adults (parents, teachers, other members of society) who are no longer child-carers or currently are not related to this work. What are we 'adults' like in the eyes of a child? Dominant research methods: adult written surveys, interviews with children.*
Keyword: *childhood, parents, educators, adults who do not currently care for children.*

Ievads
Introduction

Šodienas izglītotais cilvēks uz jautājumu: "Kas ir bērnība?" atbildēs, ka bērnība ir bērna tapšanas posms par pilnvērtīgu sabiedrības locekli. Mūsdienu zinātniskajās teorijās dzīves periods no zīdaiņa (infancy) vecuma līdz jaunieša vecumam (youth) neuzskata par pieaugušu (Hanson, 2009). P. Blonskis (1920) ievēroja, ka cilvēkam bērnības posms attiecībā pret visas dzīves garumu sastāda 33 procentus. Cilvēka bērnības posmi ir vēstures produkts. Tie ir pakļauti izmaiņām tāpat kā pirms tūkstošiem gadu. Vēsturiski bērnība saistās ne ar bioloģiskā brieduma stāvokli, bet gan ar noteiktu sociālo statusu: ar pienākumu un tiesību lomu, kas piemīt konkrētajam dzīves posmam, ar atbilstošiem darbības

veidiem un formām. 21.gs. socializācijas teorijas bērna tēlu pozicionē kā aktīvu un kompetentu, ļaujot viņam socializācijas procesā pašam būt režisoram (Corsaro, 1997, Jamess & Proud, 2013). Vūdrovs (Woodrow, 1999) aktualizē, ka bērns tiek uzskatīts par līdzvērtīgu pieaugušajam un audzināšanas procesā visiem tā dalībniekiem ir iespēja sadarboties dalot varu un deleģējot atbildību.

Tāpēc nozīmīgi ir apzināt, kāda tad ir mūsdienu pimsskolas izglītības iestāde pieaugušo (vecāku, pedagogu, sabiedrības locekļu, kuri šobrīd neaudzina bērnus) priekšstatos. Pētījuma metode ir rakstiska aptauja.

Bērnības vēsture sabiedrības attīstībā
The history of childhood in the development of society

Šodienas izglītotais cilvēks uz jautājumu: "Kas ir bērnība?", atbildēs, ka bērnība ir pastiprinātas attīstības, izmaiņu un mācību laikposms. Savukārt, zinātnieki bērnību izprot kā paradoksu un pretrunu periodu, bez kuriem attīstības process nepastāv. Bērnu attīstības paradoksus pētīja V. Šterns (Stern, 1935), Ž. Piaže (Piaget, 2002), I.A. Sokoļanskis (Соколянский, 1962) u.c. zinātnieki. Psihologs D.B. Elkoņins (Эльконин, 2008, 1997) aizvien raksturoja bērnu attīstības divus pamata paradoksus.

Cilvēks ienāk šajā pasaulē apveltīts ar elementāriem mehānismiem dzīvības/dzīves uzturēšanai. Pēc fiziskās uzbūves, nervu sistēmas organizācijas, darbības tipiem un tās regulējošiem paņēmieniem cilvēks ir dabas pati pilnība. Bet uz dzimšanas momentu evolūcijas rindā vērojams šīs pilnības kritums, jo bērnam iztrūkst apzinātas uzvedības formas. Daba ir „izlēmusi" tā, ka, jo augstākā pakāpē atrodas dzīva būtne, jo ilgstošāka ir tās bērnība, jo nevarīgāka tā piedzimst, jo nozīmīgāka kļūst palīdzība. P. Blonskis (Blonskis, 1920) ievēroja, ka bērnība attiecībā pret visas dzīves garumu sastāda: kaķim – 8%, sunim – 13%, zilonim – 29%, cilvēkam – 33%. Vienlaicīgi evolūcijas gaitā samazinās embriōnālais periods attiecībā pret dzīves laiku. Lūk, kaķim – 15%, sunim – 9%, zilonim – 6%, cilvēkam – 3%. Tas liecina par to, ka *cilvēka uzvedības psihiskie mehānismi veidojas ilgstošā dzīves posmā – bērnībā, bet turpinās visu pieauguša cilvēka mūžu*. Cilvēka bērnība ir ilgstoša. Tas ir viens no dabas paradoksiem, kurš arī nosaka bērnības vēsturi.

Vēstures gaitā nepārtraukti bagātinājās cilvēces materiālā un garīgā kultūra, veidojot mūžīgi mainīgu vidi attīstībai. Tūkstošgadēs cilvēka pieredze palielinājās daudzus tūkstošus reižu. Bet visu šo laiku jaundzimušais bērns praktiski nemainījās. Balstoties uz antropologu atziņām par cilvēku, kurš dzīvoja pirms 30-40 tūkst. gadu un mūsdienu eiropieša anatomiski-morfoloģisko līdzību, var pieņemt, ka mūsdienu jaundzimušais cilvēks ne ar ko būtiski neatšķiras no jaundzimušā, kurš dzīvoja pirms desmitiem tūkstošu gadu. Kā tad sanāk, ka pie līdzīgiem priekšnosacījumiem psihiskās attīstības līmenis, kuru sasniedz bērns

katrā sabiedrības attīstības posmā, nav vienāds? Mainīgais faktors galvenokārt ir kultūrvide, līdz ar to audzināšanas saturs, kas apzināti un mērķtiecīgi jāmaina atbilstīgi bērna attīstības likumībām, lai viņš būtu spējīgs dzīvot dabas, lietu un īpaši sociālajā vidē, kurā ir piedzimis. Bērnība ir bērna tapšanas posms par pilnvērtīgu sabiedrības locekli.

Vārdam "bērns" ilgi netika piešķirta tā nozīme, kura ir šodien. Piemēram, viduslaiku Vācijā vārds "bērns" bija sinonīms jēdzienam "muļķis". 18.gs. franču valodā, pēc F. Ariesa (Aries, 1996) atziņām, joprojām vēl pietrūka vārdu, kuri pietiekami nodalītu mazus bērnus no pieaugušākiem. Bet rūpes par bērniem, audzināšanas ideja radās krietni agrāk. Bērnības vēsture ir ciešā saistībā ar sabiedrības attīstības vēsturi. Visu bērnības vēsturi ASV psihoanalītiķis, sociologs un vēsturnieks Loids Demozs (DeMouse, 1974) iedala 6 periodos, kurus der nosaukt, lai mēs atpazītu šodienas audzināšanas dominantes bērnības dzīves posmā:

- *Infanticīds stils* (no senatnes līdz 4.gs. p.m.ē.): bērns nav vērtība, liela mirstība, nogalināšana; *Paradoksāli, bet izskatās, ka esam atteikušies tikai no šīs izpratnes.*
- Pametošs stils (4.-13.gs.): vecāki domā, kā atbrīvoties no bērna – atdod piena mātei vai citā ģimenē; *Parādība eksistē vēl šodien!*
- Ambivalents stils (14.-17.gs.): dod iespēju emocionāli piedalīties vecāku dzīvē. Bērns ir iedarbības objekts (nevis subjekts), audzina raksturu, pretošanās gadījumā tiek sodīts; *Normatīvā pedagoģija, precedenti bieži sastopami šodien.*
- Uzmācīgs stils (17.-18.gs.): bērns kļūst vecākiem tuvāks, vienlaikus pastāv bērna domu, gribas, uzvedības stingra kontrole. Pastiprinās bērnu un vecāku konflikti; *Arī ir šodien.*
- Socializējošais stils (19.-20.gs.): bērns ir socializācijas objekts (nevis subjekts), galvenais mērķis gatavošana patstāvīgai dzīvei nākotnē. Pamatota vajadzība pēc bērnu dārziem; *Šodien vērojams un rada pedagoģiskas pretrunas kā bērna vajadzībām neatbilstīga pieeja.*
- Palīdzības un atbalsta stils (20.gs. vidus): bērns kļūst emocionāli tuvs vecākiem, vecāki savu pienākumu redz bērna individuālās attīstības veicināšanā.

Cilvēka bērnības posmi ir vēstures produkts un tie pakļauti izmaiņām tāpat, kā pirms tūkstošiem gadu. *Vēsturiski bērnība saistās ne ar bioloģiskā brieduma stāvokli, bet gan ar noteiktu sociālo statusu: ar pienākumu un tiesību loku, kas piemīt konkrētajam dzīves posmam, ar atbilstošiem darbības veidiem un formām*, un tā ir atbilde par otro paradoksu.

Pedagoģiski atbalstīta cilvēka attīstība bērnībā
Pedagogically supported human development in childhood

Bērnība nav mūžīgi nemainīga parādība, tā ir cita katrā cilvēces vēsturiskās attīstības stadijā. Ātrās izmaiņas kultūrvidē liek detalizētāk aprakstīt attīstību bērnībā. Šodien bērna dzīvi tikai līdz skolai personības attīstības pētnieki dala 4 apakšposmos: emocionālās veidošanās posmā (no 0-1 gadam), izziņas pieredzes veidošanās posms (1-3 gadam), lomu veidošanās posms (3-4 gadam), integrācijas posms (5-6 gadam).

Kā redzam, mainoties sociālajai un lietu videi, mainās arī paradoksu izpratība. Mainās vide, bet skolotāji un vecāki grūti atsakās no tradicionālās kāda jēdziena izpratības, nemaina tā saturu, līdz ar to paliek nemainīga attieksme pret bērnu un palīdzība viņam augt. Jaunā vidē, kurā bērns dzīvo, ko redz kā paraugu atdarināšanai utt. pretī ir nesamērojama skolotāju vai vecāku palīdzība, neatbilstīga. Atļaušos atsaukt atmiņā 1651.gadā J.A. Komenska (Komensky, 1992) formulēto likumu skolotājiem. „Pret skolēniem vajag izturēties tēvišķi, nopietni un dedzīgi vēlot viņiem panākumus, it kā skolotāji būtu skolēnu garīgie vecāki. Viņiem tas jādara vairāk labestīgi nekā stingri”.

Horācijs, raksturojot bērnību, saka, ka tas ir vecums, kurš vēl nezina dzīves smagumu, derīgo "mēra" tikai saistībā ar tīkamo un pieprasa drīzāk cukuru un medu, nekā īstu ēdienu.

20.gs. nogalē tiek aktualizēta jaunā sociāli konstruētās bērnības paradigma. Notiek pāreja no bērna kā audzināmas un aizsargājamas būtnes izpratnes uz bērna kā sociāli rīcībspējīgas būtnes izpratni. Latvijas likumdošanā iezīmēta bērna atbildība, pienākumi, aktualizēta bērna iespēja izteikties, tiesības pašizpausmei un privātumam.

Pētot audzināšanas problēmas pirmsskolā, var secināt, ka likumā nosauktajā pienākumu, atbildības, pašizpausmes, privātuma utt. rindā pedagoģiska palīdzība ir nevienmērīga un ar bērna izpausmēm nesamērīga. Piem., bērni visai agri pārņem iniciatīvu savu tiesību pieteikšanā, bet atpaliek ar pienākumu apzināšanu utt.

Rodas problēmas sabiedrībā, ģimenē, izglītības iestādēs, ko atbilstoši programmai organizēts pedagoģiskais process ne vienmēr spēj atrisināt. Lai atrisinātu apzinātās problēmas, skolotājiem un vecākiem ir vajadzīgas jaunas *zināšanas par problēmas cēloņiem*, tad var sekot pedagoģisko līdzekļu izvēle.

Cilvēks, kā bērns, tā pieaugušais, atbild ar savu rīcību tā, kā viņš redz attiecināti uz sevi otra cilvēka (skolotāja, vienaudžu, vecāku) rīcību: „draudzīgs vai naidīgs man”, „labvēlīgs vai nelabvēlīgs”. Vadās nevis no tā, kāds īstenībā ir, piem., skolotājs, bet gan no tā, kādu viņš skolotāju redz attiecībā pret sevi – savu brīvības, pašizpausmes, pozitīva pārdzīvojuma utt. kontekstā.

Šī sakarība aicina skolotājus un vecākus labāk pazīt savus bērnus, lai izraudzītos atbilstīgu pedagoģisko palīdzību, zināt vispārējās bērna attīstības likumības un šajā kultūrvidē individuāli konkrētās šo likumību izpausmes.

Mūsdienās: bērnības ilgums ir tiešā atkarībā no sabiedrības materiālās un garīgas kultūras līmeņa. Mūsdienu cilvēks attīstās *ilgstošāk* un *ātrāk*, nekā iepriekšējo vēsturisko laikmetu cilvēks. Bērnība 21.gs. Kāda tā ir?

Vispārējas izglītības likums nosaka, ka:

- 21.gs. izglītības *mērķī* un *saturā* virzība uz "brīva cilvēka attīstību": radoša, patstāvīga, mobila;
- skolotāja mērķis: palīdzēt bērnam darboties un darbībā attīstīt, audzināt sevi;
- virsuzdevums: *veidot apstākļus*, lai katrs bērns var iekļauties un produktīvi adaptēties sociālajā pasaulē;
- rezultāts: bērna *ieguvums*: attīstības, audzinātības līmenis.

Jaunās tūkstošgades bērns vēlas izjust kopību ar sabiedrību, būt noderīgs cilvēkiem un veikt sabiedrībai noderīgas darbības, par ko iegūt atbalstu, pozitīvu pārdzīvojumu, gandarījumu. Tātad, viņš ir atvērts pasaulei. Ja mēs, skolotāji un vecāki, zinām, kādas prioritātes un kā atver bērnu pasaulei, kādas bērna vērtības veido viņa prāts un pārdzīvojums, mums būs viegli izraudzīties pedagoģiskās palīdzības veidu.

Savukārt, izglītības iestādes uzdevums ir sniegt katram Bērnam-Personībai Viņa attīstības līdzekļus, lai Viņš var gan atklāt, gan paust savas spējas un atbilstoši tām, iekšējo spēku vadīts, spēj: uzkrāt pieredzi, mācīties to lietot reālā dzīvesdarbībā, izkopt īpašības, kuras nepieciešamas tālākai dzīvei (uzņēmība, elastība, komunikācija, sevis prezentēšana, patstāvība...). Bērnam arī jāzina: kāpēc viņš mācās, ko mācās, ko viņš ar to darīs, kur lietos, kā ar to dzīvos, strādās, kāpēc tas ir tik svarīgi.

Parauga nozīmi pedagoģija nav atcēlusi, un tas ir īpaši nozīmīgs mūsdienu mainīgajā un ar informāciju bagātajā pasaulē. Bērna darbības saturs ir atklāts vadlīnijās, standartos, programmās (MK noteikumi Nr.716, 2018). Tas viss ir zināms un saprotams. Bet... apkārt ir aizraujoša pasaule!

Informācijas pieejamība un bērnu subkultūru veidošanās rezultātā notikusi attiecību fokusa maiņa no vertikālām (pieaugušais – bērns) uz horizontālām (bērns – bērns) (Gergen, 2005), kur bērnam ir iespēja rīkoties patstāvīgi, neatkarīgi no vecāku uzraudzības. Vienaudžu grupās, ar sociālu atbalstu! notiek pieaugušo formulēto vērtību un normu pieņemšana vai noraidīšana atbilstīgi pašu bērnu pasaules skatījumam (Handel, 2006; Hinde, 2007). Kā arī subkultūras kontekstā radušos uzskatu formēšana (bieži bez pieaugušo klātbūtnes – citādi, kā senāk, bet pieaugušie no tā atsakās grūti un neprot piedāvāt piemērotu palīdzību

augšanā), kas ir svarīgi priekšnosacījumi pusaudža statusa sasniegšanai (Elkin & Handel, 1989).

Kas tiek prasīts no skolotāja un kas piedāvāts, lai šodien pedagogs varētu strādāt augsti profesionāli? Arī skolotāju izglītībā ir mainījušies akcenti: no ”recepšu” piegādes – uz skolotāja izpratību par bērna attīstības tendencēm, mūsdienu kultūrvidi, visu to, kas skolotājam ir nepieciešams, lai radoši domātu, *patstāvīgi turpinātu jaunu zināšanu ieguvi aktuālu problēmu optimālai atrisināšanai.*

Minēšu tikai vienu – skolotāju profesionālās darbības potenciāls ir augsts: no šodien strādājošajiem nepilniem 6000 pirmsskolas skolotāju katrs devītais ir ar maģistra grādu. Bērnudārzu durvis ikdienas gaitās ver arī doktori un doktoranti. Un cik skolotājiem ir 2 un 3 augstākās izglītības? Pie šīs skolotāju sagatavotības paradigmu maiņa piesaka arī izaicinājumus.

Vēsturiski skolotāja darbs tika raksturots, kā zināt to, ko māca bērniem. Skolotājs bija zināšanu nesējs un tieši Viņš – Skolotājs, zināšanas nodeva nākamajai paaudzei. Skolotājs 21.gs. bērnu pavada zināšanu labirintā, galvenokārt, ir organizators un vadītājs.

Virsuzdevums: atlasīt sabiedriski nozīmīgu zināšanu saturu un pārvērst to bērna individuālā izziņas darbībā, jo svarīgi, lai bērns domātu, zināšanu pieņemtu un pārdomātu< reflektētu. Kā pilnveidot skolotāja izaugsmi un pedagoģisko procesu, lai pārnestu akcentu no skolotāja teorētiskajām un metodiku zināšanām uz ikdienas praksi, no darbību uzskaites uz bērna sasniegumiem attīstībā. Citu valstu un mūsu pētnieku atziņās galvenā vadlīnija jau definēta - lai mainītu pedagoģisko pieeju, ir *jāmācās ikdienā no sava un kolēģu darba, analizējot,* kā veidojas un kā jāveido saikne starp skolotāja piedāvājumu un bērna sasniegumiem attīstībā. Tas nozīmē: *darīt un mācīties kopā ar bērniem, apzinoties, ko mācās un kā dara bērni, ko un kā mācās skolotāja.* Tāpēc, mūsu programmās ir skolotāja *izglītības,* nevis šauras trenēšanas programmas; izglītības, lai skolotāji iegūtu vispārēju pamatu domāt un konkrētās situācijās patstāvīgi iegūt iztrūkstošās zināšanas reālajā situācijā un pēc tām vadītos sava lēmuma pieņemšanai, kā un ko darīt.

Kā celt pedagoģiskā procesa produktivitāti? Atlasot metodes, nodrošināt katra bērna panākumus caur saprātīgu informāciju, saprātīgu palīdzības devu. Vai ikdienas praksē tas tiek īstenots? Kā kāpināt pedagoģisko potenciālu? Ikdienā parasti teorija paliek malā, bet darām, kā darām. Teorētiskās likumības mūs vada pieeju un stratēģiju izvēlē, bet attiecībās ar konkrētu bērnu – bērna redzējums, viņa varēšana darīt un mūsu paraugs konkrētā situācijā, konkrētā izpausmē. To arī *pētām ikdienā,* lai prastu palīdzēt konkrētiem bērniem. Skolotāja pētnieciskā darbība ne teorijas radīšanai, to dara pētnieki, bet savam konkrētam ikdienas darbam, kas veltīts konkrēta bērna attīstībai. Šāds studiju kurss jau vairākus gadus ir ietverts profesionālās izglītības programmā.

Izglītības iestādē šodien ir iespējama pilnvērtīga mūsdienīgai paradigmai atbilstoša nepieciešamā mācīšanās kopā. Bērns "atnes" daudzpusēju informāciju. Protams, tās nebūs dziļi pārdomātas, pamatotas zināšanas. Tie būs nozīmīgi fragmentiņi, kripatas, ko skolotājs atzīst kā bērna devumu un no kurām skolotājam jāizsecina, kā bērns attīstās, kādā vidē dzīvo, kā likt lietā viņa pieredzi paša skolotāja pieredzes pilnveidošanai un citu bērnu pieredzes attīstībai. Tā var palīdzēt bērnam izjust savu personisko nozīmīgumu, mācīšanas jēgu, prieku dalīties zināšanās ar citiem. Nav atcelta pedagoģiskā likumība, ka visefektīvākā mācīšanās ir palīdzot otram mācīties. Tas nebūt nenozīmē, ka skolotājam vairāk jāstrādā. Tas ir akcentu jautājums.

Skolotāja mērķis ir palīdzēt bērnam darboties un darbībā attīstīt, audzināt sevi. Skolotāja virsuzdevums ir veidot apstākļus, lai katrs bērns var iekļauties un produktīvi adaptēties sociālajā pasaulē, kā arī celt savu attīstības un audzinātības līmeni.

Savukārt, no skolotāja tiek prasīta izglītības kvalitātes paaugstināšana, izglītības standartu augsta līmeņa garantija.

Pētījuma procedūras raksturojums un iegūto datu apkopojums
Description of the study procedure and summary of the obtained data

Kas tiek prasīts no pirmsskolas skolotāja? Paaugstināta atbildība, spēja nepārtraukti apgūt jaunas zināšanas, noteikt bērna attīstības optimālos līdzekļus un efektīvākās formas. Tas rosināja noskaidrot divus savstarpēji saistītus viedokļus: no vecāku puses – kādu personību viņi vēlas izaudzināt, no skolotāju – kā to padarīt? Gan vecākiem, gan skolotājiem sava viedokļa atklāšanai tika noformulēts jautājums: "Ar kādiem vārdiem Jūs raksturotu pirmsskolas audzināšanu?"

Pētījuma piedalījās 420 skolotāji, 550 vecāki vai vecvecāki, 310 pieaugušie, kuri nav saistīti ar pirmsskolu (kopā – 1280 respondenti).

Ar kādiem vārdiem Jūs raksturotu pirmsskolas audzināšanu?

Vērtē vecāki:

- pozitīvs ieguldījums sabiedrības attīstībā;
- zināšanu bāze;
- pirmais pakāpiens izglītībā, sabiedrībā;
- sagatavošana Lielajai dzīvei;
- pedagoģiskais process, kas dod lielu ieguldījumu bērna audzināšanā (zināšanas, prasmes);
- audzināšana ir skolotāja un bērna kopēja darbība, kurai jābūt vislabākai, viskomfortablākai, visprofesionālākai;
- vieta, kur bērns gūst interesantas zināšanas, prasmi darboties;

- process, lai bērns varētu ērti justies sabiedrībā un savu vienaudžu vidū;
- tur iemāca bērnam pašas elementārākās lietas – radina pie disciplīnas;
- atbildība par manu un citiem bērniem;
- audzinātāja piepilda un pilnveido bērna vajadzības;
- māja – vieta, kur sagatavo bērnu skolai;
- vieta, kur bērnam būtu jāapgūst valodas, lasītprasmi, rakstītprasmi;
- māja, kur bērns saņem visu, lai varētu veiksmīgi mācīties skolā – attīstās fiziski un garīgi;
- "savu bērnu gribu redzēt gudru, pieklājīgu, lai varētu pieņemt patstāvīgus lēmumus un atrast izeju no jebkuras sarežģītas situācijas", lai bērnam būtu savs viedoklis un viņš netiektos "bara instinktam"; "gribētos redzēt bērnu izglītotu, labsirdīgu, lai viņai blakus būtu labi cilvēki!";
- darbs gan skolotājiem, gan bērnam, gan vecākiem;
- vieta, kur bērns iemācās pārvaldīt digitālo tehniku;
- bērnudārzā bērns tiek informēts visos jautājumos;
- māja, kur iemācās vairākas valodas;
- bērns fiziski attīstās.

Tātad, *vecāki uzticas pirmsskolas izglītības iestādei*. Gan slavē, gan gaida, jo ir skaidra sava bērna nākotne (modelis) – prot rakstīt, lasīt, zina valodas, fiziski attīstīts, pārvalda etiķeti utt. Dominē skolas prasību īstenošana.

Nenovērtē bērna vajadzību darboties, fantazēt, spēlēties. Pastāv distance: *jūs – pirmsskolas izglītības iestāde un mēs – vecāki*.

Katrs pilda savu darbu, diemžēl, ļoti bieži bez kopējām pūlēm par vienu un to pašu Bērnu-Personību. Vecāki mutvārdos pirmsskolas izglītības iestādei deleģē audzināšanas brīvību, bet praktiskajā darbībā tas neparādās. Bet tā var arī nesagaidīt no bērnudārza to, uz ko cer, jo tiek pārkāpta, noārdīta pēctecība pirmsskolas un skolas izglītības saturā un formās.

Vērtē pieaugušie, kuri nav saistīti ar pirmsskolas izglītību:

- visu cieņu pirmsskolai;
- vispusīgu zināšanu gūšanas augstceltne (nams, templis);
- saulainās bērnības zeme;
- vieta, kur rit svētīgs un cildens darbs;
- līdzvērtīga saruna ar gudriem pilsoņiem;
- kur bērns izveidojas par Cilvēku, jo pēc tam notiek tikai pilnveidošanās;
- viena no svarīgākajām lietām pasaulē;
- skola pirms skolas;
- rūpes par bērnu;
- ģimene, skolotājs, sociālā vide, spēles un rotaļas.

Pieaugušu cilvēku, kuri nav saistīti ar pirmsskolas izglītību, atbildēs spēcīgu akcentu iegūst *bērnudārza nozīme cilvēka attīstībā*, aktualizēts vislabvēlīgāko apstākļu nodrošinājums, *pausta cieņa skolotāja cildenajam darbam*.

Vērtē skolotāji:

- "Tas ir sākuma sākums. Visas iespējas priekšā. Esam visplastiskākie, ja vecāki pirms tam jau nav ar kaut ko sabojājuši, piem., kāda veidojusies piesaiste (pieķeršanās), vai esmu drošs, vai jau iemācījies baidīties".
- "Process, kurā jāpalīdz bērna neaptraipītajai dvēselei izstrādāt imunitāti pret aptraipīto pasauli".
- "Tas ir gudra un labestīga cilvēka darbs, un ne tikai – tā ir sūtība un sirds aicinājuma piepildījums. Uz bērnudārzu skolotājs neiet kā uz darbu, turp jāiet piepildīt sevi un bērnu sirdis, radīt viņiem vidi, lai izjustu bērnības laimi".
- Pedagoģiskais atbalsts cilvēka attīstībai bērnībā.
- Pogas jakā: ja pirmo pogu nepareizi aizpogāsi, tad viss ies greizi.
- Visatbildīgākais laiks visā cilvēka dzīvē.
- Personības attīstības galvenais pamats.
- Maza dzīves skola, kur bērni izzina apkārtējo īstenību, uzvedības normas, atdarina viens otru un pieaugušos. Daudz spēlējas, mācās iestāties par sevi, saviem uzskatiem, attīsta patstāvību, talantu, tieksmes.
- Pedagoģiskā sadarbība balstīta uz darbību organizācijas intensitāti, kompleksu pieeju;
- Kur bērns darbojas pēc "saviem" likumiem.
- Pils, kur sagatavo bērnu zināšanu apguvei ar viņa vecumā, galvenā darbības veida palīdzību – spēli.
- Cieņa un rūpes par bērnu.
- Prasme risināt bērna nelaimes.
- Talantu atklāšanas vieta.
- Kur skolotāja palīdz bērnam justies drošam, gudram, varošam.

Skolotāju atbildes liecina, ka pirmsskolas izglītības iestādē palīdz bērnam izjust savu personisko nozīmīgumu, iepazīt pasauli, izmēģināt daudzas idejas un sasniegt gatavību nākamajam dzīves posmam.

Secinājumi
Conclusions

Raksta teorētiskajā daļā tika aktualizēta patiesība, ka vēsturiski bērnība saistās ne ar bioloģiskā brieduma stāvokli, bet gan ar noteiktu statusu: ar

pienākumu un tiesību loku, kas piemīt konkrētam dzīves posmam, ar atbilstošiem darbības veidiem un formām.

Savukārt, 21.gs. bērns vēlas izjust kopību ar sabiedrību, būt noderīgs cilvēkiem un veikt sabiedrībai noderīgas darbības, par ko iegūt atbalstu, pozitīvu pārdzīvojumu, gandarījumu.

Praktiskais pētījums atklāja vecāku, pieaugušu cilvēku, kuri šobrīd neaudzina bērnus, skolotāju priekšstatu par pirmsskolas izglītības iestādi kā bērnu attīstības un audzināšanas vidi. Tas ļauj apgalvot, ka pedagoģiskās palīdzības izpratība nav vienota. Bērnudārzā piedāvātais bērna attīstības un audzināšanas modelis tikai daļēji atbilst vecāku priekšstatiem.

Summary

The theoretical part of the article actualized the truth that childhood historically relates not to the state of biological maturity but to a certain status: to the range of duties and rights appropriate to a particular stage of life with the corresponding kinds of activities and forms.

On the other hand, the 21st century child wants to feel communication with the society, to be useful for people and carry out activities that are useful for society and to get support, positive experience, and satisfaction for that.

The practical study found out the concept of parents and adults who currently do not educate children about a pre-school educational institution as a child development and upbringing environment. This makes it possible to say that the understanding of pedagogical assistance is not unified. The child development and upbringing model offered in the kindergarten only partially meets expectations of parents.

Literatūra
References

Aries, P. (1996). *Centuries of childhood.* Pimlico, Penguin Books.
Blonskis, P. (1920). *Darba skola*. Maskava: Tautas izglītības komisariāta Nacionālo mazākumu izglītības nodaļas Latvijas apakšnodaļa.
Corsaro, A.W. (1997). *The Sociology of Childhood*. SAGE Publications.
DeMause, L. (1974). *History of Childhood*. Psychohistory Press.
Elkin, F., & Handel, G.S. (1989). *The child and society: the process of socialization*. Random House.
Gergen, K.J. (2005). *An invitation to social construction*. Los Angeles, CA: Sage.
James, A., & Prout, A. (1990). *Constructing and Reconstructing Childhood*. Basingstoke: Falmer Press.
James, A. (2013). *Socialising Children*. Basingstoke: Palgrave Macmillan.
Handel, G. (2006). *Childhood Socialization*. Transaction Publishers.
Handel, G. (1994). *The Psychosocial Interior of the Family*. Aldine·Atherton.
Komenskis, J.A. (1992). *Lielā didaktika*. Rīga: Zvaigzne.

MK noteikumi Nr.716 „Noteikumi par valsts pirmsskolas izglītības vadlīnijām un pirmsskolas izglītības programmu paraugiem", 2018. Pieejams: https://likumi.lv/ta/id/303371

Piaže, Ž (2002). *Bērna intelektuālā attīstība*. Rīga: Pētergailis.

Prout, A. (2005). *The Future of childhood.* London: Falmer Routledge.

Stern, W. (1935). *Allgemeine Psychologie auf personalistischer Grundlage*. Haag: Martinus Nijhoff.

Woodrow, C. (1999). Revisiting images of the child in early childhood education: reflections and considerations. *Australian journal of early education*, *24*, 4, 7-12.

О Соколянском и его методах обучения глухих и слепоглухих детей. Retrieved from: http://psyjournals.ru/kip/2006/n3/Basilova_full.shtml

Эльконин, Д.Б. (2008). *Детская психология*. Москва: Академия.

СВОЕОБРАЗИЕ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ СОВРЕМЕННЫХ ДОШКОЛЬНИКОВ

The Peculiarity of the Value Orientations of Modern Preschoolers

Svetlana Dombek
Pskov State University, Russian Federation

Natalia Lebedeva
Pskov State University, Russian Federation

Arina Michailova
Pskov State University, Russian Federation

Inna Pradun
Pskov State University, Russian Federation

Natalia Shlat
Pskov State University, Russian Federation

Abstract. *The article deals with the problem of value orientations of modern preschoolers. The authors clarify the concepts of «value», «value orientations», define the place of value orientations in the structure of the personality of a preschooler, the role of the teacher in the development of the value system of children.*
The article describes the empirical study of the value orientations of children of senior preschool age: diagnostic tools are characterized, the procedure of diagnosing is described, and the results are analyzed. The authors indicate the trends in the change of value orientations of children, infer which value orientations are dominate and typical for modern elder preschoolers.
The article is intended for public reading and for those who are interested in pedagogical research.
Keywords: value, value orientations, preschool age.

Введение
Introduction

С выбором жизненных ценностей всегда связан выбор стиля жизни, стиля отношений с людьми и с миром. Немецкий философ и педагог Герман Ноль в книге «Педагогическое человековедение» (Nohl, 1938) справедливо замечает, что каждый человек должен иметь образное представление о предстоящей жизни, видеть себя и своё место в этом мире. Такой образ – результат ценностного освоения понятий «счастье», «печаль», «любовь»,

«зависть», «вера», «терпение», что позволяет наметить жизненную перспективу, создать собственную биографию, определить свою судьбу.

По мнению В. С. Степина (Степин, 2015), познание человеком мира (объективные, истинные описания и объяснения познаваемых реалий) и самоосмысление непременно включают аксиологическую составляющую. В свою очередь, ценностный подход к воспитанию и образованию позволяет выбрать верный путь к освоению человеком культуры.

Ценностные ориентации являются факторами, вызывающими побуждение человека к действиям. Степень развития ценностных ориентаций позволяет судить об уровне развития личности. Так, по мнению Л. Кольберга (Kohlberg, 1994), критериями моральной зрелости, достижения высшего уровня морального развития являются как принятие универсальных этических принципов, так и выработка личностью новых моральных ценностей, собственной этической концепции.

Детство – сам по себе ценностный феномен, основа, определяющая развитие человека на протяжении всей его жизни. Ребенок дошкольного возраста – носитель еще оформляющейся, но уже весьма устойчивой системы ценностей, которая складывается в 6–7 лет и сохраняется в дальнейшем вплоть до взрослого возраста. Субъективное предпочтение тех или иных ценностей – начало определения иерархии ценностных ориентаций: здоровье, семья, богатство, карьера, творчество, забота о других или что–то другое.

Согласно данным исследования проблем дошкольного детства (Исследование проблем дошкольного детства в поликультурном пространстве российских городов. Результаты межрегионального исследования: Монография, 2009), современный дошкольник уверенно ориентируется в себе, своем ближайшем окружении, своем настоящем и будущем. Он готов оценивать разные явления и события жизни с разных точек зрения: интереса, практичности, эстетичности, познания, полезности.

Установлено, что ребенок старшего дошкольного возраста, ориентируясь на уже усвоенные ценности, может противостоять взрослому, нарушающему правила поведения, а также способен замечать ненормативное поведение сверстника и подчинять свое поведение социально желаемым нормам (Абраменкова, 2000; Валявко & Аверьянова, 2010; Голубков, Кузнецова, & Ушков, 2016; Клопотова, 2017).

Однако ценностное отношение как важная составляющая ценностных ориентаций – это не только оценка человеком объектов, явлений внешнего или внутреннего мира как полезных или вредных для себя лично, для близких, для человечества в целом, но и мера этой «полезности» как интегративный показатель особенностей ценностных ориентаций в

дошкольном возрасте, выявление которых и стало целью описываемого в данной статье исследования.

Теоретическая основа темы
The theoretical background

Ценности представляют собой более или менее единое понимание добра и зла, прекрасного и безобразного, справедливого и несправедливого. Представления о тех или иных ценностях формируются на личностном уровне и являются продуктом непосредственных контактов людей с окружающим миром.

По мнению Э. А. Орловой, это слабо расчлененные образования, сочетающие в себе элементы образа, знания, отношения, оценки (Орлова, 2016). О. Ф. Больнов (Больнов, 1999), характеризуя содержательный аспект воспитания, выделяет следующие группы ценностей: ценности повседневной жизни (бережливость, трудолюбие), ценности человеческих отношений (уважение, сострадание, терпимость), ценности высшей сферы духовной жизни (чуткость, способность к сопереживанию), ценности христианские (вера, любовь к ближнему).

Согласно выводам Л. М. Лузиной (Лузина, 2000), ценность по смыслу не связана с идеей, а является для индивида жизненной ориентацией. Отсюда, индивидуальные ценности – это жизненные ориентиры каждого человека, который на основе опыта, одаренности и воспитанности способен разграничить мир вещей и явлений на существенные, значимые для него, и несущественные, незначимые. Эти «выборы» и есть ценностные ориентации. Другими словами, ценностные ориентации есть предпочтения человеком одних ценностей другим.

Нельзя не согласиться с Г. М. Коджаспировой и А. Ю. Коджаспировым, что ценностные ориентации – это избирательное отношение человека к материальным и духовным ценностям, система его установок, убеждений, предпочтений, выраженная в сознании и поведении (Коджаспирова & Коджаспиров, 2003).

Однако говорить об ориентации на ту или иную ценность можно лишь тогда, когда человек хочет овладеть ею, учитывает не только свои потребности, но и отношение к социально одобряемым и разделяемым большинством людей представлениям о том, что является идеалом и эталоном должного.

По мнению авторов статьи, качество представлений и ценностных ориентаций детей дошкольного возраста, дифференциация ценностей по степени их значимости могут выступать показателем эффективности

функционирования модели образования ребенка дошкольного возраста в поликультурном пространстве.

М. В. Телегин (Телегин, 2004) отмечает чрезвычайную сложность становления системы ценностных ориентаций личности у детей дошкольного возраста, на которую влияет система ценностей родителей и других значимых взрослых, стандарты качества дошкольного образования, сложность её детерминации социальным опытом.

В контексте содержания данного исследования интересна точка зрения Э. В. Соколова (Соколов, 1990), рассматривающего культуру с позиции деятельностного подхода и выделяющего в ней ценности как важный компонент универсальной технологии, благодаря которой осуществляется активность людей.

Являясь субъектом разнообразной деятельности, дошкольник опирается на свою уникальную картину мира, в которой его ценностные ориентации выступают способом дифференциации объектов действительности по их значимости (положительной или отрицательной). Именно в детстве происходит обогащение культурного опыта ребенка, усвоение им той информации, которая во взрослой жизни во многом определяет мировоззрение человека и его жизненные ценности.

В развитии субъектной позиции ребенка и становлении системы ценностных ориентаций значимую роль играет педагог, с помощью которого дошкольник постигает смысл абстрактных ценностных категорий, таких как, «дружба», «совесть», «милосердие», «радость» и других. У дошкольника создается так называемый «умный образ» ценностного смысла абстрактного понятия или образ–символ (Рубцов, 1996; Рубцов, Марголис, & Телегин, 2007).

На этом этапе становления системы ценностей оценке могут подвергаться ценностные представления и суждения детей о себе, о своем здоровье, о своих сверстниках, о взрослых; о своей семье, о своем городе, о своей стране, о своем детском саде, о природе и др. (Исследование проблем дошкольного детства в поликультурном пространстве российских городов. Результаты межрегионального исследования: Монография, 2009). Все это позволяет ребенку не только обобщить имеющиеся у него знания и представления, но и способствует осознанию своего «Я».

Согласно выводам М. Р. Битяновой (Битянова, 2012), в процессе формирования ценностных ориентаций ребенка дошкольного возраста можно выделить следующие этапы: 1. Предъявление ценностей человеку. 2. Осознание ценности. 3. Принятие ценности. 4. Реализация ценностных ориентаций в деятельности, поведении, общении. 5. Закрепление в статусе качества личности. 6. Актуализация в ценностных ситуациях.

Одной из задач, на решение которых направлен Федеральный государственный образовательный стандарт дошкольного образования, отражающий приоритеты современной системы дошкольного образования в Российской Федерации, является объединение «обучения и воспитания в целостный образовательный процесс на основе духовно–нравственных и социокультурных ценностей и принятых в обществе правил и норм поведения в интересах человека, семьи, общества» (http://минобрнауки.рф/документы/6261).

Формирование первичных ценностных ориентаций обеспечивается с помощью сквозных механизмов развития дошкольника в общении, игре, труде, культурных практиках, познании и в других видах детской деятельности. Например, в процессе проектирования журнала «Страна, в которой мы живем» с детскими рассказами - пожеланиями стране; при оформлении «карты мира» с изображением представителей разных стран; при проведении этических бесед на темы «Мы в ответе за тех, кого приручили», «Кодекс друга»; в ходе создания экспозиции мини-музея и др.

Становлению системы ценностных ориентаций у дошкольников способствует участие семьи в мероприятиях, организуемых в детском саду (спектакли, праздники, развлечения, выставки детских работ), приобретение дошкольниками опыта выполнения поручений и просьб взрослых и сверстников в детском саду («Помоги мне, пожалуйста, у меня не получается»), опыта восприятия произведений искусства, общения с природой и т.п.

По мнению Р. М. Чумичевой (Чумичева, 1998), при моделировании социокультурной среды, выполняющей «ценностно преумножающую» функцию в развитии и воспитании детей дошкольного возраста, необходимо учитывать принципы, удовлетворяющие потребности ребенка в культурно–ценностном познании, обеспечивающие условия для разнохарактерных отношений (дружеских, сотруднических, со–творческих), для выражения свободы, позволяющей ребенку определять его отношение к среде и делать собственные «открытия».

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

С целью выявления своеобразия ценностных ориентаций старших дошкольников (представлений об общезначимых и субъективно предпочитаемых ценностях и отношения к ним) было организовано эмпирическое исследование, включающее: подготовку пакетов диагностических материалов, координацию проведения исследования; разработку матриц первичного анализа данных и моделей обобщения

результатов исследования; первичную обработку, обобщение и анализ результатов исследования; подготовку рукописи научных материалов**.**

В исследовании приняли участие 72 дошкольника шестилетнего возраста.

Метод исследования – опрос. Методика исследования – беседа «Я и мои ценности», разработанная авторами статьи. Беседа проводилась индивидуально с каждым дошкольником.

Результаты беседы с отдельным испытуемым оформлялись в виде протокола, в котором отражались ответы детей на пять вопросов:

Вопрос 1. Кого или что ты ***больше всего*** любишь на свете? (*один выбор*).

Вопрос 2. Чему ты ***больше всего*** радуешься? (*один выбор*).

Вопрос 3. Как ты думаешь, без чего человек не может жить счастливо? (*не более трех выборов).*

Вопрос 4. Что ты будешь делать, если станешь волшебником? (*не более трех выборов*).

Вопрос 5. Что, на твой взгляд, должен сделать президент России ***в первую очередь***? (*один выбор*).

Данные индивидуальных бесед с дошкольниками заносились в протоколы беседы и обрабатывались с помощью контент-анализа (Горбатов, 2003), результаты которого представлены в таблицах 1, 2, 3, 4, 5. Оригинальные ответы фиксировались отдельно.

Таблица 1. ***Процентное распределение ответов дошкольников на первый вопрос***
Table 1 ***The percentage distribution of preschoolers' answers to the first question***

Источник Информации - вопрос «Кого или что ты больше всего любишь на свете?»	Категории анализа							
	Семья (мама, папа, братик, сестричка, бабушка, дедушка)	Близкие люди (воспитатель, друг, подруга)	Любимое дело (рисовать, играть, смотреть мультфильмы и т.п.)	Гастрономические пристрастия (конфеты, лимонад, мороженое и т.п.)	Игрушки, подарки, праздники	Животные, природа	Похвала	Оригинальный вариант («изучать планету», «все, что полезно», «когда пахнет весной» и др.)
Ответы детей	51,2	1,4	12,5	4,2	4,2	16,7	4,2	5,6

Ответы испытуемых на первый вопрос (Табл. 1) показали, что ведущее положение в системе ценностных ориентаций детей занимает семья. Для сравнения можно привести количественные данные исследования 2009

года: на вопрос «Что ты любишь больше всего на свете?» выборов были сделаны в пользу любимого дела (40,3 %), гастрономических пристрастий (10,2 %), игрушек, подарков (8,7 %).

Таблица 2. **Процентное распределение ответов дошкольников на второй вопрос**
Table 2 **The percentage distribution of answers of preschool children to the second question**

Источник информации - вопрос «Чему ты больше всего радуешься?	Категории анализа							
	Общение в семье	Общение с друзьями	Новые подарки, предметы, развлечения	Эстетические образы (красивая картина, красота природы и т.п.)	Успех	Удовлетворение витальных потребностей (сон, еда)	Оригинальный вариант («что я ребенок», «игре в шахматы» и др.)	Нет ответа
Ответы детей	11	15,8	41,4	5,5	8,3	6,9	9,7	1,4

Количественный анализ ответов на второй вопрос (Табл. 2) показал, что при доминировании общечеловеческих ценностей в системе ценностных ориентаций дошкольников материальные, витальные ценности детьми не игнорируются, а, по мнению авторов, оптимально сочетаются с духовными.

Таблица 3. **Процентное распределение ответов дошкольников на третий вопрос**
Table 3 **The percentage distribution of the answers of preschool children to the third question**

Источник информации - вопрос «Как ты думаешь, без чего человек не может жить счастливо?»	Категории анализа						
	Родные люди	Хорошие друзья	Материальные ценности (деньги, игрушки, дом, машина и др.)	Духовные ценности (забота, любовь, доброта)	Здоровье	Природа (воздух, солнце, лес и др.)	Оригинальный вариант («без кошки», «без Деда Мороза», «без души», «без волшебства» и др.)
Ответы детей	29,6	13,9	14,7	7,9	12,2	10,4	11,3

Ответы испытуемых на третий вопрос (Табл. 3) подтвердили выводы об оптимальном сочетании духовных и материальных ценностей в системе ценностных ориентаций дошкольников. Оптимальность заключается не в равном сочетании указанных ценностей, а в гармоничной иерархии духовных и материальных ценностей.

Таблица 4. **Процентное распределение ответов дошкольников на четвертый вопрос**
Table 4 **The percentage distribution of answers of preschool children to the fourth question**

Источник информации - вопрос «Что ты будешь делать, если станешь волшебником?»	Категории анализа							
	Защита близких	Изменение своего режима дня, недели	Приобретение желаемых предметов	Придумывание, изобретение желаемых предметов	Изменение социума, человека	Уничтожение болезней	Изменение в природе	Оригинальный вариант («разводить динозавров», «помогать Деду Морозу», «ставить опыты», «есть много сладкого» и др.)
Ответы детей	24,3	8,1	10,9	4,5	13,5	18	6,3	14,4

Ответы детей на четвертый вопрос (Табл. 4) позволили выявить факт, что для современных дошкольников характерны ценностные ориентации «на других». Это в определенной степени отражает возрастной альтруизм, характерный для детей дошкольного возраста, однако является любопытным фактом, так как в целом для дошкольников типична ориентация «на себя» (эгоцентризм).

Ответы дошкольников на пятый вопрос (Табл. 5) были самыми разнообразными. Анализ ответов на данный вопрос не только показал наличие у дошкольников политических представлений, но и подтвердил предположение о доминировании у них общечеловеческих (моральных) ценностных ориентаций.

Таблица 5. **Процентное распределение ответов дошкольников на пятый вопрос**
Table 5 **The percentage distribution of answers of preschool children to the fifth question**

Источник информации – вопрос «Что, на твой взгляд, должен сделать президент России в первую очередь?»	Категории анализа										
	Духовная забота о людях	Материальное благосостояние страны,	Обеспечение отдыха людей	Обеспечение людей работой людей	Здоровье людей	Забота о бездомных животных	Забота о детях, пожилых людях	Обеспечение преимущества России	Сохранение мира	Избавление от преступности	Оригинальный ответ («сочинять сказки» и др.)
Ответы детей	15,4	6,9	4,2	2,7	11,2	2,7	13,8	6,9	12,6	16,7	6,9

По итогам экспериментального исследования в ценностных ориентациях современных детей старшего дошкольного возраста можно обнаружить ряд тенденций.

Тенденция первая: приоритет общечеловеческих ценностей (семья, здоровье, близкие люди, здоровое общество, природа).

Тенденция вторая: по направленности личности для дошкольников в большей степени характерны ценностные ориентации «на других». Можно сказать, что ценностные ориентации «на себя», которые достаточно типичны для дошкольников в силу их возрастных особенностей, в современных условиях теряют свою актуальность.

Тенденция третья: современным старшим дошкольникам не чужды политические ценностные ориентации, что, несомненно, является отражением общественного сознания в целом.

Выводы
Conclusions

Проведенные на современном этапе исследования позволяют говорить о том, что у детей дошкольного возраста уже имеются возможности для формирования ценностных ориентаций, которые напрямую зависят от тех ценностей, которые культивируются на данный момент в обществе.

В связи с этим, многие ученые, говоря о произошедших в последние десятилетия переменах в сфере общественных ценностей и идеалов, делают акцент как на негативных изменениях в мотивационно–потребностной сфере подрастающего поколения, так и на положительных тенденциях, что в определенной мере отражено и в проведенном авторами статьи исследовании.

Так, положительным фактом оказалось то, что материальные ценности не занимают ведущего положения в системе ценностных ориентаций детей, и дошкольники в личной системе ценностей ориентированы в большей мере «на других».

Анализ ответов дошкольников подтвердил предположение о доминировании у них общечеловеческих (моральных) ценностных ориентаций. При этом можно отметить несущественные изменения в значимости для дошкольников роли игровой и познавательной сфер и существенную потерю интереса к бытовой сфере.

В целом, результаты исследования позволяют сделать предвари-тельные выводы о неоднозначном влиянии современных социокультурных условий на ценностные ориентации детей дошкольного возраста, приоритете общечеловеческих ценностей в системе ценностных ориентаций старших дошкольников, стремление детей к взаимодействию с близкими

людьми, педагогами и друзьями, но в то же время подтвердило и направленность детей на свои потребности и интересы.

Summary

The analysis of scientific literature and modern pedagogical practice have shown the importance and complexity of the formation of the system of value orientations of the individual in preschool children, which is influenced by the system of values of parents and teachers, socio-cultural experience.

Scientists have pointed out the importance of the position of the teacher and the conditions of the educational environment of the kindergarten in the development of the system of value orientations of children; researchers have identified the stages, principles and forms of the formation of values of preschoolers.

The study conducted a conversation "I and my values" in order to identify the views of older preschoolers about the generally significant and subjectively preferred values and attitudes to them, which included 5 questions (methodology was developed by the authors). The results of the conversation were processed using content analysis.

Analysis of the experimental data showed that the child in his views on values is the subject and the result of his own activities and personal interests. It is proved by the significant number of original answers of children.

The results of the study indicate the ambiguous influence of modern socio-cultural conditions on the value orientations of preschool children: the dominance of their universal (moral) value orientations, deterioration of the interest to the material values, the importance of the role of the game and cognitive spheres for preschoolers. The obtained data suggest the need of a more in-depth study of the value sphere of modern preschoolers.

Литература
References

Kohlberg, L. (1994). My personal search for universal morality. In L. Kuhmerker (Ed.), *The Kohlberg legacy for the helping professions* (pp. 11–17). Birmingham, AL: Doxa Books.

Nohl, H. (1938). *Charakter und Schicksal.* Frankfurt a. M.: Schulte-Bulmke.

Абраменкова, В. В. (2000). *Социальная психология детства: развитие отношений ребенка в детской субкультуре.* Москва: Московский психолого–социальный институт.

Битянова, М. Р. (2012). Ценностный аспект современного образования. *Сетевое издание Центра психологического сопровождения образования «ТОЧКА ПСИ»*, 6–7. Доступно: http://tochkapsy.ru/

Больнов, О. Ф. (1999). *Философия экзистенциализма. Перевод с немецкого и предисловие С. Э. Никулина.* Санкт-Петербург: Издательство «Лань».

Валявко, С. М., & Аверьянова, Е. В. (2010). Современное состояние проблемы изучения ценностей и ценностных ориентаций у детей старшего дошкольного возраста с нарушениями речевого развития. *Международная практическая конференция, посвященная Году Учителя «Педагогика и психология как ресурс развития*

современного общества» (ГОУ ВПО Рязанский государственный университет им. С. А. Есенина), 239–249.

Голубков, В. О., Кузнецова, А. В., & Ушков, М. Ю. (2016). Ценностные ориентации детей старшего дошкольного возраста как фактор нравственного воспитания. *Вопросы дошкольной педагогики, 3,* 14–17. Доступно: https://moluch.ru/th/1/archive/41/1329/

Горбатов, Д. С. (2003). *Практикум по психологическому исследованию.* Самара: Издательский дом "БАХРАХ-М".

Исследование проблем дошкольного детства в поликультурном пространстве российских городов. Результаты межрегионального исследования: Монография. (2009). Санкт–Петербург: РГПУ им. А.И. Герцена.

Лузина, Л. М. (2000). *Теория воспитания: философско–антропологический подход.* Псков: ПГПИ им. С.М. Кирова.

Клопотова, Е. Е. (2017). Особенности ценностных ориентаций современных дошкольников. *Психологическая наука и образование, 9,* 1, 96–105. DOI: 10.17759/psyedu.2017090110

Коджаспирова, Г. М., & Коджаспиров, А. Ю. (2003). *Педагогический словарь: Для студ. высших и средних пед. учеб. заведений.* Москва: Издательский центр «Академия».

Соколов, Э. В. (1990). *Понятие, сущность и основные функции культуры.* Ленинград: ЛГИК.

Степин, В. С. (2015). *Философская антропология и философия культуры: избранное.* Москва: Академический Проект: Альма Матер.

Телегин, М. В. (2004). *Воспитательный диалог: Образовательная программа для детей старшего дошкольного возраста.* Москва: МГППУ.

Рубцов, В. В. (1996). *Основы социально–генетической психологии.* Москва: Издательство Института практической психологии; Воронеж: НПО "МОДЭК".

Рубцов, В. В., Марголис, А. А., & Телегин, М. В. (2007). Психологическое исследование генеза и развития спонтанных понятий детей в условиях учебного диалога (первый этап). *Психологическая наука и образование, 2,* 61–72.

Федеральный государственный образовательный стандарт дошкольного образования. (2013). Доступно: http://минобрнауки.рф/документы/6261

Чумичева, Р. М. (1998). *Ребенок в мире культуры.* Ставрополь: Ставропольсервисшкола.

ПСИХОЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ ПОНИМАНИЯ ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА ПЕРЕНОСНОГО ЗНАЧЕНИЯ ПОСЛОВИЦ

Psycholinguistic Peculiarities in Understanding of Indirect Meaning of Proverbs by Children of Pre-School Age

Larysa Kalmykova
Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University, Ukraine

Nataliia Kharchenko
Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University, Ukraine

Inna Mysan
Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University, Ukraine

Abstract. The study reveales psycholinguistic peculiarities of understanding of indirect meaning of the proverbs of Ukrainian speaking pre-school children. The experiment took place on the basis of pre-school education establishments of Ukraine. Children were proposed to express themselves in order to find out how they understand given proverbs. If they had difficulties in meaning explication, so they were proposed some variants of proverbs interpretations, among which the first was correct (with indirect meaning) and the second with the direct meaning and the third with occasional associative meaning. The experiment proved such results: there are children with obvious intuitive language ability to feel the general meaning of proverbs. The proverb understanding is seen by child as complex cognitive task, which foresees decipherment of the common thought or conclusion, understanding its meaning (implication). That is why the proverbs cause problems among children.
Keywords: indirect meaning of words, sence, proverbs, perception, understanding, children of pre-school age.

Вступление
Introduction

Проблема понимания детьми переносного значения слов всегда была и остается предметом внимания представителей психолингвистики развития, поскольку её решение открывает один из путей к разгадке загадочности такого сложного феномена, как языковая компетенция, которая формируется у ребенка преимущественно на дошкольном этапе рече-

языкового онтогенеза и связана с развитием вербально-логического мышления и внутренней речи детей.

Анализ исследований, посвященных проблеме понимания пословиц, показал, что этот научный вопрос является предметом внимания ученых разных стран мира. Однако, изучение способности понимать переносное значение пословичных изречений осуществлялось преимущественно на материале обследования этой компетенции у взрослых или юных респондентов (Рубинштейн, 2000; Chiappe & Chiappe, 2007; Honeck, Sowry, & Voegtle, 1978; Yoon, Schwarz ,& Nippold, 2016; Nippold, Moran, & Schwarz, 2001; Nippold, Allen, & Kirsch, 2000; Gibbs, 1995; Kemper, 1981; Uekermann, Thoma, & Daum, 2008 и др.). Исследование способности детей дошкольного возраста понимать образное (переносное) значение пословиц представлено значительно меньшим количеством психологических исследований (Выготский, 2000; Люблинская, 1971; Артемьева & Нуриева, 2012; Artemyeva, 2013; Honeck, Sowry, & Voegtle, 1978; Pearson, 1990 и др.). Важно отметить, что изучаемая нами проблема не представлена в науке в психолингвистическом аспекте. В связи с этим, было организовано исследование, *целью* которого стало изучение психолингвистических особенностей понимания украиноязычными детьми 5-6-летнего (старшего дошкольного) возраста переносного значения пословиц.

В основу эмпирического исследования было положено понимание связанных с переносным значением научных категорий, таких как: *переносное значение, овладение переносным значением, пословицы, афоризм, понимание значений пословиц.*

Переносное значение рассматриваем как вторичное значение, приобретенное словом, которое функционирует одновременно с прямым значением, но в разных стилях. Оно возникло на основе различных видов ассоциативных связей и связано с основным, ведущим значением отношениями метонимической, метафорической зависимости или определенными ассоциативными признаками (Словник лінгвістичних термінів, 1985; Літературний словник-довідник, 2007; Большой энциклопедический словарь, 2004). Переносное значение можно определить и как аллегорическое значение, которое образовано на аллегории: воплощение абстрактного понятия в конкретном художественном образе.

Овладение переносным значением эксплицируем как процесс приобретения ребенком вторичного, производного значения слова в результате сознательного восприятия, понимания и употребления его в речи с целью номинации предмета или явления, которые не являются его обычным или естественным референтом.

Пословицы рассматриваем как жанр фольклора, малую форму поэтического творчества, народный афоризм, образное, лаконичное,

афористически сжатое, грамматически и логически завершенное и ритмизированное по форме высказывание, содержащее обобщенную мысль, вывод, иносказание с напутственным смыслом. *Афоризм* – краткое точное оригинальное выражение, выражающее обобщенное мнение в легкой для восприятия и понимания, выразительной для запоминания форме, которая впоследствии неоднократно воспроизводится другими людьми (Літературознавчий словник-довідник, 2007).

Понимание значения пословиц вербализируем как способность ребенка вникать в поучительный смысл афористического, образного выражения, осуществляя своеобразный путь от его внешней формы и конкретных особенностей пословиц к внутреннему их значению и подтексту; это способность абстрагироваться от конкретной, прямо вытекающей из содержания пословицы мысли, и сосредоточиться на общем понятии, что требует абстрагирования рёбёнка от конкретного значения пословичного изречения и понимания нового – переносного – значения народного афоризма.

Методы и методики исследования
Methods and Techniques of the Research

С целью организации и проведения экспериментального исследования были использованы прежде всего эмпирические, непосредственно психолингвистические, методы: а) метод оценки понимания смысла пословиц (Лурия, 1998); б) метод прямого толкования слова (Выготский, 2000); в) метод парафраз (Winner, Rosenstiel, & Gardner, 1976); г) метод выбора одного варианта значения из нескольких парафраз («metod of select one of several possible paraphrases») (Winner, Rosenstiel, & Gardner, 1976; Vosniadou & Ortony, 1983; Eliseeva, Guts, & Marini, 2017). Кроме этих психолингвистических методов косвенно служили для установления психолингвистического диагноза состояния развития и особенностей понимания детьми дошкольного возраста переносного значения пословиц такие методы, как: *опрос* детей, фиксация их высказываний на диктофон, *беседы* с детьми для получения эмпирических данных; *констатирующий эксперимент* – для осуществления процедуры опроса и фиксации качественных характеристик состояния развития у детей способности понимать переносное значение аллегорических высказываний; *квантитативный метод* – для получения количественных показателей, *квантификационный* метод – для количественного выражения качественных признаков понимания переносного значения пословиц детьми старшего дошкольного возраста.

Применялась также психолингвистическая методика «Понимание пословиц» (Лурия, 1998), которая позволяла получать данные о состоянии развития у детей 5-летнего возраста способности декодировать смысл (подтекст) пословиц. Выбор этой методики был обусловлен тем, что именно в пословицах ярко проявляется конфликт между системой значений, выраженных грамматическими конструкциями, и внутренним подтекстом, смыслом афоризма. Для релевантного понимания афористических изречений дошкольникам необходимо было абстрагироваться от непосредственной системы значений и выявить внутренний смысл пословиц, воплощенный в системе развернутых внешних значений соответствующего устойчивого крылатого выражения.

Процедура проведения эксперимента была такой: дошкольникам было предложено прослушать 10 пословиц и объяснить, как они понимают то или иное аллегорическое выражение (1. *Ласа кішка до риби, та у воду лізти не хоче. 2. Моя хата з краю: нічого не знаю. 3. Що посієш, те й пожнеш. 4. Хочеш їсти калачі – не сиди на печі. 5. Шила в мішку не сховаєш. 6. Не плюй у криницю, бо згодиться води напитися. 7. Не все те золото, що блищить. 8. Слово – не горобець, вилетить – не піймаєш. 9. Відвага мед п'є. 10. Знає кішка, чиє м'ясо з'їла*). Беседа проводилась с каждым ребенком индивидуально, чтобы другие дети не слышали объяснений сверстников. Задачу на толкование содержания пословиц дети выполняли в течение десяти дней – одна пословица в день. Для стимулирования интереса детей и активизации их внимания использовались игровые приёмы: «Объясни Незнайке, как ты понимаешь это выражение, потому что он не может понять его». Интерпретации детей фиксировались на диктофон и в аутентичной форме переносились в протоколы обследования.

Если дети не могли объяснить содержание пословиц, то использовался другой вариант метода «оценки понимания смысла пословиц» – *«выбор одного толкования из представленных вариантов значений»* (Баскакова & Глухов, 2008; Eliseeva, Gutsc, & Marini, 2017), метод выбора одного варианта значения из предложенных парафраз / *«metod of select one of several possible paraphrases»* (Winner, Rosenstiel, & Gardner, 1976; Vosniadou & Ortony, 1983). В соответствии с этими методами, к каждой пословице были предложены по несколько вариантов их интерпретаций (готовых ответов-объяснений значений), среди которых: первый ответ был правильным (смысл пословицы); второй вариант – в прямом значении; третий вариант ответа – случайное ассоциативное значение. Например, к пословице *«Хочеш їсти калачі – не сиди на печі» (русс. – «Хочешь кушать калачи – не сиди на печи»)* – правильным является такое содержание: 1. «Щоб щось у житті мати, щоб досягти успіху, треба багато працювати, не лінуватися» (*русс. – «Чтобы что-то в жизни иметь, чтобы достичь успеха, нужно много*

работать, не лениться»). 2. – (прямое значение) – «Якщо хтось хоче поїсти, то на печі не сидить, а за столом (*русс. – «Если кто-то хочет кушать, то на печке не сидит, а за столом»*). 3. – (ассоциативный вариант) – «На печі тепло сидіти, а калачі дуже смачні» (*русс. – «На печке тепло сидеть, а калачи очень вкусные»*). Таким способом выяснялось, во-первых, возникают ли у ребенка трудности понимания переносного значения пословиц, или, наоборот, ребёнок понимает пословицы, но при этом затрудняется только в вербализации того, что именно он понимает; во-вторых, способен ли ребёнок выбирать из предложенных ему нескольких образцовых вариантов значений именно вариант с переносным – абстрактным – значением, а не с денотативным (референтным) или ассоциативным значением. Если у ребенка нет четкого понимания обобщенного смысла пословицы, он будет мыслить конкретно, чаще всего выбирать из предложенных ему вариантов любое несущественное объяснение, связывая его с конкретными образами.

Оценивалось также качество толкования пословиц при акцентировании внимания на том, ориентируются ли дети на переносное значение пословиц, требующее абстрагирования воображения от конкретного значения пословицы, или суждения детей характеризуются конкретностью мысли, вытекающей из прямого содержания слов, которые являются составными компонентами пословицы.

Выборка
Participants

В эксперименте принимали участие 378 детей старшего дошкольного возраста (5.0–5.5 лет), которые посещают учреждения дошкольного образования Украины. Предварительно были проведены беседы с воспитателями и родителями детей с целью ознакомления их с особенностями и процедурой проведения психолингвистического эксперимента. Все родители дали согласие на участие их детей в исследовании. По этическим соображениям имена детей в статье не упоминаются.

Результаты
Results

Анализ выполнения детьми заданий по методике «Понимание пословиц» (Лурия, 1998) показал такие результаты: у 4,2% детей 5-летнего возраста развита элементарная метафорическая компетенция (они объясняли переносное значение пословиц); 35,2% детей объясняли содержание пословиц в прямом значении; 57,4% дошкольников толковали

содержание крылатых выражений через ассоциативные значения; не были зафиксированы семантически аномальные толкования содержания народных афоризмов; 3,2% детей не вступали в коммуникацию с экспериментатором (табл. 1).

Таблица 1. ***Состояние развития у детей способности понимать прямое и переносное значение пословиц***
Table 1 ***Development State of Children's Ability to Understand Direct and Figurative Meaning of Proverbs***

Кол-во детей	Объясняют переносное значение	Объясняют прямое значение	Объясняют через ассоциативное значение	Семантически аномальное значение	Не вступали в коммуникацию с экспериментатором
%	4,2	35,2	57,4	–	3,2
n=378	16	133	217	–	12

О том, что у некоторых детей развита элементарная метафорическая компетенция понимания подтекста отдельных пословиц свидетельствовали их объяснения (представлены в оригинальной, аутентической форме), в которых дошкольники или давали полное описание пословицы, то есть они объясняли переносное значение пословицы, или давали неполное описание пословицы, но приближенное к правильной её трактовке. Например: 1. «Людина без друзів, що дерево без коріння» – *«Одинока людина», «Самотня», «Це дерево без коріння, і людині скучно без друзів, як дереву без вєток», «Це така, яка самотня людина», «Треба, щоб були друзі», «Це дуже пагано, тому що без друзів сумно».* 2. «Без труда нема плода» – *«Без праці нічого не росте», «Треба трудитися», «Треба працювати».* 3. «Що посієш, те й пожнеш» – *«Якщо людина зробить гарну справу, після неї буде ще гарніше».* 4. «Хочеш їсти калачі – не сиди на печі» – *«Робить треба», «Не можна бути ледачим», «Якщо хочеш їсти, то треба працювати», «Не можна лінуватися».* 5.«Лежачого хліба ніде немає» – *«Треба робити, лежачого хліба не буває», «Якщо людина не буде працювати, в неї не буде хліба».* 6. «Куй залізо, поки воно ще гаряче» – *«Поки ще можна щось зробити», «Треба робити швидко».*

Детям, которым было трудно объяснять смысл пословиц (или которые вообще не проявляли попыток их интерпретировать), предлагались для выбора готовые варианты толкования, среди которых: первый вариант ответа был правильным (смысл пословицы), второй вариант – в прямом значении; третий вариант ответа – со случайным ассоциативным значением. Например: *«Ласа кішка до риби, та у воду лізти не хоче» (русс. – «Лакомая кошка к рыбе, а в воду залезать не хочет»)* (1. Ледар тікає від роботи і йому

завжди ніколи, а от їсти – завжди перший і час має. 2. Кішка дуже любить рибу, але у воду лізти не хоче. 3. Кішка любить ловити мишей). Таким способом облегчалось задание самостоятельного словесного оформления мысли в процессе объяснения переносного значения пословиц.

В этом случае соотношение понимания детьми смысла пословиц по сравнению с первым показателем (без предложенных вариантов) количественно менялось. Так, 16,4% дошкольников выбирали правильный вариант (переносное значение пословицы), 54,5% детей выбирали прямое значение народного афоризма, 27,5% респондентов осуществляли выбор ассоциативного варианта значений, 1,6% детей выбирали семантически аномальное содержание аллегорического выражения (табл. 2).

*Таблица 2. **Выбор дошкольниками значений пословиц из предложенных вариантов значений***
*Table 2 **Pre-school Children's Choice of Proverb Meanings from Proposed Meaning Variants***

Кол-во детей	Понимание глубинного смысла	Варианты значений пословиц		
		Понимание прямого значения	Ассоциативное значение	Не вступали в коммуникацию с экспериментатором
%	16,4	54,5	27,5%	1,6
n=378	62	206	104	6

Как видим, у некоторых детей развита интуитивная языковая способность чувствовать общий смысл пословиц. Однако дошкольникам ещё трудно правильно вербализировать этот смысл при отсутствии вариантов значений.

Наибольшие сложности (даже в ситуации выбора вариантов значений) у детей вызывали такие пословицы, как: «Ласа кішка до риби, та у воду лізти не хоче», «Не плюй у криницю, бо згодиться води напитися», «Слово – не горобець, вилетить – не впіймаєш», «Лежачого хліба ніде немає», «Не все те золото, що блищить», «Куй залізо, поки воно ще гаряче». При объяснении этих афористических изречений дошкольники ошибались.

Неправильные объяснения содержания пословиц были распределены на такие группы:

I. Объяснение содержания пословиц *через раскрытие прямого значения*, например: 1. «Людина без друзів, що дерево без коріння» – «*Людина не має друзів*». 2. «Хочеш їсти калачі – не сиди на печі» – «*Це значить треба спочатку поїсти пиріжки, а потім вже лізти на піч, щоб кришки не накришити*», «*Не треба сидіти на печі, треба їсти калачі на кріслі*», «*Якщо хочеш їсти калачі, треба злізти з печі*». 3. «Лежачого хліба немає» – «*Хліб не можна класти на пол, от і говорять, що не буває*». 4. «Не все те золото, що

блищить» – «*Це золото, яке блищить*», «*Блищати може тільки золото*», «*Все золото блистить*».

II. Объяснение содержания пословиц *через ассоциативные значения*, которое дошкольники совершали такими способами:

а)   ориентировались в пословице на главное (ключевое) слово, игнорируя контекст (признак ключевого слова-образа дети расшифровывали через его характеристику), например: 1. «Слово – не горобець, вилетить – не впіймаєш» – «*Ворона летить*», «*Горобець … ну це така пташка, вона бистро літає*», «*Горобець співає*», «*Слово не літає*», «*Слово не можна впіймати*», «*Бо горобець швидко літає*». 2. «Куй залізо, поки воно ще гаряче» – «*Залізо гаряче*».

б)   приводили *примеры из жизни*, например: 1. «Що посієш, те й пожнеш» – «*В саду ми з вихователькою посіяли квіти*». 2. «Хочеш їсти калачі – не сиди на печі» – «*У моєї бабушки в селі є піч*». 3. «Лежачого хліба ніде нема» – «*Хліб у магазині*», «*Є, він у магазині лежить, я бачив як ми з мамою були в магазині*»;

в)   толковали смысл пословиц *через формулирование цели*, например: 1. «Без труда нема плода» – «*Треба працювати, щоб гроші заробляти*». 2. «Що посієш, те й пожнеш» – «*Треба сіяти багато, щоб було що їсти*», «*Треба багато садить, щоб було що їсти*»;

г)   объясняли содержание пословиц *через воображаемые причину и следствие*, например: 1. «Ласа кішка до риби, та у воду лізти не хоче» – «*Риба плаває, плаває, а кішка не лізе у воду, бо боїться води*», «*Бо кішка боїться водички*», «*Кішка любить рибку, не лізе у воду, тому що боїться води*», «*Кішка не хоче лізти у воду, бо тоді вона намокне*», «*Кішка любить рибку та не лізе у воду, не хоче, бо тоді вона може потонути, бо не вміє плавати*». 2. «Хочеш їсти калачі – не сиди на печі» – «*Бо того, що можна обпектися*».

Таким образом, констатирующий эксперимент показал, что в процессе восприятия пословиц дошкольники не могут затормозить прямые образы или ассоциации, которые у них возникают, и перейти от прямых поверхностных языковых значений пословицы к её подтексту, глубинному смыслу.

Анализ результатов обсервации способности детей понимать переносное значение пословичных изречений дал возможность зафиксировать уровни развития этой способности у детей (табл. 3).

Таблица 3. **Уровни развития способности понимать глубинный смысл пословиц у детей старшего дошкольного возраста**
Table 3 **Development Levels in Ability to Understand Implication Meaning of Senior Pre-school Age Children**

Кол-во детей	Высокий	Достаточный	Средний	Низкий
%	–	16,4	54,5	29,1
n=378	–	62	206	110

Детей с *высоким уровнем* развития способности понимать переносное значение пословиц не было выявлено.

К *достаточному уровню* развития способности понимать переносное значение пословиц были отнесены 16,4% детей, которые или полностью объясняли переносное значение некоторых афористических изречений, или давали неполное описание этих крылатых выражений, или давали описание, приближенное к переносному значению пословиц. Одновременно, эти дети способны были сделать правильный выбор переносного значения пословиц из предложенных вариантов значений.

Средний уровень, к которому были отнесены 54,5% детей, установлен с учетом способности дошкольников понимать пословицы в прямом значении, но неспособности самостоятельно расшифровывать подтекстовую (смысловую) информацию афористического изречения. В ситуации выбора варианта значения пословицы из предложенных вариантов значений эти дети ориентируются как на переносное значение отдельных аллегорических выражений, так и на прямое их значение.

К *низкому уровню* развития способности понимать пословицы были отнесены 29,1% детей, которые раскрывали содержание только отдельных пословиц через ассоциативное значение. Даже в ситуации выбора варианта значения из предложенных дополнительных примеров дети, отнесенные к этому уровню, или выбирали ассоциативное значение, или вообще не могли сделать выбор. К этому уровню отнесены также те респонденты, которые не пытались вступить в коммуникацию с экспериментатором.

На основе анализа полученного эмпирического речевого материала и выявленных трудностей декодирования детьми переносного значения пословиц были спрогнозированы *причины* возникновения этих трудностей, а именно:

- несформированность у детей операций торможения прямых образов и ассоциаций, которые возникают у них в процессе восприятия пословицы и перехода от внешнего поверхностного значения пословицы к внутреннему глубинному смыслу этого фольклорного изречения;

- бедность тезауруса. Дошкольники затрудняются в определении значения таких слов, как «ласа», «пожнеш», «згодиться», «шило». Недостаточность объёма словарного запаса не позволяет детям выразить своими словами смысл пословицы, то есть совершить эквивалентные смысловые замены;
- несформированность у дошкольников операций установления причинно-следственных отношений, выраженных в пословице;
- несформированность у детей мыслительных операций анализа, синтеза, обобщения, необходимых для декодирования смысла пословиц;
- ограниченный жизненный опыт детей;
- доминирование у детей наглядно-чувственных впечатлений, жизненных ситуаций и конкретно-образного мышления над абстрактным и логическим мышлением;
- недостаточная периодичность восприятия и употребления детьми пословиц в собственной речи.

Дискуссии
Discussion

Полученные в эксперименте результаты позволили сравнить их с исследованиями, близкими к нашему, но выполненными на материале итальянского, французского, английского, норвежского, китайского, русского языков, а также провести некоторые аналогии и выразить определенные дискуссионные рассуждения.

Во-первых, подтверждаем корректность гипотезы о том, что частотность воздействия идиоматических выражений на восприятие детей способствует пониманию ими переносного значения этих изречений (Levorato & Cacciari, 1992). Дидактически насыщенная пословицами речевая среда «с высоким развивающим потенциалом» (Федоренко, 1984), в которой находились дети (без целенаправленной работы по расшифровке смысла пословиц), создавала предпосылки и условия для проявления у некоторых детей образной компетенции.

Во-вторых, гипотеза о том, что контекст существенно влияет на понимание детьми значения пословиц (Caillies & Le Sourn-Bissaoui, 2006; Cain, Towse, & Knight, 2009; Hsieh & Hsu, 2010), подтверждается повседневной практикой работы с 378 детьми дошкольного возраста, участвовавших в эксперименте. Переносное значение пословиц дошкольники понимали благодаря именно контексту – тех рассказов и сказок, которые им читали взрослые и в которых содержались эти

выражения. Именно контекст способствовал вниканию детей в глубинный смысл афористических изречений.

В-третьих, полностью подтверждаем предположение (Winner, Rosenstiel, & Gardner, 1976; Vosniadou & Ortony, 1983; Eliseeva, Gutsc, & Marini, 2017; Елисеева & Горобец, 2017), согласно которому предоставленная детям возможность выбирать значение афористического выражения из предложенных вариантов значений повышает понимание ими фольклорных выражений. 18,4% детей из 378 дошкольников, принимавших участие в нашем эксперименте, проявляли фигуральную компетенцию без всякой предварительной дидактической готовности.

В-четвертых, не соглашаемся с гипотезой (Honeck, Sowry, & Voegtle, 1978), согласно которой для выявления у детей способности декодировать смысл пословиц недействительной является процедура использования заданий на устную интерпретацию их содержания. Нашим экспериментом подтверждено, что хотя и незначительная часть 5-летних детей, но все-таки способна (в разной степени, в зависимости от развитости речевой компетентности) правильно толковать переносное значение впервые воспринятых пословиц. Полученные нами в эксперименте данные подтверждают гипотезу (Vosniadou & Ortony, 1986), согласно которой использование в экспериментальной работе с детьми заданий на толкование пословиц и методов, которые предусматривают объяснения их переносного значения через парафраз вызывает недооценку метафорической компетенции детей дошкольного возраста.

Выводы
Conclusions

Понимание детьми старшего дошкольного возраста переносного значения пословиц наталкивается на сложность восприятия художественного образа и смысловой двуплановости, заложенной в пословичных изречениях. Выделить концепт пословицы, перейти к её внутреннему смыслу и подтексту способна только незначительная часть детей старшего дошкольного возраста. Стратегия, по которой дети проявляют понимание пословиц, идя от внешней формы и конкретики к глубинной их сути, заключается только лишь в процедуре выбора метафорического образно-аллегорического значения народных изречений среди других вариантов значений (метафорических, денотативных, ассоциативных, аномально-смысловых).

Дошкольникам значительно сложнее понять смысл пословиц, в содержании которых отображены образы животных, предметов («Ласа кішка до риби, а у воду лізти не хоче», «Слово – не горобець, вилетить – не

впіймаєш», «Куй залізо поки воно ще гаряче» та ін.), чем пословицы, в которых отражена жизненная ситуация («Без труда нема плода», «Хочеш їсти калачі – не сиди на печі», «Що посієш, те й пожнеш» та ін.). Объясняем это тем, что, за аллегорическими художественными образами животных и признаками предметов, отображенных в пословицах, дети, во-первых, не способны увидеть жизненные (реальные) ситуации, участниками которых были как окружающие их взрослые, так и сами дети; во-вторых, дошкольники не могут постичь (понять) устойчивого кодифицированного значения, которое закреплено фразеологическими и другими словарями.

В старшем дошкольном возрасте закладываются предпосылки лингвистически корректного понимания переносного значения пословиц, которое проявляется на более поздних этапах речемыслительного онтогенеза. Пословица, как народное афористические образное выражение, предстаёт перед ребенком сложной когнитивной задачей, предусматривающей расшифровку обобщенной мысли или вывода, вникания в смысл дидактически ориентированного народного фольклорного выражения. Именно поэтому пословица вызывает у детей значительные трудности в толковании смысла этого короткого меткого оригинального образно-аллегорического высказывания.

Summary

The study reveales psycholinguistic peculiarities of understanding of indirect meaning of the proverbs of Ukrainian speaking pre-school children. The experiment took place on the basis of pre-school education establishments of Ukraine. The participation number is 378 children at the age of 5 years (till 5.5 years). The used psycholinguistic methods are: a) «evaluation of proverbs understanding» (Luriia, 1998). The other used psycholinguistic methods are: a) «Proverbs understanding» (Luriia, 1998); b) «The interpretation choice of one of the given variants of meanings» (Baskakova & Glukhov, 2008; Eliseeva, Guts, & Marini, 2017); c) selection of one of several possible paraphrases (Winner, Rosenstiel, & Gardner, 1976; Vosniadou & Ortony, 1983). Children were proposed to express themselves in order to find out how they understand given proverbs. If they had difficulties in meaning explication, so they were proposed some variants of proverbs interpretations, among which the first was correct (with indirect meaning) and the second with the direct meaning and the third with occasional associative meaning. The experiment proved such results: there are children with obvious intuitive language ability to feel the general meaning of proverbs. The part of children of the age of five years is able to verbalize the indirect proverb meaning (4,2%). In the situation with one variant of meaning among some paraphrases 16,4% of children chose the correct proverb meaning. The proverb understanding is seen by child as complex cognitive task, which foresees decipherment of the common thought or conclusion, understanding its meaning (implication). That is why the proverbs cause

problems among children. Based on the analysis of the obtained empirical speech material and the revealed difficulties of decoding by children of the figurative sense of proverbs, the causes of these difficulties occurrence were predicted, namely: a) lack of formation in children of the cognitive operations (inhibition of the direct images and associations that they experience in the process of proverb perception and transition from the external superficial meaning of the proverb to the inner deep meaning of this folklore sayings; the establishment of cause-effect relationships expressed in a proverb; analysis, synthesis, generalization needed to decode the meaning of proverbs); b) a thesaurus poverty (insufficient amount of vocabulary, which does not allow children to express in their own words the meaning of the proverb, that is, to make a semantic equivalent replacement); c) the limited life experience of children; d) the dominance in children of the visual-sensual impressions, life situations and concrete-figurative thinking over the abstract and logical thinking; e) the lack of frequency in perception and use of proverbs by children in their own speech.

Литература
References

Artemyeva, T.V. (2013). Peculiarities of Primary School Children Figurative Speech Comprehension. *World Applied Sciences Journal*, *27*(6), 738–741. DOI: 10.5829/idosi.wasj.2013.27.06.13709

Caillies, S., & Le Sours-Bissaoui, S. (2006). Idiom comprehension in French children: A cock-and-bull story. *European Journal of Developmental Psychology, 3*(2), 189–206. DOI: doi.org/10.1080/17405620500412325

Cain, K., Towse, A.S., & Knight, R.S. (2009). The development of idiom comprehension: an investigation of semantic and contextual processing skills. *Journal of Experimental Child Psychology, 102*(3), 280–298. DOI: 10.1016/j.jecp.2008.08.001

Chiappe, D.L., & Chiappe, P. (2007). The role of working memory in metaphor production and comprehension. *Journal of Memory and Language, 56*(2), 172– 188. DOI: doi.org/10.1016/j.jml.2006.11.006

Eliseeva, N., Guts, E.N., & Marini, A. (2017). Comprehension of idiomatic expressions by Russian speaking typically developing children. *Psychology in Russia: State of the Art*, *10*(4), 22–32. DOI: 10.11621/pir.2017.0403

Gibbs, R.W. (1995). What proverb understanding reveals about how people think. *Psychological Bulletin, 118*, 133–154.

Honeck, R., Sowry, B., & Voegtle, K. (1976). Young Children's Understanding of Relationship Between Pictures and Proverbs. *Bulletin of the Psychonomic Society, 8*(4).

Honeck, R., Sowry, B., & Voegtle, K. (1978). Proverbial Understanding in a Pictorial Context. *Child Development, 49*(2), 327–331. DOI: doi.org/10.2307/1128694.

Hsieh, S., & Hsu, J. (2010). Idiom Comprehension in Mandarin-Speaking Children. *Psycholinguist Res, 39*, 505. DOI: doi.org/10.1007/s10936-009-9145-z.

Kemper, S. (1981). Comprehension and the interpretation of proverbs. *Journal of Psycholinguistic Research, 10*, 179–198. DOI: doi.org/10.1007/BF01068037

Levorato, M.C., & Cacciari, C. (1992). Childrens comprehension and production of idioms – the role of context and familiarity. *Journal of Child Language, 19*(2), 415–433. DOI: doi.org/10.1017/S0305000900011478

Nippold, M.A., Allen, M.M., & Kirsch, D.I. (2000). How adolescents comprehend unfamiliar proverbs: The role of top-down and bottom-up processes. *Journal of Speech Language and Hearing Research*, *43*(3), 621–630. DOI: doi.org/10.1044/ jslhr.4303.621

Nippold, M.A., Moran, C., & Schwarz, I.E. (2001). Proverb comprehension in New Zealand and American youth: a cross-cultural comparison. *New Zealand Journal of Speech-Language Therapy*, 14–21.

Pearson, B.Z. (1990). The comprehension of metaphor by preschool children. *Journal of Child Language, 17*, 185–203.

Uekermann, J., Thoma, P., & Daum, I. (2008). Proverb interpretation changes in aging. *Brain and Cognition, 67*(1), 51–57. DOI: doi.org/10.1016/j.bandc.2007.11.003

Vosniadou, S., & Ortony, A. (1983). The emergence of the literal-metaphorical-anomalous distinction in young children. *Child Development, 54*, 154–161. DOI: doi. org/10.2307/1129872

Vosniadou, S., & Ortony, A. (1986). Testing the metaphoric competence of the young child: Paraphrase vs. enactment. *Hum. Devel*, *29*, 226–230.

Winner, E., Rosenstiel, A., & Gardner, H. (1976). The Development of Metaphoric Understanding. *Development Psychology, 12,* 289–297. DOI: doi.org/10.1037/0012-1649.12.4.289

Yoon, H., Schwarz, I., & Nippold, M. (2016). Comparing proverb comprehension in Korean and American youth. *Speech Language and Hearing, 19*(3), 161–170. DOI: doi.org/10.1080/2050571X.2016.1164938

Артемьева, Т.В., & Нуриева, А.С. (2012). Развитие понятийного мышления детей с нарушениями речи посредством метафор и пословиц. А.И. Ахметзянова (Ред.), *Актуальные проблемы специальной педагогики и психологии: исследования и практика: сб. науч. тр. VI Международной научно-практической конференции* (Казань, 13 апреля 2012г.). (Вып. 6), (с. 189–193). Казань: Отечество (русс).

Баскакова, И.Л., & Глухов, В.П. (2008). *Практикум по психолингвистике*. Москва: АСТ: Астрел (русс.).

Большой энциклопедический словарь (2004). А.М. Прохоров (Ред.). Москва: Норинт (русс.).

Выготский, Л.С. (2000). *Психология*. Москва: Изд-во ЭКСМО-Пресс (русс.).

Елисеева, Н., & Горобец, Е. (2017). Восприятие идиом русскоязычными детьми: материалы для нейролингвистического опросника. Филология и культура, *4*(50), 16–21 (русс.).

Літературний словник-довідник (2007). Р.Т. Гром'як, Ю.І. Ковалів & В.І. Теремко (Укл.). Київ: Академія (укр.).

Лурия, А.Р. (1998). *Язык и сознание*. Е.Д. Хомская (Ред.). Ростов н/Д:Феникс (русс.).

Люблинская, А.А. (1971). *Детская психология*. Москва: Просвещение (русс.).

Рубинштейн, С.Л. (2000). *Основы общей психологии*. Санкт-Петербург: Питер (русс.).

Словник лінгвістичних термінів (1985). Д.І. Ганич & І.С. Олійник (Уклад.). Київ: Вища школа (укр.).

Федоренко, Л.П. (1984). *Закономерности усвоения родной речи*. Москва: Просвещение (русс.).

AVAILABILITY OF PRE-SCHOOLING AS AN EDUCATIONAL AND SOCIAL INDICATOR

Gediminas Merkys
Association of Trade Unions of Lithuanian Hihger education institutions, Lithuania

Daiva Bubeliene
Kaunas University of Applied Sciences, Lithuania

Nijole Čiučiulkienė
Aleksandras Stulginskis University, Lithuania

Abstract. *The research paper presents the results of a large-scale longitudinal study which aims to highlight pre-schooling social problems with the help of social indicators. For over a decade, the authors of the research paper have been developing a survey inventory aiming to determine the population's satisfaction with the public service index. The tool includes 190 original survey indicators that represent all public services. 20 indicators are devoted to education; two of them represent pre-school education. These are: 1) assessment of the quality of pre-school services; and 2) the availability of a child's place in a kindergarten in a residential area (availability). The existing statistical norming base (not older than 2 years) includes 12 municipalities in Lithuania and 88 subdistricts. The total number of respondents is 16202 (n=16202). It has been cleared out that the residents consider the quality of the service "high", but its "availability" is considered to be poor. The statistical regularity found is common to all surveyed municipalities. There is a significant dispersion of measured indicators in separate municipalities and in the subdistricts. Facing the negative evaluation tendency of the "availability" service some municipalities are more able to handle the problem. For this reason their experience is worth to analyze and to disseminate in a broader way. It is also worth to mention that the results of this study have much in common with EUROSTAT data. In Lithuania, the inclusion of 2-3 years old children in the education system is extremely poor, whereas the inclusion of preschoolers is largely universal. It is possible to state that poor situation of 2-3 years old children inclusion in the Lithuanian education system is related to the problems of Lithuanian social policy. In Lithuania, mother (or father) receives financial benefits for two years after the birth of a child. It is also possible to save one's job without receiving a payment for one year more. From the point of view of women's employment and equal opportunities policies, our discovered regularity testifies social policy dysfunctions at the macro national level which, on their turn, indicate a deep-seated demographic crisis in an EU country.*
Keywords: *education, social indicators, social policy, social service, pre-school education.*

Introduction

The pre-school education is considered to be one of the most important social services (Altgeld & Stöbe-Blossey, 2009). It is reasonable that contemporary education systems in the majority of developed countries have been recently highlighting the issues of quality and availability of the early childhood education (Lehrl, Kluczniok, & Rossbach, 2016). In particular, the availability of pre-school education as a public service may be regarded as a diagnostically meaningful, socially highly indicative social indicator. Its importance may be compared with the importance of the newly borns mortality up till the 1 year age and of the children up till the 5 year age indicator. This indicator is not just a demographic or health indicator, but it also mirrors the level of development and prosperity of the state in general. The pre – school education as a social indicator is diagnostically universal as well. It allows us to decide on many sectoral policies: social, educational, family, employment, equal opportunities, youth development, etc. It also reveals the county's capacity to deal with the social problems.

If we talk about preschool education in Eastern Europe and regard it as a public service, then the natural monopoly is usually the state. General and pre-school education is fully controlled by the state. It could also be stated that the state provides it almost free of charge as parents pay a relevantly symbolic fee for pre-school education services in Lithuania. Business also carries out numerous consumer satisfaction surveys, but in business case it is a supportive additional source of information. The main source of feedback on the service quality in the service business is the "cash vote" for the service or against it, whereas in the public service sector, especially in the context of natural monopoly, consumer satisfaction index surveys are perhaps the only reliable source of feedback. If such surveys are carried out by independent social researchers, the received information seems to be more reliable, "more objective" than any traditional bureaucratic control actions carried out by the agency or even by an individual body such as audits, self-analysis, provider accreditation, licensing and so on (Merkys & Brazienė, 2009). One may argue that it is not worth putting two methods – applied scientific and bureaucratic ones - on the scales and continuing the scholastic dispute, which of them is superior. The authors of this study stick to the opinion that the feedback on the quality of public service will surely be more reliable if quality control is based on both: traditional bureaucratic and applied science (social survey) methods. In this context, it should be noted that the quality of public service and consumer satisfaction are not entirely identical. It is possible to talk about quality more or less objectively while relying on a service standard based on the latest scientific data as well as bench-marking research. Satisfaction with the service, on its turn, is a priori purely subjective dimension. On the other hand, it is hardly possible to talk about any quality of

service (not necessarily public), completely separating it from user satisfaction. So, quality of service is a more universal phenomenon than satisfaction, but the subjective satisfaction of users with the service is one of the essential components that ultimately allow us to evaluate the quality of the service.

Finally, it is clear that even very reliable, objective institutional statistics on the network of pre-school institutions, as well as about the relative size of children's involvement in this educational sector, provide us with relatively minor information about the quality of the pre-school education service. For this reason it is meaningful and appropriate to use social surveys of the population. It is sensible to organize an inquiry of both: the direct users of the service - parents, as well as representatives of the general population. If you want to look at a single institution, it makes sense to question the parents. If you want to evaluate the sector itself and compare your pre-school education with other educational and public services, it is appropriate to conduct a general population survey on the whole package of public services in corpore.

Background

One of the most relevant concepts that is discussed in different contexts is the concept of well-being. If we analyzed the most current definitions of well-being, we would come accross such well being indicators as a state of being happy, healthy, or prosperous. These indicators denote subjective feelings and living conditions (Ben-Arieh, Casas, Frones, & Korbin, 2014; Merkys, Bubelienė, & Čiučiulkienė, 2017). In a wide sense the above mentioned components highlight physical resources, employment and income, education, health, and housing.

A special attention should be paid to pre-school education as the successful start of the general child's development is closely linked with the quality of pre-school education. The evaluation of the preschool education services is rather complex because children are developing and because they are dependent on caretakers on the micro level as well as on politics and economy at the macro level.

Children's well-being is rooted in the interplay of a series of factors on the micro level, framed by the social structures of the wider society (Ben-Arieh, Casas, Frones, & Korbin, 2014; Merkys, Bubelienė, & Čiučiulkienė, 2017). For this reason the researchers have chosen the standardized questionnaire while paying the major attention to those indicators that are connected with the satisfaction of pre-school education.

Since 2002 the group of social researchers develops a standardized inventory type questionnaire in Lithuania. Target survey group - general population people from 18 years and older. The construct measured by the questionnaire is the

satisfaction of the population with public services. The tool includes 190 primary survey indicators that represent all public service sectors - education, health and social security, public transport, culture and sport, recreation, utilities, etc. (Merkys & Vaitkevičius, 2006; Merkys, Brazienė, & Kondrotaitė, 2008; Merkys & Braziene, 2009; Merkys & Bubeliene, 2017; Bubeliene, 2018).

A unified response format based on the traditional 5-step Likert scale was applied to all primary inventory indicators. The response format was deliberately visualized: it consisted of five circles of increasing diameter. The larger the marked circle, the more favourable the rating of the service on a five-point scale which starts from "completely unfavourable" to "completely positive". By combining the percentages of the two largest circles, the percentage of the service score that evaluates the service positively is found, the so-called "Yes%".

Table 1 **Ratings of Education Indicators in Local Municipalities according percentiles (PR) Cluster dependence of indicators (WARD, squared Euclideandistance)**

The indicators of Satisfaction with educational public Service	Lazdijai	Druskininkai	Radviliškis	Klaipėda	Kėdainiai	Alytus	Ukmergė	Jonava	Kaunas	Kaunas distr	Mean	CLU
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
General education schools network (the accessibility)	94,5	88,6	80,3	93,7	88,4	89,0	91,4	88,7	72,7	87,7	*87,5*	*1*
The quality of pre-school education	**93,1**	**79,1**	**92,8**	**93,1**	**90,0**	**94,2**	**88,5**	**79,5**	**75,5**	**56,8**	*84,3*	*1*
The quality of pupils' transport service	98,7	79,1	90,7	97,4	96,3	99,5	96,0	85,4	0,0	93,2	*83,6*	*1*
The quality of se-condary education	89,2	68,2	87,6	84,92	82,5	94,2	84,5	66,2	85,7	56,8	*79,4*	*2*
The quality of pre-school service	**82,1**	**76,5**	**82,9**	**82,5**	**84,4**	**80,9**	**82,6**	**78,5**	**65,8**	**39,3**	*75,6*	*1*
The accesability of pre-school education	91,3	83,8	67,9	68,0	83,3	82,0	85,3	81,0	11,7	10,1	*66,5*	*2*
The variety and accesability of informal education institutions	67,6	68,2	66,3	63,0	66,4	50,3	69,0	70,5	69,9	37,0	*62,8*	*2*
Children's security in educational institutions	72,4	43,3	73,1	73,8	66,4	77,6	57,0	60,0	45,2	0,0	*56,9*	*2*
Quality of informal adult education	47,6	0,0	50,3	37,3	28,6	35,1	24,3	44,1	30,4	10,1	*30,8*	*3*
Mean	**77,4**	**62,2**	**74,1**	**73,0**	**71,8**	**72,8**	**71,5**	**68,1**	**49,8**	**39,1**	**66,1**	

In many respects, this dimension is more eloquent and informative than the traditionally calculated mean of the Likert scale, which, by the way, is hardly correct on the ranking scale even though it is calculated very often. Such arguments speak for the percent advantage over traditional Likert scale mean in a large empirical study (Borg & Gabler, 2002). The unification and visualization of the response format opens up the possibility to compare very different estimates of service indicators. It is possible to compile a rate of all the services included in the survey, as well as to find percentages of indicators.

From the heuristic point of view this possibility is quite significant. Indicators representing very different sectors, different natures and meanings are transformed into homogeneous survey-generated opinion indicators that can be directly compared and ranked. It is worth to note that working with objective indicators of departmental statistics we could never directly compare or rank indicators that represent different service sectors, such as education, health, transport.

Of 190 primary inventory indicators, even 20 indicators are devoted for education and are reflected in Table 1. Two of them represent pre-school education, which is the subject of this research paper. These indicators are: 1) assessment of the quality of services provided in pre-school institutions and 2) assessment of the availability of a child's place in a nursery in his / her residential area. Although both indicators are about pre-school education, the semantic between them is quite clear. In one case, satisfaction with the quality of the service is measured and otherwise satisfaction with the availability of the service is measured. The relative mismatch of thematically related indicators is also evidenced by the correlation between their estimates, which in 12 municipalities has a value of $r = 0.555$. The coefficient of determination of this size $r2 = 0.308$, which indicates that the count of both variables is only about 31%.

Methodology

The sample and the normative base. The available statistical standardization database was formed in 2013-2018. Previous data base (2002-2012) has been eliminated as it could be treated as a stale one. The database includes 10 Lithuanian municipalities, 124 regional districts. The total number of surveyed population is 16202 persons. The average sample size is about 1,300 respondents and no less than 1000 respondents. In municipalities with a large population, the sample size was deliberately increased to nearly 2,000 of respondents. Such high coverage of respondents allows to calculate sample errors by the maximum spreading method, when $\alpha = 0.05$ generally does not exceed 3%, and when $\alpha = 0.01$ does not exceed 4%.

Statistical Measures and Methods Used in the Research Study. There was calculated the service indicator's positive evaluation percentage rate. Another meaningful dimension is the percentage rank (PR) reached by the service indicator in the general list of 190 public service indicators. For example, if the indicator "satisfaction with the quality of preschool education" reaches 90 percent, it means that only about 10 percent of all 190 different services of the municipality are evaluated better, and about 9/10 of all service indicators are evaluated worse. The statistical measure of PR relatively evaluates the analyzed service indicator in the context of other indicators. The usage of PR may be regarded as a statistical norming technique. The five Likert scale stages will always be trivially filled with percentage frequencies and will have one or another mean on a five-point scale. It is a question what this mean might denote. The use of such relative measure as a percentage rank contributes to the clarity of the research, as it shows the position of a given mean value in the empirical curve of accumulated frequencies. Here it becomes clear whether we are talking about poorly evaluated indicators, which, for example, do not exceed the first quartile's upper limit, or about very favorable service indicators that fall into the fourth - the highest quartile. We may also be talking about scores of average services, the estimates of which are divided between 2 and 3 quartiles between 26 and 74 percentages. Furthermore, statistical values such as percentages of positive responses (percentages of agreement) and percentage ranks, as well as the differences of the above mentioned values according the two dimensions of the service - "the quality of pre-school education" and "the availability of pre-school education" - have become the research material while using cluster hierarchy analysis and MDS.

Results

Table 1 displays the percentages of satisfaction indicators for various educational services achieved in each of the researched municipalities. Indicators are ranked by top-down list which is started by the education indicator which has reached the highest percentage in all municipalities and is ended with an indicator with the relatively low percentage. The mean of all percentages in table cells (10x10) is 66.1. This is the average percentage rank of all education indicators assessed, which is calculated while summing up the data of all municipalities surveyed. From the relatively high rates of percentages, we can see that in many other public services, the indicators of education services are evaluated quite positively. The conditional exception is limited to a few lower evaluated educational indicators: the quality of education for children with disabilities and the quality of non-formal education for adults. It is symptomatic that both indicators of pre-school education - quality and accessibility - are well above from the bottom of the rating. However, there is a lot of distance between them because

satisfaction with the quality of pre-school education is appreciated much more favorably than the availability of pre-school education. This is particularly highlighted by a hierarchical cluster analysis with percentage rate estimates from Table 1. Such an analysis is worth performing because the ratings of scores are similar, so the confidence intervals often overlap. It becomes not quite clear how "to layer", structure the ranking.

*Table 2 **Municipal rating by quality and availability of pre-school education: percentiles and "Yes-percent". MunicipalClusters, Ward, SquaredEuclideanDistance***

MUNICIPALITY	CLU	N	Q-YES%	Q-PR	AV-YES%	AV-PR	Diff%	Diff PR
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Lazdijai district	1	1060	74,1	93,14	73,5	91,32	,60	1,82
Druskininkai district	1	1206	73,1	79,05	72,8	83,8	,30	-4,75
Radviliškis district	2	1333	69,8	92,8	53,6	67,9	16,20	24,90
Klaipėda district	2	1002	69,3	93,12	54,7	67,99	14,60	25,13
Kėdainiai district	1	1384	69,1	90	66,7	83,3	2,40	6,70
Alytus district	2	1047	66,1	94,2	46,7	82,04	19,40	12,6
Ukmergė district	1	1259	64,3	88,5	62,8	85,29	1,50	3,21
Jonava district (2018)	1	1212	64,2	79,49	65,7	81,03	-1,50	-1,54
Jonava district (2016)	2	1035	62,1	82,3	56	70,3	6,10	12,00
Kaunas district	3	1900	58,5	56,8	34,8	10,1	23,70	46,70
Kaunas city 2013	3	1832	50,30	90,24	24,60	22,93	25,70	67,31
Kauno city 2014	3	1932	44,3	75,51	17,2	11,73	27,10	63,78
Mean	--	*63,8*	*84,6*	*52,4*	*60,5*	*11,40*	*24,10*	
Total	***16202***	--	--	--	--	--	--	

MARKING 1. Cluster Membership. 2. N - Number of respondents. 3. Q-YES% i - the percentage of favorable evaluation of service quality. 4. Q-PR Quality Service Percentage Rank in the 190 List of Indicators. 5. AV-YES% The positive evaluation percentage of the accessibility of the service. 6. AV-PR- Percentage rank of service availability in the list of 190 indicators. 7. Diff% Difference Between Favorable Percentage of Service Quality and Service Availability. Diff PR is the difference between the percentages ranks of service quality and service availability.

The results of cluster analysis are reflected in Table 2. They show that the analyzed dimensions of pre-school education fall into distinctly different clusters. For example, satisfaction with the quality falls within the cluster of the most popular educational indicators, while the availability indicator falls into the mid-range cluster of services.

The contrast between quality and accessibility dimensions is even more visible in terms of elementary measure as a percentage of service-favored

assessment (see Table 2). There are some municipalities where the distance between quality and satisfaction dimensions is very high. For example, in the case of metropolitan areas, as well as the rather large circular Kaunas district municipality, this distance reaches even 24-27 percentage points. An even more impressive range of evaluation can be seen if we compare similar differences between percentages (see Table 3). In this case, the difference between the two dimensions - quality and availability - ranges from 47 to 64 percent in the mentioned large municipalities. On the other hand, it should be underlined that the high contrast between the quality of the pre-school education service and its availability is not found in all municipalities. There are small or medium-sized municipalities where this contrast is not identified, or is regarded as small. The worst condition in this respect is found in the metropolitan and large circular municipalities. In addition, in all large metropolitan municipalities of Kaunas and Kaunas district, all educational services, including pre-school education, are evaluated more critically. This shows that local administrations have different management skills in public service provision or there are some other demographic, cultural circumstances, etc. that need to be discovered and examined in a more detailed way in the future. It is possible that residents of a metropolitan municipality, due to higher educational censorship, higher level of cultural capital, have higher expectations in all public services, including educational services.

On the other hand, there are municipalities where no distinction between quality and accessibility dimensions of pre-school education has been identified. Typical municipalities in this regard are Lazdijai district, Druskininkai district. The latter are small municipalities in the resort-recreational Southern Lithuania region. The small difference between the quality and accessibility dimensions under consideration is also found in medium-sized municipalities: Jonava, Kėdainiai, Ukmergė. The latter form a cluster of neighboring municipalities, which is positioned in the region of the middle Lithuania. Further, there is a cluster of municipalities where there is clarified difference between the quality and availability of pre-school education. Availability is evaluated worse than the quality. Still this difference is not as great as in the case of large municipalities. Great difference case is in Klaipėda, Radviliškis and Alytus district municipalities. In order to make more precise classification of municipalities according to their achievements, highlighting the indicators of residents' satisfaction of with the quality and accessibility of pre-school education, hierarchical cluster analysis was performed. The percentages of the service's favorable evaluation and the percentage rate were used as the research material for classification. They are presented in Table 2. Results of cluster analysis are reflected in Table 2.

Obviously, there are municipalities in the country that, according to the opinion of population, are able to guarantee the high quality of preschool education according to both main dimensions - by the quality of the service and by its availability. Unfortunately, some municipalities are unable to provide such a balanced service, as some average quality can still be guaranteed, but the availability of the service is no longer possible. Furthermore, it is clear, that the ability of individual municipalities to provide satisfaction with such socially sensitive service as pre-school education is highly contrasting. For example, according to the quality of service, the highest "yes-percent" is achieved in Lazdijai municipality (74.1 percent), and the worst "yes-percent" (44.3 percent) was achieved in Kaunas city municipality in 2014 during the survey. The volume of variation is impressive, reaching even 29.8 percent. (74.1-44.2 = 29.8≈30). Even greater contrast between municipalities was found in the availability indicator of pre-school education. Accordingly, it reaches nearly 60 percentage points (73.5-17.256.3≈60). Such clear contrasts and high dispersion of the measured feature are found in a very short ($N_{municipalities}$ = 12) variation statistical line. The question is: what are the reasons that the municipalities, giving the same kind of pre-school education services, are so different in the capacity to provide them?

An informative source of information in this situation would be an analysis of the indicators of the departmental statistics (national and EU). The latter shows that the situation of pre-school education accessibility in Lithuania is far from being exemplary. The data we have got in our research correspond to EUROSTAT data, which show that the inclusion of children aged of 2-3 years in the education system is extremely poor in Lithuania. Meanwhile, the inclusion of pre-school pupils in the relevant education sector is almost universal. The problem of 2-3-year-old children inclusion in educational system, which is partly confirmed by our data, may be regarded as a major challenge for the Lithuanian state and municipalities as providers of public educational services. According to the contemporary functioning Lithuanian law, the mother (or father) receives two (!) years of financial benefits when the baby is born. You can save your job for another year without receiving a payment. So families, single mothers raising a 2-3 year old child face a real challenge in getting a place in a preschool institution. From the point of view of women's employment and equal opportunities policies, the regularity we found at national macro level demonstrates the dysfunctions of social policy in an EU country experiencing a deep demographic crisis. Facing quite desperate situation of service provision, some metropolitan municipalities, their leaders publicly recognized the inability of their authorities to provide children with a place in a preschool and began to distribute direct cash benefits to their families. It could be a support to hire a nanny or have a child in a private kindergarten. Part of the Lithuanian sociologists and economists criticize such

politics, criticize the authorities for keeping apart from creating public wealth in the state, violating equal opportunities and, instead of carrying out constitutional obligations to foster state-owned general education infrastructure and services, engage in direct private business grant provision and increase of social inequality. On the one hand, the presented research polemics touches not only upon the theoretical issues of the political economy or the eternal liberal and socialist debate on the mission of welfare states in the EU to provide socially sensitive public services (Yue, 2018; Merkys, Bubelienė, & Čiučiulkienė, 2017). The issue concerns the well-being of children, their equal opportunities and their future. After all, there is a chance that the hired nanny will only provide the physical care of the child, but support and organize the mental and social development of the child, similar to that as it would be in a group of peers and in an educational environment developed by professional educators. On the other hand, that government's direct grant is not sufficient for the family to fully acquire the desired service in the private education market. In addition, private kindergartens are established only in metropolitan areas. There are very few analogical tendencies in the periphery, and in rural areas. It is obvious that only a wealthy family will be able to generate an additional contribution to a private kindergarten. For socially disadvantaged families, such a partial grant will be disastrous from the point of view of the socialization of children, as its use is not controlled by any local authority. There is a risk that such a payment will be trivially dissolved in the overall household budget, without actually linking it with the systematic purposeful education in the preschool.

For some time, the thoughtful idea that already existing kindergartens, which have large areas around themselves since the Soviet urbanization times, could be attached light construction modules. The idea proposed a lot of savings, because there is no need for a new earth piece, the existing communication infrastructure of the household is used, the lower design costs are used. Unfortunately, there has been no transition from municipal talking to reasonable working. The module building did not become a popular practice. It has made clear that the nursery concept itself has to change. It doesn't have to be a traditional two-storied monster with a two-stadium earth piece, a medical cabinet, irrational number of staff and overestimated hygienic standards. In future the current bulky kindergarten system should converge towards the typological diversity of preschool institutions. Among other ideas, there could appear very compact "community", "quarter" kindergartens, accommodating up to 10-12 children. Children could be accommodated by some household who are raising their children. Of course, such household should receive a grant from the state, as well as permanent methodological assistance from the municipal local educational unit and its specialists. If there is no such flexibility, orientation towards typological diversity,

then the availability of pre-school education in Lithuania will desperately deteriorate.

In any case, the situation found may be defined as paradoxical because it denies the usual sociological theories about rural-urban differences. The latter traditionally postulate that the indicators of cultural educational infrastructure in peripheral rural areas are usually worse than in metropolitan areas. Our empirical findings from the Lithuanian context partly deny this traditional theoretical insight and postulate, at least from the point of view of preschool education. However, the facts show that the quality of pre-school education and satisfaction with this type of service in Lithuania depends on the geographical location. This allows us to talk about systemic discrimination and violations of equal opportunities, which in a modern state of social welfare, whose status Lithuania is purposefully seeking, should not be in general. This is a strange tendency, as the regions of Lithuania, the periphery, excluding several metropolitan areas, have been developed (or not developed) quite evenly. It is possible to state that all regions are similar. We have no phenomenon in the regions of Lithuania similar to Northern Italy and Southern Italy, where it may seem that these are different countries.

It is evident that only two indicators of education - the quality of education of children with disabilities and the quality of non-formal education of adults - are underestimated. This responds to the actual realities known from practical expert experience. Although much is said about the necessity and social value of integration, inclusion, Lithuanian schools, if we talk about their factual organizational behavior and organizational culture, remain in the spirit of pervasive competition and cult of perfectionism. Schools and teachers are reluctant to accept children with disabilities as they drag down all the indicators of assessment and standardized testing. The number of pupils in the classroom is often high, the position of a teacher assistant is not introduced, and education support specialists - speech therapists, social pedagogues, psychologists in Lithuania are poorly paid. Some of them are not given the full-time school staff status.

Conclusions

1. Residents of Lithuanian municipalities in general are satisfied with education services. Still there are problematic aspects concerning children with disabilities Schools and teachers are reluctant to accept children with disabilities as they drag down all the indicators of assessment and standardized testing
2. The dimensions of pre-school education - "quality" and "availability", which were the goal of this study, are not assessed poorly in the Lithuanian

municipalities as a whole. On the other hand, the capacity of municipalities to provide this important educational service is very uneven. It is worrying that there is an unacceptably high distance between the dimensions of the service being assessed: the availability of pre-school education is much lower than the satisfaction of the quality of the relevant education sector. It is a systemic problem and a challenge that shows the disproportions while assuring a socially sensitive service in a social welfare state.

3. Although the capital of the country - Vilnius - did not go into our research, but it is known from the media reports that the crisis of access to pre-school education occurs not only in Kaunas, Kaunas district, but also in Vilnius. Efforts to explain why this has happened require more in-depth research, the lack of which is currently evident. Presumably in the past the pre-school education was considered to be a priority, so the infrastructure of the institutional network, which was quite well developed in Soviet times, was partly abandoned. Apparently, it is thought that the birth rate of children is decreasing, so the existing network of institutions will be sufficient. Unfortunately, it appeared to be not enough.

4. The pre-school access crisis is paradoxically linked to the country's demographic crisis. If the country's birth rate is decreasing, there should be enough places in preschools, even when the preschools network is decreasing. Unfortunately, this is not the case. It is important to get a real, not a statistical place for a child in a kindergarten. It should be associated with a particular geographical area. It is equally important in the city and in the countryside.

References

Altgeld, K., & Stöbe-Blossey, S. (2009). *Qualitäts management in der früh kindlich en Bildung, Erziehung und Betreung. Perspektiven für eine öffentliche Qualitäts politik.* VS Verlag für Sozialwissenschaften. Wiesbaden.

Ben-Arieh, A., Casas, F., Frønes, I., & Korbin, J.E. (2014). Multifaceted concept of child well-being. *Handbook of child well-being: Theories, methods and policies in global perspective*, 1-27.

Borg, I., & Gabler, S. (2002). Zustimmungsanteile und Mittelwerte von Liker-skalierten Items. *ZUMA Nachrichten*, *26*, 50, 7–25.

Bubelienė, D. (2018). *Klaipėdos rajono savivaldybės gyventojų pasitenkinimo viešosiomis paslaugomis indekso nustatymo tyrimas*. Unpublished research report.

Land, K.C. et al. (eds.), (2012). *Handbook of Social Indicators and Quality of Life Research*. Springer Science+Business Media B.V.DOI 10.1007/978-94-007-2421-1_14

Lehrl, S., Kluczniok, K., & Rossbach, H.G. (2016). Longer-term associations of preschool education: The predictive role of preschool quality for the development of mathematical skills through elementary school. *Early Childhood Research Quarterly*, *36*, 475-488.

Merkys, G., & Bubelienė, D. (2017). *Radviliškio rajono savivaldybės gyventojų pasitenkinimo viešosiomis paslaugomis indekso nustatymo tyrimas*. Unpublished research report.

Merkys, G., Bubelienė, D., & Čiučiulkienė, N. (2017). Satisfaction of rural population with public services in the regions: analysis of educational indicators. *Rural Development: Bioeconomy challenges,* 1189 – 1194. DOI: http://doi.org/10.15544/RD.2017.154

Merkys, G., & Brazienė, R. (2009). Evaluation of public services provided by municipalities in Lithuania: an experience of applying a standardized survey inventory. *Social Sciences = Socialiniaimokslai*. Kaunas University of Technology. Kaunas: Technologija, *4*(66), 50-61.

Merkys, G., Brazienė, R., & Kondrotaitė, G. (2008). Subjektyvi gyvenimo kokybė kaip socialinis indikatorius: viešojo sektoriaus kontekstas. *Viešoji politika ir administravimas = Public policy and administration, 23,* 23-38.

Merkys, G., Brazienė, R., Urbonaitė-Šlyžiuvienė, D., & Misiovič, J. (2007). Lietuvos vietos savivaldos įstatymo įgyvendinimo klausimu: gyventojų viešosios nuomonės tyrimo metodikos pristatymas. *Jurisprudencija = Jurisprudence: mokslo darba*, *6*(96), 63-71.

Yue, H.L. (2018). Balanced Allocation Method of Preschool Education Resources Based on Coordinated Development of Urban and Rural Areas. *Educational Sciences: Theory & Practice*, *18*(6), 3599-3609.DOI: http://dx.doi.org/10.12738/estp.2018.6.272

Vaitkevičius, S., & Merkys, G. (2006). *Savivaldybės strateginio plano monitoring metodika: mokomoji knyga.* Kaunas: Technologija.

INDIVIDUALITY OF KINDERGARTEN TEACHERS

Svetlana Nesyna
Immanuel Kant Baltic Federal University, Russian Federation

Abstract. *This article focuses on the problem of individuality. The theoretical basis is O. Grebenyuk's individuality concept. In it, the individuality is defined as the unity of intellectual, motivational, volitional, emotional, practical and object-oriented, existential and self-regulative spheres which characterise the originality and uniqueness of a person. The term 'individuality of a teacher' refers to an integrated and holistic system of seven interconnected spheres, including professionally important components which differentiate it from the individuality of other subject of a professional avtivity. This study adresses three key issues. First, it looks at the problem of preschool teacher's individuality and identifies the system of professionally important components. Second, it turns to examine the professional deformations of teachers. Finally, the paper considers the relationships between the individuality system and types of professional destructions in the groups of preschool teachers of different age and with different professional experience. The data for this study were collected using the questionnaires: "The Technique of Teacher's Individuality" by T.B. Grebenyuk and "The Method for Studing Professional Teacher's Deformations"by E.F. Zeer. Fifty-two teahers were recruited for this study. The participants work at various kindergartens in the Kaliningrad region. The results suggest that the motivational and existential spheres are developed most strongly. The most exrpessed professional deformation is demonstrativeness. Statistical analyses revealed two types of correlations: 1) a positive correlation between the intellectual, motivational, and practical and object-oriented spheres with demonstrativeness; 2) a negative correlation between the emotional sphere and dogmatism.*
Keywords: *individuality, spheres of individuality, professional deformations, preschool teachers*

Introduction

In recent years, there has been an increasing interest in the problem of individuality. Some factors cause this tendency to change. On the one hand, the development of individuality has been considered as an important cultural value in the twenty-first century and an indicator of social progress. On the other hand, the support for the individuality development has become a central issue in the new global society. In this novel digital world, we are witnessing the increasing dominance of the various technologies. Therefore, although many researches have been carried out in the field, the issues of individuality continues to be one of the eternal scientific problems. This problem has played an essential role in

education. Teachers can develop the individuality of a child only if they understand what individuality means and if they try to develop their own individuality. A profession of preschool teacher is significantly more related to stress, high responsibility and expectations from parents in comparison to other professions witn a similar educational level (Surtukova & Filippova, 2012). It is important to notice that in Russia, the system of preschool education is changing now, and it is a factor of emotional tension increase (Bagadaeva, 2016; Belocerkovec & Chupaha, 2016). The main aim of this study is to examine the individuality spheres and the professional deformations of preschool teachers.

Theoretical framework for research

A considerable amount of literature has focused on individuality. Philosophy considers individuality as the uniqueness of any phenomenon, person, and quality. Individuality is characterised as a system of qualities that makes phenomenon different from others, distinguishes one phenomenon from other. In this meaning, the individual is opposed to the typical as common, inherent in all the elements of a given class or in a significant part of them. Human individuality is a special form of the being of a person in the world (including society), in which a human lives and acts as an autonomous and unique system, while maintaining his or her integrity and identity. It happens in the context of continuous internal and external changes (Rezvitskiy, 1973; Neskryabina, 2001). Consciousness and Ego are the essential factors of human individuality.

A large and growing body of literature has investigated the individuality problem in psychology. The international personology has provided a comprehensive and deep analysys of individuality. The three model groups can be identified in a wide variety of theoretical constructs: research, diagnostic and psychotherapeutic (Abulkhanova, 2009). The first group proposes the hypothetical parameters of personality through which individual-typological mechanisms are identified (G.W. Allport's and E.H. Erikson's concept). The second group identifies certain personality traits and describes the real personality in terms of a strict set of characteristics (H.T. Eysenk's theory and R. Cattell's model). The psychotherapeutic models have revealed the ideal in personal development and helped to overcome passivity (A. Adler, K. Rodger, C.G. Jung) (Khyell & Zigler, 2008). In the field of individuality there are various definitions. First of all, the term 'individuality' is used to refer to a peculiar combination of the personal aspects. 'Individual', in this sense, makes a person different from the 'typical' and reflects a unique combination of qualities. According to the view, every person has individuality (Ananyev, 2001, p. 276). Another approach focuses on the mechanism that a person can use to

summarize and synthesize his or her qualities, characteristics, etc. into a whole. The idea of integrality was pioneered by S.L. Rubinstein (Rubinshteyn, 2003) and later developed by V.S. Merlin (Merlin, 1986). B.G. Ananiev has suggested that individuality is a unique polysystem that includes total integrity of biological and biopsychological structures, personality (social and psychosocial elements), and the subject (psychobiosocial elements) (Ananyev, 2001). The third approach allows us to identify the individuality as the highest level in development of personality, that a person can achieve (Ananyev, 2001; Rubinshteyn, 2003).

In the field of pedagogy, one of the first studies of individuality has been undertaken by O.S. Grebenyuk. He argues that the term 'individuality' refers to the characteristics of the seven psychological spheres that make it possible to distinguish the uniqueness of a person. Individuality is a unity of the intellectual, motivational, volitional, emotional, practical and object-oriented, existential and self-regulative spheres (Grebenyuk & Grebenyuk, 2000). T.B. Grebenyuk has proposed the term 'individuality of the future teacher'. The individuality of a teacher is characterized by the development of the professionally relevant components of the psychological spheres, which differentiate it from the individuality of any other subject (Grebenyuk, 2017). The professional components of the teachers' individuality spheres are described in Table 1.

*Table 1 **The content of the teachers' individuality spheres***

Spheres of individuality	Examples of professional components
Intellectual	Pedagogical thinking (analyzing, creating, to solving educational situations) Creativity as the ability to act in situations of uncertainty and information deficit Pedagogical erudition, etc.
Motivational	Motivation for achievement Pedagogical goal-setting Striving for cooperation, etc.
Volitional	Determination Ability to overcome external and internal obstacles Perseverance, etc.
Emotional	Healthy pedagogical self-esteem Pedagogical empathy Emotional flexibility, etc.
Practical and object-oriented	Didactic skills Communication skills Pedagogical diagnostic skills, etc.

Existential	Pedagogical reflection (analyzing one's position in the educational situation) Pedagogical 'self-conception' Professional values, etc.
Self-regulative	Self-control skills Ability to control mental states (emotional, intellectual, volitional) Ability to manage interaction with other people, etc.

This study has made a major contribution to research of individuality by demonstrating a viable approach to measure. Later, the school of pedagogical research formed in the Kaliningrad region. The school is known for systematic research into the concept of individuality (Pedagogika, 2017).

Generally, the professional development of a teacher can be positive or negative. When professional activity influences personal development negatively, we can speak of "professional deformations". According to S.P. Beznosov, A.K. Markova, E.F. Zeer, the term "professional deformations" are a group of mental and behavioral changes that negatively affect both professional activity and interactions with other participants in education (Beznosov, 2004; Markova, 1996). E.F. Zeer and E.E. Symanuk have identified 11 types of teachers' professional deformations. 1) *Authoritarianism* manifests itself in predominant use of commands, guidelines, orders and as intolerance to criticism. 2) *Demonstrativeness* is intensive self-presentation, the desire to be in the spotlight. 3) *Professional dogmatism* is tendency to simplify professional tasks and educational situations, and to ignore socio-psychological factors. 4) *Domination* means satisfying one's need for power, and self-assertion, especially in the situation of evaluation and control. 5) *Professional indifference* is characterised by ignoring individual peculiarities in interaction and the negative perception of the ethical norms and the rules of behavior. 6) *Conservatism* deals with prejudice towards innovations. 7) *Professional aggression* is observed when a teacher ignores the feelings and interests of others, uses ridicule, jokes, labeling. 8) *Role expansionism* means the teacher's fixation on her/his own personal and professional problems and difficulties, the axaggeration her/his own professional role. 9) *Social hypocrisy* is the propensity to moralize and the belief in her/his own moral infallibility. 10) *Behavioral transfer* is part of role transfer - the teacher develops the personal qualities and behavior that is characteristic of other people. 11) *Overcontrol* manifests itself in the suppression of spontaneity, self-realization containment, orientation to rules and instructions, and avoid of responsibility (Zeer & Symanyuk, 2005).

Recently, researchers have shown an increased interest in the problem of professional deformations (Polyakova, 2014; Gudimenko, 2014; Virna, 2015; Fedosova, 2016; Mikhailova, 2017), but no previous study has investigated correlation between the types of professional deformations and the individuality

spheres of teachers. Previous studies of preschool teachers have identified the personal traits (Zholudeva et al., 2015; Molchanova & Sokolova, 2016) or professional activity style (Roslyakova, 2017), not individuality as an integrated system of spheres.

Methods

A variety of methods is used to assess individuality. Each has its advantages and drawbacks. The data come from the questionnaires: "The Technique of Teacher's Individuality" by T.B. Grebenyuk (Grebenyuk, 2011) and "The Method for Studying Professional Teacher's Deformations" by E.F. Zeer (Zeer & Symanyuk, 2005). The first self-report allowed us to measure the 80 professional components of the individuality spheres (the intellectual, motivational, volitional, emotional, practical and object-oriented, existential and self-regulative ones) on a scale from one to seven (for example in the intellectual sphere: pedagogical thinking (analyzing, creating, to solving educational situations), pedagogical erudition, etc.). The second questionnaire that included 42 statements about different educational situations and the respondents expressed their opinion by choosing one of the variant. This procedure made it possible to reveal the following types of professional deformations: authoritarianism, demonstrativeness, professional dogmatism, domination, professional indifference, conservatism, professional aggression, role expansionism, social hypocrisy, behavioral transfer, and overcontrol.

Fifty-two teachers were recruited for this study. The participants worked at various kindergartens in the Kaliningrad region. The survey was anonymous. All the participants were female. They were aged between 25 and 70 years (M= 39.02 years, SD=8.89). Their professional experience ranged from 1 to 47 years (M=11.27 years, SD=0.16). First, the sample was divided into two groups: 17 participants were in the first group (their professional experience was from one to five years), and 35 participants were in the second group (their professional experience was over five years). Then the second group was divided into two groups: 23 participants with experience between six and twenty years were in the second group, 12 more experienced teachers were in the third group. Statistical analysis included Chi-Square Test (χ2), Spearmen correlation (r_s), and F-test (φ^* Fisher).

Results

The overview of preschool teachers' spheres of individuality. Each of the spheres of individuality was assigned a total rating. The highest rated were the components of the motivational sphere (especially, striving for cooperation,

striving for individuality development of preschoolers, and pursuit of satisfaction from professional activity), followed by the existential and volitional spheres. In the existential sphere, the highest rated were the following components: optimism and confidence in preschoolers, awareness of preschoolers as a value and their individuality development as an important educational goal. In the volitional sphere, the ability to combine all the resources to deal with problems and persistence in achieving goals were rated the highest. Lower ratings were given to the components of the practical and object-oriented, and self-regulative spheres and the lowest to those of the emotional and intellectual spheres. The lowest rated were: stress resistance and absence of anxiety and fears in the emotional sphere and pedagogical erudition and creativity in the intellectual sphere (Table 2).

Table 2 ***Ratings given to preschool teachers' individuality spheres***

№	Individuality spheres	M±SD (n=52)
1	Motivational	5.72±0.76
2	Existential	5.45±0.95
3	Volitional	5.39±0.98
4	Practical and object-oriented	5.36±0.86
5	Self-regulative	5.30±0.90
6	Emotional	5.28±0.82
7	Intellectual	5.25±0.78

The correlation analysis demonstrates a positive correlation between the ratings given to the seven spheres (rs from 0.648 to 0.824, $p \leq 0.01$).

No significant corrrelations were revealed between the spheres of individuality, on the one hand, and age and professional experience, on the other. Comparisons between the three groups with different professional experiences (from one to five years in the first group, from six to twenty years in the second group, and over twenty-one years in the third group) were made using F-test. The comparative analysis of the ratings given by these groups showed the following. Among the teachers of the third group, there were significantly more respondents giving a higher rating to the intellectual sphere (50.0% in the first group, 42.1% in yhe second group, 87.5% in the third one; $\varphi*$(group 1 and 3)=1.94 $p \leq 0.05$; $\varphi*$(group 2 and 3)=2.42 $p \leq 0.01$). Among the participants of the third group, there were significantly fewer respondents giving a higher rating to the motivational sphere (78.6% in the first group, 74.13% in the second group, 37.5% in the third one; $\varphi*$(group 1 and 3)=1.80 $p \leq 0.05$; $\varphi*$(group 1 and 3)=1.94 $p \leq 0.05$). Among the more experienced preschool teachers, there were significantly fewer respondents giving high ratings to the

emotional sphere (68.4% in the second group, 25.0% in the third group; φ*=2.14 p≤0.05), and the volitional sphere (78.9% in the second group, 25.0% in the third group; φ*=2.71 p≤0.01).

The overview of preschool teachers' professional deformations. Demonstrativeness, role expansionism, and overcontrol obtained the highest average rating in the sample. The other professional deformations types had low average rating (Table 3). Accoding to the data, only demonstrativeness, role expansionism, overcontrol, professional dogmatism, and conservatism begin to manifest themselves in the professional activity but they were not identified completely.

Table 3 ***The preschool teachers' professional deformations***

№	Professional deformations types	M±SD (n=52)
1	Demonstrativeness	6.73±3.60
2	Role expansionism	5.33±2.40
3	Overcontrol	4.08±2.14
4	Social hypocrisy	3.76±2.25
5	Domination	3.64±2.38
6	Professional dogmatism	3.49±2.30
7	Professional aggression	3.43±2.55
8	Conservatism	3.31±1.90
9	Professional indifference	2.78±1.25
10	Behavioral transfer	2.59±1.71
11	Authoritarianism	2.27±1.61

The results of certain participants indicated that some preschool teachers had developed (completely formed) professional deformations: overcontrol (11.4%), role expansionism (9.0%), professional dogmatism (6.8%), demonstrativeness (4.5%), conservatism (4.5%), and domination (4.5%).

According to correlation analysis, one negative correlation was found between age of participants and behavioral transfer (rs=-0.314 p≤0.05). There were no significant correlations between professional experience and the types of teachers' professional deformations. Significant difference of the type 'overcontrol' was obtained between the teacher group of experience from one to five years and the group of the more experienced teachers ($\chi 2$=5.122 p≤0.05). Among the experienced teachers, there were significantly more respondents having a higher rating to the type 'professional aggression' (5.6% in the first group, 31.3% in the second group; φ*=2.30 p≤0.05).

Preschool teachers' spheres of individuality and professional deformations. Significant correlations were found between three spheres of individuality, and two types of professional deformations: the positive

correlations between the intellectual, practical and object-oriented, and motivational spheres with the demonstrativeness (rs=0.388, rs=0.312, rs=0.329 p≤0.05); the negative correlation between the emotional sphere and the professional dogmatism (rs= - 0.317 p≤0.05). Comparative analyses showed that among the teachers giving a higher rating to the intellectual sphere, there were significantly more respondents having a higher rating to the professional aggression and social hypocrisy (φ*=2.56 p≤0.01, φ*=1.82 p≤0.05). Among the teachers giving a higher rating to the existential sphere, there were significantly more participants having a higher rating to the social hypocrisy (φ*=2.06 p≤0.05).

Discussion

The results show that the individuality of a kindergarten teacher is a complicated combination of various spheres, which are integrated. Positive correlations between the spheres of individuality proves this idea. The motivational and the existential spheres are pivotal to the complicated system of individuality. These spheres were ranked the highest. It seems that striving for cooperation, pursuit of individuality development for preschoolers, and pursuit of satisfaction from professional activity, optimism and confidence in preschoolers, awareness of preschoolers as a value and their individuality development as an important educational goal, etc. are essential to the structure of a kindergarten teacher's individuality. The findings of the current study support the previous research for the individuality of a health professional (Nesyna & Nesyn, 2018): the motivational and the existential spheres are the most important for professional development. However, the more experienced teachers tend to give lower ratings to the development of the motivational, emotional, volitional spheres. These findings support the idea about sign of occupational fatigue and, perhaps, professional burnout of teachers (Zeer & Symanyuk, 2005). It is interesting to note that the more experienced kindergarten teachers give higher ratings to the development of the intellectual sphere. A possible explanation for this result might be related to the idea of crystallized intelligence (Salthouse, 2004).

Gudimenko (2014) used the method of expert assessment and identified authoritarianism, domination, dogmatism, conservatism, and aggression in behavior of kindergarten teachers. Surprisingly, among various types of professional deformations, demonstrativeness was the most exrpessed in our study. This result may be explained by the fact that a kindergarten teacher always is in the spotlight of preschoolers, parents, colleagues. So, professional activity helps teachers to satisfy the desire for intensive self-presentation and supports teachers's self-esteem. The negative correlation was found between age

of participants and behavioral transfer. There are several possible explanations for this result: the pursuit of independence and the professional identity development, maturity of adulthood, self-confidence increase. The findings suggest that the more experienced kindergarten teachers tend to develop such types of professional deformations as overcontrol, and professional aggression: they more often can ignore feelings and interests of others, use ridicule, jokes, labeling, and they have orientation to rules and instructions, and avoid of responsibility (Markova, 1996).

Obtained correlations confirm the association between preschool teachers' spheres of individuality and the types of professional deformations. Demonstrativeness is associated with the intellectual, practical and object-oriented, and motivational spheres (positive correlations); and professional dogmatism is associated with the emotional sphere (negative correlation). The results of this study indicate that among teachers having the developed intellectual sphere, there are significantly more respondents with professional aggression, and social hypocrisy. Social hypocrisy more often meets in the group of teachers having the developed existential sphere. These findings further support the idea about the individuality factors for professional deformations (Markova, 1996; Zeer & Symanyuk, 2005; Mikhailova, 2017).

Conclusions

First, the individuality of a kindergarten teacher is a complicated combination of various spheres, which are integrated. A preschool teacher's individuality is characterised by the development of professionally relevant components of psychological spheres (intellectual, motivational, emotional, volitional, practical and object-oriented, self-regulative, and existential), which distinguish it from the individuality of other subject of a professional activity. The motivational and the existential spheres are pivotal to the complicated system of individuality. It seems that the striving for cooperation and individuality development of preschoolers, and the pursuit of satisfaction from professional activity, optimism and confidence in preschoolers, awareness of preschoolers as the value and their individuality development as the important educational goal, etc. are essential to the structure of a kindergarten teacher's individuality.

Second, the findings suggest that in general kindergarten teachers tend to have demonstrativeness as the type of professional deformations: they often try to be in the spotlight, and it can have negative influence on professional activity. Professional experience affects development of such types of teachers' professional deformations as overcontrol, and professional aggression. This

investigation confirms that behavioral transfer is associated with age of teachers (negative correlation).

Finally, significant correlations were found between three spheres of individuality and two types of professional deformations: the positive correlations between the intellectual, practical and object-oriented, and motivational spheres with the demonstrativeness; the negative correlation between the emotional sphere and the professional dogmatism. The developed intellectual and existential spheres tend to affect social hypocrisy, and the developed intellectual sphere is a factor of professional aggression.

References

Abulkhanova, K.A. (2009). Problema individualnosti v psikhologii. In E.B. Starovoytenko & V.D. Shadrikova (Eds.), *Psikhologiya individualnosti: Novyye modeli i kontseptsii* (pp. 14-71). Moskva: Izd-vo MPSI.

Ananyev, B.G. (2001). *Chelovek kak predmet poznaniya.* Sankt-Peterburg: Piter.

Bagadaeva, O.U. (2016). Opredelenie osnovnyh napravlenij metodicheskogo soprovozhdeniya pedagogov na osnove analiza znachimyh stressogennyh faktorov ih professionalnoj deyatelnosti. *Azimut nauchnyh issledovanij, 2,* 9-12.

Belocerkovec, N.I., & Chupaha, I.V. (2016). FGOSDO kak antropologicheskoe osnovanie pozitivnoj socializacii i individualizacii lichnosti doshkolnika. *Mir nauki, kultury, obrazovaniya, 2,* 10-11.

Fedosova, I.V. (2016). Professionalnvya deformaciya lichnosti diagnostika i profilaktika. *Azimut nauchnyh issledovanij pedagogika i psihologiya, 3*(16), 191-195.

Grebenyuk, O.S., & Grebenyuk, T.B. (2002). *Osnovy pedagogiki individualnosti.* Kaliningrad: Izd-vo KGU.

Grebenyuk, T.B. (2011). *Sovremennyye problemy pedagogiki individualnosti. Empiricheskiye issledovaniya.* Kaliningrad: Izd-vo BFU im. I. Kanta.

Grebenyuk, T.B. (2017). *Formirovaniye individualnosti studenta – budushchego pedagoga.* Berlin: Lap Lambert Academic Publishing.

Grebenyuk, T.B. (Ed.). (2017). *Pedagogika individualnosti: dostizheniya i perspektivy razvitiya. Materialy nauchno-prakticheskoy konferentsii. posvyashchennoy pamyati professora Olega Semenovicha Grebenyuka. osnovatelya nauchnoy shkoly «Pedagogika individualnosti».* Kaliningrad: Izd-vo Kaliningradskogo oblastnogo instituta razvitiya obrazovaniya.

Gudimenko, U.U. (2014). Vliyanie psihologicheskoj gotovnosti k innovacionnoj deyatelnosti na vyrazhennost professionalnoj deformacii lichnosti vospitatelya doshkolnogo obrazovatelnogo uchrezhdeniya. *Vestnik tverskogo gosudarstvennogo universiteta seriya pedagogika i psihologiya, 2,* 214-223.

Zeer, E.F., & Symanyuk, E.E. (2005). *Psihologiya professionalnyh destrukcij.* Moskva: Akademicheskij proekt.

Khyell, L., & Zigler, D. (2008). *Teorii lichnosti.* Sankt-Peterburg: Piter.

Markova, A.K. (1996). *Psihologiya professionalizma.* Moskva: Znanie.

Merlin, V.S. (1986). *Ocherk integralnoy individualnosti.* Moskva: Pedagogika.

Mikhailova, O.B. (2017). Professional deformations of teachers: from diagnostic strategies to prevention and correction technologies. *Life Span Disability XX, 1,* 27-43.

Molchanova, A.V., & Sokolova, L.V. (2016). Razvitie professionalnyh kompetencij i lichnostnyh kachestv pedagoga doshkolnoj lbrazovatelnoj organizacii v sovremennyh usloviyah. *Chelovecheskij kapital, 5,* 28-29.

Neskryabina, O.F. (2001). *Individualnost: na granitse realnogo i idealnogo.* Krasnoyarsk: Sibirskiy yuridicheskiy institut MVD Rossii.

Nesyna, S., & Nesyna, V. (2018). The individuality spheres of health professionals. *Society. Integration. Education. Proceeding of International Scientific Conference May 25th-26th, 2018. Volume VII,* 184-195.

Polyakova, O. (2014). Category 'professional deformation' in Psychology. *Procedia – Social and Behavioral Science, 146,* 279-282.

Rezvitskiy, I.I. (1973). Filosofskiye osnovy teorii individualnosti. Leningrad: Izd-vo Leningradskogo un-ta.

Roslyakova, N.I. (2017). Znachenie professionalnoj individualnosti v obespechenii ehffektivnosti truda pedagoga. *Pedagogicheskoe obrazovanie i nauka, 3,* 58-62.

Rubinshteyn, S.L. (2003). *Bytiye i soznaniye.* Chelovek i mir. Sankt-Peterburg: Piter.

Salthouse, T.A. (2004). What and when of cognitive aging. *Current Directions in Psychological Science, 13*(4), 140–144.

Surtukova, E.U. (2012). Psihicheskoe vygoranie pedagogov: perspektivy issledovaniya. *Vestnik Yaroslavskogo gosudarstvennogo universiteta im P.G. Demidova, 1,* 88-91.

Virna, Z. (2015). Tendencies, Dynamics and Risks of Manifestation. *Annales Univertatis Marie Curie – Skodowska Lublin – Polonia, XXVIII 2,* 123-136.

ABILITY OF CHILDREN TO DRAW AND SPATIALLY MODEL "A TREE"

Ewa Piwowarska
Uniwersytet Humanistyczno-Przyrodniczy im. Jana Długosza w Częstochowie, Poland

Abstract. *Many well-known educationalists and psychologists noticed that children included "a tree" in their drawings very early, which usually occurred next to a figure or a building. The drawing of the tree, which was treated as a substitute of graphical picture of a figure, constituted material for the research they conducted. Artistic activity is also one of the determinants of diagnosing child's development and one of many opportunities to say about particular topics, which are preferred by the child. Another precious activity is -next to the drawing-spatial modelling of soft material. The research conducted with the use of the technique of analysis of the artistic works aimed at defining the course of development of "a tree" drawn and spatially modelled by children at preschool age. It was important for the conducted studies to distinguish models of "a tree" – created in two art techniques – typical of particular age along with their characteristic features (clarity of the message, colouring, details used). The subject of the study concerned artworks on flat surface and three dimensional models of a tree formed by children aged 3 to 6 years. Distinguished characteristic features of the drawn and spatially modelled "tree" may become helpful for teachers in assessing development of children.*
Keywords: *children, artistic activity, analysis, drawing, modeling, a tree.*

Introduction

Many researchers have been interested in children's art works – in particular drawings – since the end of the 19th century. The research described below is a continuation of analyses of this particular activity of children made by researchers for many years. The aim of this research is to indicate characteristic stages related to changes in graphical records and spatial modelling taking place with age. It focuses on determining the course of development of pre-school children's skills at drawing and spatial modelling of "a tree". The important point is to indicate some models that are typical of particular age (most frequently occurring) and to define correlations between drawn and modelled forms. Determining characteristic features of the art works crated by children may support teachers in diagnosing children's development.

Children's artistic presentations of trees: Theoretical Background for Empirical Research

The beginnings of interest in a child's drawings date back to the second half of the 19th century when some research based on descriptions of artistic works was carried out by: Ebencer Cooke (1885) and Corrado Ricci (1887). Analysis of drawings of big population of children was conducted in further years among others by: Georg Kerschensteiner, Viktor Lowenfeld and, in Poland, by Stefan Szuman (Hornowski, 1982, 9-10), Bolesław Hornowski, Stanisław Popek and others. They determined and described – so important for children education – developmental stages of drawings. They distinguished scribbling stage (chaotic and controlled scribbling), which was characterized by lack of abilities to present readable content in the picture because they were recorded by more or less dynamic lines (Fleck-Bangert, 2002, 25-28; Szuścik, 2006, 118-124). Next stage of development of the works were characterized by building some understandable pictures with the use of simple geometric forms (figures having head and legs or head and body, stage of simplified schema). Along with development of children's knowledge, the expanded drawings they made contained more and more details (stage of enriched schema), so that with time they could (younger school age) achieve a stage that was close to realism.

Besides crayons and pencils, a material preferred by children, which resists when being modelled and requires direct contact, is plastic soft material (e.g. clay, plasticine, salt mass). Analysis of the process of modelling forms from clay by children at preschool age was carried out by: V. Lowenfeld and W. Lambert Brittain (1949), Maria Parnowska–Kwiatowska (1960). The abovementioned first two researched indicated characteristic two ways of modelling solid figures by children: one is based on extracting characteristic parts of the planned sculpture from a clod of clay, while the second way of working is based on combining smaller pieces into a larger whole (Lovenfeld & Brittain, 1960, 59-69, 86-113). On the other hand, M. Parnowska–Kwiatowska, who analysed works in clay made by 3-4-year-old children, noticed that they often modelled solid figures in more notional way – naming them – rather than revealing through its appearance the form resembling particular object. The author pointed out three ways of forming clay by children: making the most primitive "manipulative" forms (pressing the ends of the fingers in a plastic material), creating mature geometrical shapes (discs, rollers, balls) and modelling bent forms (Parnowska-Kwiatowska, 1960, 4, 119-121, 141-143, 147, 153).

Knowledge concerning further stages typical of children and related to drawing and modelling of soft material is a kind of the rudiments for a teachers, who, thanks to it, can notice and define progress within the scope of children's

creation and understand pictures presented by children that use various types of – illegible for an average recipient – ways of seeing (intentional perspective, X-ray perspective, topographical perspective, vertical perspective and overlapping perspective) or modelling sculptures.

It should be mentioned that psychologists were using drawings as a projection method to analyse particular problem. Such a material to carry out examination was also a drawing of "a tree", which was treated as a substitute of a drawing of a figure. Surely this topic was less limited by stereotypes and conventionality, which was the advantage. Many scientists, such as: H. Hetzer, J. Jacobi, J. Kretschmer (Rembowski, 1975, 302), noticed that children fitted a tree in their drawings very early, and it usually appeared next to a human figure and a house.

E. Jucker in his professional practice tried to use drawings of a tree as a tool of psycho-diagnostic examinations. Observations and experiments conducted for many years (since 1928), long studies in history of culture allowed him to present his technique publicly no sooner than in 1948. It consisted in drawing a fruit tree, which was regarded to be a synthesis of remembered observations. He based his research activity on a thesis that people's behaviour, their memory and observations, as well as their development, could be compared to creation of forks at the main line of life, similarly as in the development of a tree.

This research technique, according to K. Koch (1949), who was inspired by E. Jucker's research and appreciated his inspiration in this interpretation, allowed to present the state of the development of personality (internal differentiation and intelligence) with the use of drawings as well as impact of the environment and individual's attitude towards closest surroundings. He claimed that patient's "internal content" was revealed – usually unconsciously - through the drawing of a tree.

Renée Stora (Stora, 1949, 327-344) tried to improve the research by Ch.Koch, in particular his method of interpretation. In her work she defined psychological meaning (126 basic meanings) – however it is difficult to determine on what basis – and tried to present personality with the use of 4 drawings: a tree strange to the patient, a close tree, a tree that symbolized desires and a tree that revealed burden of some experiences. This research, however, does not seem to be very precise (Wallon, Cambier, & Engelhart, 1993, 109).

Another works concerning drawings of a tree were conducted by: F. Muschoot and W. Demeyer (1974). People examined by them (5-18 years) were to draw a tree, having total freedom in selecting its type and colours. They distinguished some features that were important for the diagnosis, which they precisely illustrated and defined. It is also worth referring to the research by John Buck (Buck, 1948, 317) who was a creator of House-Tree-Person test (H-T-P).

He was a follower of F. Goodenough, whose work and its results were based on serious clinical research conducted (Wallon, Cambier, & Engelhart, 1993, 110).

Methodology of Research

Many well-known educationalists and psychologists noticed that children included "a tree" in their drawings very early, which usually occurred next to a figure or a building. Artistic activity is also one of the determinants of diagnosing child's development and one of many opportunities to say about particular topics, which are preferred by the child. Another precious activity is -next to the drawing- spatial modelling of soft material. The research conducted with the use of the technique of analysis of the artistic works aimed at defining the course of development of "a tree" drawn and spatially modelled by children at preschool age. The review of art works comprised, apart from abovementioned topic, also human figures and houses. Due to limitations concerning size of this article, presented characterization is focused only on one issue. It was important for the conducted studies to distinguish models of "a tree" – created in two art techniques – typical of particular age along with their characteristic features (clarity of the message, colouring, details used). The research was conducted in Polish preschools located in Silesian voivodship (northern part). I would like to mention that the study referring to spatial modelling with the use of modelling clay comprised 397 children. The analysis below referred only to spatial solutions, which meant 332 artistic models because other works were mostly flat or semi-spatial works. Among 376 children, the twelve youngest did not draw anything at all, therefore only 364 drawings were analysed. The subject of the study concerned artworks on flat surface and three dimensional models of a tree formed by children aged 3 to 6 years. Distinguished characteristic features of the drawn and spatially modelled "tree" may become helpful for teachers in assessing development of children. Achieved results of the research and their interpretation allowed to formulate some conclusions.

Results of research

One of the research problems referred to the structure of the trunk of "a tree". Analysis of the research material, which was constituted by models of the tree made of plasticine (Table 1) allow to conclude that in the group of three-year-olds the majority of children create chaotic figures (by layered or dispersed sticking bigger pieces on the surface), and one out of four rolled the trunk in the form of a cylinder (Table 9, model 5), but in the older groups (4-6-year-olds) almost all examined children presented it as a cylinder.

Table 1 **Structure of the trunk of "a tree" in spatial works of children at the age of 3 to 6 years**

Tree – structure of the trunk	3-year-olds (n=95)	4-year-olds (n=74)	5-year-olds (n=67)	6-year-olds (n=96)
Trunk from balls	9,5%	0,0%	1,5%	0,0%
Trunk – cylinder	23,2%	90,5%	97,0%	95,8%
Irregular trunk	0,0%	0,0%	0,0%	1,0%
Trunk – clearly wider at the bottom	0,0%	0,0%	1,5%	3,1%
Chaotic solid figure	67,4%	9,5%	0,0%	0,0%

Source: own research

Also in the picture of the trunk (Table 2) there is a similar relation, as in the case of modelling, concerning presentation of the trunk by three-year-old children. Most of them create drawings that are illegible presentations (scribbling stage) and around every third child presents it as a rectangle (Table 10, model B, E). Such presentation is dominant in works of older children. It should be stressed that with age the examined children differentiate the shape of the trunk, emphasizing its shape, which is clearly wider at the bottom (Table 10, model C, D). In every fifth drawing of six-year-old children such a way of presenting the trunk was noticeable.

Table 2 **Shape of the trunk of „a tree" in drawings of children at the age from 3 to 6 years**

Tree – shape of the trunk	3-year-olds (n=64)	4-year-olds (n=84)	5-year-olds (n=102)	6-year-olds (n=114)
Trunk – vertical line	0,0%	7,1%	2,0%	0,0%
Trunk – rectangle	37,5%	81,0%	82,4%	80,7%
Trunk – rectangle wider at the bottom	0,0%	4,8%	15,6%	19,3%
Scribbling stage	62,5%	7,1%	0,0%	0,0%

Source: own research

Quantitative analysis comprised also appearance of the crowns of the plasticine trees (Table 3). Most of three-year-old children created illegible forms and the models their presented usually had the crown in the form of a ball. Beside such a model, which dominated also in other age groups (Table 9, model 4), a quite frequent presentation was a horizontal shape of a circle placed on the trunk (Table 9, model 2). Other presentations appearing in groups of 5-6-year-olds was a model described as irregular (Table 9, model 6). More mature presentations of trees with wide-spreading crowns occurred in approximately every sixth sculpture created by a child from oldest age group (Table 9, model 7).

Table 3 **Structure of the crown of "a tree" in spatial works of children at the age of 3 to 6 years**

Tree - structure of the crown	3-year-olds (n=95)	4-year-olds (n=74)	5-year-olds (n=67)	6-year-olds (n=96)
Chaotic solid figure (model 1)	67,4%	9,5%	3,0%	0,0%
Vertical circle – a lollipop type (model 3)	3,2%	5,4%	6,0%	5,2%
Ball (model 4)	14,7%	43,2%	52,2%	47,9%
Horizontal circle – mushroom type (model 2)	5,3%	28,4%	17,9%	18,8%
Irregular (model 6)	3,2%	2,7%	10,4%	10,4%
Wide-spreading (model 7)	6,3%	10,8%	9,0%	16,7%
Other (e.g. model 5)	0,0%	0,0%	1,5%	1,0%

Source: own research

In drawings of three-year-olds (Table 10), besides majority of illegible representations, among recognizable pictures of a tree we can distinguish irregular crown (Table 10, model C) and crown which is a circle (Table 10, model B). These two presentations are most frequent in drawings of older children (approximately every third child), however in the case of six-year-olds the frequency of presenting crown with irregular shape significantly increases (around half of the presentations). Models with wide-spreading crowns (Table 10, model E & F) are rarely found (Table 4).

Table 4 **Shape of the crown of „a tree" in drawings of children at the age from 3 to 6 years**

Tree - shape of the crown	3-year-olds (n=64)	4-year-olds (n=84)	5-year-olds (n=102)	6-year-olds (n=114)
Scribbling stage (model A)	62,5%	2,4%	0,0	0,0%
Circle (model B)	12,5%	35,7%	33,3%	24,6%
Irregular (model C)	18,8%	33,3%	33,3%	47,4%
Boughs and branches in a circle (model D)	0,0%	11,9%	13,7%	10,5%
Wide-spreading (model E, F)	6,3%	16,7%	15,7%	17,5%
Other: no crown	0,0%	0,0%	3,9%	0,0%

Source: own research

Details defining the appearance of the modelled tree are not found majority of the presentations (Table 5). Even though with age their number increases, the fruits added in sculptures of 6-year-olds do not occur more often than in one out of five presentation. Children little less often shape boughs from plasticine. Other elements occur sporadically, such as: leaves, needles, roots, hollows, birds.

Table 5 **Details occurring in "a tree" modelled by children at the age of 3 to 6 years**

Tree - details	3-year-olds (n=95)	4-year-olds (n=74)	5-year-olds (n=67)	6-year-olds (n=96)
Boughs	9,5%	16,2%	9,0%	16,7%
Leaves	0,0%	8,1%	6,0%	9,4%
Needles	0,0%	0,0%	1,5%	0,0%
Fruits	3,2%	8,1%	16,4%	19,8%
Roots	0,0%	0,0%	0,0%	3,1%
Hollow	0,0%	0,0%	0,0%	2,1%
Bird	0,0%	0,0%	1,5%	2,1%

Source: own research

In graphical records children placed details that characterized the trees little more often than in the case of the modelled sculptures (Table 6). They were most often boughs (approximately every fifth drawing), little less often fruits. With age they occur more and more often because at the age of 6 years every fifth child draws hollows. Similarly as in the case of spatial solutions, some other elements occur sporadically in graphical presentations such as: leaves, birds and roots.

Table 6 **Details occurring in "a tree" drawn by children at the age of 3 to 6 years**

Tree - details	3-year-olds (n=64)	4-year-olds (n=84)	5-year-olds (n=102)	6-year-olds (n=114)
Boughs, branches	6,3%	28,6%	29,4%	28,0%
Leaves	6,3%	9,5%	9,8%	5,3%
Fruits	0,0%	4,8%	25,5%	24,6%
Roots	0,0%	0,0%	5,9%	3,5%
Hollow	0,0%	2,4%	11,8%	22,8%
Bird	0,0%	0,0%	2,0%	0,0%

Source: own research

It is assumed that both the technique as well as acquired experience within the scope of drawing were reasons of the fact that details characterizing the tree that occurred more frequently in drawings than in spatial models.

Table 7 **Colours of "a tree" in spatial works of children at the age of 3 to 6 years**

Colours of the trees	3-year-olds (n=95)	4-year-olds (n=74)	5-year-olds (n=67)	6-year-olds (n=96)
Abstractive	22,1%	31,1%	17,9%	1,0%
Realistic	8,4%	54,1%	79,1%	94,8%
Partially realistic	2,1%	5,4%	3,0%	4,2%
Chaotic solid figure	67,4%	9,5%	0,0%	0,0%

Source: own research

Table 8 ***Colours of "a tree" drawn by children at the age of 3 to 6 years***

Colours of the trees	3-year-olds (n=64)	4-year-olds (n=84)	5-year-olds (n=102)	6-year-olds (n=114)
Abstractive	6,3%	0,0%	0,0%	0,0%
Realistic	31,3%	88,1%	84,3%	98,2%
Partially realistic	0,0%	9,5%	15,7%	1,8%
Scribbling stage	62,5%	2,4%	0,0%	0,0%

Source: own research

Next problem concerned the colours used by children in their works (Table 7 & 8). As far as in the case of "a tree", which was modelled, only small percentage of three-year-olds used realistic colours, in the case of drawn pictures around every third child displayed such an ability. As far as the next year of children is concerned, almost half of them modelled sculptures of trees in realistic colours and above 30 % more could draw them with the use of appropriate colours. Vast majority of five- and six-year-old children used colours relevant to reality both in the technique of modelling soft material as well as during drawing the trees.

Colours incoherent with natural "trees" were not present in any picture of children above third year of age (Table 8). They occurred more often in the sculptures they created as it was visible in works of around every third four-year-old and every sixth five-year-old. (Table 7).

Analysis of the research material allowed to distinguish seven characteristic ways of shaping a tree (Piwowarska, 2018; Piwowarska, 2015, 160-168) from plasticine by children (Table 9). The first is constituted by chaotic pieces of plasticine stuck in layers or in a dispersed way (Table 9, model 1) – stage of creating chaotic solid figures. Its equivalent in drawings is the scribbling stage (Table 10, model 1). The following are clear shapes of a tree with differentiated crowns: from a rectangle placed on the trunk horizontally or vertically (Table 9, model 2 & 3) – stage of spatial manipulation with planes, to complete, more complex forms. They include a tree with crown in the form of a ball or a ball with added boughs (Table 9, model 4 & 5) – stage of schematization of solid figures, and trees with irregular or wide-spreading crown (Table 9, model 6 & 7), which can be classified as the stage of mature solid figures. Equivalents for trees in the shape of a ball are circles in drawings (Table 10, model B & D), whereas wide-spreading trees, having boughs and branches (Table 9, model 7 and T 10, model F)), which are a forecast of realism of the forms shaped by children, occur both in flat technique (drawing) and spatial technique (moulding).

Table 9 **Spatial models of "a tree" shaped by children at the age of 3 to 6 years**

Stage of creation of non-representing, chaotic solid figures	Stage of spatial manipulation with planes		Stage of solid figures schematization		Stage of mature solid figures	
Chaotic solid figure	Crown - horizontal circle	Crown – vertical circle	Crown - ball	Crown - ball with boughs	Crown - irregular	Crown - wide-spreading
Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7

Source: own research

Table 10 **Drawing models of "trees" presented by children at the age of 3 to 6 years**

Scribbling stage	Simplified scheme	Enriched schema				Sensation realism
No crown	Crown - circle	Irregular crown	Crown circle with boughs	Dismembered tree		
Model A	Model B	Model C	Model D	Model E	Model F	

Source: own research

To sum up, I quote the speech by Anna Trojanowska, who noticed similarities between children's drawings and spatial forms created by them. She wrote that in modelled *solid figures made of clay or plastcine – some analogical forms occurred: equivalent of a circle is a ball, straight line – cylinder, triangle – cone etc.* (Trojanowaka, 1988, 62)

Conclusions

Analysis of the art works of children at preschool age allow to conclude that:
- The dominant model of sculptures created by this group is a tree with circular crown placed on a cylinder,
- The dominant models of pictures are trees with circular or irregular crown, placed on a rectangle,
- When presenting "a tree", younger children use more often realistic colours in drawing techniques than during shaping plasticine figures,
- Spatial models created by children revealed the stage of spatial manipulation with planes, which is impossible to be observed in drawings.

Distinguished characteristic features of the drawn and spatially modelled "tree" may become helpful for teachers in assessing development of children.

References

Buck, J. N. (1948). The H-T-P Technique, a Qualitative and Quantitative Scoring Manual. *Journal of Clinical Psychology*, (4), 317.

Fleck-Bangert, R. (2002). *O czym mówią rysunki dzieci*, Kielce: Wydawnictwo Jedność.

Hornowski, B. (1982). *Badania nad rozwojem psychicznym dzieci i młodzieży na podstawie rysunku postaci ludzkiej.* Wrocław: Wydawnictwo Ossolineum

Lovenfeld, V., & Brittain, W. L. (1977). *Twórczość a rozwój umysłowy dziecka.* Warszawa: Wydawnictwo Naukowe PWN

Parnowska-Kwiatowska, M. (1960). *Badanie twórczości plastycznej dzieci 3-4-letnich (na zajęciach zespołowych w przedszkolu.* Warszawa: Państwowe Wydawnictwo Naukowe

Piwowarska, E. (2018). *Modelowanie form przestrzennych przez dzieci w wieku przedszkolnym i wczesnoszkolnym*, Częstochowa: Wydawnictwo Uniwersytetu im. Jana Długosza.

Piwowarska, E. (2015). Kształtowanie przez dzieci form przestrzennych-doniesienie z badań. *Problemy Wczesnej Edukacji / Issues in Early Education,* (4), 160-168.

Rembowski, J. (1975). *Metoda projekcyjna dzieci i młodzieży.* Warszawa: Państwowe Wydawnictwo Naukowe.

Stora, R. (1948). L'arbre de Koch. *Enfance*, (4), 327-344.

Szuścik, U. (2006). *Znak werbalny i znak plastyczny w twórczości rysunkowej dzieci*, Katowice: Wydawnictwo Uniwersytetu Śląskiego.

Trojanowska, A. (1988). *Dziecko i plastyka*, Warszawa: Wydawnictwa Szkolne i Pedagogiczne.

Wallon, P., Cambier, A., & Engelhart, D. (1993). *Rysunek dziecka*. Warszawa: Wydawnictwa Szkolne i Pedagogiczne.

УСЛОВИЯ ФОРМИРОВАНИЯ ДЕЙСТВИЙ С ПРЕДМЕТАМИ И МАТЕРИАЛАМИ У ДЕТЕЙ РАННЕГО ВОЗРАСТА

The Conditions of Forming Actions with Subjects and Materials in Early Childhood

Inna Pradun
Pskov State University, Russian Federation

Natalia Shlat
Pskov State University, Russian Federation

Abstract. *The article deals with the problem of forming of actions with subjects and materials in early childhood: significance of subject activity for child's development, features of creating of developing object–spatial environment in a group of young children, pedagogical conditions for effective formation of actions with subjects and materials.*
The article describes an empirical study of the state of development of subject activity in early childhood: diagnostic tools are characterized, the results of the parameters proposed by the authors are analyzed. The authors diagnose the quality of equipment of modern developing environment and professional readiness of teachers to create conditions for the effective formation of children's actions with subjects and materials.
Keywords: *early age, actions with subjects and materials, pedagogical conditions.*

Введение
Introduction

Предметная деятельность определяет, «ведѐт» за собой психическое развитие в раннем возрасте, оказывает влияние на физическое развитие ребенка, то есть является ведущей, что отмечено в исследованиях А.Н. Леонтьева (Леонтьев, 2005), М.И. Лисиной (Лисина, 1997), Д.Б. Эльконина (Эльконин, 2007). В ходе формирования предметной деятельности создаются наиболее благоприятные условия для развития речи, познавательной активности и самостоятельности, самосознания, социальной уверенности ребенка (Авдеева, 1996; Эльконин, 2007). Зависимость психофизиологических функций от содержания деятельности субъекта научно обосновали П.К. Анохин (1978), А.А. Ухтомский (2012) и др. Многочисленные исследования показали, что в условиях предметной деятельности совершенствуются представления ребёнка о своих

возможностях, появляется новообразование раннего возраста – феномен «гордости за достижение» (Инновационные процессы в дошкольном образовании: Сборник научных статей, 2012).

Л.Ф. Обухова (1996) считает, что действия с предметами и материалами в раннем возрасте имеют значение самоценных соотносящих действий, совершаемых благодаря предмету и способу его использования.

Применение обучающего воздействия действий с предметами и материалами исключительно в рамках занятий, проводимых с подгруппами детей, рассматривают В.Н. Аванесова (2005), Э.Г. Пилюгина (2010). Однако скорость научения предметному действию у детей различна, поэтому в раннем детстве крайне непродуктивными являются групповые формы обучения, что осложняет формирование таких действий в условиях массового детского сада. Ученые (Смирнова, Галигузова, & Мещерякова, 2014) уточняют, что детей раннего возраста привлекают не только качества того или иного объекта, но и отношение к нему взрослого: именно в этом возрасте от взрослого зависит эмоциональное и когнитивное развитие ребёнка (Лисина, 1997; Эльконин, 2007). Однако анализ практики подтверждает, что развивающая функция в деятельности воспитателя часто замещается регламентирующей, и у ребенка не всегда есть возможность проявить свою активность.

По мнению О.В. Дыбиной (Дыбина, 2017) и Р.И. Яфизовой (Яфизова, 2006), воспитатели групп раннего возраста нуждаются в особой поддержке, так как в результате образовательной политики России, ранее ориентированной на семейное воспитание детей от рождения до трёх лет, произошло разрушение годами складывающейся системы воспитания, что привело к закрытию ясельных групп в дошкольных образовательных организациях (ДОО) и потере уникальных педагогических кадров: сегодня педагоги не готовы руководить предметной деятельностью детей.

Таким образом, анализ научной литературы, практики воспитания детей раннего возраста позволил выявить ряд существующих в настоящее время противоречий (Дыбина, 2017; Хохрякова, 2014), указывающих на актуальность описываемого исследования: между социальной востребованностью обеспечения раннего развития детей и низкой результативностью педагогического процесса в группах детей раннего возраста; между научным потенциалом, развивающими возможностями предметной деятельности детей и малой изученностью возможностей его применения в воспитании детей раннего возраста. Выявленные противоречия позволили обозначить цель исследования – изучение теоретико–прикладных аспектов организации формирования предметной деятельности детей раннего возраста (обосновании педагогических условий, разработке методических рекомендаций) в ходе анализа научной

литературы, анкетирования педагогов и наблюдения за их деятельностью, в том числе, по оснащению развивающей среды ясельной группы.

Особенности деятельности ребенка раннего возраста в контексте проблемы исследования
Features of the activities in early childhood in the context of the research problem

Согласно признанной в науке периодизации психического развития (Выготский, 2004; Эльконин, 2007), ранним возрастом называется период детской жизни между кризисами одного года и трех лет. Ранний возраст характеризуется:

‒ интенсивностью физического и психического развития; специфичностью протекания процессов возбуждения и торможения (сложность переключения, повышенная эмоциональная возбудимость, утомляемость и т. д.). Учеными (Каменская, 2014; Эльконин, 2007, и др.) отмечается зависимость умственного и социального развития ребенка от его физического состояния и настроения;

‒ потребностью во взаимодействии и общении со взрослыми. Противоречие состоит в том, что дети раннего возраста ориентированы на предметный мир, а не на установление взаимодействий («ребенок – предмет – взрослый»), однако, социальная ситуация развития диктует необходимость накопления социального опыта вместе с взрослыми, в ходе «непосредственного общения» (Лисина, 1997; Смирнова, 2003, и др.), «со–деятельности» (Леонтьев, 2004);

‒ возникновением тенденции к самостоятельной деятельности («Я – сам») (Мухина, 2006), (Выготский, 2004);

‒ развитием базисных эмоций как одного из новообразований раннего возраста: гнева, радости, удивления (Каменская 2014).

Указанные психофизиологические особенности определяют методы и формы, требуют создания специальных условий для развития детей данного возраста согласно целевым ориентирам, указанным в Федеральном государственном стандарте дошкольного образования (http://www.firo.ru/?page_id=11821): ребенок к трем годам «интересуется окружающими предметами и активно действует с ними; …с удовольствием исследует их свойства; проявляет самостоятельность в бытовых и игровых действиях, использует специфические, культурно фиксированные предметные действия, знает назначение бытовых предметов … умеет пользоваться ими; знает названия окружающих предметов и игрушек…».

Учеными (Смирнова, 2003; Хохрякова, 2014; Эльконин, 2007) описывается этапность, разнонаправленность и соподчиненность самостоятельной предметной деятельности ребенка раннего возраста: от предметных манипуляций детей 5–6 месяцев к предметно–опосредованным действиям к третьему году жизни (ориентировка «Что такое?» сменяется «Что с этим можно делать?»).

Среди манипулятивных действий Р.Я. Лехтман–Абрамович (1949) выделяет «результативные» и «соотносящие»: первые представляют собой непосредственное воздействие на предмет, вызывающее его перемещение, видоизменение; действия с предметами разделяются на соотносящие и орудийные, причем после 2,5 лет происходит отделение действия от предмета, ребенок, осваивая функции предмета, начинает использовать предметы–заместители. Когда ребенок воспроизводит в действиях свои собственные наблюдения, предметная игра постепенно перерастает в сюжетно–отобразителъную.

Как отмечал Д.Б. Эльконин (Эльконин, 2007), поскольку предмет не содержит информацию ни о своей общественной функции, ни о способе его использования, то именно от взрослого ребенок узнаёт о назначении предмета, его функции (ложкой едят, расчёской причёсываются) путем: совместных действий с взрослым; разделенных действий, когда взрослый начинает действие, а ребёнок заканчивает его; действий–подражаний.

Согласно позиции М. Братковой (Браткова, 2009), педагогическая работа в группе детей раннего возраста должна проводиться по следующим направлениям: 1) формирование интереса к сотрудничеству со взрослым в процессе манипулятивных действий; 2) формирование ориентировки на оценку своих действий взрослым; 3) развитие функциональных возможностей кисти и пальцев рук; 4) формирование поисковых, соотносящих и орудийных действий с предметами. По мнению Т.Н. Дороновой и С.Г. Доронова (Доронова & Доронов, 2007), важно, чтобы предметы можно было использовать для развития различных органов чувств и формирования разнообразных умений. Поэтому необходимо, чтобы они были выполнены из разного материала (дерева, пластмассы, металла, ткани, резины и др.), имели разные размеры, цвет, звучание. Для овладения орудийными действиями, кроме реальных бытовых предметов, нужны игрушки, предполагающие изучение культурных способов действий – уменьшенные аналоги реальных объектов (совочки, удочки с магнитом для "ловли рыбок", кукольная утварь). К концу раннего детства именно в предметной деятельности зарождаются игра и продуктивная деятельность.

Предметно–орудийная деятельность и игры с составными и динамическими игрушками являются основой в формировании

интеллектуальной активности детей. Перечень таких игрушек представлен в таблице 1. Поскольку в ходе предметной деятельности зарождается исследовательский интерес, способность экспериментировать, для этого необходимы предметы и материалы, предполагающие поиск и самостоятельное открытие новых способов действия. К материалам можно отнести: игрушки из разных материалов и разной плотности (из тканей, резиновые, деревянные, пластиковые и др.), мягконабивные игрушки из ткани, заполненные различными материалами (крупами, бумагой и пр.); пластические материалы (глина, тесто); материалы для пересыпания и переливания (пустые пластиковые бутылки, фасоль, макароны и пр.); трубочки для продувания, просовывания; игрушки с секретами; «волшебный мешочек» с мелкими предметами (Табл. 1).

Игрушки для предметной деятельности должны направлять ребенка на выделение определенного признака (например, формы или размера). Материалы и игрушки для исследовательской деятельности отображают различный характер движения предметов, их звучания, взаимодействия между собой или с водой, воздухом, песком и др.

*Таблица 1. **Игрушки и материалы для предметной и познавательно–исследовательской деятельности детей раннего возраста** (Смирнова, 2018)*
*Table 1 **Toys and materials for subject and cognitive–research activities of young children** (Смирнова, 2018)*

Наименование	Описание
Предметная деятельность	
Составные игрушки	Состоят из нескольких однотипных частей, которые отличаются по одному признаку (пирамидки, вкладыши, матрешки, коробки)
Игрушки–каталки	Помогают осваивать связь собственного движения и движение предмета. Развивают познавательную активность
Игрушки–тренажеры	Всевозможные шнуровки, развивающие коврики с застежками, молниями, замочками и игрушечные инструменты. Учат шнуровать, застегивать, забивать, наматывать и т. д.)
Подручные материалы	Разнофактурные ткани, бумага, материалы природного происхождения (минералы, плоды, глина)
Познавательно–исследовательская деятельность	
Динамические игрушки	Игрушки, отображающие различные виды движения: вращение, хождение, кувыркание: кугельбаны, кувыркунчики, волчки и юлы
Звучащие игрушки	Свистульки, барабанчики, треугольники, ксилофоны, трещотки и т. п., которые помогают детям исследовать звуковые свойства
Наборы для песка и воды	Стаканчики, совочки, специальные центры для игр с песком и водой
Игрушки с сюрпризом	Игрушки, в которых какое–либо конкретное движение вызывает яркий эффект (раздается звук, выскакивает герой, крутится колесико)

Более эффективно ребенок овладевает действиями с материалами, когда они включены в игру (из песка можно «испечь» пирожки).

Проблема организации развивающей предметно–пространственной среды (РППС) в группах детей раннего возраста активно обсуждается учеными. Так, Т.Н. Доронова и С.Г. Доронов (2007) в своих работах выявили критерии выбора игрушек (гигиенические, эстетические, развивающие); В.В. Кожевникова (2017) описала модель развивающей среды ДОО, обосновали необходимость учета возрастного принципа и принципа поддержки детской индивидуальности. Таким образом, говоря об условиях формирования действий с предметами и материалами у детей раннего возраста, необходимо изучить предпосылки оснащения РППС в группе и выявить организационные условия педагогического взаимодействия с целью эффективного формирования действий с предметами и материалами.

Эмпирическое исследование
Empirical research

С целью экспериментального обоснования условий формирования действий с предметами и материалами у детей раннего возраста исследование включало в себя: выявление особенностей развития предметной деятельности у детей раннего возраста (третий год жизни), а также анализ РППС и готовности воспитателей формировать у детей действия с предметами и материалами. Были использованы следующие методы и методики: диагностические ситуации «Знакомые и незнакомые предметы», «Действия по образцу», «Что можно с этим предметом делать», «Используй по–другому» (модификация (Смирнова, Галигузова, Ермолова, & Мещерякова, 2007); анкетирование педагогов (анкета разработана авторами); наблюдение за деятельностью педагогов групп раннего возраста в образовательном процессе; анализ РППС групп детей раннего возраста (показатели и критерии для анализа разработаны с учетом требований ФГОС ДО и методических рекомендаций (Журнал контроля и оценки развивающей предметно–пространственной среды в ДОУ, 2015). В эксперименте участвовали дети третьего года жизни в количестве 250 человек и воспитатели (230 человек) ДОО г. Пскова и Псковского района.

В ходе диагностики уровня развития предметной деятельности детей третьего года жизни оценивались следующие параметры и показатели (Смирнова, 2003): операционально–техническая сторона деятельности (виды действий с предметами): ориентировочно–исследовательские и манипулятивные действия; культурно–фиксированные действия, отражающие уровень овладения ребенком предметной деятельностью,

наличие у него представлений о назначении предметов и умения ими пользоваться; познавательная активность: степень интереса ребенка к предметам, действиям с ними, настойчивость в деятельности (включая целенаправленность деятельности, отражающей способность ребенка самостоятельно удерживать цель деятельности и его стремление к получению верного результата), способность ориентироваться на оценку взрослого. Критерии оценки соотносились по балльной шкале: 0 – отсутствие качества (умения); 1 – слабо выраженное проявление; 2 – средняя выраженность показателя; 3 – высокий или ярко выраженный уровень проявления критерия. Учитывая тот факт, что ребенок раннего возраста в своем развитии во многом потенциален, результаты диагностики являлись показательными, прежде всего, для переосмысления деятельности педагога и изменения концепции оснащения РППС. Анализ результатов диагностических ситуаций позволил условно выделить 3 группы детей.

Группа «А» (25%). Дети активно стремятся подражать действиям педагога, включают образец предметного действия в последующую самостоятельную деятельность. Репертуар культурно–фиксированных действий с предметами разнообразен. Хорошо выражена ориентация на оценку взрослого, дети различают положительные и отрицательные высказывания, готовы корректировать ошибки в соответствии с оценкой. Поощрение выступает стимулом для проявления настойчивости.

Группа «Б» (27%). Дети используют разные виды действий с предметами, в основном, однотипные – преимущественно, манипулируют предметами, а культурно–фиксированные действия используют редко. Дети подражают действиям взрослого, однако образец действий с предметами не отображается в последующей самостоятельной деятельности. Дети данной группы слабо откликаются на оценку своим действиям педагогом, иногда вообще не реагируют ни на положительное, ни на отрицательное мнение.

Группа «В» (48%). Действия детей с предметами чаще всего манипулятивные, интерес к предметам быстро снижается. Дети этой группы затрудняются выполнять действия после предъявленного взрослым образца, на помощь взрослого реагируют редко. Отсутствует настойчивость и самостоятельность в деятельности с предметами. Восприятие оценки педагога сопровождается равнодушием или неадекватной реакцией.

Результаты анкетирования педагогов ДОО (Табл. 2) свидетельствуют о необходимости методического сопровождения профессиональной деятельности педагогов групп детей раннего возраста. Обеспокоенность вызывает отказ от ответа на вопрос и неоднородность ответов (верные или неточные) при общей положительной тенденции готовности педагогов ДОО обеспечивать формирование у детей действий с предметами и материалами.

Четыре вопроса анкеты предполагали свободный ответ. Наиболее часто встречаемые варианты ответов (в %) представлены в таблице 2. На первый вопрос «Перечислите виды игр для детей раннего возраста, которые Вы знаете» реже педагоги указывали на «театрализованные, строительные, игры с подручными материалами, двигательные, сенсорные». На вопрос «Какие методы и приемы Вы используете в работе для развития предметной деятельности детей раннего возраста?» редкими ответами были «инсценировки», «экспериментирование», «организация игровой ситуации», практический метод». 13% педагогов воздержались от ответа.

На вопрос «Как Вы считаете, в чем состоят особенности (общее, различия) детской деятельности с предметами и материалами?» 65,3% респондентов воздержались от ответа. Ответы на данный вопрос представляли собой комбинации неточных, спорных вариантов ответа (34,7%) – «в объединении нескольких направлений»; «деятельность с предметом направлена на такие свойства, как форма и величина»; «с предметом – действия и манипуляции, с материалом – творческая составляющая»; «общее – исследуют мир, различия – играют, создают»; «с помощью предметов ребенок познает себя, все, что его окружает»; «особенности в следующих направлениях: развитие речи, сенсорное».

При ответе на вопрос «Каковы, на Ваш взгляд, особенности оснащения РППС в группе детей раннего возраста?» крайне редко встречался ответ «информативность»; «интегрированность»; «трансформируемость»; «гибкое зонирование»; «реалистичные или развивающие игрушки» (8,7%).

*Таблица 2. **Результаты анкетирования воспитателей на тему «Развитие предметной деятельности детей раннего возраста»***
*Table 2 **The results of the survey of kindergarten teachers on the topic "The development of the subject activity an early age child"***

	N п/п	Источник информации	Ответы педагогов (в %)
Категории анализа		Источник информации – вопрос с выбором ответа	
	1	**Какая деятельность является ведущей у детей раннего возраста?**	
		А. Предметная деятельность	65,3 %
		Б. Учебная деятельность	0 %
		В. Игровая деятельность	21,7 %
		Г. Коммуникативная деятельность	0 %
		Другой ответ: и предметная, и игровая	13 %
	2	**На чём основывается игра ребёнка раннего возраста?**	
		А. На стремлении научиться новому	4,3 %
		Б. На желании получить радость от игры	8,7 %
		В. На стремлении общаться с другими детьми	4,3 %
		Г. На желании исследовать игрушки и предметы	74 %

		Комбинации вариантов ответа	8,7 %
	3	**В чём, по–вашему, состоит цель детской игры в раннем возрасте?**	
		А. Целью является сам процесс игры	26 %
		Б. Целью является умение ребёнка играть с предметами	52,1 %
		В. Целью является умение делить игрушки и общаться с другими детьми	4,3 %
		Г. Целью является развитие фантазии ребёнка	8,7 %
		Не ответили	8,9 %
	4	**Когда игра ребёнка раннего возраста является наиболее эффективной?**	
		А. В самостоятельной деятельности ребёнка	4,3 %
		Б. В партнёрском взаимодействии ребёнка со взрослым	65,3 %
		В. С обучающим руководством взрослого	0%
		Г. Нейтральное наблюдение взрослого (иногда помощь)	0 %
		Все варианты ответа / комбинации вариантов ответа	8, 7 % / 21,7 %
Источник информации – вопрос со свободным ответом (преобладающие ответы)			
	1	Перечислите виды игр для детей раннего возраста, которые Вы знаете которые Вы знаете»? («предметные, дидактические, подвижные, игра–наблюдение»)	87 %
	2	Какие методы и приёмы Вы используете в работе для развития предметной деятельности детей раннего возраста? («поисковый, репродуктивный, наблюдение, рассматривание, наглядные, словесные, игровые»)	69,6 %
	3	Как Вы считаете, в чем состоят особенности (общее, различия) детской деятельности с предметами и с материалами? (нет ответа)	65,3 %
	4	Каковы, на Ваш взгляд, особенности оснащения развивающей предметно–пространственной среды в группе детей раннего возраста? («доступность, безопасность»; «разнообразие»; «яркость»; «комфорт»)	91,3 %

По итогам анализа РППС выявлены проблемы по критериям: «Наличие в группе полифункциональных (не обладающих закрепленным способом употребления) предметов, включая природные материалы, пригодные для использования в разных видах детской активности (в том числе в качестве предметов–заместителей)»; «Периодическая сменяемость игрового материала, появление новых предметов, стимулирующих игровую, двигательную, исследовательскую активность». Таким образом, нарушены принципы насыщенности, полифункциональности и вариативности среды.

Результаты эксперимента позволили сделать вывод о том, что показатели уровня развития у детей действий с предметами и материалами обусловлены следующими особенностями педагогической практики: недостаточна методическая подготовленность педагогов в области организации предметной деятельности детей; недооцениваются потенциальные возможности детей, что находит отражение в оснащении

РППС. Итоги исследования указывают на необходимость разработки рекомендаций по организации сопровождения образовательного процесса в группе детей раннего возраста и организации РППС как одного из условий методического обеспечения формирования у детей предметных действий:

I. С целью развития действий с предметами и материалами предлагается использовать игры, упражнения, проблемные ситуации, которые представлены в научно–методической литературе (Смирнова, Ермолова, & Мещерякова, 2008; Браткова, 2009; Хохрякова, 2014).

II. Оснащать РППС в соответствии с ФГОС ДО и в контексте проблемы исследования (Смирнова, 2018): 1. Среда не должна сводиться к какому–то набору игрушек: предметный мир раннего возраста – это не только игрушки, но и вся окружающая ребенка обстановка. 2. Зонирование группового помещения поможет ребенку выбрать для себя привлекательное занятие и сохранить устойчивый интерес к предметной деятельности (благодаря соответствующим предметам и материалам). Принцип зонирования не означает, что предметная среда должна быть неизменной. Зоны следует менять, объединять, дополнять. 3. В группе, кроме рекомендуемых игрушек для предметной деятельности, должен быть неоформленный материал – природный, бросовый для использования их в качестве предметов–заместителей. Эти предметы нужно обновлять, чтобы стимулировать развитие воображения, интереса и самостоятельности детей.

Предварительный анализ образовательной практики позволил выделить ряд необходимых организационных условий эффективного взаимодействия с детьми раннего возраста с целью формирования действий с предметами и материалами: оптимизация взаимодействия ДОО с семьей ребенка (позиция «Мы», а не «Я и мой ребенок»); ориентация педагога в организации взаимодействия с детьми на индивидуальные успехи, достижения и помощь в преодолении трудностей ребенка в условиях малой наполняемости групп (не более 12–15 детей).

Выводы
Conclusions

Ранний возраст – это период динамичного сенсорного развития, становления наглядно–действенного мышления, развития речи ребенка в условиях предметной деятельности. В раннем возрасте в процессе формирования деятельности с предметами и материалами начинают вырабатываться социально значимые качества личности ребенка: инициативность, самостоятельность, социальная уверенность.

Результаты, полученные по итогам исследования, убедили в необходимости научно–методического сопровождения организации

предметной деятельности детей: учете высокой степени потенциальности и индивидуальности темпа развития ребенка раннего возраста; активном использовании в образовательном процессе игр, упражнений, проблемных ситуаций при непосредственном участии педагога и родителей; оснащении РППС в соответствии с принципами зонирования, насыщенности, полифункциональности и вариативности.

Summary

The analysis of conceptual documents, psychological and pedagogical literature and actual practice of upbringing of young children has made it possible to identify a number of currently existing contradictions in the socio–pedagogical, scientific–theoretical, and scientific–methodological levels.

The purpose of the study was to study the theoretical and applied aspects of organizing an effective process of forming the objective activity in early childhood (justifying pedagogical conditions, developing methodological recommendations) in the course of analyzing and summarizing the scientific and methodological literature, questioning teachers and monitoring their activities. The empirical study revealed the following problems: there is no sufficient methodological readiness of teachers in the organization of the subject activity of children; the potential in early childhood is underestimated, there are deficiencies in the equipment of the developing environment.

The resolution of these contradictions is possible in the process of methodological support of the formation of subject activity in young children, which involves the creation of a set of organizational and methodological conditions, the development of guidelines for the organization of the developing subject–spatial environment, game interaction with young children in the process of activities with objects and materials: taking into account the high degree of potentiality and individuality of the rate of development of an early age child; active use of games in the educational process, exercises, problem situations with the direct participation of the teacher and parents; equipping of RPPS in accordance with the principles of zoning, saturation, polyfunctionality and variability.

Литература
References

Аванесова, В.Н. (2005). *Обучение самых маленьких в детском саду.* Москва: Просвещение.

Авдеева, Н.Н. (1996). *Воспитание детей раннего возраста.* Москва: Просвещение.

Анохин, П.К. (1978). *Избранные труды. Философские аспекты теории функциональной системы.* Москва: Наука.

Браткова, М. (2009). Пути формирования предметных действий у детей раннего возраста. *Дошкольное воспитание, 1,* 83–91.

Выготский, Л.С. (2004). *Психология развития ребенка.* Москва: Смысл, Эксмо.

Доронова, Т.Н., & Доронов, С.Г. (2007). *Ранний возраст: планирование работы с детьми. Перспективное и календарное планирование работы с детьми от 1 года до 3 лет с использованием игрушек.* Москва: Воспитание дошкольника.

Дыбина, О.В. (2017). Методическое обеспечение развития у детей раннего возраста действий с предметами. *Современные проблемы науки и образования, 1.* Retrieved from http://science-education.ru/ru/article/view?id=26012

Журнал контроля и оценки развивающей предметно–пространственной среды в ДОУ / Авторы–составители Гладышева Н.Н., Чернова Л.В.; ред. Гринин Л.Е., Волкова–Алексеева Н.Е. (2015). Волгоград: Учитель.

Инновационные процессы в дошкольном образовании: Сборник научных статей. (2012). Санкт–Петербург: Изд–во РГПУ им. А.И. Герцена.

Каменская, В.Г. (2014). *Детская психология с элементами психофизиологии: Учебное пособие. 2–е изд., испр. и доп.* Москва: Форум, НИЦ ИНФРА–М.

Кожевникова, В.В. (2017). *Моделирование образовательной среды по вектору амплификации развития детей раннего возраста: Дисс. ... канд. пед. наук: 19.00.01: защищена 21 ноября 2017 г.* Москва.

Леонтьев, А.Н. (2005). *Деятельность, сознание, личность.* М.: Смысл.

Лехтман–Абрамович, Р.Я. (1949). *Особенности воспитания маленьких детей.* Москва.

Лисина М.И. (1997). *Общение, личность и психика ребёнка.* М. Воронеж: Институт практической психологии, «МОДЭК».

Пилюгина, Э.Г. (2010). *Игры–занятия с малышом от рождения до трех лет. Развитие восприятия цвета, формы и величины.* Москва: МОЗАИКА–СИНТЕЗ.

Смирнова, Е.О. (2003). *Детская психология.* Москва: Изд. центр «Владос».

Смирнова, Е.О., Галигузова, Л.Н., Ермолова, Т.В., & Мещерякова, С.Ю. (2007). *Диагностика психического развития детей от рождения до 3 лет.* М.: АНО «ПЭБ».

Смирнова, Е.О., Ермолова, Т.В., & Мещерякова, С.Ю. (2008). *Развитие предметной деятельности и познавательных способностей. Игры и занятия с детьми раннего возраста.* Москва: Мозаика–Синтез.

Смирнова, Е.О., Галигузова, Л.Н., & Мещерякова, С.Ю. (2014). *Примерная парциальная образовательная программа для детей раннего возраста (1–3 года) Первые шаги.* Москва: Московский городской психолого–педагогический университет.

Смирнова, Е. (2018). Как организовать развивающую среду в яслях с учетом ФГОС и СанПиН. Методические рекомендации. *Старший воспитатель, 9,* 44–51.

Ухтомский, А.А. (2012). *Избранные труды.* Москва: Книга по Требованию.

Хохрякова, Ю.М. (2014). *Сенсорное воспитание детей раннего возраста: Учеб. –метод. пособие.* Москва: ТЦ Сфера.

Эльконин, Д.Б. (2007). *Детская психология: учеб. пособие для студ. высш. учеб. Заведений.* Москва: Академия.

Яфизова, Р.И. (2006). *Развивающий потенциал педагогического взаимодействия с детьми третьего года жизни в условиях дошкольного образовательного учреждения: автореферат дис. ... канд. пед. наук: 13.00.07 / Рос. гос. пед. ун–т им. А.И. Герцена.* Санкт–Петербург.

INTERACTION BETWEEN PEDAGOGUE AND CHILD TO PROMOTE PLANNING SKILLS

Ligita Priede
University of Latvia, Latvia

Dagnija Vigule
University of Latvia, Latvia

Abstract. *The goal of the pre-school competence-based education lies in the promotion of all areas of development – physical, social, emotional and cognitive, as well as helping children to acquire core competencies, including the ability to plan own activities. The research aims at theoretical and empirical study of opportunity to promote planning skills within interaction between child and pedagogue.*
When dealing with both daily and teacher-created problem situations, children are involved in decision-making, are trusted to be co-responsible for the decision made. By working together with an adult, child acquires planning skills, ability to achieve the goal set.
To reveal the pedagogical problem of the research in full, it is also important to look at it from the point of view of a preschool teacher. To find out opinion of pre-school pedagogues, surveying was conducted; it was aimed at studying principles of child development and upbringing taken into account in practice when organizing pedagogical process promoting planning skills of pre-schoolers. The experience of pre-school teachers was analysed by frequency and interpretation using descriptive and analytical statistics method (IBM SPSS Statistika-v19.0).
Keywords: pre-schooler, planning skills, interaction between pedagogue and child

Introduction

The goal of competence-based pre-school education lies in the promotion of all areas of development – physical, social, emotional and cognitive, as well as helping children to acquire certain transversal skills, "which lies in the basis of mandatory pre-school education content" (Regulations for National Pre-School Education Guidelines and Pre-School Education Programme Examples [NVPIVPIPP)], 2018). Ability to finish what has been started – one of the achievements of self-directed learning – is closely related to the ability to plan own activities.

The research is aimed at theoretical and empirical study of opportunity to promote planning skills within interaction between child and pedagogue.

To reveal the pedagogical problem of the research in full, it is also important to look at it from the point of view of a preschool teacher. Within the context of the problem to be researched, by studying the principles of child development and upbringing taken into account in practice when organizing pedagogical process promoting planning skills of pre-schoolers, surveying was conducted. In total, research covered 102 pre-school teachers from various Latvian pre-school education institutions and having differing experience in pedagogical work. The experience of pre-school teachers was analysed by frequency and interpretation using descriptive and analytical statistics method (IBM SPSS Statistika-v19.0).

Results

Traditional education system requires child to learn and know. Learning process is regarded as the flow of information from the subject to child, hoping that child will perceive, learn and remember as many from what teacher has told as possible. Passive fulfilment of tasks, performance of different activities without seeing the interconnections does not form understanding of the way we think, reach our goals – being the priority of modern education.

Modern view to education, learning and learning process is different today. Implementation of education reforms in Latvia emphasizes necessity to have a learning skill (Hattie & Donaghue, 2016), ability to lead own learning process, as well as ability to plan – think ahead (Fišers, 2005, 48). It is important for child to be able to set and reach own targets as well as those of society. To achieve this goal, changing attitude towards the child. Adhering to the principles of child development and learning (refer to the Figure 1) in daily work of pedagogue, planning and implementation of learning process play an essential role in the acquisition of planning skills, which is one of the learning phases.
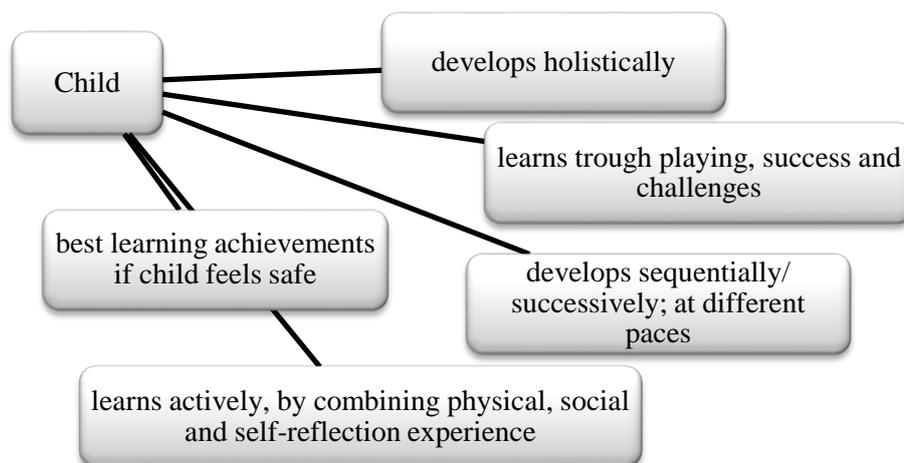

Figure 1 ***Principles of child development and learning***
(Kostelnik, Rupiper, Soderman, & Whiren, 2014)

Studies (Bronson, 2000; Perry, VandeKamp, Mercer, & Nordby, 2000) show that pre-schooler can lead his own learning – plan, monitor and evaluate learning process. Pre-schoolers develop their ability to plan own activities by working together with an adult, by getting involved in the preparation of materials needed for the lesson, by cleaning the workplace after the activities are completed, by discussing the "daily routine and works" (Fisher, 2005, 55), by solving problematic situation both daily and those created by teacher.

Within the framework of the research, with an aim to study how pre-school teachers plan their work and whether they involve children in the planning process, pre-school pedagogues were interviewed and their answers to the questions were analysed. When completing the questionnaire, each respondent was free to express own opinion. The survey results were analysed using descriptive and analytically statistical methods. Analysis of each separate answer and all the answers together allowed finding out the trends present in Latvian pre-school educational institutions.

The first question was aimed at finding out the principles of development and upbringing taken into account by pre-school pedagogues when assigning tasks for play lessons and whether the principles chosen may be related to acquisition of planning skills at pre-school age. The answers provided by the respondents were coded, and nine were created out of the original eleven. Six of the established groups correspond to one of the child development and upbringing principles; the most important of which are: child develops holistically, development of a child takes place sequentially, successively, at different paces, child learns via active motion by combining physical, social and self-reflection experiences, and his learning profile can vary. Answers given by the respondents are shown in the Figure 2.

The answers given by respondents show that majority of them (37 %), when thinking about planning of the educational process, devote attention to the child's age and level of development, child's needs and abilities. Smaller proportion (19%) of the respondents give importance to the child's interests, while even smaller share (11 %) to child's experience, which shows that pre-school pedagogues have theoretical understanding on individual development of a child to be considered when planning daily activities. Out of the respondents, 8 % pointed out that they plan pedagogical process in a way to facilitate development of a child by respecting aesthetic, emotional, cognitive, linguistic, physical and social development.
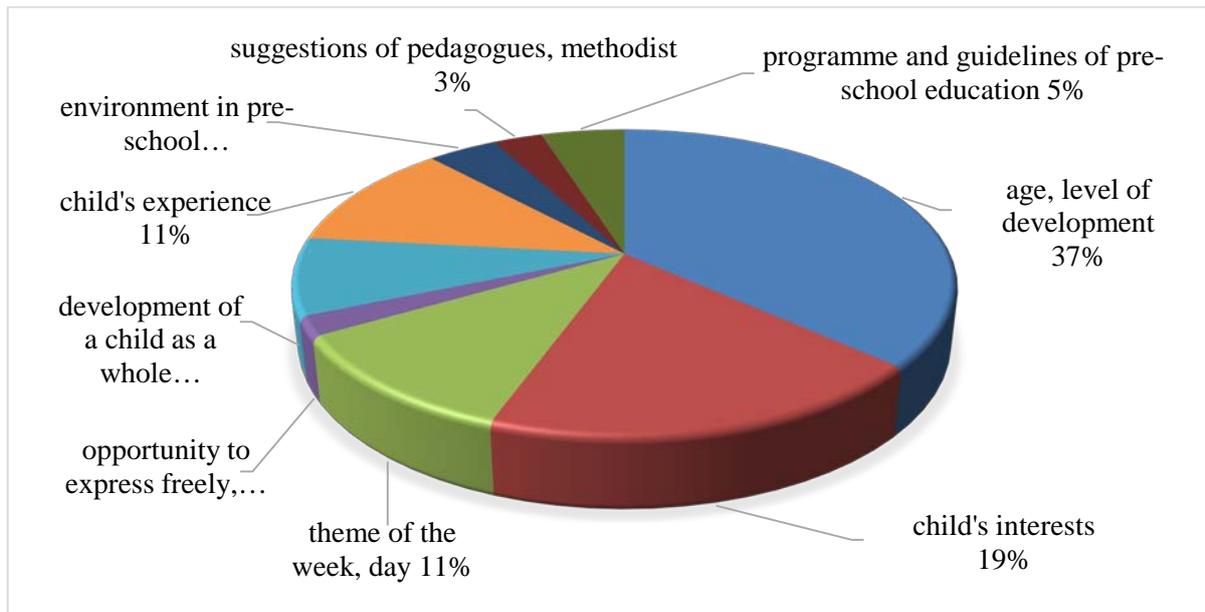
*Figure 2 **Pre-conditions taken into account when setting tasks of the play lessons***

The fact that only 2 % of the respondents think that free, independent activity of child is a significant way of acquiring knowledge at pre-school age and 4 % of the pedagogues believe that environment in pre-school is significant factor shows that respondents only partly understand the way how child is learning and what teaching methods and methodologies shall be used to promote child's ability to plan own activities. It would be important for a pedagogue to understand that it is important for a pre-schooler to study, do, and solve cognitive problems on his/her own. When being active, child determines own activity, is free in own choices. When acting passively, child is guided, is not free, and not always has a clear purpose of the activity, however child must know how and why he must do something. It is important to diversify teaching methods and forms of work organization to promote self-expression, independence, will, purposefulness and activity of a child.

Answers to the second question aimed at finding out good practice examples are summarised in the Figure 3.

The greatest share of respondents (27 %) believes that pre-school education establishments ensure emotional well-being of a child. Learning cannot be separated from emotions, as the connection between the sense and emotions is the one that forms the strongest motivation to learn and develop intellectually. Emotional well-being is ensured when child finds happiness in the learning process, is independent, respected, heard and his/her interest in different things is supported by both the teacher and parents.
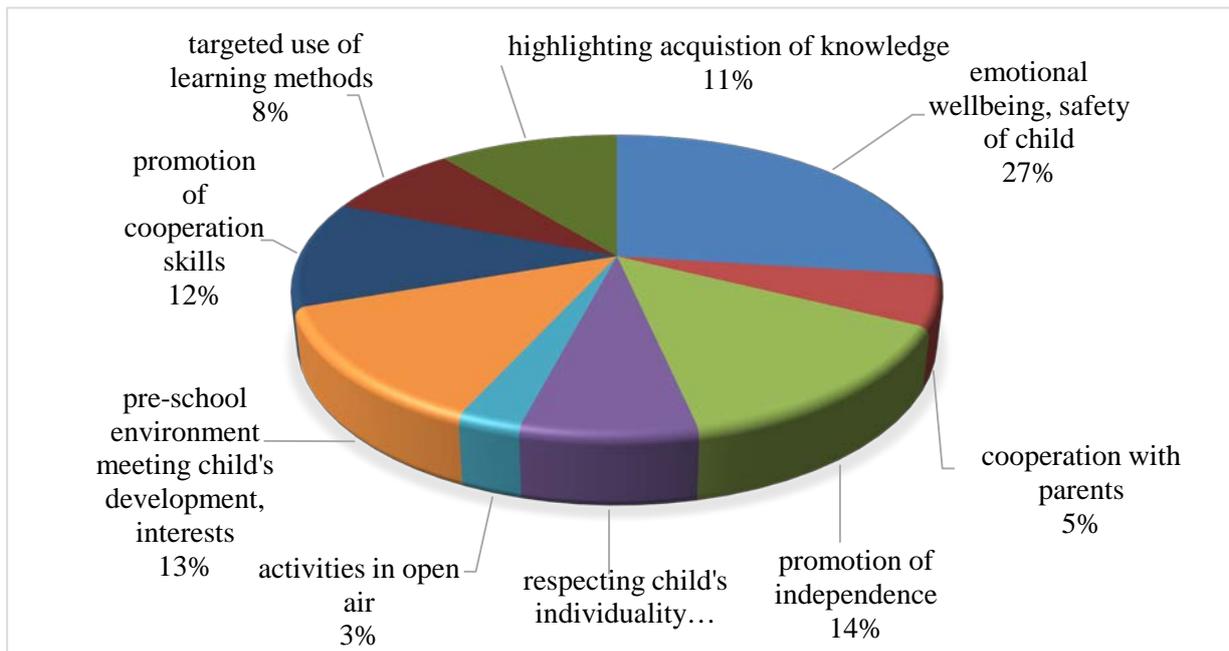
*Figure 3 **Examples of good practice in planning pedagogical process***

Analysis of the answers to the third question (refer to the Figure 4) shows contradiction between the theory and practice.
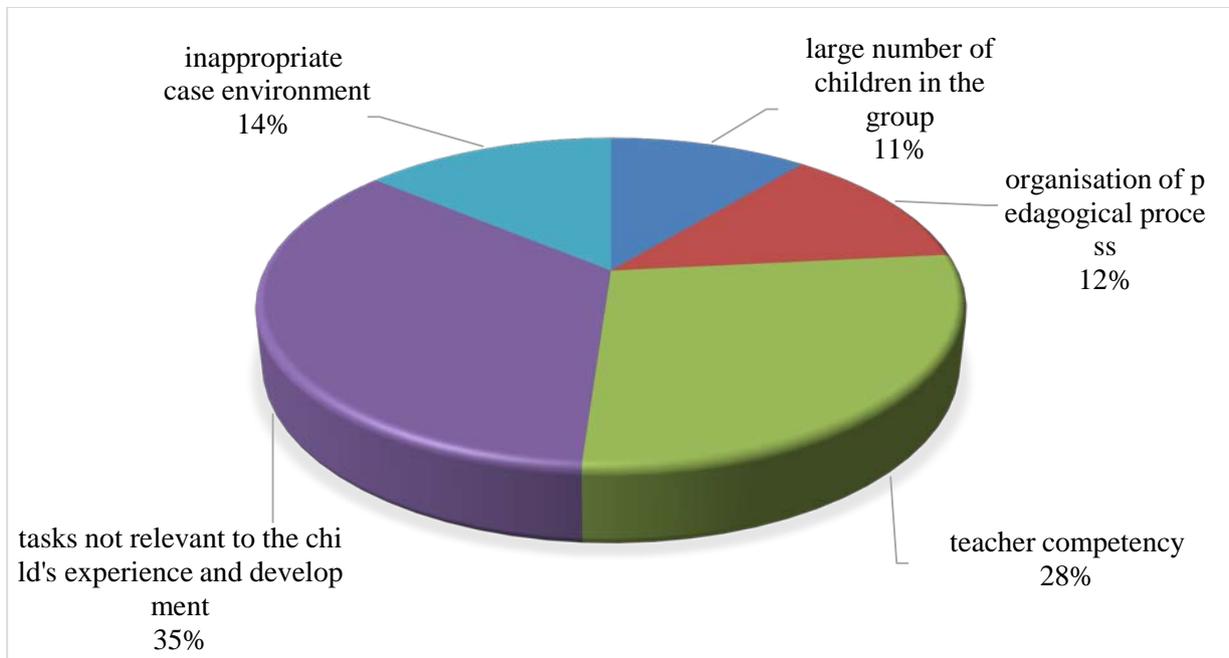

*Figure 4 **Examples of bad practice in planning pedagogical process***

The first question revealed that pre-school pedagogues have theoretical understanding of the child's individual development as an important pre-condition when planning daily activities, while during pedagogical practice respondents (35 %) observed that in everyday activities tasks that are set are not meeting child's experience, interests and stage of development. Implementation of pedagogical process not always takes into account child's topical, individual needs.

Education process must be discursively justified and planned, which means that child also has to participate in the planning thereof (Gudjons, 1998). It does not mean that pedagogue does only what is wanted by children, but that he knows abilities, level of development, interests of each child and plans education process based on this knowledge. Learning process build around child starts with the child's ideas and questions that are further developed and viewed in depth (Geist, 2019). The questions asked by teacher are very important to support child's learning. Properly asked questions can increase child's ability to observe, predict, compare, generalize, evaluate.

There are two main types of teacher–child relations: first – teacher influences child, and second – teacher and child cooperate as equal subjects. Analysis of the practice observations shows that 28 % of respondents have seen problems in the relationship between pedagogue and child. When organizing pedagogical process, teachers often choose "influence strategy" (Šteinberga & Tunne, 1999, 19), meaning that in practice mainly the first type of relations is used, i.e., pedagogue is the one who makes the decisions by ignoring child's ideas, interests, and it can be said that common planning of activities is missing. Although, theory emphasises that interest in learning can only be promoted on the basis of current, topical needs of a child. Cognising, trying, experimenting, analysing, and drawing conclusions by oneself forms the understanding and allows achieving high academic results. Planning skills of pre-schoolers also develop in interaction with an adult when discussing everyday tasks, commonly planning works to be done. Out of the respondents, 12 % pointed out that pedagogues, when planning daily activities in pre-school education institution, forget that children need time to acquire abilities and skills, that children develop at different paces (Kostelnik et al., 2014), and that the best way to acquire planning skills is trough play. Sometimes, in order to implement activity planned by a pedagogue, children are asked to interrupt their play, thus breaking the requirement of the Regulations of the Cabinet No 716 stipulating that child shall have the opportunity to learn by going deeper in a play lesson covering free and independent play off a child and activities purposefully organised and indirectly guided by a pedagogue (NVPIVPIPP, 2018). If child cannot complete activity or play he/she has started, development of planning of skills does not take place, irrespective of the adult-driven activity in which child is engaged afterwards. When answering the first

survey question, only 5 % of respondents indicated that they plan integrated learning process based on pre-school education programme and guidelines, thus, the topicality and importance of the document among pedagogues is questionable.

In pre-school, environment promoting initiative, independence, cooperation and interest is important. Out of the surveyed pedagogues, 14 % pointed out that pre-school do not create a child-oriented learning environment – child-oriented environment encourages children to develop their abilities, skills and be self-confident. Well-arranged and organized environment in which children have access to all the necessary materials allows to avoid situations where teacher is occupied with continuous search for and distribution of materials instead of productively working with children.

Conclusions

Planning skills can be learned from pre-school age trough close interaction between child and pedagogue as equal subjects.

Common planning of activities, discussion thereof, taking care not to interrupt activity (play) chosen by child, creating of safe environment directed towards independence and collaboration is the beginning of acquiring planning skills. This is one of the challenges that pre-school pedagogues face when planning pedagogical process.

Attention should be paid to the relationship between he educator and the child. Confidence of pedagogues in the child's socio-emotional development as an important prerequisite for development of planning skills shall be facilitated.

The results of the research show that more in-depth studies on learning to learn at pre-school covering all three parts of learning to learn – planning, monitoring, evaluation – are needed.

References

Bronson, M. B. (2000). Supporting self--regulation in primary school children. In M. B. Bronson (Ed.), *Self-regulation in early childhood* (221–242). New York: Guilford.

Fišers, R. (2005). *Mācīsim bērniem mācīties*. Rīga: RaKa.

Geist, E. (2009). *Children are borns mathematicians*. Upper Saddle River: Pearson Educarion.

Gudjons, H. (1998). *Pedagoģijas pamatatziņas*. Rīga: Zvaigzne ABC.

Hattie, J. A. C., & Donoghue, G. M. (2016). Learning strategies: a synthesis and conceptual model. *Nature, Science of Learning. Melbourn* (1–13) DOI: 10.1038/npjscilearn.2016.13

Kostelnik, M. J., Rupiper, M., Soderman, A. K., & Whiren, A. P. (2014). *Developmentally Appropriate Curriculum in Action* (56-63). Upper Saddle River, NJ: Pearson.

Noteikumi par valsts pirmsskolas izglītības vadlīnijām un pirmsskolas izglītības programmu paraugiem. (2018). Pieejams: https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem

Perry, N. E., VandeKamp, K. O., Mercer, L. K., & Nordby, C. J. (2002). *Investigating teacher–student interactions regulation in early childhood* (221–242). New York: Guilford.

Šteinberga, A., & Tunne, I. (1999). *Jauniešu pašizjūta un vērtības*. Rīga: RaKa.

PLAYING WITH THE COLORS-PRE-SCHOOL CHILDREN'S SELF-DIRECTED DRAWING EXPERIANCE

Antra Randoha
University of Latvia, Latvia

Abstract. *At the pre-scool age, playing is the main key to the child's way to express them selfs in drawing process. In order to ensure the self-directed drawing, there is a need for the availability of diverse naterials throughout of the day, enabling the child to act and play in accordance with his intentions. In a drawing process, trying out different techniques, tools,mixing colors, trying to discover new ways of expression, observing and imitating other (children's or adult) actions, provides the basic conditions for meaningful activity of a child.*
The aim of the thesis is to find out theoretically and practically the essence of self-directed drawing activity of preschool children and possibilities of the improvement of it in the pedagogical process.
Materials and methods. Used the analysis of pedagogical and psychological literature on the possibilities of self-management skills development in the pedagogical process - drawing and accomplished pegogical observation.
Results. The essence of self-directed drawing activity of preschool children was updated and possibilities of improvement reviewed .
Keywords: *drawing activity, preschool, pre-school child, self-management.*

Introduction

Drawing is a one of the form in which child reflects his vision and peception of his world.

Trough drawing young children dosn't reflect specific visual effects, but they are intended to draw the set of personal knowlage about the world around.

The teacher is an observer and analyses the drawing process, evaluates the pre-school children's self-esteem. Taking in to account this companent, the organization of the pedagogical process acquires in a comletely different meaning-it becomes closer to the children, to the development of childrens abilities, skills, attitudes, habits and environment arrangements.

The aim of the thesis is to find out theoretically and practically the essence of self-directed drawing activity of preschool children and possibilities of the improvement of it in the pedagogical process.

Materials and methods. Used the analysis of pedagogical and psychological literature on the possibilities of self-management skills development in the pedagogical process - drawing and accomplished pedagogical observation.

Materials and methods

In this study, the first stage of self-management in pre-school pedagogy is identified. The study is based on the analysis of theories and the methods used in the first phase of the study - the results of the observation. In the study the observation was made in the preschool age group of the preschool educational institution. Twenty-four children are involved in the study.

Drawing is a natural expression of pre-school children, and the desire to draw appears as soon as a child has access to any of the drawing materials. Experimenting with different materials gives to the child positive emotions and feelings, promotes child's abilities and skills.

Drawing for a child is a play (Vigule, 1998) - a way of self-expression in which a child shows his emotions, perceptions of a world, his attitudes. Drawing, like a toy, occur in the child's subject matter. It's development is closely related to the development of the game and is directed towards the reflection of the environment (Miķelsone, 1994).

Looking at the history of pedagogy, it be concluded that in the 30s spoken about self-management as the principle of self-education in pre-school pedagogy-according to O. Svenne. Drawing at the pre-school should preferably be based on the principle of free self-interest process (Svenne, 1930), because in order for a child to express what he feels, what he likes, what he dreams of- free drawings and other free expressions plays an important role (Dauge, 1928). In the process of self-activity, the personality gets to know the world around him, improves him self, builds his own view of the world (Гессен, 1995) and reflects it in his actions, behavior, drawing.

Pre-school children are happy to draw, play with drawing materials and colors-expressing their emotions and feelings of the moment in time. Free drawing or creative imagination activates the children, because they have the maximum opportunitys to express themselves, it's an opportunity to visualize their individual intent without limitations. Children, when drawing and playing with colors, becomes internally and externally active, as new situations, new object structures are imagined (Hibnere & Grasmane, 2000).

Children's potential is unlimited, curiosity and every moment is open to opportunities. Children's every day life, is filled with adventures and the world is widely open (Olmstet, 2012, 15). Therefore, most pre-school children do not need a specific motive for their actions (Špona, 2006), because they are free to work with art-drawing materials (Bartel, 1998) or are inspired by a sudden - an

unexpected event or a surprise, something special has been seen or heard. It is related to the learning process in preschool, if we remember that the learning process is organized as a play.

The process of acquiring skills is a purposefully organized activity for the acquisition of the individual's own experience, on the basis of which abilities and attitudes are developed individualy. It can be independent. However, acquiring advanced experience requires that this process be saturated to achieve the desired result in the shortest possible time, thus creating a learning need, while the merger of two activities creates a new reality - learning. The process of acquiring skills or learning for a child is a purposeful and relatively persistent, sociocultural, specially enriched and authentically oriented process of action, enrichment of experience, development of personal qualities - relatively durable qualitative changes of individual qualities that create potential and actual basis for his individual culture (Žogla, 2001). Therefore, the task of the teacher would be to: summon, maintain interest, curiosity about the material and methods of action with it, guide research activities, keep the child happy about the achievements, stimulate the vision of the "discovery" of the vision. The child has an inner need to show and experience. The result, not just the activity itself, becomes important for the child (Новикова, 2010).

The manifestations of self-directed activities of children are revealed in the process of drawing and one of the pronounced signs is the free use of colors (see Table 1).

Table 1 ***Development of dyeing*** *(Duffy, 2006)*

Age	Activity
3-4 years	Are interested in mixing and creating their own colors Take pleasure in exploring accessories and colors Colors are used to create separate and overlapping color areas Is able to distinguish and harmonize color nuances
4-5 years	Differents secondary colors Able to mix colors, know's that adding white can make the color brighter, while adding black can make it darker Use color to create appropriate shapes and types of representations Shows intentions and feelings by commenting on the drawing Start's using realistic colors to visualize as it is in real life
5-6 years	Includes small details in paintings Are able to mix a wide spectrum of colors Colors the small areas accurately Precisely puts colors together Reveals, concludes, pronounces during the drawing-coloring process

The use of colors for children greatly increases the information they provide in their imagery. Colors allow us to expand light and color. Color captivates and influences us all, and it is reflected in the language we use. When we talk about envy, we imagine it green, we feel blue or look red. Early encounter with paints basically focuses on the properties of the textile, how to handle them. This awareness is very important, and it is crucial, as in this period the children become aware of things around them. Once they acquire these skills, children use colors for their own purposes. Later, children discover the ability of colors to cover certain surfaces, overlap, mix and form layers. With the development of technical skills, children are able to create color spaces by arranging each other to create a compilation effect. The ability to paint and draw develops in parallel. Interest in mixing colors is at an early age, and children need to be able to develop these abilities. With this improvement in ability, children should be given the opportunity to choose colors according to their wishes and vision (Duffy, 2006). In a process where children play with colors, the child not only expiences the emotional experience, but also creates new visual images. Those plays are a creative, motivated activity that develops imagination, thinking (Маханева & Рещикова, 2008). This means that in such a free, creative process, purposeful, self-directed drawing takes place, as a result of which the child promotes his / her own development, creating the growth of self-experience.

Playing with colors brings positive emotions for children and are important life activities. Joy is the foundation of children's play activity. It is believed that the joy of a child arises when he has the opportunity to test his abilities (Dzintere & Stangaine, 2007), so to speak out. Self-expression in visual art is based on the child's free choice - a self-controlled process, and it is related to the positive emotion of the child - the cause of.

In action - in the process of visual art, a person develops both physically and psychically and as well as socially. If the child is constructively supported by the teacher, learning, for example, by actively working with colors, improves his/her abilities, ambitions.

Children learn different skills according to a certain sequence of actions (see Figure 1), under which the child reaches the goal - something new learning. When a child has caught up with the learning process, he/she will start the process from the beginning through new tests (Bjūzens, 2008)
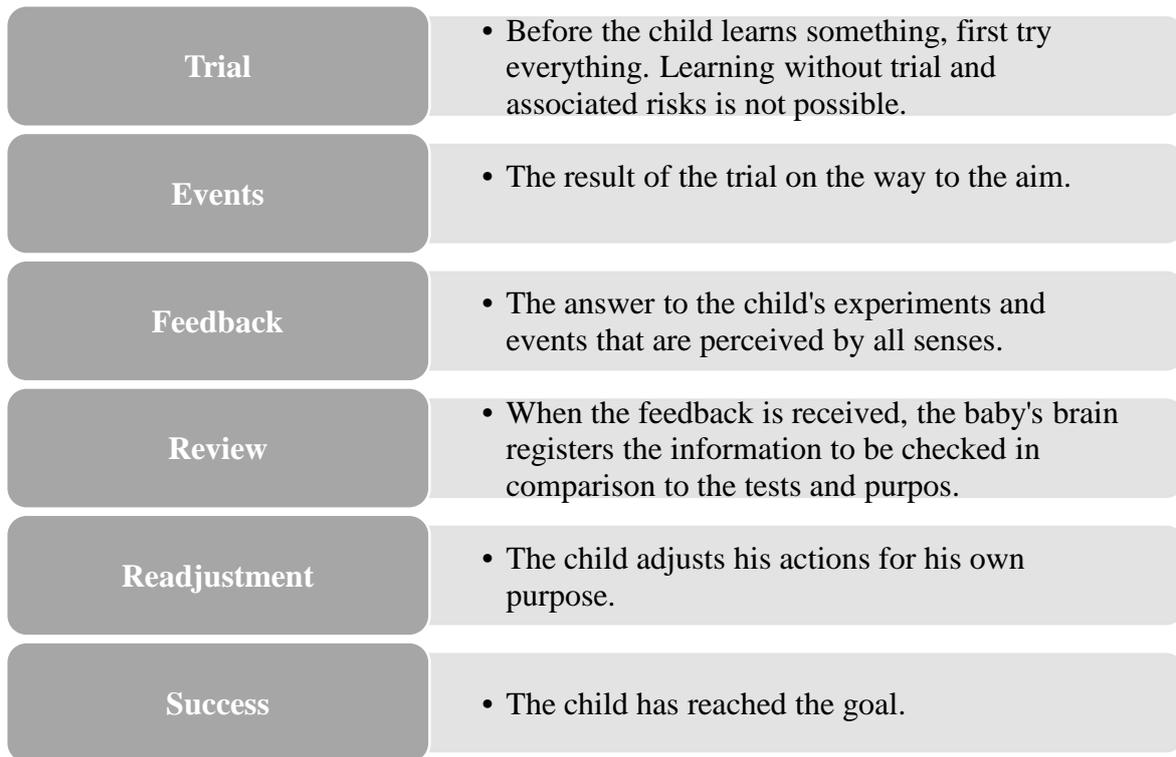
Trial	• Before the child learns something, first try everything. Learning without trial and associated risks is not possible.
Events	• The result of the trial on the way to the aim.
Feedback	• The answer to the child's experiments and events that are perceived by all senses.
Review	• When the feedback is received, the baby's brain registers the information to be checked in comparison to the tests and purpos.
Readjustment	• The child adjusts his actions for his own purpose.
Success	• The child has reached the goal.

*Figure 1 **Childs self-controlled activity***

It is important to note in the pre-school that there are certain directions for the self-management process:

   a)   awareness and assessment of their abilities - they include both skills, knowledge and motivation to develop them. Motivation is largely determined by public attitudes towards the individual. The child will always be interested in finding out for themselves and developing if they feel public support. If the ability develops successfully, the child feels more fluent about himself, preferring to take on new tasks;

   b)   targeting and Planning - The path to each goal begins with the definition of specific actions. The child should be aware of the length of time and resources needed to reach each step. Planning should also include risk factors that could interfere with the steps;

   c)   monitoring the process of learning and correcting the activity - By monitoring one's own learning process, the child develops thinking or metacognition skills. The child is motivated to evaluate his / her work, analyze the expected results and the result achieved;

   d)   Reflection on one's own abilities - a look at what has been done in response to the question of how the tasks have been accomplished. Understanding their own achievement, the child builds his or her self-

confidence, learns to draw conclusions and use them to set further goals (Purēns, 2017).

In the process of children's visual art, which is a self-directed process of the child, in play with colors, the adult in the drawing activity is a carer and observer. The child's self-direction by various factors develops thinking skills, self-control, and progress towards the next goal. Planning in interaction with correction and reflection is self-management process.

When creating the environment and the pedagogical process in pre-school, it is very important to take into account not only the direction of each child's learning, the abilities, but also the directions of self-management in order to develop and promote successful acquisition of skills and abilities in the particular moment of development of the child.

It should be remembered that the differences in the learning of each child arise in the process of acquiring learning experiences, provided that appropriate conditions are created in which children have the opportunity to test different learning strategies and techniques (Maslo, 2003, 63). The process of acquiring the skills and abilities of the child is closely related to the specific needs of the child, the diversity of the experience and the peculiarities of the circumstances. The child is still learning to lead his/her learning process (Steinberga, 2013).

The term "self-directed learning" in pedagogical and psychological literature is also found in "self-regulated learning", "self-organized learning", "learning by doing", which means that the individual manages his/her own learning process by setting goals, controlling the performance of activities, self-analysis. G. Dohmens points out that self-management in the very process of teaching is related to the central purpose of pedagogy - to promote the fullness of the human spirit. So, a child who directs his own learning process strengthens his inner world, experiences, enriches it (Dohmen, 1998).

In any activity in which the child is guiding his or her activities, he / she insists that self-directed learning is:
1) ability to take more responsibility for own activity;
2) volunteering and cooperation;
3) in-depth research (self, goods and sorounding research);
4) a conversation with yourself;
5) development of critical thinking.

Self-directed learning skills should be mastered in the same way as any other skill, so it is worthwhile to train these learning skills in action by constantly repeating and changing different goal achievement strategies (Rothwell, 1999).

In the self-led process, the child is capable of operating and using thinking, emotional processes and behavioral regulation tools to systematically orient themselves and achieve personal goals. The purpose of such learning at self-directed learning is: the child is conscious of the individual, his or her desires,

abilities, needs and interests; are able to control their emotions and thoughts as well as their behavior. As a result of self-directed learning, the child can independently set goals, take responsible decisions, become aware of the most effective learning techniques, plan the process and take responsibility. The structure of self-directed learning of children reveals the structuring of the child's activity (see Figure 2). The child should be able to plan and monitor his / her activities, as well as evaluate the success of the selected problem solving strategies (VISC, 2018).
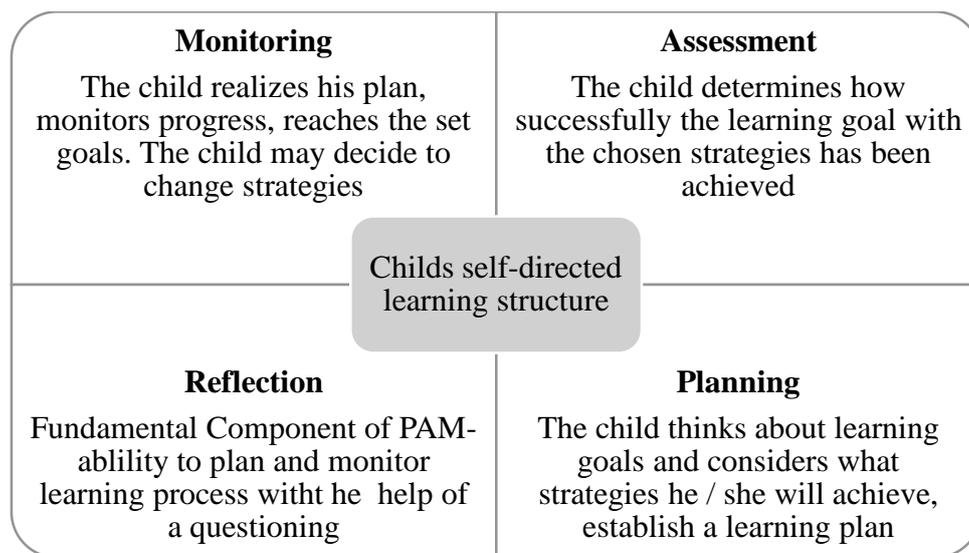
Monitoring	**Assessment**
The child realizes his plan, monitors progress, reaches the set goals. The child may decide to change strategies	The child determines how successfully the learning goal with the chosen strategies has been achieved
Reflection	**Planning**
Fundamental Component of PAM- ablility to plan and monitor learning process witht he help of a questioning	The child thinks about learning goals and considers what strategies he / she will achieve, establish a learning plan

Childs self-directed learning structure

*Figure 2 **Childs self-directed learning structure***

Self-regulated, self-directed learning consists of the independent creation and self-control of one's own thoughts, feelings and behaviors in order to achieve a self-directed goal. If self-regulation skills are acquired in pre-school, then it is much easier for the child to set goals, to identify his / her emotions and to be able to regulate them, to control the approaching of the result to be achieved, as well as to assess possible obstacles when making adjustments (Krastiņa & Pipere, 2004). Thus, it can be concluded that if a child is offered to manage his own visual art process - to arrange a table for work, to find all the necessary accessories, to choose the content of the drawing, how the content is displayed and to make a decision that the work is ready, as well as to arrange his own work place after completing the work, he also learns to plan and lead other important life activities in parallel.

Such self-directed learning enables the child to cope with the demands of lifelong learning because learning independently or self-directed is better and more positive than being taught. It follows that the child structures and differentiates different forms of independent learning, being able to choose the type of activity, time, space; controlling your learning process (feeling

responsible); learns to coordinate learning with other activities and is able to define one's own learning as an independent activity (Kraft, 1999).
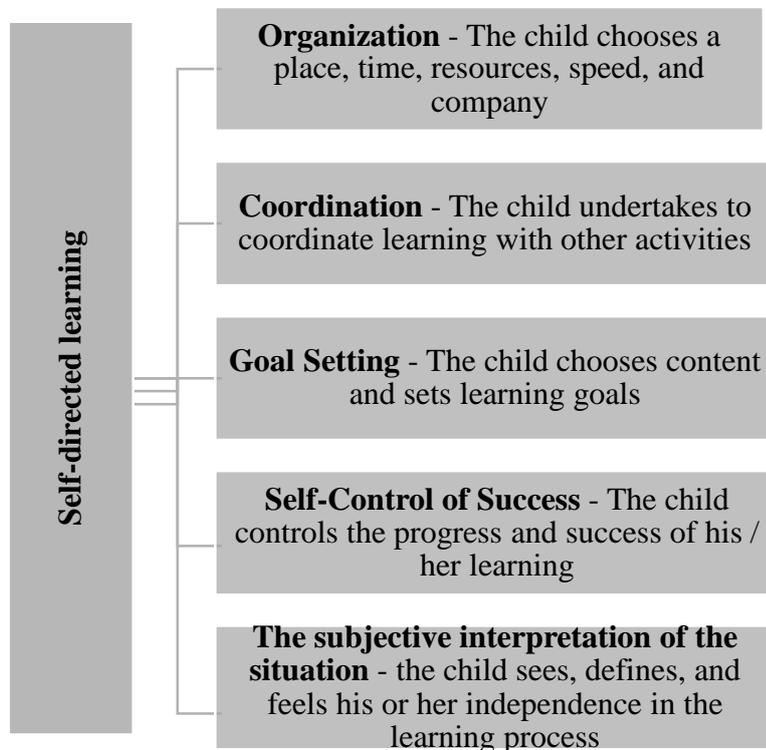

Self-directed learning

Organization - The child chooses a place, time, resources, speed, and company

Coordination - The child undertakes to coordinate learning with other activities

Goal Setting - The child chooses content and sets learning goals

Self-Control of Success - The child controls the progress and success of his / her learning

The subjective interpretation of the situation - the child sees, defines, and feels his or her independence in the learning process

*Figure 3 **Forms of child's self-control***

Self-directed activities for a child in pre-school are free choice of curriculum, aims and means, conducting independent learning, responsibility for the course and outcomes of learning, but each learning is both self-directed and foreign-led. A child cannot learn without external information (Maslo, 2003).

Results

To be able to evaluate the process of self-directed learning in pre-school. On the basis of theoretical analysis, criteria were developed for the study of the conduct of self-directed drawing activity:
- use of self-service skills;
- ability to plan the sequence of the drawing process;
- the ability to independently choose the necessary tools for drawing;
- ability to evaluate self activity;
- ability to overcome difficulties in preparing for drawing process.

The process of self-directed drawing requires an appropriate environment. When researching the learning environment at a pre-school educational institution, it was found that the group's learning environment should be

transformed to promote self-organized, artistic activities. All drawing, painting accessories are freely available at the Art Center - all that is needed for a child's free, creative work. Materials are freely and easy to reach for each child in the group.

Self-directed activities ensure that the child acquires the skills to plan: the sequence of activities, the materials, the content, and the experience needed to select the appropriate materials. In such an organized environment self-control opportunities for the child's activities are created - the child is able to follow the growth of his / her activity, progress.

Self-guided drawing activities reduce the number of unfinished works. The child knows that there will be an opportunity to do it later, as well as eliminates personalized exercise and the possibility of tasks for each child, considering his regularities of development, needs, interests, abilities and skills.

It is important that the child also has the opportunity to perform self-control - marking and evaluating the results of his / her activity, for example, by using "speaking walls" (posters with activities carried out by children, marking the acquired skills, abilities).

In play with colors, children's activities are orientated towards free, as well as educated, targeted activities (for every child's needs). Children are not interrupted, controlled or regulated. Children have a free self-expression process.

*Table 2 **Examples of self-directed drawing***

Playing with lines	The child in the drawing paper with the crayon tightens the lines (one type of lines) so that the fields are formed. When the lines are drawn, the squares they create are covered with colours, trying to paint so that the adjacent fields are each in different colour. After repeatedly performing this drawing activity in the learning process, children can be encouraged to paint squares using a certain amount of colour - from 2 to 4 colours. Drawings can be done individually or in pairs (each child should choose their own line type), as well as several children doing it together on a larger page.
Drawing with bubble film	The child puts the gouache on the bubble film (cut out regular, irregular shapes) or other embossed material and creates footprints on the page. After the imprint, the child observes his work and adds it - associative images, natural objects, etc. It is advisable to put the color on the bubble film with the help of a sponge.
Drawing using a toys	The child draws freely while playing with colors and toys. Leaving the shapes of a toy at the drawing page (car, lego, etc.). The child at his work portrays the character of a particular toy, its dynamics and survives it through its activity.
Spontaneous, playful drawing	Free play with colors - the child spontaneously plays with colors and materials. A child can give a character, an image and color it to the scene. The teacher can offer aids, music, etc. to support the child's desire for self-expression.

Drawing circles	The child dips in to the color the end of the paper-formed roll and imprints on the page - one to the other and so on. When the work is done and dry , it is could be complemented by coloring with crayons, drawing faces, etc. after the child's intentions. The paper roll compresses in to the shapes and forms and imprints on the page.
Drawing according a story or a fairy tale	After a teacher's story telling, fairy tale, story or other literary play hearing, the child freely draws regular or irregular shapes (in relation to literary work) and makes a drawing elements (lines, dots, geometric shapes, etc.) associated with what is heard in the fairy tale or story. The drawing can be supplemented with the conclusione by the scene, depending on the child's intentions.
Sense of literary work and play with colors	A child or a teacher chooses a literary work (fairy tale, poem, story, etc.). The child listens to it, discusses it, analyzes it, then depicts it by drawing illustrations in its own associations about the experience of literary work. The child narrates his drawing regardless of the storyline of the literary work. The accompaned music can be matched to this process.
Representing the rhythm, sense and associations of music in the drawing	Children are encouraged to listen and sense the rhythm of the music then form the associations and to transforme their feelings in the drawing. Sequence: 1 - conscious listening to music; 2 - clarification of music content, characterization of feelings; 3 - deliberate re-listening and evaluation of music; 4 - drawing activity. Children who have already worked like this can be offered to draw with the music immediately after listening to it once. It is advisable for children to choose the colors themselves and choose what music they want to listen.

In the pedagogical process, observing self-directed learning by evaluating children's activities according to the set ones and observing and evaluating children's activity according to the set criteria can conclude that playing with colors in a free, non-forced, self-directed drawing activity promotes the development of the child's self-control skills:

- Self-service skills are successfully used by 88%, while other children are looking for teacher support in their activities. Only 12% of children admits that they have difficulty choosing their own materials. If the child is interested in drawing, he is looking for new opportunities with enthusiasm, thus enriching his own experience.
- In an organized environment, 100% of children have the skill to plan a drawing process and no adult asisstance is required.
- 86% of children have the ability to independently choose the necessary tools for drawing, but 14% turn to the teacher for help and encouragement. One child always asks for help from a teacher (the child has an adaptation time).
- The ability to evaluate one's performance is still evolving, as self-directed drawing, his own legacy, the evaluation of the result is a complicated process if there is not enough experience to do it.

- 57% of children successfully coped with the difficulties that had arisen in the drawing or preparation process, but 29 % repeatedly approached the teacher for the solution options, but 14% only few times pointed out the difficultys and looking for a support from a teacher.

Conclusions

Self-directed drawing is an activity that is independently organized and managed by the child and which arises in a learning environment that is carefully and purposefully prepared by the teacher. The learning environment needs to be sorted out, including the emotional atmosphere. Self-directed learning is not possible if the child is denied free choice and independent activity.

Children at pre-school age are active imitators and researchers, so teacher should be professional and active, able to find different solutions in different situations, be able to follow their actions and attitudes as children copying it. A teacher is an observer, support, and assistant for the child as needed, as the child is guided by his / her own activities.

It is important that drawing for the child is personally important, only that kind of process gives the opportunity to find a suitable learning path, strategies, techniques and materials. If the child will be able to plan, manage and evaluate their own drawing process, then the whole pedagogical process - learning for the child will be rich in achievements. Self-directed drawing is the foundation of personality development.

References

Bartel, M. (1998). *My family drawings by Preschool Children*. Retrieved from: https://www.goshen.edu/art/ed/let2pre.htm
Bjūzens, T. (2008). *Gudrais bērns.* Rīga: Avots.
Dauge, A. (1928). *Audzināšanas ideāls un īstenība.* Rīga.
Dohmen, G. (1998). *Das "Selbstgesteurte Lernen" und die Notwendigkeit seiner Förderung.* Beiheft zum Report. Selbstorganisiertes Lernen als Problem der Erwaschenblidung, Frankfurt am Main.
Dzintere, D., & Stangaine, I. (2007). *Rotaļa – bērna dzīves prasmju sekmētāja.* Rīga: RaKa.
Duffy, B. (2006). *Supporting creativity and imagination in the early years*. London: Open University Press.
Hibnere, V., & Grasmane, L. (2000). *Bērna vizuālā darbība 2.daļa*. Rīga: RaKa.
Maslo, E. (2003). *Mācīšanās spēju pilnveide.* Rīga: RaKa.
Miķelsone, I. (1994). *Pirmsskolas vecuma bērnu tēlotājdarbības tipoloģiskās īpatnības. Mācību metodiskais palīglīdzeklis.* Liepāja: LPA.
Olmstet, S. (2012). *Imagine childhood.* Retrieved from: http://tinkerlab.com/imagine-childhood-interview-with-sarah-olmsted (10.12.2018.).

Kraft, S. (1999). *Selbstgesteurtes Lernen. Problemereiche in Theorie und Praxis.* Zeitschrift für Pädagogik, Belzt.

Krastiņa, E., & Pipere, A. (2004). *Mācību sasniegumu pašizvērtēšana.* Rīga: RaKa.

Purēns, V. (2017). *Kā attīstīt kompetenci.* Rīga: RaKa.

Rothwell, W.J. (1999). *The Source Book for Self-directed learning.* Amherst. Massachusetts.

Svenne, O. (1930). *Moderni audzināšanas jautājumi.* Rīga: Ausekļa izdevums.

Špona, A. (2006). *Audzināšanas process teorijā un praksē.* Rīga: RaKa.

Šteinberga, A. (2013). *Pedagoģiskā psiholoģija.* Rīga: RaKa.

Valsts izglītības satura centrs (VISC). (2018). *Caurviju prasmju atgādņu komplekts.* Projekts Nr. 8.3.1.1/16/1/002 Kompetenču pieeja mācību saturam. Rīga: VISC.

Vigule, D. (1998). *K. Dēķēns par pirmsskolas bērnu audzināšanu un attīstību.* Rīga: Vārti.

Žogla, I. (2001). *Didaktikas teorētiskie pamati.* Rīga: RaKa.

Гессен, С. (1995). *Основы педагодики.* Москва: Школа-Пресс.

Новикова, И.В. (2010). *Аппликация из природных материалов в детском саду.* Москва: Академия развития.

Маханева, М.Д., & Рещикова, С.В. (2008). *Игровые занятия с детьми от 1 до 3 лет. Методическое пособие для педагогов и родителей.* Москва: ТЦ Сфера.

«ТЕРРИТОРИЯ ДЕТСТВА»: СОДЕРЖАНИЕ, КОМПОНЕНТЫ, УСЛОВИЯ ПРОЕКТИРОВАНИЯ

The ''Territory of Childhood'': Content, Components, Conditions of Designing

Natalia Shlat
Pskov State University, Russian Federation

Abstract. The article based on the analysis of the needs of the participants of the educational process in the pre–school educational organization (PEO) determines the essence of the concept "the territory of childhood", components and conditions of its designing.
The materials contain the results of study of the problems and advantages of the educational space of a modern preschooler (using the example of Pskov city), which characterize the peculiarities of a child's sociocultural development and the requirements for equipping the "the territory of childhood".
Keywords: phenomenon of "the territory of childhood", conditions of designing of socio–cultural educational space, preschool age.

Введение
Introduction

Многочисленные исследования показывают, что современный ребенок – субъект деятельности, имеющий свою систему ценностей, особую субкультуру, целый мир, в котором функционируют свои законы и нормы, демонстрируемые детьми взрослым посредством знаков, символов, эмоционально–речевых высказываний, размышлений и чувств. Детство, по мнению ученых, уникальный феномен, который рассматривается как:

– процесс культуроосвоения и культуросозидания, результатом которого будет субкультура детства: с одной стороны, это все, что создано человечеством для детей и детьми, с другой – пространство детского сообщества, включающее свои установки, виды и способы деятельности, транслируемые через фольклор, игру, словотворчество, философствование (Абраменкова, 2008; Каган, 1996; Кудрявцев, 1997);

– микромир и макромир ребенка (по Ж.–Ж. Руссо (Руссо, 2001) – это внутренние предпосылки, предметы материальной и духовной культуры и социум), который позволяет ему освоить пространство

культуры, обеспечивает амплификацию социокультурного опыта с учетом индивидуальных особенностей ребенка и образовательных запросов общества и семьи (Кислов, 2002; Слободчиков, 1997);

– социальный институт, переживающий кризис в условиях информатизации, виртуальной реальности, технологического характера основ бытия общества (Дементьева, 2004; Купряшкин 2015).

С учетом выше проанализированной сущности феномена Детства можно предположить, что современное социокультурное пространство ребенка представляет собой особую «территорию детства», которая характеризуется противоречивостью и неопределенностью, поскольку:

1) размыты значимые для ребенка общепризнанные ценности, имеет место фрустрационность, усиление отчужденности детей и взрослых, поскольку старшее поколение росло в других условиях и оказалось не вполне готово к смене ценностных ориентиров (Широких, 2016);

2) категория «территория» предполагает наличие границ, то есть возможность различения детства и зрелости, ребенка и взрослого, однако эта граница регулярно подвергается атаке на «территорию детства» как «территорию добра и чудес», «территорию незнания» со стороны СМИ. Современные дети знают «секреты взрослых», взрослые перестали быть единственным источником авторитетных знаний и умений (получаемых не из книг или объяснений педагога), наоборот, часто именно у детей взрослые учатся пользоваться девайсами, ребенок может дать исчерпывающий ответ на вопрос особого содержания. Это означает исчезновение границы между детьми и взрослыми (Дементьева, 2004; Мустаева, 2009; Купряшкин, 2015);

3) несмотря на социокультурные изменения, дети по–прежнему связаны с семьей, игрой, детской субкультурой (Широких, 2016).

Все вышеописанное актуализирует осмысление новых социальных реалий, что и определяет цель исследования: научно-практическое обоснование структурных единиц (компонентов), содержания и условий проектирования «территории детства».

Теоретическая основа темы
The theoretical background

Различные, но при этом, взаимодополняющие друг друга научные взгляды на то, в какое социокультурное пространство включается дошкольник, инициировали понимание феномена «территория детства».

Социокультурное пространство – это интегральное явление, сочетающее ключевые параметры социального и культурного развития общества: геопространство, социальное, психологическое, информационное, визуальное пространство, – а также включающее самого человека с его деятельностью, потребностями, ценностями, образом жизни («жизненная среда») (Ищенко, 2017; Цукерман, 2009). Важными функциями социокультурного пространства являются функции моделирования и трансформации, соотносимой с результатом «проживания» дошкольника на «территории детства» – формированием картины мира, которая характеризуется расширением и изменением знаний в ходе взаимодействия ребенка с людьми в процессе деятельности (Лыкова & Протасова, 2015).

Освоение культуры детьми в русле нормативных требований (http://минобрнауки.рф/документы/6261) предполагает перенос акцентов с «организации и руководства» на создание условий для самостоятельной инкультурации детей через культурные практики (исследовательские, коммуникативные, игровые), понимаемые как привычные повседневные формы интересной для ребенка деятельности, основанные на его свободном выборе (Крылова, 2007). Такие характеристики культурных практик, как «самостоятельно приобретенный опыт», «ситуативность в освоении» подчеркивают вариативность построения образовательного маршрута.

Таким образом, социокультурное пространство для дошкольника – это, прежде всего, место проживание семьи ребенка; городская среда (включая городское пространство других городов, при посещении которых дошкольник расширяет свой витагенный опыт); это месторасположение детского сада, который имеет свои культурные особенности; это пространство группы детского сада, в котором непосредственно организуется жизнедеятельность детей и которое образует особую среду развития (Рис. 1). Каждый из компонентов «территории детства» выполняет определенную миссию, роль стержня, позволяющего ребенку осмыслить содержание и формы жизнедеятельности на его «территории детства».
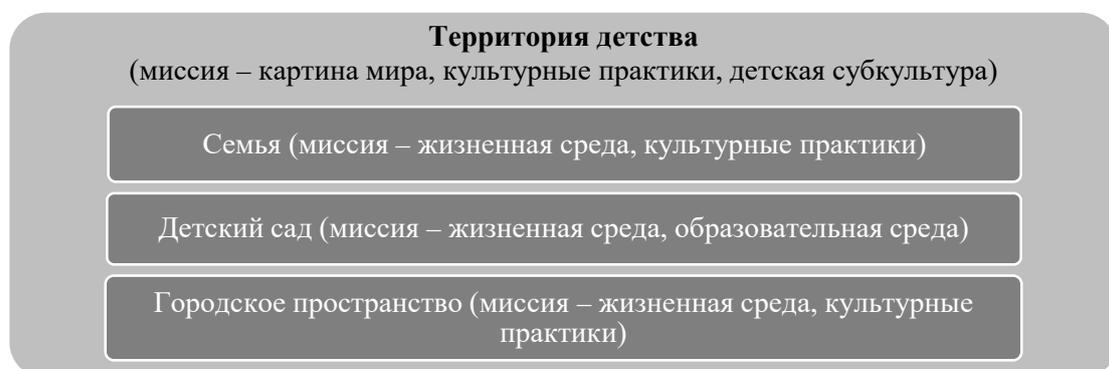

Территория детства
(миссия – картина мира, культурные практики, детская субкультура)

Семья (миссия – жизненная среда, культурные практики)

Детский сад (миссия – жизненная среда, образовательная среда)

Городское пространство (миссия – жизненная среда, культурные практики)

Рисунок 1. **Модель (структура, содержание) «территории детства»**
Figure 1 **Model (structure, content) of the «territory of childhood»**

Рассмотрим содержание компонентов «территории детства».

I. Семья. Семейный микросоциум как важнейший фактор социализации может быть как стабилизирующим, так и дестабилизирующим возрастное развитие ребенка. По мнению Н.Ф. Губановой (Губанова, 2018), современная семейная социализация ребенка – самое уязвимое звено в воспитании дошкольника. Результаты исследования коллектива авторов (Проблемы дошкольного детства в поликультурном пространстве изменяющейся России. Монография. В 2–х ч. / Науч. ред. А.Г. Гогоберидзе, 2010) указывают на то, что взаимодействие с родителями выступает как несомненная ценность для детей, которые понимают своих родителей и их проблемы. Вместе с тем, следует отметить, что современный ребенок мало времени проводит в повседневном общении с членами семьи.

II. Городское пространство. Немецкий социолог Г. Зиммель при анализе городского пространства утверждал: «…если люди не взаимодействуют, то пространство практически «ничто» (Зиммель, 1999). При этом ученый указывал на то, что взаимодействие между людьми происходит не в пространстве вообще, а на некоторой его части, в определенных границах. По мнению К. Линча (Линч, 1982), такие границы могут быть легко или трудно преодолимыми барьерами, отгораживающими один район от другого; или они могут быть связаны между собой: отношениями между социальными группами (экономическими, регламентирующие роли «продавец – покупатель»; нравственными, закрепляющимися в соответствующих традициях и другими), функциями той или иной территории (например, жилой и промышленный районы; улица с историческими зданиями). Таким образом, городское пространство включает различные учреждения культуры, архитектуру, дизайн, социальные и культурные группы, взаимодействующие в его границах.

Р. Парк говорит о городе как о центре свободы, где каждый человек может реализоваться, где «все заветные чаяния и все подавленные желания находят в городе то или иное выражение» (Парк, 2002, 12). Так как именно город, его границы воспринимаются дошкольниками как близкое, знакомое, естественно познаваемое пространство, то, прежде всего, это пространство характеризуется детьми с эстетической точки зрения: ими отмечается единство городской среды с местом проживания близких и друзей, местом работы родителей, проведения семейного досуга. Поэтому важно установление связи между жизнью города и жизнью ребенка и семьи через участие в городских событиях; возможности личного участия ребенка в жизни города (поддержание чистоты, кормление птиц и др.) (Shlat, 2017).

Например, пространство музея выступает своего рода «территорией» познания – поиска, открытия тайн. По результатам ряда исследований именно музеи естественно–научного и краеведческого профиля являются

привлекательными для дошкольников (Вербенец, 2007). Экскурсии в школу, по городу позволяют детям познакомится с социальными сферами близлежащего окружения, а также с объектами вне территории детского сада (Урванова, 2015). Открытость границ, международное сотрудничество определяют необходимость учета данной тенденции в образовании детей, направленных на развитие интереса к многообразию культур, воспитание уважения к людям другой национальности (Пурскалова, 2017).

III. Детский сад. Целесообразно предположить, что современная ДОО – особая составляющая «территории детства», поскольку социокультурная среда детского сада рассматривается как совокупность целенаправленно созданных разнообразных условий, обеспечивающих процесс развития и саморазвития ребенка, педагогической культуры педагогов и родителей (Вербенец, 2010). По сути, речь идет об образовательной среде, понимаемой как система специально организованных в пространстве и времени условий взаимодействия субъектов образовательных отношений, направленная на амплификацию развития ребенка с учетом его индивидуальных особенностей и образовательного запроса семьи (Кожевникова, 2017).

Модель образовательной среды детского сада предполагает трех-частную структуру (3 направления): 1) развивающая предметно–пространственная среда (РППС); 2) организованная деятельность воспитанников как социокультурное событие: в стране, в городе, в ДОО, в группе (культурные практики); 3) взаимодействие детско–взрослого сообщества в ДОО (включая формы развития профессионального мастерства педагогов и компетентности родителей). По результатам исследований (Губанова, 2018; Кожевникова, 2017) выявлены барьеры, препятствующие реализации направлений моделирования образовательной среды детского сада: отсутствие достаточного материального обеспечения; трудности в проектировании индивидуальных образовательных маршрутов дошкольников и во взаимодействии с детьми, коллегами, родителями.

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

С целью изучения проблем и преимуществ социокультурного пространства современного дошкольника, характеризующих особенности его социокультурного развития и требования к оснащению «территории детства» (условия проектирования), педагогам было предложено составить портрет современного дошкольника – выразить свое мнение по поводу предлагаемых утверждений опросника.

В исследовании приняли участие 200 педагогов. Воспитатели выражали свое мнение («Согласна полностью», «Согласна отчасти», «Не

согласна») в отношении семи утверждений. С помощью контент-анализа определялось процентное соотношение встречаемости каждого из трех вариантов мнения педагогов. Результаты мнения «согласна полностью» представлены в таблице 1 (Табл. 1). Оригинальные ответы – комментарии к утверждениям – фиксировались отдельно.

По результатам опроса можно обнаружить ряд тенденций: с одной стороны, достижения современного ребенка тесно связаны с возможностями родителей, зависят от района проживания (утверждение №1), с другой – проблема ощущения ребенком одиночества в семье и социуме препятствует полноценной жизнедеятельности дошкольника на всей его «территории детства» (утверждение №2). Опрос воспитателей показал, что только 12% педагогов полностью согласны с тем, что современный ребенок имеет представления об истории и современном достоянии родного города и своей страны (утверждение №3). Половина опрошенных педагогов отмечает, что современные дошкольники уверенно проектируют будущую жизнь (утверждение № 4).

*Таблица 1. **Процентное распределение утверждений воспитателей***
*Table 1 **The percentage distribution of opinions of kindergarten teachers***

	N п/п	Источник информации - утверждение с комментарием	Ответ «полностью согласен»
Категории анализа	1	Достижения в жизни ребенка 21 века тесно связаны с возможностями родителей. В зависимости от района проживания изменяются суждения детей о жизни, их интересы	84 %
	2	Современный ребенок одинок. Ему часто не хватает общения с родителями и сверстниками, он теряется в мире объемной информации, ему хочется разговаривать и совместно действовать, поэтому группа детского сада становится тем местом, где он реализует потребность в общении	77 %
	3	Современный ребенок – гражданин, осознающий себя не только в современном, но и в историческом пространстве страны и города. Он любит свою родину, свою семью, своих сверстников, желает сделать жизнь лучше и красивее	12 %
	4	Современные дети непохожи на своих сверстников предыдущих поколений: они в большей степени ориентированы на будущее, чем их ровесники 80-х и 90-х годов, легко рассуждают о том, где и кем будут работать, какая у них будет семья, в каких условиях будут жить и как отдыхать	51 %
	5	Современная детская субкультура вытесняет традиционное содержание дошкольного образования, сегодня оно идет вслед за ребенком, а не опережает его развитие. Обновление	45 %

		содержания программ для детских садов – одна из важнейших задач педагогики детства	
	6	Проблема - ориентация современного образования на индивидуализацию воспитания, обучения и развития ребенка (сложно осуществить при наличии только 2-ух воспитателей)	84 %
	7	Проблема - невозможность повысить свою профессиональную квалификацию (не хватает курсов, авторитетных консультантов). Это важное условие работы с современными детьми, более информированными, коммуникабельными, любознательными, чем предыдущее поколение	36 %

Не оставляют без внимания педагоги характеристику трудностей профессиональной деятельности. Современному воспитателю трудно найти подход к каждому ребенку, грамотно учитывать психологические особенности детей: «*они стали более эгоистичными, в чем-то жестокими, неуправляемыми*». На первый план, по мнению 84% респондентов, выступают сложности педагогического сопровождения каждого ребенка при наличии в группе только двух воспитателей (утверждение №6).

45% воспитателей убеждены в том, что для современных дошкольников остро требуется обновление педагогических технологий (утверждение №5): «*Технологии работы с детьми должны учитывать не улучшающееся состояние здоровья городских дошкольников. Реализация программ в старших группах, различные дополнительные занятия предполагают высокие нагрузки*»; дети не успевают заниматься своим любимым делом: «*иногда им кроме, как на прогулке, некогда поиграть*».

Респонденты отмечают изменения в интеллектуальной сфере детей, что вызывает сомнения педагогов в уровне их подготовленности к работе с современными дошкольниками (утверждение №7): «*Для многих детей содержание образовательных программ неинтересно, они опережают его и по уровню стартового развития, и по широте кругозора*». На отсутствие возможности повысить свою профессиональную квалификацию указывает 36% педагогов, а также «*проблемой считаем недостаток молодых педагогов в детских садах. Когда проработаешь 25 лет, ощущается недостаток энергии во взаимодействии с детьми…*». Названные трудности усугубляются тем, что явно прослеживается непохожесть современных детей на своих сверстников предыдущих поколений – в этом признается половина опрошенных (51%). Некоторые комментарии педагогов указывают на то, что дети с трудом усваивают нравственные нормы, не слушаются: «*раньше такого не было, скажешь, сразу выполняют*».

В исследовании участвовало 150 детей 5–7 лет города Пскова и Псковского района. Индивидуальные беседы-интервью, в ходе которых. дошкольники оценивали все компоненты своей «территории детства»:

семью, детский сад и городскую среду, – включали 3 блока вопросов: «Я и детский сад», «Я и моя семья», «Я и мой город» (Рис. 2).

Структура беседы с дошкольниками о его "территории детства"		
"Я и мой город"	"Я и детский сад"	"Я и моя семья"
– Как называется город, в котором ты живешь? – Тебе нравится жить в своем городе? – Чем красив твой город? – Что интересного есть о своем городе? – Чтобы ты мог сделать (вместе с друзьями, родителями), чтобы в твоем городе стало лучше? (результаты исследования представлены в статье N. Shlat (Shlat, 2017)	– Когда ты в детском саду – ты занимаешься чем хочешь? – Ты можешь играть в какие хочешь игры в группе, можешь брать – что хочешь? – Вы сами делаете перестановки мебели или игрушек в группе? – Что тебе нравится в твоих воспитателях? – Что тебе нравится / не нравится в детском саду больше всего?	– Что ты любишь / не любишь (делать) дома? – Зачем нужны родители? – Что вы делаете вместе с родителями? – Как вы отдыхаете в семье? – Чем чаще всего заняты родители (мама/папа) дома? – Чему радуются твои родители (мама/папа)? – Чего не хватает родителям (маме/папе)?

*Рисунок 2. **Структура беседы с дошкольниками (3 блока вопросов)***
*Figure 2 **The structure of talk with preschoolers (3 blocks of questions)***

Результаты исследования позволяют утверждать, что семья является безусловной ценностью для современных дошкольников. Большинство детей (92%) достаточно хорошо представляют проблемы и радости своих родителей, выделяют их типичные занятия: нравится, когда *«мы все дома, помогаем друг другу, **вместе гуляем», «когда меня любят, играют со мной»; «много игрушек, у нас новая квартира, компьютер, дома красиво».*

Современные дети хорошо понимают значение родителей для жизни семьи и связывают их с необходимостью заботы о детях, удовлетворения их материальных потребностей. 58% дошкольников проявление чувства радости у родителей связывает со своими достижениями, хорошим поведением, здоровьем. Только 5% детей полагают, что родители радуются общему с ними досугу: проблема душевного одиночества современного ребенка в семье может рассматриваться как одна из наиболее острых.

Указывая типичные дела родителей дома, только 1,5% детей называют совместные занятия. Наиболее часто дети отмечают, что родители выполняют домашние или профессиональные обязанности (*мама и папа сидят за компьютером, моют посуду, прибираются, мама договор ищет, папа разговаривает по телефону*), реже – отдыхают без ребенка (*мама разгадывает японские кроссворды, играет в телефон до ночи, папа в гости*

ходит). Достаточно типичной для Пскова оказалась семья, в которой мама работает по дому, а папа отдыхает (27% высказываний детей): «*мама стирает, моет полы, а папа на машину ругается; мама шьет, готовит, папа ждет, когда еда сварится; мама работает по дому, а папа в приставку играет*». Эти данные показывают проблему разобщенности семьи, душевного одиночества не только ребенка, но и взрослых.

Проблему недостаточного эмоционального благополучия старших дошкольников в семьях подтверждают и ответы детей на вопрос «Что ты больше всего не любишь (делать) дома?». Ответы 20% детей связаны с эмоциональной депривацией и наказаниями со стороны близких – «*когда никого нет дома, ругают, кричат, бьют ремнем*» и ссорами.

Интересен тот факт, что недостаток материальной обеспеченности семьи и социальной защищенности достаточно хорошо осознается современными детьми. 42% псковских дошкольников считает, что их родителям не хватает материальных благ; 23% – социальных благ («*времени и денег*»).

В целом, дошкольники позитивно оценивают деятельность детского сада и работающих в нем взрослых. Самое привлекательное в детском саду для половины детей (54%) – предметная среда: игрушки, книги, коврики, шкафчик. Именно поэтому современные дошкольники любят «*книжки смотреть, играть, в парк ходить*». Ответы детей (66%) свидетельствуют о том, что предметы и материалы, находящиеся в группе, доступны для использования в то же время 34% детей отвечают, что необходимо получить разрешение у воспитателя. При этом 4% дошкольников больше всего нравятся воспитатели – в них, они, прежде всего, ценят личностные качества («*они никогда не злятся, не орут, добрая и внимательная, терпеливая*»), на втором месте по значимости для них – отношение педагога к детям («*она с нами говорит, как с большими, улыбается, помогает*»), на третьем – внешность педагога («*платье красивое, нравятся ее кофточки*»).

По мнению дошкольников, понятие об идеальном детском саде не совместимо с «*занятиями, дежурствами, когда заставляют убирать игрушки, когда заставляют есть кашу*». Лишь 20% детей считают, что здесь можно заниматься, чем хочешь: самостоятельность можно проявлять лишь в деятельности, организованной педагогом. Дети практически не привлекаются к созданию развивающей среды – эту функцию на себя берет педагог. Только 10% детей подчеркнули свое участие в изменении предметной среды группы. Анализ результатов беседы позволяет предположить, что степень свободы, эмоциональное благополучие дошкольников связано с организацией педагогом жизни детей в группе.

Представления большинства псковских дошкольников о родном городе не отличаются полнотой и разнообразием, дети склонны выделять в нем

только объекты близкого социального и природного окружения (детский сад, дома, детская площадка, архитектурные объекты, расположенные рядом с домом, клумбы) (более подробно – см. Shlat, 2017).

По итогам исследования выяснилось, что «территория детства» с точки зрения ребенка–дошкольника – это такое социокультурное пространство, которое: представляет для ребенка интерес; проектируется с учетом потребностей и способностей ребенка; имеет условия для самореализации дошкольника; инициирует желание ребенка развиваться; создается взрослыми для детей и разрабатывается взрослыми вместе с детьми. Результаты исследования легли в основу предположения о том, что дошкольник может стать субъектом проектирования социокультурного пространства в том случае, если окружающие взрослые обеспечат ряд условий: 1. Организация мониторинга по изучению ценностных ориентаций, субкультуры детей, в результате которого будет получен материал как основа для построения вариативных моделей образования дошкольников, определяющего своеобразие социокультурного опыта ребенка. 2. Проектирование РППС детского сада с учетом и на основе детских интересов и предпочтений, пожеланий педагогов и родителей, при активном участии самого ребенка. 3. Разработка совместных (семьи и детского сада) маршрутов семейных путешествий по «территории детства».

Заключение
Conclusions

Потенциал социокультурной среды рассматривается как один из факторов повышения качества жизнедеятельности ребенка и изучается в рамках социального партнерства детского сада с социумом (объектами городского пространства, семьей). «Территория детства» – пространство семьи, обладающей собственными традициями; пространство детского сада, в котором организуется жизнедеятельность ребенка и которое образует особую развивающую среду; уникальное пространство города, включающее учреждения культуры, архитектуру, социальные группы, детскую массовую культуру (детские площадки, центры, магазины).

По итогам исследования выяснилось, что «территория детства», с точки зрения дошкольника, – это такое социокультурное пространство, которое: представляет для ребенка интерес; проектируется с учетом его потребностей; имеет условия для самореализации ребенка; инициирует его желание развиваться; разрабатывается взрослыми вместе с детьми.

Summary

The analysis of scientific research shows that a modern child is in a qualitatively different system of interaction with society at the micro and macro levels from early childhood. "The territory of childhood" is a special modern cultural space for the development of the child, which the child, as an active figure (User, Converters, Creator), uses in its activities.

«The territory of childhood» is a space of the family with its traditions and habits; a kindergarten space with a special subject-spatial environment for development; unique space of the city, including various cultural institutions, architectural style, social and cultural groups, with children's mass culture (playgrounds, centers, shops).

The study conducted a survey of teachers, which included 7 statements, and a conversation was held with children (it included 3 blocks: "I and the kindergarten", "Me and my family", "Me and my city") in order to investigate the problems and advantages sociocultural space of a modern preschooler.

The analysis of experimental data made it possible to draw the following conclusions.

The success of the development of socio–cultural space is associated with the creation of conditions for the subjective inclusion of the child in the design of socio–cultural space and educational environment of his development, which involves the development and organization of monitoring to assess the potential of self–development, the study of value orientations, interests, subcultures of children; the design of the subject–spatial environment of the kindergarten taking into account the interests and preferences of children, wishes of teachers and parents, active participation of the child; ensuring the variability of education that determines the uniqueness of the development of individual socio–cultural experience of the child; the elaboration of family trips to the "territory of childhood".

Литература
References

Shlat, N. (2017). Biography of native city: a view of preschool children. *Society, Integration, Education. Proceedings of the International Scientific Conference, II,* 342-353. DOI: http://dx.doi.org/10.17770/sie2017vol2.2290

Абраменкова, В.В. (2008). *Социальная психология детства: Учебное пособие.* Москва: ПЕР СЭ.

Гогоберидзе, А.Г., Атарова, А.Н., Новиков, М.С., Новицкая, В.А. & Яфизова, Р.И. (2018). Дошкольник как субъект проектирования социокультурного пространства и образовательной среды своего развития. Замысел одного проекта. *Современное дошкольное образование. 5*(87), 16–25.

Губанова, Н.Ф. (2018). Организация предметно–игровых зон как условие социокультурного воспитания и развития дошкольников. *Международный научно–исследовательский журнал. Выпуск: Педагогические науки, 1*(67), 35–38.

Вербенец, А.М. (2007). Маленькие граждане в художественном музее. *Маленькие граждане большого города: Коллективная монография* (363–382). Санкт-Петербург: Союз.

Вербенец, А.М. (2010). Проектирование развивающей предметно–пространственной среды современного детского сада. *Справочник руководителя дошкольного учреждения, 4,* 56–60.

Дементьева, И.Ф. (2004). Трансформация ценностных ориентаций в современной российской семье. *Вестник РУДН, серия Социология, 6–7,* 150–160.

Ищенко, Н.С. (2017). Социокультурное пространство как статическая характеристика социокультуры. *Философско–культурологические исследования, 2.* Retrieved from fki.lgaki.info/2017/11/20/н–с–ищенко–социокультурное–пространс/

Зиммель, Г. (1999). Философия денег (фрагмент). Из А. Ф. Филиппов (сост.), *Теория общества* (309–383). Москва: «КАНОН–пресс–Ц», «Кучково поле».

Каган, М.С. (1996). *Философия культуры.* Санкт-Петербург: Петрополис.

Кислов, А.Г. (2002). *Оправдание детства как феномена культуры: философский анализ. Автореферат дисс... д–ра философских наук.* Екатеринбург.

Кожевникова, В.В. (2017). *Моделирование образовательной среды по вектору амплификации развития детей раннего возраста: Дисс. ... канд. пед. наук: 19.00.01: защищена 21 ноября 2017 г.* Москва.

Крылова, Н.Б. (2007). Культурные практики детства и их роль в становлении культурной идеи ребенка. *Самобытность детства, 3*(33), 79–102.

Кудрявцев, В.Т. (1997). *Развитое детство и развивающее образование: культурно–исторический подход.* Дубна: Управление дошкольного образования.

Купряшкин, И.В. (2015). Детство в XXI веке: исчезновение территории добра. *Новые идеи в философии: материалы Междунар. науч. конф. (г. Пермь, апрель 2015 г.)* (16–21). Пермь: Зебра.

Линч, К. (1982). *Образ города.* А.В. Иконников (сост.). Москва: Стройиздат.

Лыкова, И.А., & Протасова, Е.Ю. (2015). Культурные практики в детском саду: современный подход и возможные трактовки. *Научно–методический журнал «Детский сад: теория и практика», 5*, 6–18.

Мустаева, Ф.А. (2009). Социальные проблемы современной семьи. *Социологические исследования, 7,* 109–113.

Парк, Р. (2002). Город как социальная лаборатория. *Социологическое обозрение. 2*(3), 3–12.

Проблемы дошкольного детства в поликультурном пространстве изменяющейся России. Монография. В 2–х ч. / Науч. ред. А.Г. Гогоберидзе. (2010). Санкт-Петербург: Изд–во РГПУ им. А.И. Герцена.

Пурскалова, Ю.В. (2017). *Социокультурное развитие детей 5–7 лет средствами страноведения: автореферат дисс. ...канд. пед. наук: 13.00.02.* Челябинск.

Руссо, Ж.–Ж. (2001). *Сочинения.* Москва: Янтарный сказ.

Слободчиков, В.И. (2002). Образовательная среда: реализация целей образования в пространстве культуры. *Петербургский гос. ун–т пед. Мастерства, 1,* 5–13.

Широких, О.Б. (2016). Детство в образовательном пространстве меняющегося мира. Из О.Б. Широких (ред.), *Образовательное пространство детства: исторический опыт, проблемы, перспективы: Сб. науч. статей и материалов III Международной научно–практической конференции (Коломна 1–3 июня 2016 г.)* (10–18). Коломна: ГСГУ.

Урванова, Н.Ю. (2015). Социокультурное пространство ДОУ при подготовке детей к школе. *Вопросы дошкольной педагогики, 1,* 23–25.

Цукерман, В.С. (2009). Единое социокультурное пространство: аспекты рассмотрения. *Вестник Челяб. гос. академии культуры и искусств, 2*(18), 49–55.

PRE-SERVICE TEACHERS' AMBIGUITY TOLERANCE

Lenka Sokolová
Comenius University in Bratislava, Slovakia

Viera Andreánska
Comenius University in Bratislava, Slovakia

Abstract. *Teachers encounter many ambiguous situations in their every-day practice. They have to deal with pupils with various disabilities, personality and background diversity. The aim of this study is to examine pre-service teachers' ambiguity tolerance and perceived knowledge and skills for work with various types of diversity in the classroom. Pre-service teachers (N = 176) self-assessed their knowledge and teaching skills for 20 different types of children with special educational and social needs. The Multiple Stimulus Types Ambiguity Tolerance Scale-II was used to assess their ambiguity tolerance. Pre-service teachers' ambiguity tolerance appeared to be moderate. There was no significant difference across years of study and only weak or slight relationship between ambiguity tolerance and self-reported inclusive competences.*
Keywords: *ambiguity tolerance, competence, diversity, pre-service teachers, specific educational needs*

Introduction

School classrooms are becoming more diverse social settings. Teachers have to deal with pupils with various disabilities, personality and background diversity, which may lead to special educational needs or barriers in both educational and social inclusion. It seems to be difficult especially for novice teachers to cope with classroom diversity as they may hold stereotypes and lack knowledge and teaching experiences. These stereotypes are based on personal experiences and might be also influenced by personality traits and cognitive styles. One of the cognitive styles often related to stereotyping is the ambiguity tolerance.

This study aims to analyse the level of ambiguity tolerance among Slovak pre-service teachers. Based on the results of previous research three research questions were posed:

1. Are there any gender differences in the level of ambiguity tolerance among pre-service teachers?
2. Are there any differences in the level of ambiguity tolerance across academic years among pre-service teachers?

3. Is ambiguity tolerance linked to pre-service teachers' self-evaluation of inclusive competences?

Theoretical background

Ambiguity tolerance is characterized as the way individuals perceive and respond to ambiguous, unfamiliar or inconsistent situations or stimuli (Arquero & McLain, 2010). In such a situation, ambiguity could limit decision making and prediction (McLain, 2009). Intolerance of ambiguity is then an aversion to lack of information, while ambiguity tolerance represents acceptance of, or even attraction to, ambiguous situations (Arquero, Fernández-Polvillo, Hassall, & Joyce, 2017). People with low ambiguity tolerance tend to experience anxiety, stress, and discomfort when confronted with ambiguous stimuli. On the other hand, individuals with high ambiguity tolerance evaluate uncertain and ambiguous stimuli as desirable and interesting (Xu & Tracey, 2014).

Ambiguity tolerance versus intolerance is often defined as a cognitive style (Stoycheva, 2010; Lojová & Vlčková, 2011; Fontana, 2014), as such ambiguity tolerance is related to other variables like lower need for structure (de Roma, Martin, & Kessler, 2003), higher flexibility, risk taking (Tymula et al., 2012), lower anxiety (de Roma, Martin, & Kessler, 2003), or creativity (Stoycheva, 2010). The level of ambiguity tolerance affects an individual's decision making in a situation when information is incomplete, inaccessible or ambiguous. When facing an uncertain situation, less ambiguity tolerant individuals tend to behave in a way that reduces uncertainty, including categorizing, labelling or stereotyping (Valutis, 2015). They tend to response more stereotypically especially in challenging or stressful situations (Friedland, Keinan, & Tytiun, 1999).

As a cognitive style, ambiguity tolerance may influence learning routines and preferences. Students with higher levels of ambiguity tolerance tolerate better unstructured elements of a course that promotes critical thinking (de Roma, Martin, & Kessler, 2003). They tend to select more effective learning strategies (Zhang, 2004), and to achieve a higher level of education (Stoycheva, 2010). In the educational context, ambiguity tolerance has been the most widely studied in the field of second/foreign language learning as a predictor of higher proficiency (e.g., Dewaele & Li, 2013; Lojová & Vlčková, 2011; Zhang, 2004; Liu, 2015).

Adults with a higher level of ambiguity tolerance preferred occupations with a higher degree of ambiguity and freedom (Stoycheva, 2010). Ambiguity tolerance has been studied also as a professional personality characteristics, mainly among managers, entrepreneurs or accountants (Xu & Tracey, 2014; Arquero, Fernández-Polvillo, Hassall, & Joyce, 2017), medical doctors (Yee, Liu, & Grobman, 2014; Kuhn, Goldberg, & Compton, 2009), health care and social workers (Valutis, 2015). Researchers expect that it may have an impact on

professional attitudes and decision making. Xu & Tracey (2014) found a strong positive relationship between ambiguity tolerance and an individual's entrepreneurial inclination, which makes ambiguity tolerance a "characteristics distinguishing entrepreneurs from managers as entrepreneurs will face more ambiguous and uncertain situations" (Xu & Tracey, 2014, p. 18). Students of accounting showed a lower level of ambiguity tolerance than students of law, psychology, and education (Arquero & Tejero, 2009). Among medical doctors, ambiguity tolerance seems to be important especially in specializations that require quick decision making in critical situations, e. g. obstetrics (Yee, Liu, & Grobman, 2014) or emergency medicine (Kuhn, Goldberg, & Compton, 2009).

Some researchers (de Roma, Martin, & Kessler, 2003; Geller, Faden, & Levine, 1990; Weissenstein, Ligges, Brouwer, Maschall, & Friederichs, 2014) believe that ambiguity tolerance can be trained and it should be part of professional training in some professions. Pre-service doctors or educators should be aware of their ambiguity tolerance and its possible impact on their professional attitudes and decision making. Ambiguity tolerance has been studied also among teachers. It has correlated positively with a constructivist teaching orientation (Rittschof, 2016), innovativeness (Nicotera, Smilowitz, & Pearson, 1990), and teachers' creativity (Tegano, 1990). Similarly to medical doctors or social workers, teachers may benefit from a higher level of ambiguity tolerance in their professional lives. Among teachers, ambiguity tolerance may influence their attitudes toward innovative teaching methods, their decision making in challenging classroom situations (e. g., classroom and conflict management, misbehaviour interventions etc.), or may affect their attitudes towards diversity in the classroom (e.g., treating children with special education needs, accepting children from diverse cultural and social settings etc.).

Method'

Participants

The participants in the study were Slovak pre-service teachers ($N = 176$) from Comenius University in Bratislava, Slovakia. The convenience sampling was applied. The mean age of the sample was 21.19 years ($min = 19$, $max = 27$), with 153 (87 %) female and 23 (13 %) male participants. All participants had finished their secondary school studies and were studying at the University for their bachelor's degree in teacher training for lower or higher secondary school (pupils between 10 and 19 years of age). At the time of data collection participants were studying in the 1ˢᵗ year ($n = 59$, 33 %), in the 2ⁿᵈ year ($n = 84$, 48 %), and the 3ʳᵈ year ($n = 33$, 19 %) of the bachelor's level of study.

Instruments

The data were collected via two paper questionnaires and analysed using IBM SPSS 17.0 and IBM Amos 25.0 software. The questionnaires were distributed by the lecturers during their introductory psychology courses for pre-service teachers. The items covered also demographic data and the informed consent.

The Multiple Stimulus Types Ambiguity Tolerance Scale-II (MSTATS-II)

The scale was created by McClain (2009) as a one-dimensional instrument for measuring the level of tolerance towards ambiguity. The scale consists of 13 items with 5-point Likert scale measuring five different aspects of ambiguity: general ambiguity (items 1, 3, 7, 11, and 13), insolubility (items 2, 5, and 9), unfamiliarity (items 4 and 10), complexity (items 6 and 8), and uncertainty (item 12). MSTATS has been used to assess ambiguity tolerance in various professional settings and language variants (Kajs & McCollum, 2009; Yee, Liu, & Grobman, 2014; Rittschof, 2016; Arquero & Tejero, 2009) and the authors reported adequate validity and reliability of the measure.

Diversity in the classroom questionnaire – a self-report measure of knowledge and skills

The questionnaire was created by the authors of this study to assess teachers' self-reported knowledge and skills for the work with children with diverse educational and social needs. It consists of 20 items (intellectual disability, physical disability, visual impairment, auditory impairment, learning disorder, attention deficit disorder, communication disorder, low competence in the language of instruction, ethnicity different from the majority, incomplete family, socially disadvantaged community, food intolerance, intellectual giftedness, religion different from the majority, anxiety disorder, autistic spectrum disorder, epilepsy, diabetes mellitus, adoption, and behaviour disorder) assessing self-reported knowledge and skills for each item within 5-point Likert scale.

Results

Descriptive Analysis and Reliability of MSTATS-II

MSTATS-II in the sample of Slovak pre-service teachers ($N = 176$) proved to have adequate internal consistency with Cronbach's alpha ($\alpha = .770$), McDonald's omega ($\omega = .785$) and Guttman's split-half coefficient ($\lambda = .725$). The coefficients of skewness and kurtosis (Tables 1 and 2) and Kolmogorov-Smirnov normality test (.052; $p > .05$) proved normal data distribution. One-dimensional structure of the instrument was tested by confirmatory factor analysis ($\chi^2 (65) = 132.977$; $p < .001$; *GFI* = .890; *CFI* = .810; *RMSEA* = .077; $p < .01$). MSTATS-II scale mean in our sample was $M = 39.830$ with standard deviation $SD = 7.096$ (Tables 1 and 2). The most of the participants in the sample ($n = 121$, 69 %) exhibit

a moderate level of ambiguity tolerance, 22 (13 %) participants exhibit low level (-1SD) and 33 (18 %) participants high (+1SD) level of ambiguity tolerance.

Gender differences

Males often consider themselves to be risk takers and more ambiguity tolerant, especially in economic decision making (Brighetti & Lucarelli, 2014). Among medical students, however, women obtained significantly higher ambiguity tolerance scores than men (Weissenstein, Ligges, Brouwer, Maschall, & Friederichs, 2014). In our sample of pre-service teachers, women had higher scores, but significant gender differences were not found. The mean score for ambiguity tolerance (Table 1) in women was 40.092 (SD = 7.039) and the mean score in men was 38.087 (SD = 7.385). The difference is not significant with low size effect (F = .056; p = .813; t = 1.265; p = .207; d = .283).

*Table 1 **Gender differences in the ambiguity tolerance***

	N	M	SD	SE	skewness	kurtosis	min	max
male	23	38.087	7.385	1.540	-.682	.217	20	51
female	153	40.092	7.039	.569	-.109	-.719	23	54
total	176	39.830	7.096	.535	-.189	-.532	20	54

Differences in ambiguity tolerance across academic years

Some researchers (Weissenstein et al., 2014; Geller, Faden, & Levine, 1990) expect that ambiguity tolerance should increase across years of professional training as students are socialized into the profession and need to face various ambiguous profession-related training situations. Our sample comprised pre-service teachers from three academic years of bachelor level of training. The more experienced students had slightly higher scores than the first year students (Table 2), however, these differences were not significant with low size effect (one-way ANOVA F = .472; p = .624; d = .197)

*Table 2 **Differences in the ambiguity tolerance across academic years***

	N	M	SD	SE	skewness	kurtosis	min	max
1st year	59	39.509	7.532	.981	-.036	-.964	25	52
2nd year	84	39.631	6.591	.719	-.092	-.429	23	52
3rd year	33	40.909	7.638	1.330	-.707	.481	20	54
Total	176	39.830	7.096	.535	-.189	-.532	20	54

The relation between ambiguity tolerance and inclusive competences of pre-service teachers

Pre-service teachers self-assessed their inclusive competences (perceived knowledge and skills) for working with diverse educational and social needs of

pupils. We found differences in their perceived knowledge and skills for work with various types of diversity in the classroom. Pre-service teachers rated higher their knowledge and skills for work with children with background diversity (cultural, religious or family differences) than for work with children with disabilities and disorders (Fig. 1). The analysis of the relationship between self-reported inclusive competences and ambiguity tolerance, however, did not reveal significant results. The correlations between MSTATS-II scores and the item ratings of Diversity in the classroom questionnaire were significant only in six items out of 20.

*Table 3 **Correlations between tolerance of ambiguity and self-reported inclusive competences***

	knowledge			skills		
	M	*r*	*sig.*	*M*	*r*	*sig.*
auditory impairment	2.88	**.185***	.014	2.66	**.263****	.000
incomplete family	3.86	-.108	.152	3.95	**-.165***	.028
intellectual giftedness	3.41	**-.166***	.027	3.45	-.108	.154
diabetes mellitus	3.09	**-.151***	.045	3.27	-.067	.378
adoption	3.69	**-.166***	.028	3.88	-.111	.143
behaviour disorder	3.23	.131	.083	3.04	**.189***	.012

* Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).
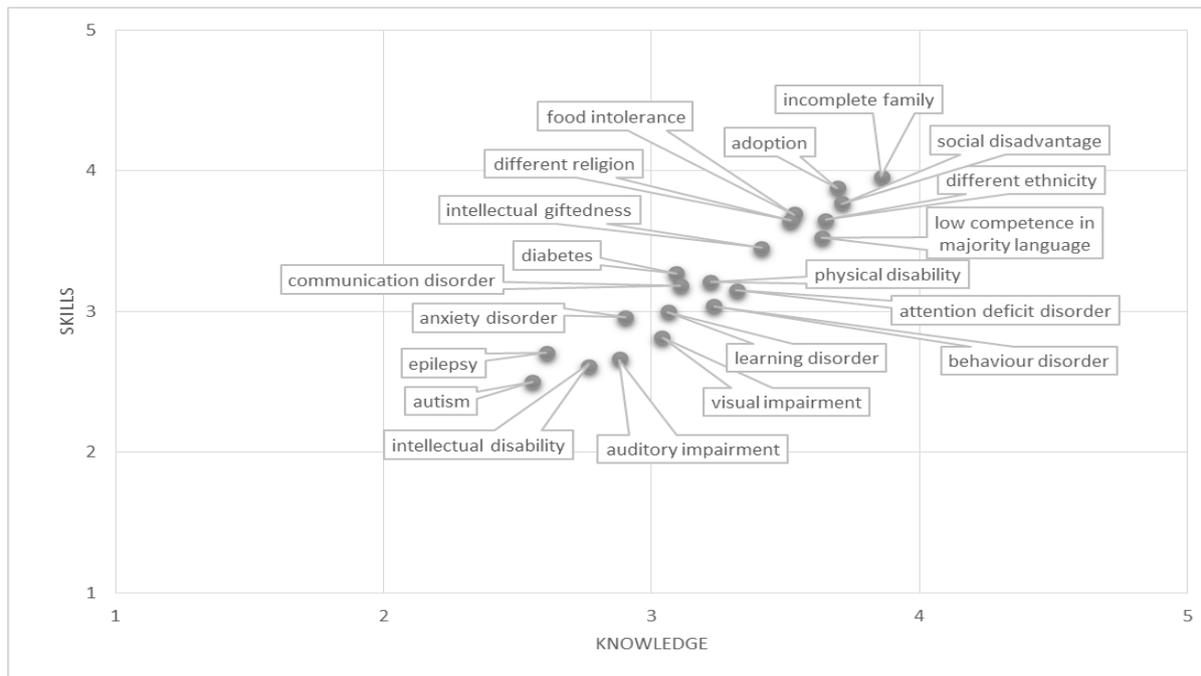*Note: No adjustment for multiple testing was performed.*

*Figure 1 **Self-reported skills and knowledge about diversity in the classroom** (for more detailed analysis see Sokolová & Andreánska, 2018)*

Discussion and conclusion

This study aimed to investigate ambiguity tolerance among pre-service teachers as an important profession-related personality variable in occupations dealing with uncertainty and ambiguous situations. *The Multiple Stimulus Types Ambiguity Tolerance Scale-II* (McClain, 2009) had an adequate internal consistency in the Slovak pre-service teachers' sample. Overall level of ambiguity tolerance in our sample ($M = 39.83$) was higher than reported by Arquera & Tejero (2009) for students of accounting ($M = 37.95$; $d = .252$), but slightly lower than mean scores of the students of law ($M = 40.54$; $d = .096$) or psychology and education ($M = 40.52$; $d = .090$).

Similarly to Geller's, Faden's & Levine's (1990) study among medical students, our results showed that ambiguity tolerance does not change significantly throughout teacher training, even the third year students had the highest average score of ambiguity tolerance, the difference was not statistically significant with low size effect. The process of socialization into the profession (Geller, Faden, & Levine, 1990) does not seem to have a significant impact upon the level of ambiguity tolerance among pre-service teachers in our sample. Female pre-service teachers in our sample obtained slightly higher scores in ambiguity tolerance than males; however, the difference was not significant with low size effect. Moreover, these results cannot be generalised as far as the sample was not homogenous for gender.

Regarding the link between ambiguity tolerance and perceived competences for dealing with diversity in the classroom, significant correlations were found only in six examples of diversity out of twenty. These correlations were low, showing the minimal relation between pre-service teachers' ambiguity tolerance and their self-report of knowledge and skills for work with children with diverse educational needs. These results may suggest that pre-service teachers either over-rated their competences or their self-assessment of knowledge and skills is independent of their level of ambiguity tolerance. To understand better the relationships between ambiguity tolerance and pre-service teachers' perception of classroom diversity, we may analyse not only their self-reported competences but also their attitudes and stereotypes.

Ambiguous and uncertain situations are part of teacher's every day working life. The ability to deal with these situations affects a teacher's effectiveness, decision making, and classroom management. Teachers who are aware of their level of ambiguity tolerance and understand its potential impact upon their thoughts and behaviour in the classroom may take advantage of this knowledge and develop more effective strategies how to deal with unpredictable situations in the classroom environment. Similarly to Geller, Faden & Levine (1990), we can recommend to assess and train ambiguity tolerance among pre-service teachers

through experiential learning, reflective practice, video-based training or social-psychological training courses (cf. Lemešová, 2014; Sokolová, Lemešová, & Jursová Zacharová, 2014; Sokolová, 2018).

Acknowledgement

References

Arquero, J. L., & McLain, D. L. (2010). Preliminary validation of the Spanish version of the Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-II). *Spanish Journal of Psychology*, *13*(1), 476-84. DOI https://doi.org/10.1017/S1138741600004029

Arquero, J. L., & Tejero, C. (2009). Ambiguity tolerance levels in Spanish accounting students: a comparative study. *Revista de Contabilidad - Spanish Accounting Review*, 12(1), 95-116.

Arquero, J. L., Fernández-Polvillo, C., Hassall, T., & Joyce, J. (2017). Relationships between communication apprehension, ambiguity tolerance and learning styles in accounting students. *Revista de Contabilidad – Spanish Accounting Review*, *20*(1), 13–24. DOI http://dx.doi.org/10.1016/j.rcsar.2015.10.002

Brighetti, G., & Lucarelli, C. (2014). Gender differences in attitudes towards risk and ambiguity: when psycho–physiological measurements contradict sex–based stereotypes. *International Journal of Entrepreneurship and Small Business*, *24*(1). DOI https://doi.org/10.1504/IJESB.2015.066153

DeRoma, V. M., Martin, K. M., & Kessler, M. L. (2003). The Relationship between Tolerance for Ambiguity and Need for Course Structure. *Journal of Instructional Psychology*, *30*(2), 104-109.

Dewaele, J. M., & Li, W. (2013). Is multilingualism linked to a higher tolerance of ambiguity? *Bilingualism*, *16*(1), 231-240. DOI https://doi.org/10.1017/S1366728912000570

Durrheim, K., & Foster, D. (1997). Tolerance of ambiguity as a content specific construct. *Personality and Individual Differences*, 22(5), 741-750.

Fontana, D. (2014). *Psychologie ve školní praxi (Příručka pro učitele)* [Psychology for teachers - teacher's guide]. Praha: Portál.

Friedland, N., Keinan, N., & Tytiun, T. (1999). The effect of psychological stress and tolerance of ambiguity on stereotypic attributions. *Anxiety, Stress & Coping*, *12*(4), 397-410. DOI: https://doi.org/10.1080/10615809908249318

Geller, G., Faden, R. R., & Levine, D. M. (1990). Tolerance for ambiguity among medical students: Implications for their selection, training and practice. *Social Science & Medicine*, *31*(5), 619-624. DOI https://doi.org/10.1016/0277-9536(90)90098-D

Kajs, L. T., & McCollum, D. L. (2009). Examining tolerance for ambiguity in the domain of educational leadership. *Academy of Educational Leadership Journal*, *13*(2), 1-16.

Kuhn, G., Goldberg, R., & Compton, S. (2009). Tolerance for uncertainty, burnout, and satisfaction with the career of emergency medicine. *Annals of Emergency Medicine*, *54*(1), 106-113. DOI http://dx.doi.org/10.1016/j.annemergmed.2008.12.019

Lemešová, M. (2013). Sociálno-psychologický výcvik ako súčasť pregraduálnej prípravy učiteľov a učiteliek [Social-psychological training as a part of pre-gradual teacher

training] In *Sapere Aude 2013: Pozitivní vzdělávání a psychologie 3*. Hradec Králové: Magnanimitas. pp. 474-481.

Liu, Ch. (2015). Relevant Researches on Tolerance of Ambiguity. *Theory and Practice in Language Studies*, 5(9), 1874-1882. DOI http://dx.doi.org/10.17507/tpls.0509.15

Lojová, G., & Vlčková, K. (2011). *Styly a strategie učení ve výuce cizích jazyků*. [Styles and strategies in the teaching of foreign languages] Praha: Portál.

McLain, D. L. (2009). Evidence of the properties of an ambiguity tolerance measure: the Multiple Stimulus Types Ambiguity Tolerance Scale-II (MSTAT-II). *Psychological Reports*, 105(3), 975-88. DOI https://doi.org/10.2466/PR0.105.3.975-988

Nicotera, A. M., Smilowitz, M., & Pearson, J. C. (1990). Ambiguity tolerance, conflict management style and argumentativeness as predictors of innovativeness. *Communication Research Reports*, 7(2), 125-131. DOI http://dx.doi.org/10.1080/08824099009359866

Rittschof, K. N. (2016). Improving measurement of ambiguity tolerance among teacher candidates. *Georgia Educational Research Association Conference*. 25. Retrieved from: http://digitalcommons.georgiasouthern.edu/gera/2016/2016/25

Sokolová, L. (2018). *Lepšie raz vidieť... Video v psychologickej príprave učiteľov a učiteliek.* [It is better to see… Video in the psychology education for teachers] Bratislava: Univerzita Komenského v Bratislave.

Sokolová, L., & Andreánska, V. (2018). Diverzita v školskej triede očami budúcich učiteľov a učiteliek [Diversity in the classroom through pre-service teachers' eyes]. *Psychológia a patopsychológia dieťaťa*, 3-4.

Sokolová, L., Lemešová, M., & Jursová Zacharová, Z. (2014). *Psychologická príprava učiteľov a učiteliek: Inovatívne prístupy* [Psychology education for teachers: Innovative approaches]. Bratislava: Univerzita Komenského v Bratislave.

Stoycheva, K. (2010). Tolerance for ambiguity, creativity, and personality. *Bulgarian Journal of Psychology,* 1-4, 178-188.

Tegano, D. W. (1990). Relationship of tolerance of ambiguity and playfulness to creativity. *Psychological Reports*, 66, 1047-1056.

Tymula, A., Rosenberg Belmaker, L. A., Roy, A. K., Ruderman, L., Manson, K., Glimcher, P. W., & Levy, I. (2012). Adolescents' risk-taking behavior is driven by tolerance to ambiguity. *Proceedings of the National Academy of Sciences*, 109(42), 17135–17140. DOI http://dx.doi.org/10.1073/pnas.1207144109

Valutis, S. A. (2015). The Relationship between Tolerance of Ambiguity and Stereotyping: Implications for BSW Education. *Journal of Teaching in Social Work*, 35(5), 513-528. DOI: https://doi.org/10.1080/08841233.2015.1088927

Weissenstein, A., Ligges, S., Brouwer, B., Marschall, B., & Friederichs, H. (2014). Measuring the ambiguity tolerance of medical students: a cross-sectional study from the first to sixth academic. *BioMedCentral Family Practice*, 15(6). DOI http://dx.doi.org/10.1186/1471-2296-15-6

Xu, H., & Tracey, T. J. G. (2014). The role of ambiguity tolerance in career decision making. *Journal of Vocational Behavior*, 85, 18–26. DOI http://dx.doi.org/10.1016/j.jvb.2014.04.001

Yee, L. M., Liu, L. Y., & Grobman, W. A. (2014). The relationship between obstetricians' cognitive and affective traits and their patients' delivery outcomes. *American Journal of Obstetrics & Gynecology*, 692, 1-6. DOI http://dx.doi.org/10.1016/j.ajog.2014.06.003

Zhang, Q. Z. (2004). Effects of tolerance of ambiguity on the selection of language learning strategies. *Foreign Language Teaching and Research*, 36(6), 457-461.

PEDAGOGICAL PROCESS FACILITATING PHYSICAL ACTIVITY OF PRE-SCHOOLERS

Inga Stangaine
University of Latvia, Latvia

Dace Augstkalne
University of Latvia, Latvia

Abstract. *The research covers analysis of theoretical literature on significance of physical activities in the development of child's integrity, as it is a well-known fact that child is researcher and his/her activity is manifested through movement. Child gets his first impressions about surrounding world through movement – the more diverse motions are, the more information is acquired, and the more intense is intellectual development thereof. However, quite often pedagogical process does not consider the specific factors facilitating capacity of child's physical, functional, motion and mental development.*
To conduct the research, an aim was set to study physical activity of children in pre-school and opportunities to increase it via pedagogical process.
The research was carried out by using suitable research methods: analysis of theoretical literature, observations, and pedometrics.
The research covers analysis of physical activity of children and amount thereof during a day in pre-school, as well as is aimed at seeking solutions to improve it.
Within the research, it was concluded that pre-school education institutions do no provide children with sufficient physical activity, as 75 % of the children do not make the needed number of steps during a day in pre-school.
In relation to the competence-based educational content, the research gives suggestions for facilitation of physical activity of children in pedagogical process.
Keywords: *physical activity, pedagogical process in pre-school, competence-based educational content.*

Introduction

Nowadays, there are many different technologies making life easier. The number of digital devices and their ease of use take society to the top of technological achievements, which sometimes seem to come from fiction films. In a daily life – at home, public transport, pre-school, school, work, it may be seen that digital devices are used extensively. However, this leads to a phenomenon that certain activities are done increasingly rarer and use of the new technologies results in a more passive lifestyle – humans have to move less. Lift is often preferred to stairs, walk to work or pre-school establishment is substituted by a

ride in a car, games in yard are replaced by cartoons or computer games. Human beings unnoticeably become increasingly sedentary.

Physical activities have effect on the development of personality at all ages, however the share thereof in a daily routine at a pre-school age is very explicit and shall be considered to be a key factor in personality development that has long-term influence on personality from physical, intellectual, mental, and health aspect (Tomporowski, Davis, Miller, & Naglier, 2008). The younger the child, the closer the relationship between movement activity and development of child's integrity. As child moves much and intensively, motion analyser in brain receives an impulse from skeletal muscles. As in brain motion analyser is located close to the areas of sight, hearing, perception, when in tone it facilitates action of various brain areas (Bula-Biteniece, Jansone, & Piech, 2013).

Physical activity is usually defined as muscle-driven body movement that, compared to the state of peace, increases energy consumption. This broad definition covers all aspects of physical activity, namely physical activity in leisure time (including most sports disciplines and dancing), physical activity at work, as well as physical activity at home (Bula-Biteniece, 2016). Physical activity is also defined as any physical movement that ends with a contraction of skeletal muscles (Zacevic & Tremblay, 2010).

Physical activity is a prerequisite for normal functioning and health of everyone, especially of children. In relation to the introduction of new competence-based learning content at pre-school, pre-school education guidelines have been amended as well, pointing out that pre-school education content is aimed at curious, creative and joyful child who lives healthy, safe and actively, acts independently and learns with interest and joy, gaining experience in and knowledge about himself, others, the surrounding world, as well as its interactions (Regulations for National Pre-School Education Guidelines and Pre-School Education Programme Examples, 2018). The new pre-school education guidelines underline the importance of facilitation of child's physical activity, indicating the study outcomes to be achieved in the field of health and physical activity:

- child happily engages in physical activities indoors and outdoors and develops healthy lifestyle habits meanwhile being aware of health risks and prevention thereof;
- moves among various obstacles, in different movement games in a way safe for himself/ herself and others by combining walking, running, crawling, climbing, keeping balance, as well as is moving items and overcoming obstacles by choosing the action suitable to the situation;
- uses fine motor skills diversely;
- is aware of own gender and body integrity, maintains personal hygiene on a daily basis;

● is able to tell what personal protective equipment should be used in each specific motion activity (Regulations for National Pre-School Education Guidelines and Pre-School Education Programme Examples, 2018.).

To achieve the results, European Social Fund project "Competence Approach in Training Content" provides for development and approbation of competence-based training content and gradual introduction of training content at pre-school, basic and secondary education until 30 September 2021. The project guides pre-school education towards changes envisaging that every pre-schooler will acquire modern education. For many teachers, this can be a challenge, as teacher has to organize common educational and learning process within which child acquires knowledge, understanding and basic skills in all areas of education, as well as develops transversal skills, and builds habits that are based on values through an integrated practical and self-motivated learning. It means that pre-school teacher shall organize pedagogical process in a way that child can be active throughout the whole day.

The research is aimed at studying physical activity of children in pre-school and opportunities to increase it via pedagogical process.

Materials and methods. The research is based on analysis of theoretical literature, partly-structured observation, pedometry, data processing, analysis and interpretation of the results of study on physical activity of children both at pre-school education institution and in family, as well as it gives recommendations for pre-school teachers to increase physical activity of children. The research was conducted in a pre-school education X in Riga in April and May of 2018 and it engaged 45 pre-schoolers aged 5–7. At the end of the study, the results acquired were summarised and analysed.

Interconnections between children health and physical activity

Health is one of the preconditions for sustainable development of society. People with good health can function effectively, have constructive and creative energy, have wholesome life and can contribute to the well-being of their family and general society. Good health opens up the possibility of being active in society facilitating social and economic prosperity in the country. Health is the one that allows people to express themselves. Childhood and adolescence are the best times to lay foundations for good health and knowledge of a healthy lifestyle, to build healthy lifestyle habits. Physical activity is one of the most important factors determining child's physical and mental health, both in childhood and adulthood (Ortega, Ruiz, & Sjostrom, 2008). Appropriately intensive physical activity has beneficial effect on children blood circulation, respiratory and hormonal systems (Janssen, 2007), less often feelings of fear and depression as well as better

learning progress (Parfitt, Pavey, & Rowlands, 2009). Studies have also shown that children who engage in regular mid- and high-intensity physical activities tend to have a much lower risk of developing cardiovascular disease, type-2 diabetes, osteoporosis and various forms of malignant neoplasms in adulthood (Caspersen, Powell, & Christenson, 1985). Physical exercises suiting child's physical fitness improve physiological processes and adaptability as well as functional reserves of a body, while immobility or physical load unsuitable to child's abilities can cause unwanted changes in the body or even be harmful to the child's health and further development (Cavill, Kahlmeier, & Racioppi, 2006).

Latest researches show that there is also correlation between physical activity and cognitive development of a child. Cognitive functions in childhood may serve as an important indicator of physical and mental health in future. In a study covering 260 children (116 girls and 144 boys), physical activity was measured using an accelerometer, while cognitive development was assessed using the latest cognitive scoring scale. As a result, boys were found to have a relationship between physical activity and cognitive function, however there was no such correlation among girls (Quan, Zhang et al., 2018).

Approximately 30 methods can be used to evaluate daily physical activity, each of which has its own disadvantages and benefits. All methods can be divided into three groups:

- critical;
- objective;
- subjective.

The most often, choice in favour of one or another method depends on the purpose of the research. Movement activity rather objectively can be determined with devices recording the amount of motion. The most convenient way to express motion activity is to use number of steps made during 24 hours or throughout the waking hours. Amount of motion may be measured by step counters (pedometers) that are easy to use and allow to count steps during a given time range (Rubana, 2016).

Pre-school education institution is a place where children spend most of their daily life. Often, they attend educational institution five days a week, on average 10 hours a day.

The amount of children motion was determined by using step counters which are easy to use. The number of steps recommended for the oldest pre-schoolers constitutes at least 10 000. Children making less than 10 000 steps a day may be considered to be physically inactive and moving insufficiently (Priedīte, Lāriņš et al., 2015).

Research of children physical activity

In order to characterize physical activity of children and relation thereof to the organization of pedagogical process, the research was carried out in two stages:

- a pedometer was placed on children hands (upon prior parental consent); it registered number of steps made by children throughout the day in a pre-school;
- on weekend, parents, who had agreed to take part in the research, also placed pedometer on the hands of their children, and it recorded the number of steps made throughout the day at home.

It should be noted that pedometers are widely used also elsewhere in the world. For example, scientists from New Zealand, when studying physical activity of pre-schoolers, suggest using pedometer as an alternative to accelerometer (Vale & Trost, 2014).

The research was conducted in pre-school education institution X located in a city. In total, the research engaged 45 children aged 5–7. Girls accounted for 23 and boys for 22 of the participants. The research was conducted during the period from 1 April to 15 June 2018. Each child was equipped with a pedometer for two full days. One day children had pedometer when not attending pre-school educational institution. Pedometer was given to parents with a request to put it on their child on the next morning when the child wakes up and take it off when child goes to bed. The measurement had to be written down. Three participants had to repeat the process, as pedometer fell off during the day and did not measure the total number of steps made during the day. The second day with pedometers was spent in pre-school education institution.

*Table 1 **Steps made by children during a day***

	Number of steps made outside pre-school	Number of steps made in pre-school
Smallest number of steps	6711	5165
Greatest number of steps	12812	12180
Average number of steps	**9735.7**	**8273.5**

The data summarised in the Table 1 show that children make less steps when in pre-school education establishment, i.e., are less physically active. The average number of steps per day on holidays constitutes 9735.7, while in pre-school 8273.5. The results show that, in general, children are more active on days when they do not attend pre-school education institution.

When assessing how many children reached the recommended number of 10 000 steps per day, it can be seen that the number of steps made in the day when

children do not attend pre-school education institution was reached by 24 children (52 %) and not reached by 21 children (48 %).

On a day when children attended pre-school education institution the necessary number of steps was reached by 10 children (24 %) and not reached by 35 children (76 %) (refer to the Figure 1).

The results acquired show that in pre-school education institution 76 % of children do not reach the recommended number of steps to be made. Knowing the children, the number of steps made whereof during weekend reached the recommended number, it may be said that the number is logical, as their families spend their leisure time very actively. Several children and their parents go for walks, regularly participate in sports events, go on cycling trips.
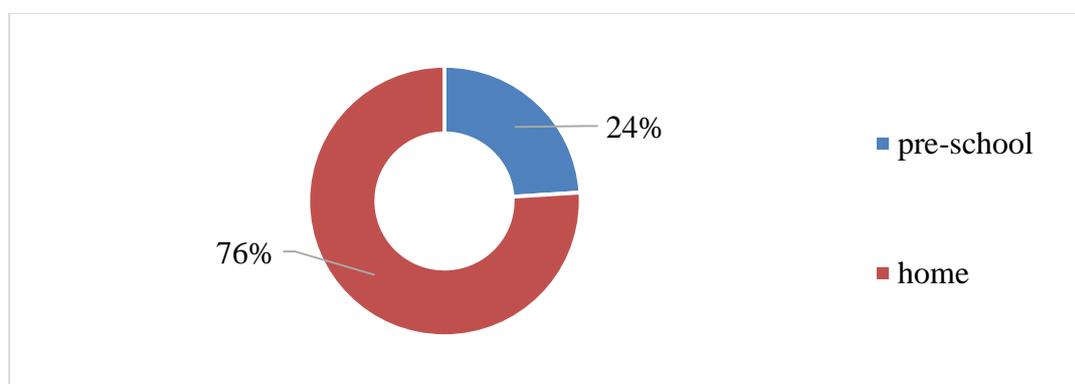

Figure 1 **Sufficient physical activity at home and educational institution**

The child with the number of steps exceeding that required both during weekend and at pre-school attends football classes regularly.

Suggestions for increasing physical activity of children

When launching the reform, the Ministry of Education of Science of the Republic of Latvia (IZM) defined that introduction of competence-based training content implies the need to achieve a paradigmatic shift of approach from the transfer of information to the acquisition of competences in each class and each school (Skola, 2030; IZM, 2017). To conceptually implement the new training content in practice, pre-school teachers are looking for new experiences, effective pedagogical approaches and methods. Knowing the importance of physical activity in a child's development, it is not surprising that the pre-school education programme provides sporting activities every day, however the sports lessons alone cannot satisfy the child's desire for movement. For general development of a child, great attention should be given to various ways of promoting physical activity:
- sports lessons;

- morning exercise;
- organisation of walks; ,
- fun sports activities, celebrations;
- days of health, etc.

At pre-school age, ability to perform various movements carried out in diverse activities is one of the physical development indicators (refer to the Figure 2).
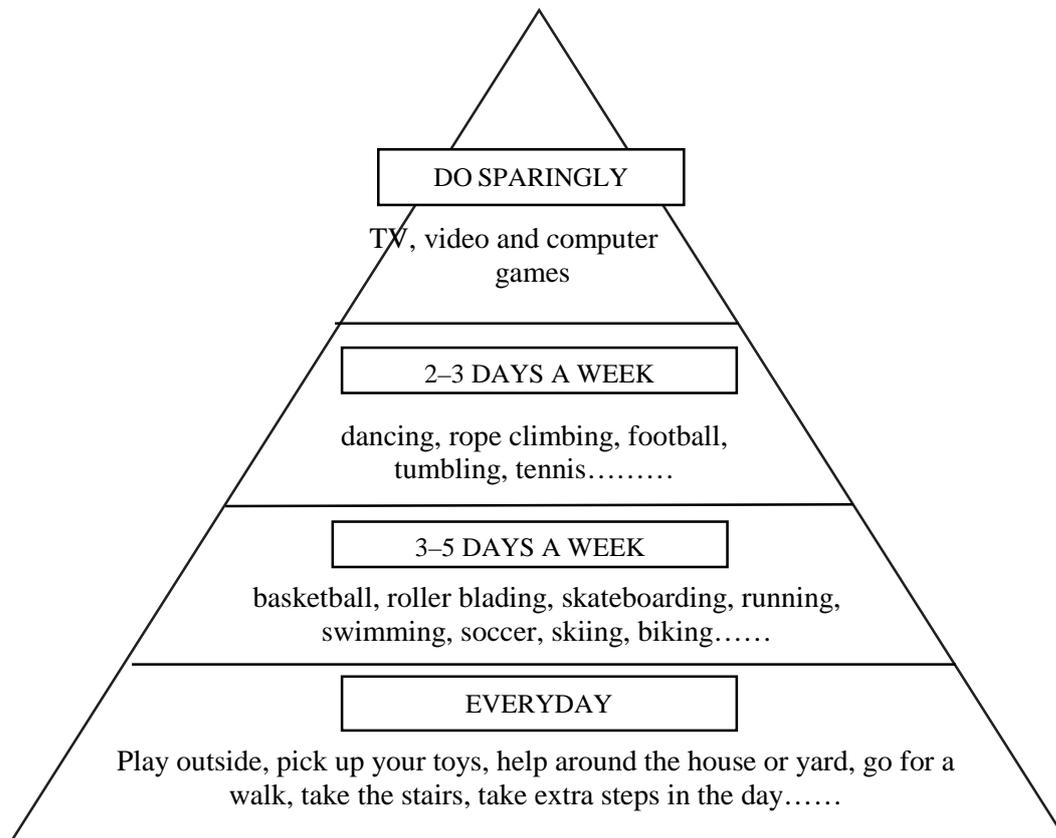

*Figure 2 **Physical activity pyramid for children** (Rauramaa & Leon, 1996)*

It is necessary to supplement pedagogical process with movements that are at the base of the pyramid, i.e., it is the first level where all the movements to be performed are related to the daily activities – walks, outdoor games, activity on a playground, etc. When child gets slightly older, we may start offering him activities of the level 2 – a variety of aerobic exercises, racing and sporting elements related to driving a scooter, use of various sports game elements, etc. Activities of the level 3 include movements associated with muscle activity and flexibility exercises – gymnastics, dancing, etc. By varying activities of different levels, children can be provided with the amount of activity they need during the day, however it should not be forgotten that there should be adequate rest periods between the activities.

It is of a major importance to set up a correct day regime with proper statically dynamic regime for optimal spine load. It is related to:

- settlement of ergonomic workplace for child – table and chair suitable for the child's height;
- keeping track of the child's correct posture while sitting at the table – avoiding long-lasting, uniform postures as well as asymmetric postures (no sitting on one leg, standing by basing on the same leg all the time);
- engaging in physical activities and avoiding factors contributing to the wrong posture such as uncomfortable clothing, inappropriate shoes;
- taking rest periods during the day to relieve the spine (Bula-Biteniece et al., 2013).

Physical and intellectual activity of children will be facilitated by activities and walks outside. Moving on different natural surfaces (moss, stumps, sand, etc.) strengthens physical fitness of children, co-ordination at the same time developing child's fantasy and creativity. For example, in a forest, child has opportunity to develop his fine motor skills by collecting various small items – cones, leaves, seeds and flowers. Children can develop their motion coordination by jumping from rocks, crawling on trees, walking on logs, climbing small hills or sneaking through trees. Teacher together with children may create an obstacle course using existing obstacles or build a snow slope. Acceptance of a challenge, overcoming of something that is difficult in childhood builds child's self-confidence and extends the limits of his/her ability.

The environment in which child acts is of a major importance – the more playgrounds with different equipment are available, the more experience in overcoming various obstacles and stronger desire to develop physical skills child will have. According to researchers, children who spend their free time outdoors are more active, have better-developed social skills, richer initiatives and better organizer skills than children who spend their free time indoors (Perry, Ackert, Saillis, Glanz, & Saelens, 2016).

When outdoors, teacher can use various games and plays that help children to satisfy their need for movement. Movement games are based on active natural movements – running, jumping, throwing, overcoming various obstacles. Game is a kind of school for life experience which children gain with joy, enthusiasm, dedication and passion; when playing game, children exercise their body, gain satisfaction, and express their joy.

It is important for the teacher to support children, to cheer and praise them, to help children get organized for activities, while at the same time teacher should create situations encouraging children to invent new game versions and rules by themselves, as well as use available materials, thus promoting their ability to plan, show initiative, etc.

In group lessons that do not require writing, teachers can encourage children to work when standing. To make children move around during lessons, all necessary materials can be placed on a table in the middle of a class, thus children will have to walk to get the materials.

All the facts mentioned above show that the most significant changes in the organization of the pedagogical process have to be made by pre-school teachers, envisaging play activities that include freely chosen and independent playing as well as activities purposefully organized and indirectly managed by teacher, ensuring uniform periods of load, rest, and activities meeting individual abilities of each child.

Thus, promotion of children physical activity requires:

- integration of physical education and health content in daily activities;
- positive emotional background to the children activities;
- opportunity to be active both indoors and outdoors, using various sports equipment;
- opportunity to participate in movement and sports games both indoors and outdoors;
- morning exercise that may be led by both teacher or children themselves. Morning exercise may engage complex exercises with and without objects, rhythmics, as well as poems with movements, musical games;
- conditions suitable for children to act freely thus ensuring opportunities for individual self-development.

Conclusions

- Transition to a competence approach in education means a change in the style of work that ensures acquisition of competences. Teacher must ensure the acquisition of transversal skills, facilitate integration of child's external training motivation into internal, and develop learning skills.
- Personality of a teacher as well as careful planning of pedagogical process, environment and pedagogical techniques used are all important for the fulfilment of the tasks foreseen in the education reform.
- The uniformity of the activities offered by teacher and restriction of movement are tiring children, therefore it is important to take care that children at this age, along with the education process, are offered to engage in well-considered physical activity.
- The more active the pre-school teacher, the more active the children, which, in turn, in a long term will ensure that children communicate with each other better, are able to organize different games by themselves, as well as be active and self-motivated to learn at pre-school and later at school.

References

Bula-Biteniece, I., Jansone, R., & Piech, K. (2013). *Bērns un sports pirmsskolā*. Rīga: RaKa.

Bula-Biteniece, I. (2016). Sports un tā jēdzienu raksturojums sporta pedagoģijā. *Sporta pedagoģija vakar, šodien, rīt,* 13–17.

Caspersen, C. J., Powell, K. E., & Christenson, G. M. (1985). Physical activity, exercise, and physical fitness: definitions and distinctions for health-related research. *Public Health Reports, 100*(2), 126–131.

Cavill, N., Kahlmeier, S., & Racioppi, F. (2006). *Physical activity and health in Europe: evidence for action*. Copenhagen: WHO Regional Office for Europe.

Janssen, I. (2007). Physical activity guidelines for children and youth. *Applied Physiology Nutrition and Metabolism, 32*(S2E), 109–121. DOI: https://doi.org/10.1139/H07-10

MK Noteikumi par valsts pirmsskolas izglītības vadlīnijām un pirmsskolas izglītības programmu paraugiem (21.11.2018). Retrieved from: https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem

Ortega, F. B., Ruiz, J. R., Castillo, M. J., & Sjostrom, M. (2008). Pediatric Review: physical fitness in childhood and adolescence: a powerful marker of health. *International Journal of Obesity, 32,* 1–11. DOI: 10.1038/sj.ijo.0803774

Parfitt, G., Pavey, T., & Rowlands, A. V. (2009). Children's physical activity and psychological health: the relevance of intensity. *ACTA Pediatrica, 98*, 1037-1043. DOI: https://doi.org/10.1111/j.1651-2227.2009.01255.x

Perry, C. K., Ackert, E., Saillis, J. F., Glanz, K., & Saelens, B. E. (2016). Places where children are active: A longitudinal examination of children's physical activity. *Preventive Medicine Reports, 93*, 88–95. DOI: 10.1016/j.ypmed.2016.09.015

Priedīte, I., Lāriņš, V., Sauka, M., Selga, G., Kalniņa, L., Krievkalns, J., & Artjuhova, L. (2014). Rokasgrāmata fiziskās aktivitātes receptes izrakstīšanai. Riga: State Sports Medicine Centre of the Republic of Latvia, Retrieved from: http://www.vsmc.gov.lv/wp-content/uploads/2015/03/Portaliem2015VSMC.pdf

Quan, M., Zhang, H., Zhang, J., Zhou, T., & Zhang, J. (2018). Preschoolers Technology-Assed Physical Activity and cognitive Function: A cross-sectional study. *Journal of Clinical Medicine. 7* (5). DOI: https://doi.org/10.3390/jcm7050108

Rauramaa, R., & Leon, A. S. (1996). Physical Activity and risk of cardiovascular disease in middle-aged individuals. *Sports Medicine. 22*(2): p.65-69.

Rubana, I. M. (2016). Fiziskās aktivitātes kā veselību sekmējošs faktors sporta pedagoģijā. *Sporta pedagoģija vakar, šodien, rīt.* Rīga: RaKa, p. 149–190.

Tomporowski, P. D., Davis, C. L., Miller, P. H., & Naglier, J. A. (2008). Exercise and Children's Intelligence, Cognition, and Academic Achievement. *Education Psychology Review, 2* (20), 111–131.DOI: 10.1007/s10648-007-9057-0

Vale, S., Trost, S., Duncan, M., & Mota, J. (2015). Step based physical activity guidelines for preschool aged children. *Preventive Medicine, 70*(1), 78-82. DOI: https://doi.org/10.1016/j.ypmed.2014.11.008

Zecevic, C., Tremblay, L., Lovsin, T., & Michel, L. (2010). Parental influence on Young Childrens Physical Activity. *International Journal of Pediatrics.* DOI: http://dx.doi.org/10.1155/2010/468526

ANALYSIS OF PRE-SERVICE TEACHERS' COGNITIVE PROFILES

Zlatica Jursová Zacharová
Comenius University in Bratislava, Slovakia

Miroslava Lemešová
Comenius University in Bratislava, Slovakia

Lenka Sokolová
Comenius University in Bratislava, Slovakia

Abstract. *In recent years there has been increased attention to the problem of teachers' competences. The need for developing critical thinking in schools turns the focus also on the teachers' cognitive skills including not only intelligence but also cognitive reflection and implicit theories of intelligence. This study aimed to analyse pre-service teachers' (N = 344) cognitive profiles covering data from cognitive reflection test (CRT), implicit theories of intelligence test and Mannheim intelligence test (MIT, measuring verbal, numerical and spatial abilities). Significant correlations were found between cognitive reflection and other cognitive abilities. However, the implicit theories of intelligence seemed to be independent of cognitive abilities. Significant differences between senior and junior pre-service teachers were found in cognitive reflection and two MIT items. Based on the presented results, we discuss the assessment of pre-service teachers' competences and the development of critical and higher order thinking in pre-gradual teacher education.*
Keywords: *cognitive abilities, cognitive reflection, the implicit theory of intelligence, intelligence, pre-service teachers*

Introduction

Teachers play an important role in the quality of the educational system and their qualities are often discussed (see e.g. Talis study, OECD, 2007). However, the research projects on teachers' personality and professional characteristics and competences are focused rather on personality traits than on cognitive skills and thinking dispositions (Jurkovič & Čavojová, 2017). It seems that teachers are increasingly "drawn from the lower parts of the general ability distribution" (Grönqvist & Vlachos, 2008, p. 1). It is advisable to discuss both pre-service and in-service teachers' cognitive skills and dispositions and their impact on students' achievement (Grönqvist & Vlachos, 2008; Rindermann, 2007; Čavojová, 2015). This study aims to analyse the cognitive profiles of Slovak pre-service teachers. Based on the results of previous research three research questions were posed:

a) Are there any differences in cognitive profiles between junior and senior pre-service teachers? b) Are pre-service teachers' general cognitive abilities linked to their cognitive reflection? c) Are pre-service teachers' general cognitive abilities linked to their implicit theories of intelligence?

General cognitive abilities, cognitive reflection and implicit theories of intelligence

According to Rindermann (2007), the past century of empirical research demonstrated that ***general cognitive abilities*** (intelligence and literacy) are relevant for individuals and society, as they are linked with e.g. job performance, longevity or economic wealth. General cognitive abilities or intelligence tests are used to assess cognitive skills across all levels of education and professional life (cf. Raven et al., 1991; Frederick, 2005; Rindermann, 2007; Conrad et al., 1993 etc.). Recently, some researchers warn that the cognitive abilities of teachers have declined over time. For example, according to Grönqvist and Vlachos (2008), the average cognitive ability among Swedish new teachers has declined by about 20 percentile ranks over a 15 years' period. In Slovakia, Kosturková (2013) described unsatisfactory results in critical thinking among Slovak secondary school teachers, and Čavojová (2015) reported the IQ scores among pre-service teachers with the range from 65 to 135. However, recent studies (cf. Sternberg, Roediger, & Halpern, 2007; Kahnemann, 2011; Sternberg, 2011; Frederick, 2005; Čavojová, 2016; Čavojová & Jurkovič, 2017 etc.) highlight, that the level of general cognitive abilities (g-factor) does not explain individuals' dispositions for rationality, critical thinking or decision making. And these dispositions are extremely important for the 21st century teachers.

One of the concepts with relevant predictive value in rationality tasks is a ***cognitive reflection***. Frederick (2005, p. 35) characterized cognitive reflection as "the ability or disposition to resist reporting the response that first comes to mind." In other words, it is the ability to suppress an intuitive incorrect answer and to make an effort to look for the correct one. It seems that cognitive reflection may help individuals to suppress impulsive intuitive behaviour (Jurkovič & Čavojová, 2017). As such, cognitive reflection is a disposition that might influence teachers' decision making in various challenging situations. Along with critical thinking skills (Sternberg, Roediger, & Halpern, 2007) and cognitive styles (e.g., ambiguity tolerance or risk-taking) cognitive reflection may help to prevent teachers from labelling, stereotyping and cognitive biases, which are often related to teachers' beliefs about the nature of pupils' characteristics (Huber & Seidel, 2018).

Pre-service teachers may hold different perceptions about the intellectual abilities of their pupils. Dweck (2014) described these perceptions as ***implicit***

theories or "self-theories" of intelligence. Some people believe that intelligence is almost unchangeable, they hold an entity theory. The others view intelligence and as a malleable quality that can be developed, they represent an incremental theory (Sokolová, Jursová Zacharová, & Lemešová, 2017). Based on Dweck's and her colleagues' research (Dweck, 2000; Blackwell, Trzesniewski, & Dweck, 2007; Rattan, Good, & Dweck, 2012), people on both ends of the self-theory continuum show equal intellectual abilities, but their self-theories may affect the way they learn and their motivation. The teachers holding an entity theory of intelligence may tend to judge lower achieving students to have the low ability (Rattan et al., 2012) and thus influence their motivation towards learning. Teachers' self-theories of intelligence may shape their responses to various educational situations and sensitivity towards diversity in the classroom. Rigid perception of intellectual abilities may lead to labelling, stereotyping and teacher-centred approach especially among new teachers in their transition into practice. On the other hand, teaching efficacy was associated with the teachers' belief that intelligence is changeable (Deemer, 2004).

Method

Participants

The participants in this study were pre-service teachers studying at Comenius University in Bratislava, Slovakia ($N = 344$), with 312 (90.7 %) female and 32 (9.3 %) male participants. The average age of the sample was 21.20 ($SD = 2.063$) with the range from 18 to 36 years. Junior pre-service teachers ($N = 217$) studied at the bachelor's level of teacher training and senior pre-service teachers ($N = 127$) studied at the master's level. All participants had finished their secondary school studies and were studying at the University for their Degree in teacher training programme for pre-primary (pupils from 3 to 6 years of age), primary (pupils from 6 to 10 years of age), or secondary education (pupils between 10 and 19 years of age).

Instruments

The data were collected via four paper instruments and analysed using IBM SPSS 17.0. The questionnaires were distributed by the lecturers during their introductory psychology courses for pre-service teachers. The items covered also demographic data and the informed consent. All participants were treated in accordance with American Psychological Association ethical guidelines (APA, 2002). The instruments were used in the following order:

Theories of Intelligence Questionnaire – TIQ (Dweck, 2000). The questionnaire items were rated on a 6-point Likert-type scale with the range from 1 (strongly agree) to 6 (strongly disagree). The scale consists of four entity theory

statements (e.g. "you have a certain amount of intelligence, and you really can't do much to change it."); and four incremental theory statements (e. g. "You can always greatly change how intelligent you are."; Dweck, 2000). The incremental theory items were reverse scored. It means that low scores represent pure entity theory and high scores represent pure incremental theory with the range of 1 to 6. The internal consistency of an instrument in our sample was adequate with $\alpha = 0.823$.

Cognitive Reflection Test – CRT (Frederick, 2005). Cognitive reflection test is a three-item measure of one type of cognitive ability. As the author reports (Frederick, 2005, p. 26), CRT scores are "predictive of the types of choices that feature prominently in tests of decision-making theories, like expected utility theory and prospect theory". The participants are supposed to solve three tasks, with a maximum score of 3. Within the sample of American university students ($N = 3428$), the mean CRT score was 1.24 (Frederick, 2005). In the Italian study, Baldi et al. (2013) reported the mean CRT score 1.29 among 168 (84 men) undergraduate students for Arts, Humanities, Sociology and Philosophy courses). Based on the Slovak study conducted by Čavojová and Jurkovič (2017), the CRT score was lower among pre-service teachers ($M = .82$) than among in-service teachers ($M = 1.42$).

Mannheim Intelligence Test – MIT (Conrad et al., 1991). The MIT test consists of 10 subscales (order of figures, meaning of words, domino, groups of letters, order of numbers, word relationships, mosaics, proverbs, numerical symbols, and impossibilities). These subscales cover verbal, numerical and spatial cognitive abilities (see Table 1). Each subscale has 7 items. MIT is suitable for both individual and group assessment of general cognitive abilities among adolescents and adults (from 12 to 45 years of age). The test has been standardised for general Slovak population.

Raven Progressive Matrices Test - Advanced – APM (Raven et al., 1991). This nonverbal intelligence test consists of two sets. Set 1 comprises 12 items and set 2 comprises 36 more advanced items. This test is suitable for both individual and group assessment of general cognitive abilities among adults (from the age of 18). Raven's test was used with 96 participants to compare the results with the MIT results. The test has been standardised for general Slovak population.

Results

In the MIT test, the participants reached in all subscales the scores slightly above scale average ($M = 3.5$), with the exception of subscale 10 (impossibilities) with a mean score slightly below the scale average (see Table 1). Compared to the norms for general Slovak population, pre-service teachers showed moderate performance in MIT ($M = 41.09$; $SD = 8.322$) with the range of total score from

16 to 60. The mean score in the CRT test was .60 (SD = .84) in this sample, which is a score below test average ($M = 1.5$). Only 4.4 % of participants solved correctly all three items and 59 % of participants were not able to solve any of the items.

As far as the CRT data were not normally distributed (Kolmogorov-Smirnov $Z = 6.522$; $p = .000$), non-parametric comparison was performed to analyse the cognitive profiles of junior and senior pre-service teachers. The significant difference was found in cognitive reflection, where senior pre-service teachers had higher scores with medium size effect ($U = 10992$; $p = .000$; $\eta2 = .015$; $d = .343$). Senior pre-service teachers had also significantly higher scores in MIT subscale "mosaics" ($U = 11733$; $p = .020$; $\eta2 = .015$; $d = .25$), which is a subscale measuring spatial abilities. In a subscale "order of figures" senior pre-service teachers had significantly lower performance ($U = 11754$; $p = .019$; $\eta2 = .015$; $d = .247$).

Table 1 **Descriptive statistics of TIQ, CRT and MIT scores**

	Total (N = 344)				Junior pre-service teachers (n = 217)		Senior pre-service teachers (n = 127)	
	Min	*Max*	*M*	*SD*	*M*	*SD*	*M*	*SD*
TIQ	1	6	4.01	.856	4.04	.801	3.95	.942
CRT	0	3	.60	.838	**.47**	**.758**	**.80**	**.926**
order of figures	0	7	5.34	1.376	**5.48**	**1.295**	**5.11**	**1.481**
meaning of words	0	7	3.74	1.135	3.68	1.165	3.85	1.077
domino	1	7	3. 80	1.268	3.71	1.238	3.95	1.308
groups of letters	0	7	4.01	1.699	4.10	1.687	3.85	1.714
order of numbers	0	7	4.00	1.385	4.02	1.344	3.97	1.458
word relationships	0	7	4.62	1.460	4.61	1.455	4.64	1.473
mosaics	0	7	4.65	1.987	**4.48**	**1.960**	**4.95**	**2.005**
proverbs	0	7	3.92	1.253	3.92	1.241	3.91	1.279
numerical symbols	0	7	3.79	1.788	3.75	1.844	3.84	1.692
impossibilities	0	7	3.22	1.275	3.20	1.203	3.27	1.394
MIT: total score	16	60	41.09	8.322	40.95	8.240	41.34	8.486

We found significant correlations between the CRT scores and the total scores of the MIT ($N = 344$, $r = .390$, $p = .000$; Table 2). There were also significant positive correlations between the CRT scores and the MIT scores in the individual subscales. The only exceptions were the subscales "meaning of words" and "proverbs". These are focused on verbal abilities. Significant

correlations were found also between CRT and APM total scores ($N_2 = 96$, $r = .572$, $p = .000$; Table 3).

The mean score in the TIQ test in our sample was 4.01 (SD = .856), with minimal difference between junior and senior pre-service teachers. The mean score is above scale average (M = 3), which indicates a tendency to prefer the incremental theory of intelligence. The most of our sample (n = 188, 55 %) reached scores from 3.5 to 4.5, 76 (22 %) participants had scores below 3.49 and 80 (23 %) participants had scores above 4.5. We did not find a significant correlation between MIT and TIQ scores, however, a slight negative significant correlation was found between TIQ and CRT scores (Table 2).

*Table 2 **Correlation matrix of (N = 344)***

	age	TIQ	CRT	MIT
age	1			
TIQ	.023	1		
CRT	.131*	-.109*	1	
MIT: total score	-.021	.008	.390**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

*Table 3 **Correlation matrix of APM, MIT and CRT scores (N = 96)***

	CRT	MIT: total	APM: set 1	APM: set 2	APM: total
CRT	1				
MIT: total	.487**	1			
APM: set 1	.142	.038	1		
APM: set 2	.562**	.608**	.133	1	
APM: total	.572**	.577**	.332**	.976**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Discussion

The main goal of our study was to compare junior and senior pre-service teachers' cognitive profiles and analyse the link between general cognitive abilities, cognitive reflection and implicit theories of intelligence. Pre-service teachers' performance in general cognitive abilities tests was moderate, but their

cognitive reflection was lower than reported for comparable general samples in the original research (Frederick, 2005). Similar results were reported by Čavojová (2015), in her sample of Slovak teachers, only 8.8 % of participants solved all three tasks of CRT (M = .75, MDN = 0, SD = .99). Based on these results it seems that Slovak pre-service teachers tend to prefer intuitive cognitive processing, which is oposed to analytical, controlled, relatively slow, rational processing (Stanovich & West, 2000, 2008). These results lead to a question, how cognitive abilities of teachers affect pupils and their learning. According to Grönqvist and Vlachos (2008), the teacher's position in the overall general ability distribution has no statistically significant effect on average students achievement.

Jurkovič & Čavojová (2017) expected that more experienced teachers have more rational thinking dispositions, are more cognitively reflective in comparison to novice teachers. In our sample, we found a positive significant correlation between age and cognitive reflection. The significant differences were found between junior and senior pre-service teachers in cognitive reflection and two subscales of general cognitive ability test MIT. Senior pre-service teachers had higher scores in the CRT than their less experienced colleagues, which follows the trend described by Jurkovič & Čavojová (2017). However, there was no significant difference in total scores of MIT (general cognitive abilities) between these groups.

Similarly to Frederick (2005) we also found significant correlations between CRT and general abilities tests scores (MIT and APM). Despite the fact, that the CRT was designed to measure cognitive reflection, the performance in CRT is enhanced by verbal and numerical abilities, which are measured by MIT. The overlap between these tests suggests that there might be a link between these concepts (Frederick, 2005).

The results in the TIQ test showed a neutral or a slight tendency to the incremental theory of intelligence among pre-service teachers, however, the implicit theories of intelligence seemed to be independent of general cognitive abilities. The slight negative correlation between the TIQ and CRT scores raises a question if the intuitive decision making could be a predictor of rigid, entity theory of intelligence. This question requires a further investigation, as far as the fixed mindset (entity theory of intelligence, Dweck, 2000) may lead to the negative impact of so called Pygmalion effect or self-fulfilling prophecy in the classroom. According to Huber and Seidel (2018) teachers perceive moderate to strong connections between general cognitive ability, prior achievement, interest, and self-concept. Teachers also tend to overgeneralize the pupils' characteristics. Pre-service teachers holding an entity theory of intelligence may tend to judge lower achieving pupils as those with the lower ability (Rattan et al., 2012), lower intelligence, but also lower motivation. From this point of view, the teachers' theory of intelligence could have a more important impact on pupils' achievement

than their general cognitive abilities. Furthermore, according to Grönqvist and Vlachos (2008), high-ability pupils benefit from being taught by a teacher with high cognitive abilities, but such a match could even detrimental for lower achieving pupils.

As it is typical for the teaching profession in many countries, most of our sample were female pre-service teachers (90.7 %). This gender heterogeneity limits the gender comparison, generalization of our results, and also might affect the results. According to Kohut et al. (2016), especially in verbal abilities items, we can expect a potential source of gender bias.

Conclusion

Based on the presented results, Slovak pre-service teachers showed moderate general cognitive abilities and a low level of cognitive reflection. Senior pre-service teachers had significantly higher scores in the cognitive reflection test and in one non-verbal subscale of MIT. Junior pre-service teachers scored significantly higher only in one numerical subscale of MIT. No significant differences were found in the rest of MIT subscales and the implicit theories of intelligence between the two groups. Even we cannot provide a scientific evidence of how their cognitive profiles may affect their decision making in the classroom or their pupils' achievement, we suggest to pay more attention to the assessment and development of critical thinking and related cognitive styles (e.g. ambiguity tolerance) the pre-gradual teacher training. Teacher training courses in psychology and other disciplines should provide pre-service teachers with opportunities to develop these dispositions and skills but also understand their cognitive dispositions and their potential influence on decision making in their future professional life.

Acknowledgement

References

Baldi, P. L., Iannello, P., Riva, S., & Antonietti, A. (2013). Cognitive reflection and socially biased decisions. *Studia Psychologia*, *55*(4), 265-271.
Blackwell, L., Trzesniewski, K., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, *78*, 246–263.

Čavojová, V. (2015). Problem with reflective learning is lack of reflective teaching. In *ICERI2015 Proceedings* (pp. 6521-6528). Seville: *8th International Conference of Education, Research and Innovation*. Retrieved from https://library.iated.org/view/CAVOJOVA2015PRO

Čavojová, V. (2016). O čom je reč, keď hovoríme o racionalite a kritickom myslení. In: V. Čavojová, et al. (Eds.). *Rozum: návod na použitie. Psychológia racionálneho myslenia* (pp. 69−87). Bratislava: Iris.

Čavojová, V., & Jurkovič, M. (2017). Comparison of experienced vs. novice teachers in cognitive reflection and rationality. *Studia Psychologica*, *59*(3), 100−112.

Conrad, W. et al. (1993). *Mannheimský inteligenčný test* [Mannheim Intelligence Test]. Bratislava: Psychodiagnostika.

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality and development*. Taylor & Francis: Philadelphia. PA.

Dweck, C. S. (2008). Can Personality Be Changed? The Role of Beliefs in Personality and Change. *Current Directions in Psychological Science*, *17*, 391-394.

Frederick, S. (2005). Cognitive Reflection and Decision Making. *The Journal of Economic Perspectives*, *19*(4), 25-40.

Grönqvist, E., & Vlachos, J. (2008). *One size fits all? The effect of teacher cognitive and non-cognitive abilities on student achievement.* Institute for Labour Market Policy Evaluation, Uppsala. Working paper series 25.

Hong, Y., Chiu, Ch., Dweck, C. S., Lin, L., & Wan, W. (1999). Implicit Theories, Attributions and Coping: A Meaning System Approach. *Journal of Personality and Social Psychology, 77*, 588-599.

Huber, S. A., & Seidel, T. (2018). Comparing teacher and student perspectives on the interplay of cognitive and motivational-affective student characteristics. *PLoS ONE 13*(8), 1-21.

Kahneman, D. (2011). *Thinking, fast and slow*. Farrar. Straus and Giroux.

Kohut, M., Halama, P., Dočkal, V., & Žitný, P. (2016). Gender differential item functioning in Slovak version of intelligence structure test 2000 – Revised. *Studia Psychologica*, *58*(3), 238-250.

Kosturková, M. (2013). Kritické myslenie pedagógov stredných škôl. *Pedagogika.sk*, *4*(4), 283-298.

OECD, (2007). *Creating Effective Teaching and Learning Environments: First Results from TALIS*. Retrieved from www.oecd.org/edu/school/creatingeffectiveteachingand learningenvironmentsfirstresultsfromtalis.htm

Rattan, A., Good, C., & Dweck, C. S. (2012). "It's ok — Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology*, *48*, 731–737.

Raven, J. C. et al. (1991). *Ravenove progresívne matice pre pokročilých* [Raven Progressive Matrices Test - Advanced]. Bratislava: Psychodiagnostika.

Rindermann, H. (2007). The g-Factor of International Cognitive Ability Comparisons: The Homogeneity of Results in PISA, TIMSS, PIRLS and IQ-Tests across Nations. *European Journal of Personality*, *21*, 667–706.

Sokolová, L., Jursová Zacharová, Z., & Lemešová, M. (2017). Developing psychological literacy in the pre-gradual teacher training. In *ICPS 2017*. Retrieved from https://osf.io/p7r3n/wiki/home/

Stanovich, K. E., & West, R. F. (2000). Individual differences in reasoning: Implications for the rationality debate? *Behavioral and brain sciences*, *23*, 645-726.

Stanovich, K. E., & West, R. F. (2008). On the Relative Independence of Thinking Biases and Cognitive Ability. *Journal of Personality and Social Psychology*, *94*(4), 672-695.

Sternberg, R. J. (2011). *Cognitive Psychology*. Cengage Learning.

Sternberg, R. J., Roediger, H. L., & Halpern, D. F. (eds.) (2007). *Critical Thinking in Psychology*. Cambridge University Press.