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## HUMANIZATION PEDAGOGICAL PROCESS IN HIGH SCHOOL: THEORY AND EXPERIENCE SALES

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**Abstract:** *The article analyzes the theoretical issues of a humanistic orientation of the educational process at the university, based on a survey of students discusses the experience of its implementation: setting and adoption of learning objectives, the needs, motivations and interests, the formation of educational content, the value attitude toward the student's personality.*

**Keywords:** *humanistic orientation, goal setting, content of education, needs, motives, interests, value relationships of students, implementation experience.*

### Introduction

Further improvement of the system of education is associated with a reorientation of its objectives, content, forms, methods and tools to assist in the acquisition of knowledge about themselves, the human nature and the world in which they live. The worldwide development is becoming more distinctly humanistic.

Humanistic orientation of the educational process in high school is changing the traditional view of the purpose of education and training, the main component of which is to focus on the systematic acquisition of knowledge, skills and competencies. Today, from a specialist with a university education is required not only and not so much the execution of algorithmic actions as the possession of creative skills and the freedom to choose methods of problem solving, the ability to independently set the goals, methods and means of their professional activities. Getting good education, which is a true capital and resource, allows a person to be competitive in the labour market.

### Body

In today's context, education fulfills the order to prepare a competitive, all-round education of the creative professional. In the educational process it is important focus on the individual student, his cultural studies education, the development of physical

abilities and aesthetic tastes. This means that education and training should be based on student-centered approach, the purpose of which, according to E. Bondarevskaya is not the formation or even education, but supporting the development of the man in the man [Bondarevskaya, E.V., 1997, p. 13]

Humanity goal-setting is to refocus the main goal of the pedagogical process in the personal development of the student (on the intellectual, moral, aesthetic, and activity basis), and the change of the education and training, the formation of new professional qualities. Humanization in setting goals and objectives of the educational process consists in the prediction of the future development of the specialist in the production of specific tasks at each stage and the stages of its preparation, planning future careers. Goal setting in training and education is productive at a degree that meets the demands and needs of society and the individual, and corresponds to the educational capacity of the school, the teachers and the students. Its essence lies in an education and training program based on the prediction of the future development of the expert, taking into consideration his upbringing, education and abilities, as well as in selecting, appropriate in these circumstances, means and methods of interaction between teachers and students. Holistic consideration of the objectives of the pedagogical process involves a dual focus: the

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„outside”, at the macrolevel related to the entire system of training future specialists, and the „inside” on the microlevel, is directly related to a particular stage of training future specialists. The result of such university education is a spiritual, free, creative and socially active person, a competent professional with a strong teaching and research oriented capacity, able to adapt to a variety of professional activities in a changing environment.

The strategic aim, therefore, an end in itself, is humanizing education, orienting it towards self-training and self-education. The criterion of the achievement of this goal, is the level of humanity, which manifests itself in relation to man, society, other people, myself.

Analysis of major policy documents on education development shows that the state sees the future of education especially in competitiveness, the optimal ratio of costs and quality of investment attractiveness, etc. Of course, the solution to these problems is very important for society as a whole. At the same time, in terms of the hierarchy of objectives for each individual, the majority of social institutions (family, community organizations, etc.), the main strategic goal of education is the development of man, and all the others are only means to achieve the main goal. The resulting inconsistencies in the objectives can only be dealt with by means of civil society through discussion, negotiation, etc.

Interesting are the students' answers to the question „Do teachers always report the purpose of studying the educational material?”. Only a fifth of those surveyed said that the purpose of studying the educational material is „always” reported by teachers (19.1%), slightly less than half of them believe that it is reported „sometimes” (43.1 %), just under a third of the students surveyed responded – „sometimes” (31.0 %), a very small part of the students said that the purpose of studying the educational material is reported „rarely” (6.9%). Thus, we can conclude that in providing a humanistic goal-setting in the system of higher education, there are certain mistakes. If students do not understand the purpose of studying the educational material, they are studying it passively, without due diligence.

The students' answers to the question „What do you think are the goals a man should set to himself?” showed that most students dream of higher goals in education: 62.0% of the students are setting high goals that can and should be achieved step by step at each stage, 31.9 % of respondents believe that it is necessary to set certain goals, but realistic and feasible. A small percentage of students are eager to set themselves high and hard to achieve goals (4.8 %), i.e. they want to dream on a grand scale and strive to realize their dreams. At the same time, a small part of the students think that it is better not to set oneself any specific goals, and 0.6 % of the respondents tend to put simple and easily achievable goals in education and life.

Consequently, the success of the humanization of the educational process is associated with the formulation and adoption by the student of training purposes.

It is equally important for the successful learning activities of students to have a humanistic content of education, and that students have knowledge of the composition of academic disciplines that they will be studying for five years, about the features of the curriculum of the university in this specialty.

The humanization of education implies a new approach to the formation of the educational content and requires the involvement of anthropology in the structure of higher education. O.V. Yanchukovich believes that the content of education must be constructed so that each of its elements deepens the understanding of human nature, contributes to the formation of an attitude to it as a value [Yanchukovich, O.V., 2009, p. 49].

Students' survey showed that many students have objections to the curricula and training programs, the content of the lectures and seminars.

Our research has shown that students' participation in the discussion of curricula and training programs in various school subjects is rather low. This fact gives rise to the conclusion that many students do not know about the composition of subjects that they need to learn on a particular specialty, on their programs.

As for the views of students about the possibilities of the curriculum of the University, only 5.3% of them



always feel satisfied, 7.2 % are free to choose subjects for the study, 10.5 % fully satisfy their interests and learning needs, 11.3 % feel sufficiently educated to find later realisation in life.

The study found that, on the one hand, the educational process, built on humanistic principles, promotes the formation of the students' tendencies to altruism, selflessness, empathy, which are essential elements of humanity and the psychological mechanism of deepening the social nature of man. On the other hand, a low enough ideological culture of the students, the roots of which lie in the highly specific nature of teaching natural sciences and the humanities, which are often characterized by the absence or insufficiency of scientific findings.

The universities of Belarus have experience of a humanistically oriented educational process. As shown by sociological research, in the field of humanization, universities have carried out some work. It can be summarized as follows:

- At most institutions exist university programs aimed at the implementation of humanistically oriented educational process;
- In higher schools were developed or are being developed theoretical and methodological issues of humanization for the conditions and the specifics of the university;
- Discussions are held on the humanization of the educational process at the university on faculty meetings, scientific conferences;
- Training manuals covering the humanization of education issues and education were created;
- Humanistically oriented technology of training and education of students are used.

However, it should be noted that the implementation of the tasks of humanization of the educational process in high school, meets certain difficulties and disadvantages. The problems and shortcomings in the implementation of humanistically oriented education in higher education have deep historical and social roots.

First, the long domination of the authoritarian system of education and training, and secondly, the declining prestige of the teaching profession.

The subjective reasons for the lack of efficient implementation of the tasks of humanization lie in the lack of attention of the administration of many universities to the popularization of the tasks of the humanization and the monitoring of their implementation. A poll at the faculty has shown that a clear understanding of the goals and objectives in this area have a minority of respondents. Of the 1500 teachers of technical colleges only two thirds approve of the idea of humanization. But even among them there are many who consider the humanization only temporary, although an important step in the development of higher education, not seeing that it is a permanent and unchangeable content of its theory and practice.

### Conciusion

Thus, the study showed that the humanization of higher education is realized by matching the structure of the educational process (content and methods of education and training) with the basic needs, motives and interests of the man, by meeting the needs of students in self-expression, the right to freedom of opinion and choice, emotional contact, communication, experience of joy, and with the help of autonomy and freedom in the organization of the educational process and pluralism of the models of education.

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## THE INTERACTION OF TEACHER AND STUDENT IN THE CONDITIONS OF RESEARCH ACTIVITY

Veska Ivanova Shivacheva<sup>1</sup>

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**Abstract:** *In the report the role of the interaction of teacher and student in the conditions of research activity is revealed. The theoretical and methodological aspects of this phenomenon in the preparation of the student are considered. Our understanding is that the teaching of scientific knowledge and research in unity and interrelation with the active participation of students is an academic principle and paradigm for university education. The results from the approbated model make the drawing of the pedagogical prerequisites in which the interaction of the lecturer and the student, contributes to the formation of the expected competencies.*

**Keywords:** *university, scientific research activity, pedagogical interaction, student, teacher.*

### Introduction

The actuality and significance of the topic of the report is associated with a clearly expressed trend for the connection between education and research in higher education schools. The implementation of university education, based on scientific research, contributes to a greater extent to the creative development of the main participants in the educational process, their adaptation to the information society and lifelong learning. This necessitates the creation of adequate education environment and quality change of the interaction of teacher and student in such a way as to reflect the qualification standards for knowledge, skills, competencies of graduating bachelors and masters, the development of science, technology, innovation, values of civilization and the requirements of modern life.

**The objective** of this report is to analyze the qualitative parameters of the interaction of teacher and student in the conditions of research activity. Our report is based on the results of a larger study of the pedagogical aspects of the experimental activity at the higher school.

### Methods of study, thesis, results

In order to reveal the essential properties, connections and relations of the studied phenomenon we apply methods of theoretical and comparative

analysis. Purposeful and systematically organized monitoring of students during curricular and extracurricular research activities, lectures, tests, interviews, etc. allow to obtain empirical information and to outline parameters. We test assumptions by way of a pedagogical experiment and approbate the resulting theoretical model. The empirical data are subject to theoretical and statistical processing. The sample of the finding study includes lecturers and students from Bulgarian universities. The applied and experimental activity is carried out in Burgas University „Prof. Dr. Asen Zlatarov”.

The theoretical interpretation and practical implementation of the parameters of the interaction of teacher and student in the conditions of university education based on scientific research requires an outlining of the paradigmatic grounds. Our understanding is that the teaching of scientific knowledge and research in unity and interrelation with the active participation of students is an academic principle and paradigm for university education. The respect for the paradigm requires the pedagogical interaction to contribute to the highest degree to promote research as an activity of the students, developing their cognitive interests, creative and critical thinking, and their participation in innovations. Interaction in research is useful when the facts found during the experiment facilitate the rationalization of fundamental concepts, principles, laws, theories.

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The paradigm of a competence-oriented study is related to those competencies, which students need to master in order to carry out the experiment and which are specific to solving the problems of a given scientific field – constructive, communicative, informative, socio-cultural, health and environmental, organizational and technical. This reflects the integral nature of research competence.

The implementation of the experiment as a scientifically well-founded system, comprising elaboration of schemes and algorithms to ensure reproduction and achievement of results, it reflects the technological paradigm of university education, based on scientific research. During the experiment the researcher takes part in the course of its implementation through the reproduction of the researched phenomenon, he or she purposefully influences the processes through experience, modelling, verification of the hypothesis, etc. The students not only monitor, but can make changes in the studied objects. Students put their own efforts and feelings in the perception of new scientific information. Watchfulness, attention, ability to detect and solve scientific problems are developed. An emotional and value-based relation to the studied objects and to the research activity is built. The very opportunity to rediscover or to create new scientific knowledge and applied scientific products through curricular and extracurricular experimentation is valuable. Research technologies make it possible for students to realize and respect the universal values to a greater extent by applying them in practice as personality orientations in the implementation of educational experimentation. Of all the factors, which the subjects have to comply with during the experiment, the health and environmental factor is the most important.

The functions of the instructor regarding the participation of students in scientific research are related to motivating, stimulating, energizing for thoughtful and productive implementation, planning, organizing, communicating, coordinating, controlling, regulating, correcting, counselling, diagnosing, prognosticating, etc. These functions are interrelated and are effected only if the university instructor is a personality, who can create and develop personalities.

As far as education at the university is interpreted as a targeted, individually driven and pedagogically organized process of creative development of students, the implementation of educational experimentation in the context of personality-centred training has a paradigmatic basis. In this sense a leading landmark, main content and main criterion for the quality of scientific projects, which students participate in, are not only their knowledge and skills for research and problem solving, but also the development of personal qualities, which make them adaptable, competitive, able to set and achieve goals, working towards perfecting themselves and their surroundings. E. Rangelova emphasizes that orientation to the development of students' personalities makes it necessary for the instructor to possess professional and pedagogical competence, to be a humane personality with his or her own individual style, tact and culture [E. Rangelova, 2016]. In view of this research activity, centred on personality, is associated with the implementation of intensive interaction, emotional value-based communication and the creation of psychological climate, which guide students to a rational choice of research strategy.

The joint research work of faculty and students is a teamwork, during which interaction is used; intensive interaction, dialogue, exchange of scientific ideas, assumptions, surmises are performed. In view of this the paradigm of partnership, coordination of both parties, their cooperation and agreement makes the instructor assume the role of a consultant, mediator, assistant. The voluntary inclusion of students in activities, based on experiment, is a prerequisite for the specific learning content, culture and methodology of scientific research to be mastered in unity and students to be placed in the position of the discoverers of scientific truths, as well as to turn to creative self-improvement.

We share A. P. Smantser's view that the discovery of pedagogical interaction requires to analyze its components [A. P. Smantser, 2016]. The analysis of the quality parameters of the interaction teacher-student in the conditions of research activity focuses on the following components: target, motivational and stimulating, content component, process and active, evaluative and reflexive components.

The target component is oriented to guiding pedagogical interaction to the issue of education, based on scientific research, its conscious acceptance and connection to individual qualities. The achievement of the specific objectives can further satisfy students' professional and creative interests, direct them to the study of new problems, to a possible scientific career.

The motivational and stimulating component of the interaction refers to the establishment of a common motivational basis for performance of scientific research activities, urging students to demonstrate their activity and direct it to learning and research.

The motivational and stimulating component of the interaction refers to the establishment of a common motivational basis for performance of scientific research activities, urging students to demonstrate their activity and direct it to learning and research. The external motivation is under the influence of faculty, fellow students, student councils, the atmosphere in the group, the faculty, the university, etc. The internal motives are related to the interests of students, their needs to learn by exploring, their aspirations towards knowledge and achievement of results. It is useful when the university professor stimulates the aspirations of students towards discovering and developing their own strengths and opportunities for study, to assist them and help to create adequate conditions.

The content component reflects the system of knowledge, skills, competencies, which researchers have to master in order to implement the curricular and extracurricular research activity in the relevant thematic areas: green, bio-, nano- environmental technologies; energy sources and energy saving technologies, control of noxious and hazardous household and industrial waste, new raw materials, information and communication technologies, educational environment and quality of training, food and health, etc. Our research focuses on the detailed organization of the competencies that students are expected to master.

The operational and activity component refer to the system of procedures and operations, performed by the students and the faculty. The activity oriented strategies are related to the goal-setting, the selection

of educational and research tools, the creation of suitable psychological climate and orientation to goals. Regardless of the specifics of the studied matter a summarized flow diagram is followed: practical task – scientific problem – idea to be put into practice – hypothesis – methods for verification of the hypothesis – theoretical interpretation of the results – conclusions.

The evaluative and reflexive component of the pedagogical interaction relates to the assessment and self-assessment of performance, reflection of cognitive and experimental activities, thought processes and potential opportunities of students and faculty to explore, to combine elements of programming, standards and creativity rationally, to algorithmize with due measure, to implement research-based education with flexibility and variation, to work in a team, to humanize their relations, etc.

The experimental and applied activity is associated with organizing pedagogical interaction in the conditions of research activity according to the developed theoretical model. Traditional methods are applied in control groups by combining the demonstration and laboratory experiments. Real experiment and experiment in a digital environment, projects, analysis of situations, SWOT-analysis, brainstorming, computer presentations of scientific research results and other methods are combined in the experimental groups. The study is related to establishing the extent to which pedagogical interaction contributes to the formation of the competences, necessary for the solution of research tasks: scientific field-specific, environmental and health, information, communication, organizational and technical. To establish the relationships between the studied phenomena correlation analysis is applied using the Pearson determination and coefficient. The established correlations between the types of experiments applied in teaching and students' achievements confirm the conformity of the theoretical model we have adopted. The conducted quantitative testing of hypotheses through statistical criterion t-Student's distribution confirms the conformity of assumptions about the role of pedagogical interaction for the formation of skills in students for the conduct of scientific research too.



## Conclusion

The results from the approbated model make the drawing of the following conditions and methodological assumptions in which the interaction of the lecturer and the student, contributes to the formation of the expected competencies as follows:

- Preliminary preparation and provision of resources for the scientific research, access to databases and electronic libraries, integration of the research space of the university with international networks;
- Validity and specific objectives of scientific research, where the interaction and subjects are oriented towards achievement of the objectives through their activity and responsibility;
- Health and environmental suitability, problematic, systematic, heuristic and pragmatic of the experimental tasks as their solution is to facilitate the introduction of concepts, theoretical principles, laws, proof or rejection of hypotheses, while taking into account the specific competencies, which are expected to be formed in students;
- Combination of the real experiments and experiments in a digital environment with traditional and non-traditional teaching methods, projects, multimedia and teamwork;
- Increasing the activity and the autonomy of the students throughout the various stages of research, data collection, processing and analysis;

- Creation of situations of success, satisfaction with performed research, introduction of interactivity, collaboration, mutual respect, positive emotional experiences, mobility, satisfaction with successfully performed research, reflection, self-assessment;
- Pedagogical competence of the instructor to motivate, advise, facilitate, encourage, stimulate undergraduate, graduate and postgraduate students' ideas, their scientific potential; and support them in the implementation of a scientific career, assist the presentation of their results in forums.

In conclusion it is useful to be highlighted that humanising and enhancing the interactivity between teacher and student is an important prerequisite for mastering the study content, culture and methodology of the scientific research in unity and interdependence.

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## ABOUT SOME PROBLEMS AND LEVELS OF EDUCATIONAL INTERACTION BETWEEN LECTURER AND STUDENT

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**Abstract:** *The article observes imaginations of students and lecturers about the educational interaction in a technological university. The main components of this image: individually-personal, professional and social, are described in this research. The interaction is considered taking into account the direct and indirect mutual effects of lecturers and students. The article describes the construction of a model of stages and features of the involvement of lecturers and students in the learning process. Content-analysis of texts and examination are used to solve tasks.*

**Keywords:** *educational interaction, image of the lecturer, image of the student.*

Change in higher education in terms of its autonomy and democratization of participation in the management of the higher education institution is legally guaranteed. The mission of each university sets quality education commitments in line with the best national traditions and world trends, with the dynamically changing requirements of science and business, the challenges of professional practice, the needs and interests of students. But the problem of quality in higher education can be solved, explored and analyzed in the context of different paradigms [Sharshov, I.A., 2011]. The standard ones are for the knowledge and the preparation for professional realization, for the demand on the labor market. In the last decade, the quality of education is also appreciated by a broader understanding of achievement assessment according to the satisfaction of the learning process, its degree of involvement, communicative and overall social competencies, through the focus on the personality of the participant in the educational system, with their attitudes, motives, values and goals, of the development of a competitive personality.

The interdisciplinary approach allows educational interaction to be seen as a social practice at the border of public, university and business environment. These three aspects are mutually determined. The formed structure of educational interaction in the higher

education system follows the institutional tasks and is therefore sufficiently conservative. A dynamic public and business environment requires major transformations in teacher and student collaboration. In general, this is a peer learning interaction.

In the specific university area, educational interaction is an integral process. It is based on the cooperation of students and lecturers. Content is teaching and learning. In form it is an effective partnership, developing the professional competencies and the creative growth of both the student and the teacher, supporting the individual work of the students, collaborative research. It is a question of social-pedagogical interaction determined by the learning objectives.

The interdisciplinary nature of the problem of interaction between university lecturer and students determines a different profile of the conducted research and of the analyzed scientific sources.

The aim of the study is to outline the problems and prospects in the interaction between lecturers and students in the conditions of university education in order to guarantee its quality.

Main tasks of the study:

- Analysis of the commitment and judgments of students and lecturers in educational interaction.
- Highlighting factors that influence the interaction between lecturer and student.

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- Drawing up problems in the educational interaction between lecturer and student in the conditions of university education, as well as the possibilities for solving them.
- To justify a model of the stages and the specific engagement of lecturers and students in the learning process.

The present stage of the study includes lecturers from the faculties and departments of UFT/ University of Food Technology/ – Plovdiv, as well as students from all courses. The questionnaire „Interaction of Lecturer and Student in the Condition of University Education” contains several groups of questions about:

- the image of university lecturer and student;
- communication between students and lecturers;
- good pedagogical practices;
- commitment of lecturers and students to university management.

In earlier stages of this study, significant discrepancies in the perceptions of the university lecturer [Teneva, A., A. Yaneva, 2017] were identified. They often do not correspond to the expectations of the students in the transition from secondary to higher education, with adequate labor market relevance, role-playing (teacher, pedagogue, and lecturer).

Lecturers have their own rating of characteristics that follow the stereotypes of the profession. The reason for the study is the reactions of the lecturers arising from the annual studies of students' public opinion and the shared assessments of the problems in the organization of the educational process, the adaptation of the freshmen and the satisfaction with the preparations of the graduates, the teaching practice and the pre-graduate experience.

In order to achieve comparability of results with previous research and their discussion, as well as in the context of educational interaction, the images of student and of university lecturer are discussed in relation to three main components: individually – personal, professional and social. I highlight their unequalness in terms of both quantity and frequency and degree of sharing of opinions about the traits. The tensions between them can also find incentives and obstacles for the development of educational interaction.

1) Individually-personal component:

The student is open, responsive and communicative. They demonstrate independence and self-confidence, simplicity and optimism. In the students' perceptions, real self-esteem and other characteristics are valued as personal qualities and, to a lesser degree, are judged from the point of view of interaction with other people.

The lecturer is a smart and creative person. But they are expected to be good psychologists in order to be able to understand. Under constant tension, they are stress-resistant. Quietness is absent, and psychic stability is needed under constant pressure – due to declining number of students or overload with auditorium work.

The challenges in the individual personal perspective are related to the overcoming stereotypes of conservatism, literacy and erudition, as well as to the motivation for achievement.

2) The professional component:

It is commented according to pedagogical practices, organization and learning results. Here there are no discrepancies in the judgments and the notions. Students note the teaching dedication of work, erudition and competence, the knowledge of the subject and the relevant scientific field, the interactive methods used. Lecturers emphasize the problem of motivation for learning and achievement, with the dilemma of studying or working, which leads to irritability in student audience and outreach activity.

The professional expertise is particularly important for lecturers when curricula and programs are constantly updated, educational level is falling, and society's and business's expectations of quality of training and professional training are increasing. In a pedagogical transformation mode from influence to interaction, the lecturer ceases to be merely a „conductor” of knowledge and information. They are expected to be sensitive and have qualities of a pedagogue

and psychologist, developing themselves and the personality of the student. Hence the criteria for the success of his pedagogical activity, for inclusion in dialogue with the students in the educational and professional activity.

3) The social component:

It closely characterizes the interaction of participants in the educational process such as partnership relations, emotional sustainability, maturity, organization, activity. The most important are the business qualities – responsible and honest performance of the duties by the lecturers as well as a claim to the students.

In further research it is necessary to clarify the problem of the „realized need for responsibility” and „the ways for its possible realization in the educational activity”, identified as one of the important existential problems, as a priority existential meaning in the humanist education [Sokolova, E. A., 2014]. Moreover, educational interaction implies the mutual responsibility of lecturers and students for the level of training and the results achieved.

The effect of the partnership is reflected in the direction of the research work of the students in the master's programs. Involvement of young people in the realization of different projects creates a „common field of interaction based on solving common creative tasks” [Sharshov, I.A., 2011]. Despite the arguments of theory and practice in support of the subject-subjective paradigm, it still does not encompass the educational space. Relatively slow is the relationship of higher education – academic staff – students, the used forms and methods of education, approaches to assessment of pedagogical interaction. I.e. the source of these problems can be sought and found in both the individually – personal peculiarities, as well as the university environment ones.

The discussion of the results of the content analysis of the open texts for the images of student and lecturer, the relations between them outlines the main problems/challenges to the educational interaction. The first is caused by the discrepancy between the objective requirements of society, the peculiarities of the university environment and the personality. They shift the priorities for studying or work, for a specialist's competitiveness, or adaptation to current conditions. They can lead to conflicts of motivation for success, professional development and realization. The second group of problems arises from the monologue subject-objective teaching, which doesn't go hand in hand with the dialogical nature of pedagogical interaction and management dialogue. Here are the challenges of person-oriented education and the special organization of the learning environment [Kamenova, D., 2014]. The pedagogue ensures the interaction with the effectiveness of specific methods of motivation, orientation, and training. The third set of challenges is related to e-learning, which is not the subject of this study. However, here the pedagogical interaction between the trainer and the trainee is also a deliberate joint activity that leads to mutual change of their behavior, activity and relationships. The student perceives the e-learning as a natural one, which satisfies their needs for mobile, flexible and individualized learning. They get knowledge from multiple sources. The learning content becomes very wide and with various points of view. The trainee wants to know why they have to learn a discipline, how to use the knowledge they have gained (with a claim to applicability and utility). To meet these needs, the lecturer is informed, self-educated, developing in their field of study, creating e-courses. Thus, the educational interaction is an information exchange in which the competencies of students and lecturers also bring realism and tension to the joint work.

Lessons from the research can be summarized in a matrix formed by the sharing of the images of the participants in the educational interaction and classifying their inclusion in it. It represents a rectangle divided into four parts. Each of them describes an image and a pattern of behavior. This matrix is an attempt to represent the polysubjectivity of educational interaction.





<b>Educational interaction</b> personalized and recognizable participants	<b>Polysubjective educational interaction subjects are active, permanently engaged, public</b>
<b>Educational interaction</b> non-personalized object with unrealized interest, passive, „faculty number only”	<b>Educational interaction</b> subject „iceberg”, changing inclusion

The images of the student and the lecturer are similar to „icebergs”. Their research is relevant due to the changing pattern of learning and motivation for achievement. Participants follow stereotypes, their activity is variable, and feedback is periodic. This makes it difficult to study them as dynamics and disproportions. Therefore, deeper exploration of the models of cooperation is needed. There are mutual expectations in a very wide social context and different depths that can be developed and corrected in the actual interaction. Ignoring them poses a risk of mutual perception and interaction.

Taking into account the specifics of the higher education system, educational interaction is explored as a direct and mediated impact of lecturers and students [Kuznetsova, Y.V., 2016]. This process creates mutual determination and connectivity. Individually-personal features, style of action and communication are manifested. The aim is the personal and professional development and self-development of the students and the lecturer.

The educational impact with non-personalized objects is in the lecture stream. The use of interactive methods in learning overcomes the unrealized interest, reasons the need to study especially general education disciplines.

The educational interaction with personalized and recognizable participants is demonstrated during seminar and practical exercises. It has an ability to convert into subject-object interaction ...

In the educational interaction with a changing inclusion the subject is often „an iceberg” – focusing on itself and its goals or on the group with the reproduction of commonly accepted patterns of behavior in it. A criterion for their differentiation and the transition to the next level is the ability for intragroup and inter group subject – subject relations. This can be seen in individual work with the lecturer,

engagement in episodic presentations and participation in debates.

The level of polysubjective interaction is distinguished by a common direct creative activity and communication. The real participants are in a subject-subject relationship. Their partnership integrates them and makes them capable of exploring themselves and the world, changing their environment and solving problems, working with other teams. Cooperative activity is a condition for polysubjective interaction. It is a mutually directed activity with a common direction and purpose. It requires and creates conditions for cooperation and communication. I. Vachkov thus determines the phenomenological, dynamic, structural and instrumental meaning of the polysubjective educational interaction [Vachkov, I., 2002]. They appear in the research work before and after the defense of the diploma project, in the co-authorship of reports for scientific seminars and youth forums.

The lecturer and the student are partners in shaping the professional competence of the future specialist in food technology and techniques, economics and management in the industry. The image of the successful professional, the involvement of the student as a subject in the educational process, the interaction with the lecturers, the authority and the trust are important. The group of lecturers' images of their students is an important factor influencing the organization of the audience and outreach work, the communication between them and, in general, determines the effectiveness of the learning process. The socio-psychological studies mark different parameters and components of these ideas and their influence. For the lecturer, the students are in the first place an object of impact, the relationship with whom is professional and accompanied with different satisfaction. Research on the image of the university lecturer empirically justifies the differences between lecturers and students. This is confirmed by the annual studies of student public opinion and the system of teacher attestation. The image of a „good teacher” varies slightly in the course of learning, they love their profession, communicate and work with his students. Claims towards a „negatively rated teacher” are growing. At the psychological level of interpretation predominate models focusing on stereotypically experienced pragmatic learning relationships.

**In conclusion:** The interaction of lecturers and students in a university environment takes place simultaneously at different levels, which are in fact not equal in effect. Fundamentals of the learning process and the professional training are the interactions student - lecturer and lecturer – student team. The present study also focuses on the image of the lecturer in the eyes of the students and is generally person-oriented. Insufficiently investigated are the interactions between the lecturers and their communities, the interactions of the students – the teaching community, the student – teaching teams. The validation of the subject-subjective educational paradigm requires the study of the level of innovation readiness, of the development of a reflexive theory of interaction.

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## NOETIC GOALS ORIENTATIONS OF BULGARIAN STUDENTS FROM THE HUMANITARIAN SPECIALTIES

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**Abstract:** *The report presents the results of an international project including seven countries (Coordinator-Russia). The accents in the study have been directed to the noetic goals orientations of Bulgarian students from the pedagogical specialties in Sofia University „St. Kliment Ohridski”. The concept of V. Frankl / „will for sense”/ is studied by „Test of life orientations”, validated by D. A. Leontiev. The level of meaningfulness of life at the studied students is based mainly on the „contribution” of values according the scales of „life goals”, „emotional saturation of life” and „Locus of control – „Life””. The bonds between „satisfaction by the self-realization in life” as well as the assurance that a person may manage and control its own life („Locus of control – „I””), are significantly smaller.*

**Keywords:** *life goals/aims, satisfaction, localization of control.*

### Theoretical formulation of the problem

The basic features of „anomie”, specified by E. Durkheim [Durkheim, E., 1999], and which continue to exist in our modern reality, update the ideas of the famous Austrian neurologist and psychiatrist V. Frankl [Frankl, V., 1962], author of logotherapy and the need of use of their explanatory opportunities which have significance for our times. Three key terms – „**freedom of will**”, „**sense of life**” and „**will for sense**” – build the theory of Frankl which arises by his psychotherapeutic practice.

It is well known that the needs and motives, values and interests, as motivating, regulating, organizing and controlling the activity and the behavior of the people to one or another expression field have always been objectified and have found expression in more particular goals and aims which on their side keep on directing and organizing this activity in short-term, mid-term and long-term plan. The achieving of such goals gives different sense of their life. And it is not accidental that exactly these problems – the value-motivation side of personality and its meaningful-purposeful activity, is studied for long time and

broadly by the social and humanitarian science, whose representatives and obtained results have acquired a chrestomathy popularity, in order to be reminded.

**The subject** of the empiric research is the goals, tracing the activity and behavior of young people /students/, which gives sense to their life. We have chosen exactly this age period of the human life because essentially it is transitional from adolescence to youth and „early maturity”. And as it is well known the transition periods in the progress in social and individual aspect have always been interesting and challenging for the researchers. That is why because exactly during them we may observe the synergic interlacing of three different processes: a/ consecutive re-socialization and shifting of the internal architectonics of the value system by elements of loss of initiating and motivating force of some of its individual components; b/ defending of already acquired and established which keeps on energizing in terms of psychology the human activity and making life sensible; c/ genesis and dynamics of new life orientations, of new needs, values and aspirations objectified in particular goals/aims and interests.

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For us all this is significant as exactly in this period is made deep rethinking of life and our place in it, concerning all sides of the student personality – need-motivation, social-moral, cognitive field, the „I-system” and will. The student as personality and as subject of his/her activity in the surrounding social and material world may not avoid the reflection on his/her own existence, may not avoid the searching of sense to support it, may not avoid the realization of his/her personal responsibility for this sense to himself/herself and to others, to the society as a whole. An important feature of this age is its role of „social and life regenerator”, which is given by E. Ericson [Erikson, E., 1963], by taking into consideration its energy and activity, devotion and fidelity.

### Objectives and hypotheses of the empiric research

The aims of the undertaken empiric study are:

- 1) to be established the features of the meaning-of-life orientations at students by the humanitarian specialties;
- 2) their internal architectonics as well as 3) their dominating components.

Upon presentation of test Noetic goals, D.A. Leontiev explicitly underlines that „according to data existing nowadays, „life goals” do not disclose stable bonds by gender, age, education level, IQ, religiousness and income”. He uses this conclusion in its capacity of confirmation of Frankl’s concept [7], that „the sense of life may be found by every single person”. We also share this idea of Frankl but in our opinion the same does not exclude the assumption of impact by such factors as age, gender and religious affiliation as well as the education level and the psychometric IQ, and to say nothing about the impact of income which is hardly „neutral” or not associated with life purposes, giving the same one or other sense satisfying them.

Many studies including those of Bulgarian authors [Dimitrov, I. T., 2010, 3], explaining the impact of the education qualification on the value systems of adolescents, students, parents and teachers, establish its distinguishing significance as factor. The impact of this factor is noticed even at the filling of the respective questionnaires when the studied persons /most often representing minority societies from socially disadvantaged families and living in unequal social conditions, and hence – also with low education qualification/ have difficulties even in reading the

meaning of questions by the respective scales from which follows also the lower level of internal coordination of their indicators [Kalchev, P., 2014].

At inclusion of **educational level** as indicator in the study we presume its impact and significance. As it refers to the impact of such objective category as the **age** of the studied persons – in our case these are persons in transition **from adolescence to youth age**, we could hardly neglect its specifics due to its transition nature itself.

**Our first hypothesis** is, that it is hardly necessary for each transition age to expect a consolidated and monolithic internal personal structure. Just the opposite, the transition itself hinders the harmony between the individual features of personality, of its structural components, including in the value system. For instance, let us take one of the typical features **of the adolescence and youth age** – their tendency to hyperbolization, absolutization and fetishization of the concepts for the world, the others and also for themselves often supported by the incapacity to look at and to objectively evaluate and acknowledge their own weaknesses and deficits from where also the often met self-reliance and self-opinion.

**Our second hypothesis** arises by the sufficiently complex and variable nature of the studied events in our particular case as the noetic goals orientations and the life resistance in order to be expected that all of their parameters by their respective concretizations shall be developed synchronously and shall demonstrate the same functioning levels at an age which is transitional from adolescence to youth and to early maturity. It is mostly probable to expect **heterogeneous** and internal inconsistencies between them.

### Methods of empirical research

As a methodical instrument has been used „Test noetic goals orientations”, constructed and validated by D.A. Leontiev [Leontiev, D.A., 1992] in the Faculty of Psychology of the Moscow State University. The reliability of methods has been validated many times on students and other studied persons, as the results indicate its stability and reliability at  $p < 0,05$ . The test consist of 20 statements containing a couple of alternative sentences which may be evaluated by the



tested persons according 7-degree scale. The survey is anonymous, it is held in a group, as the studied persons shall mark only their gender and age, but by the researcher is declared to them the possibility to be informed about their personal results in the study.

The established factorial structure of the questionnaire includes five scales, the contents of which we will briefly present.

1. **„Life goals/aims” (6 items)**, as the values obtained by this scale disclose the availability/absence of aims in life of the respondents which give them purpose, time perspective and sensibility to life manner as a whole. Exemplary items of this scale: *„In my life I do not have defined aims and intentions”* vs *„In my life I have very clear aims and intentions”* /3/;

2. **„Life course” or „Emotional saturation of life”**. (6 items) The answers of questions in this scale give signals if the studied person itself perceives the process of his/her life as interesting, emotionally saturated or filled with sense. Scale illustration by several statements: *„I usually feel very bored”* vs *„Usually I am filled with energy”* /1/;

3. **„Results” or „Satisfaction by self-realization in life”**. (5 items) These five points of the scale disclose the evaluation which the studied person gives to himself/herself for his/her already passed life period, as well as the feeling how productive and sensible has been the already experienced period of his/her life. Particular illustrations of individual items from the scale: *„I did not reach successes in the realization of my life plans”* vs *„I achieved many of the things which I have planned in life”* /8/;

4. The title of the fourth scale **„Locus of Control – „I”** (4 items) aims to underline in what degree the studied person builds his/her life in conformity with his/her aims and concepts for its sense. Exemplary items are: *„I definitely may call myself a purposeful person”* vs *„I may not call myself a purposeful person”* /15/;

5. The last, fifth scale **„Locus of Control – „Life”** (6 items) is close in terms of contents to the previous one and supplements it by underlining the degree of confidence of the studied persons in the

principle possibility for independent realization of the life choice made by them. Its illustrations are: *„If I could choose I would live in completely other manner”* vs *„If I could choose I would live my life in the same manner”* /11/.

The study is part of international project including seven countries – Russia, China, Slovakia, Kirgizia, Poland, Bulgaria and Finland coordinated by Ass. Prof. Ph.D. N.O. Leonenko by the University in Yekaterinburg.

The study was held in the summer term of the academic year 2013-2014 by students (N=200) from I-IV course of study, full-time (average age – 19,66 years) and part-time (average age – 24,75 years) form in two faculties – Faculty of Pedagogy and Faculty of Pre-School and Primary School Pedagogy of Sofia University „St. Kliment Ohridski”. The average age of the studied Bulgarian students is 21,47 years, among them 147 are girls and 53 are boys.

The mathematical-statistical data processing was made by the program SPSS, version 22. The data have been processed by dispersion analysis by ANOVA (Analysis of variance) method, allowing to establish if between the studied events (signs) exists any dependence.

### Analysis and discussion of data from empirical study

The obtained results are presented in diagram No 1, which contains the average meanings by the five scales of the general index *„Meaningfulness of life”*, including 1. *„Life goals/aims”*, 2. *„Life course” or „Emotional saturation of life”*, 3. *„Results” or „Satisfaction by self-realization in life”*, 4. *„Locus of Control – „I”* and 5. *„Locus of Control – „Life”*.

By the diagram is seen that by three of the scales of the general index *„Meaningfulness of life”* the average values are close and statistically significantly they differ from the other two ones. In the first group are included in descending order the scales of *„life aims”* / $X = 32,23$ ;  $SD = 7,95$ /, *„course of life” or „emotional saturation of life”* / $X = 31,07$ ;  $SD = 7,53$ / and *„locus of control – „life”* / $X = 30,78$ ;  $SD = 6,79$ /,

the second group unites the scales „results” or „satisfaction by self-realization” / $\bar{X}$  = 25,63; SD = 5,31/ and „locus of control – „I”” / $\bar{X}$  = 21,39;

SD = 4,45/, although they notably differ between each other.

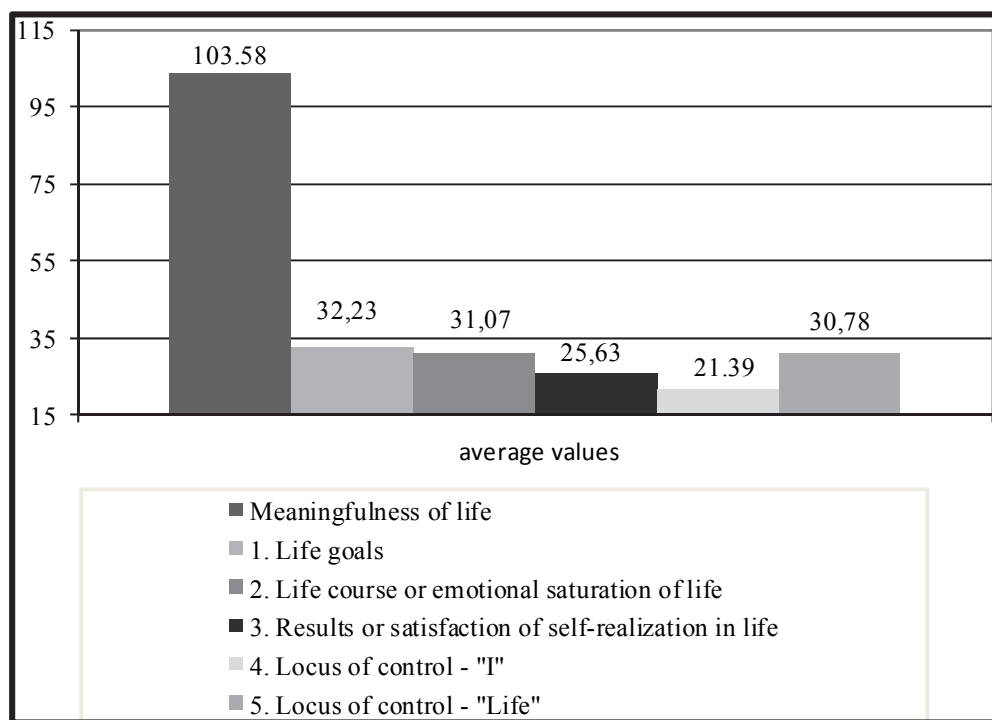


Diagram No 1. Average values of data by the general index „*Meaningfulness-of-life*” and its five sub-scales

This leads to the **conclusion**, that the level of meaningfulness-of-life at the students studied by us is mainly based on the „contribution” of values of the first group and much less than the ones on the scales of the second group. In other words from one side „life goals” and its „emotional saturation”, as well as the awareness of the possibility for general control and managing of life by its carrier and subject itself /„locus of control – „life””/ more intensely correlate and are more narrowly related with the evaluation and level of functioning of the meaningfulness-of-life orientations while the bonds of „results” or

„satisfaction by self-realization”, as well as the confidence, that a person may manage and control its life by himself/herself /„locus of control – „I””/are significantly lower.

The held typological /profiled/ analysis made possible to differentiate of the studied students into two polar groups – the first one with high results for all indicators of meaningful of life orientations and the other one with low level of orientations.

The first group includes 123 students, and the second one – 77. Their profile is shown on fig. 1.

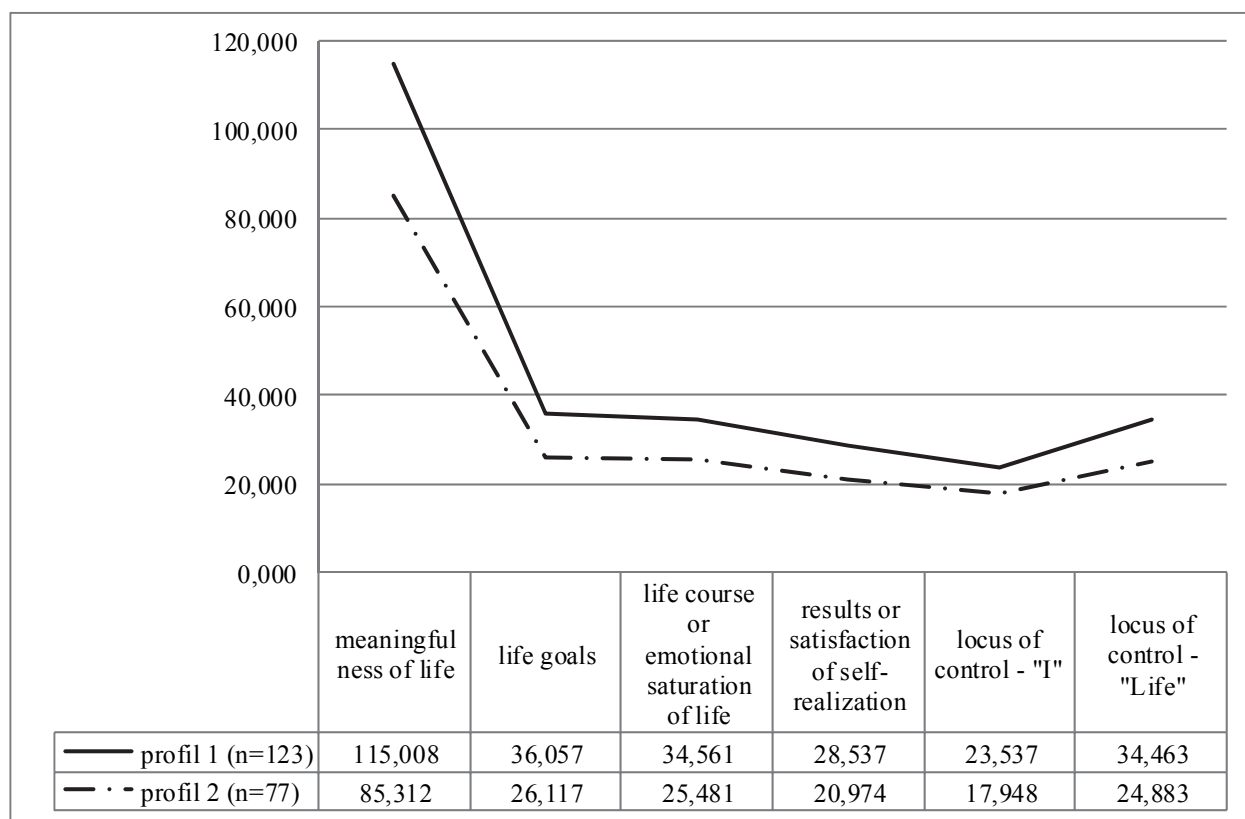


Fig. 1. Typological/profiled data analysis

How and by what could be explained the obtained results?

We will remind that the contents of the first three scales refers mainly to the **future** /„life goals/aims”/, to the **present** /„life course” or „emotional saturation”/ and the **past** /„results” or „satisfaction by self-realization”/. The other two – „locus of control – „I”” and „locus of control – „life””, characterize the meaningfulness in terms of consciousness and the belief of the personality that control over life is generally possible /„locus of control – „life””, and the other one expresses the belief of the personality that life is „not what is given to us but what we search and make by ourselves” i.e. the belief that we ourselves may realize such control over our life /„locus of control – „I””, that we may overcome the difficulties and ourselves.

The values obtained under the scale „life goals” characterize the availability of aims by which the studied persons acquire the sense of meaning, purpose and time perspective. In some cases i.e. at comparatively higher values by this scale it is obvious that the studied persons are led by „very clear aims and intentions” in their life, as a result of which their life

seems „purposeful and completely rational”, that they have found their vocation, that the balance of life until this moment is positive, satisfying and providing them with a perspective for the future. However in other cases the high values by this scale could be associated not only with purposeful and striving for the future people but also with ones whose aims are not completely clear, whose current balance is negative, they have not found their vocation in the present and interesting aims to realize and which could give them greater purposefulness and meaning in life.

On the scale „course of life or emotional saturation of life” the obtained values are close to the ones of the first scale. The comparatively higher values on this scale evidence that the respondents are enthusiastic and involved in life which proceeds in conformity with their dreams, aims and plans that they are active and purposeful, that they are happy and are interested in novelties in their life, which seems to them interesting, emotionally and meaningfully saturated and significant. Some researchers warn that the high values on this scale and lower ones on the other ones may characterize people having a

„hedonistic orientation”, living „day by day”, immersed in the present and enjoying it. Conversely, the low values by this indicator characterize those studied persons who are passive and bored, whose life runs as a routine, without exciting interests, novelties and surprises in it apart from their dreams and hence – the lack of satisfaction of their current life, without purpose and sense in it to motivate them.

The data by the scale „**results or satisfaction by the self-realization**” gave us grounds to refer it to the group with significantly lower values. However we think that the objective content of this scale gives it qualities of a peculiar „criterion” for meaningfulness of life as a whole. And when the studied persons disclose high values on it then we may consider that they actually characterize people who at this part of their life accept that the everyday activities and the results achieved in them are interesting, give them pleasure and satisfaction that if they have to make a balance of the past life period – it will be positive. But when the values on this scale are low then we will have to take that behind them may be seen the absence of interesting occupations and of successes in the field of purpose posing and realization of life plans, that there is a feeling of anxiety and confusion, of mainly negative experiences which also lay in the negative balance of the passed period of life and the dissatisfaction with it, the recognition for its non-productivity and emptiness.

The last two scales – „**locus of control – „I”**” and „**locus of control – „life”**”, although narrowly mutually relating and mutually complementing disclose significantly differing values.

The awareness that a person disposes generally with possibilities to control the running of their life, to „be its master”, to dream and to have plans and to take decisions autonomously about their realization, the conviction that they have the opportunity to realize their life choice in conformity with their dreams, ideals and plans /„*locus of control – „I”*”/ is not always supported by the required for the purpose efforts on behalf of personality for achieving conformity between „dreams and reality”, „thinking and actions”, „words and actions”. For such, it seems, non-equivalence give signals the significantly lower values of the studied persons according the scale „*Locus of Control – „I”*”.

Behind these low values stand confessions of some respondents that in their life up to now they still have not found their real, satisfying them vocation, that they are not active and purposeful, that they are moving „with the current of life”, that the external circumstances are stronger than them, that their life is boring and they do not control it /externalized localization of control/; sedentary lifestyle in the past and lack of perspective for the future. And all this because of the absence of personal and initiative searching and posing purposes, the realization of which would give sense to their life. And although they are optimistic in terms of capacity for life planning, managing and controlling their life, such persons practically do not confirm this optimism if we consider their comparatively low values on the index „*Locus of Control – „I”*”, postulating confidence in their own capacities, notion of themselves as strong persons having responsibility for the meaning of their own life.

### Conclusions:

This obvious dissonance could have many reasons some of which may be some psycho-social characteristics typical of the age of the respondents.

If the problems arise from the circumstances or from any internal characteristics and barriers of the personality, their solving is in the hands of the person who gained and disposes with their freedom. They shall be considered, as Frankl advises us, as „opportunities at our disposal” – as „empowered” freedom, in order to be possible to oppose successfully to the „fatalism of destiny”. Here probably is expressed the established by Melanie Klein [Klein, M., 2000] transition from „schizo-paranoidal” to „depressive” personal position, i.e. from self-confidence and self-reliance to one more objective and realistic self-evaluation, confronted with the forthcoming challenges of life.

On the other hand, not always the confidence in one’s powers and capacities /often by analogy with the physical features which usually at this age are indisputable/ has real equivalent in the field of the psyche and especially in the one of spirituality in order to be able to feel really that we live a life for whose sense we are responsible and not the circumstances and the others in them. In other words not always the





natural for this age need of freedom of choice /„freedom from what”/ has an equivalent to it potential in the other component of the binary opposition and namely – „the freedom for what”. It is well known that not each of us has the virtues of Schiller’s Wilhelm Tel who „loved life only when every day he conquered it again”. Most of us do not blame ourselves but the others and the circumstances for the simple reason that this is like a protective mechanism which „mitigates fault”, although not completely and often illusively.

Last but not least in the quality of explanations shall be shown also the specific characteristics of the broader context – family, social, **ethnocultural**, for each individual person. We may not miss to confess that the merits and disadvantages of each individual are narrowly bonded also by the nature of the time in which they live, by „the talk of the town”, by the nation’s mentality, whose representative they are. So the investigated generation today could not make an exception – it is simultaneously „a child of its time” and „a child of its nation”.

As a whole the obtained results on the parameter „meaningfulness of life” show an „average level” of the persons participating in our empiric research. The average degree of meaningfulness of life at the moment is testified, together with the already indicated data, also by the fact that some of them are students in

the beginning of their university study. The new group of still not well known peers spending part of their free time with each other, the establishment of business and personal, emotional contacts will inevitably influence their involvement in the university education as well as the establishment of new social and intimate relations which, taken together, will provide them with the feeling of success and satisfaction with their life at the moment.

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## THE INFLUENCE OF METHODOLOGICAL SYSTEM OF STUDENTS' EDUCATION PREASSIGNED PROPERTIES ON ITS COMPONENTS IN THEORETICAL MECHANICS

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**Abstract:** *Current social and pedagogical trends and characteristics of classical university environment allow to define preassigned properties of the corresponding methodical students' training system in theoretical mechanics. The article reveals the didactic features of preassigned properties' influence on objective, containing and procedural components of this system.*

**Keywords:** *goal-setting; learning content; theoretical mechanics; methodical system; objective, containing and procedural components; preassigned properties; classical university.*

### Introduction

It is important to improve university education these days due to the necessity of science, education and industry integration. In the Belarusian State University the future specialists in theoretical mechanics are getting deep fundamental knowledge in the fields of classical mechanics, mathematics, programming, IT and a wide range of specialized subjects in various fields of modern mechanics. This extensive spectrum of subjects is intended to ensure modern graduates' necessary level of education in Theoretical Mechanics, which in its turn not only corresponds to the current state of social and industrial relations but also develops a person's ability to generate new ideas, synthesize and implement innovations in the field of modern technology, to replenish their knowledge throughout their working life and adapt to the rapid technological changes on the world market. In the given circumstances, it is crucial for the students to master the Theoretical Mechanics course. According to the State Educational Standard, this academic discipline is given 582 teaching hours (312 of which are dedicated to classroom training). We consider our main pedagogical priorities to be in search of the new forms and methods of teaching Theoretical Mechanics as well as to improve the structure of educational material on the basis of appropriate combination of fundamental and professionally-oriented components for a better mastering of the

material. The basics of methodical work in this direction at the Belarusian State University were developed by I.A. Prusov, the head of the Department of Theoretical Mechanics from 1970 to 1986, followed by N.I. Kozlovsky (the head of the Department from 1986 to 1999) and were further developed under the guidance of professor M.A. Zhuravkov. The associates of the Department offered a toolkit for network courses development of mechanics teaching [Zhuravkov, M.A., 2003], set up a training course named „Computer Mechanics” as an element of distance learning course system [Zhuravkov, M.A., 2003], etc. Problems of educational material structuring related to the development of its logical structure and systematization of knowledge in Theoretical Mechanics were reflected in the methodical work of the members of the Department of Theoretical Mechanics and Robotics: O.N. Vyarvilsкая, S.M. Bosyakov, O.V. Gromyko, D.G. Medvedev and others.

However, development and implementation of IT-technologies in manufacturing and educational processes, expansion of the boundaries of academic mobility and current trends of integration of science, education and industry impose specific requirements on graduates' education at BSU, making it necessary to develop a science-based methodical system of future experts' education in the field of Theoretical Mechanics at classical university.

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All of the above-mentioned determines the goal of this publication which is to research the influence of methodical system of future mechanics' education preassigned properties on its components at classical university.

The methodological foundation of the research are the basic provisions of systematic approach (I.V. Blauberg, M.Z. Zgurovsky, V.M. Monakhov, I.A. Novik, N.D. Pankratova, E.G. Yudin, etc.), competence approach (V.I. Baydenko, I.A. Zimnyaya, O.L. Zhuk, J. Raven, etc.), axiological approach (V.A. Slastenin, I.L. Fedotenko) as well as personal development education paradigm (K.O. Ananchenko, D.B. Bogojavlenskaya, E.F. Zeer, A.P. Smantser, D.I. Feldstein, B.F. Skinner, etc.) and the concept of design and construction of educational process at universities (S.I. Arhangelskiy, N.V. Brovka, G.M. Buldyk, V.G. Skatetsky, etc.).

Methods of research: theoretical analysis of psychological, educational, scientific and methodical literature on topic, analysis of students' education in the field of Theoretical Mechanics.

### Main part

The methodical system of Theoretical Mechanics education objective component is defined by regulatory requirements to the graduates. The Code of Education of the Republic of Belarus states that „the goal of education is to give knowledge and skills, to ensure intellectual, moral, creative and physical development of a student” [The Code of the Republic of Belarus on Education, 2011, p. 16]. In the above-mentioned document it is also pointed out that college education is a „level of education aimed at development of student's personality, intellectual and creative abilities, obtaining special theoretical and practical training, resulting in getting a bachelor's or master's degree” [The Code of the Republic of Belarus on Education, 2011, p. 299].

Improving the efficiency of education at classical university requires purposefulness and consistency of management, methodical, educational and research activities, which in the virtual learning environment of university is reflected in all aspects of students education in general and in the methodical system of teaching the Theoretical Mechanics in particular.

The methodical system of Theoretical Mechanics teaching in virtual learning environment is a combination of structurally interrelated and functionally interdependent components where a leading is given to the subjects of teaching and learning. The interaction of those subjects is determined by the goals, regulated by the didactic principles and also covers content, forms and methods of teaching, methodical support of educational process and enhances the effectiveness of teaching. Thus, in general, we divide its components into blocks such as objective (goals and tasks), containing (learning content) and procedural (methods, tools, training forms). The specificity of this system is determined by its preassigned properties such as:

- compliance with didactic characteristics of university educational environment (informatization, interdisciplinarity, connectivity, heterogeneity, flexibility and manageability, productivity of interaction);
- cooperation and coordination of innovative and traditional approaches in organization of educational process;
- interrelation of goals, forms, methods and tools of education;
- purposeful influence on such factors as informational „enrichment” of virtual learning environment (VLE), its development and personality-oriented character;
- focus on creating suitable conditions for stimulating educational activity, formation and development of self-learning and self-development skills;
- „outrunning” character of learning which enables graduates to promptly and independently select means of solving rapidly changing specific problems in accordance with the performance criteria: cost of software / time and quality of solution implementation.

We have developed ways to reflect the above mentioned preassigned properties of the methodical system in its components as shown in Tables 1-3.

Table 1

**Implementation of methodical system preassigned properties (PP) influence on its objective component  
in Theoretical Mechanics**

Methodical system PP influence on its objective component	The results of methodical system PP influence on its objective component
<ul style="list-style-type: none"> <li>The formulated PP were correlated with the components of methodical system.</li> <li>Objective component was specified. It includes goal setting, goal affirmation, goal implementation, goal correction.</li> </ul>	<ul style="list-style-type: none"> <li>Research objectives were defined</li> <li>Focus on creation of suitable conditions providing activation, formation and development of self-learning and self-development skills is being implemented</li> <li>Informational „enrichment” of VLE and its student-centered character were ensured.</li> </ul>

*Goal setting* in education means setting a perfect standard of specialist's qualification. In general, goal setting is realized with the help of goal definition through which reinterpretation of social and state order to the system of education occurs and a model of graduate's personality is constructed. This is a social aspect of education goals.

*Objective component* of student's and teacher's activity includes goal setting, goal affirmation, goal implementation, goal correction. It can be the subject of research on international/state/region/county/city/neighborhood/educational institution educational relations. Goal setting is productive if the needs and requirements of society as well as individual educational capabilities of an educational institution and its staff are taken into consideration. Its essence is contained in educational program which is based on predicting the development of a future specialist depending on his/her current education, abilities and opportunities as well as on appropriate selection of means and methods of interaction between teachers and students under the given circumstances.

*Goal setting* includes objective component of students' education in Theoretical Mechanics and focuses on general goals education documented in the Educational Standards of the Republic of Belarus. College education, baccalaureate. Major 1-31 03 02. Mechanics (specializations). Specialization 1-31 03 02-04. Mechanics (Applied Mathematics). The goals of studying include „the formation and development of social, professional, practice-oriented competence which allows to combine academic, social, personal and

professional skills for solving problems in the field of professional and social activities; the formation of professional competences in mathematics and information technologies fields” [Educational standards in the Republic of Belarus, 2010, p. 209].

Also, goal setting includes organization of educational process, specification of tasks of each of future graduate's preparation stages, planning his/her future professional activity, creation of value relations structure. On the one hand, Natural Sciences Education meets students' needs in their personal and professional development. On the other hand, it truly creates specialists for modern industrial and research institutions. In this context the main goals of college education including university level Natural Sciences Education get a dual orientation.

*Goal affirmation* is expressed by goals specification. The goals of „Theoretical Mechanics” course are the following: acquiring fundamental knowledge in studying and modeling mechanical processes interaction, physical objects equilibrium and movement; development of academic professional competences including abilities to independently use modern educational and information technologies, mastering new information that might be important for future industrial and scientific activity. In particular, the main goals of „Theoretical Mechanics” course at the Belarusian State University are teaching students the following skills:

- „To mathematically describe motion of mechanical systems and research its characteristics without considering physical forces causing this motion.



- To find forces that cause motion given its characteristics.
- To find characteristics of system motion at times  $t > t_0$  according to specified forces influencing the points of the mechanical system and its motion characteristics corresponding to a certain point at time  $t_0$ ” [Theoretical Mechanics: Lectures course, 2003, p. 6].

Goal implementation and goal correction are implemented in the process of structuring content, selection, development, correction and usage of teaching methods and appropriate methodical support in educational process.

**The second component** of methodical system is containing component. Theoretical Mechanics course content is sourced from general laws of mechanical

motion and interaction of mechanical objects as well as methods of creation and research of mechanical processes' mathematical models.

According to systems approach, Theoretical Mechanics studying requires training content structuring. This structuring is based on the usage of modular system which requires educational material organization according to existing relations between blocks of information, establishing interdisciplinary connections, distinguishing key concepts, coordination of lectures, seminars and workshops, etc.

Implementation of methodical system preassigned properties (PP) influence on its containing component is presented in Table 2.

*Table 2*

**Implementation of methodical system preassigned properties (PP) influence on its containing component in Theoretical Mechanics**

<b>Methodical system PP influence on its containing component</b>	<b>The results of methodical system PP influence on its containing component</b>
<ul style="list-style-type: none"> <li>• According to professional value of Theoretical Mechanics course and amount of its learning material, 3 ways of acquiring information were distinguished (basic, technical and additional).</li> <li>• The criteria for updating Theoretical Mechanics course were developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic update of information content as a reflection of informatization and flexibility properties;</li> <li>• Research of different types of intra – and interdisciplinary relations and establishment of the ways of their reflection in Theoretical Mechanics course content as a result of interdisciplinarity and coherence properties;</li> <li>• Expansion of courses content in three directions: scientific and methodical, advanced and additional, applied as a reflection of informational improvement of learning content.</li> </ul>

Academic discipline structuring means creation of its general modular system. It involves academic discipline course analysis aiming at its structural change, information recoding, time parameters setting; detection of its relations with other academic courses; identification of a sequence of lectures, seminars and workshops; definition of students' control technique.

Let us consider Theoretical Mechanics academic discipline content in detail. Its first section is **Kinematics** which includes is about the basic concepts of Mechanics, classical ways of describing point motion (natural, coordinate and vector), definition of kinematic characteristics of motion: trajectory, velocity

and acceleration depending on ways of motion description. A lot of attention is paid to the study of all kinds of motion of rigid body and of complex motion of point and rigid body.

The second section is „**Dynamics of a material point and a mechanical system**” and it studies the general laws of motion according to taken to be true axiomatic system. It forms general problems of dynamics, derives common theorems for point and system, studies first integrals. On this basis the theory of relative motion of a point in a non-inertial reference system and the theory of motion of bodies of variable mass are built.

The results of the second section give an opportunity to address a number of particular analytical problems which are considered in the third section of the discipline which is „**Certain special problems of dynamics of a point and system**”. The section includes Oscillation Theory problems, the problem of point motion in the field of central forces which form the basis of Celestial Mechanics and Artificial Satellite Theory, the problem of the Earth's rotation influence on relative motion of bodies near its surface, Tsiolkovsky Rocket Equation, Brachistochrone Problem, etc.

In the fourth section named „**Dynamics of a rigid body**” general results of the second section theory are applied to the study of different types of motion of rigid bodies, and the necessary and sufficient equilibrium conditions are derived from equations of motion. In addition to general problems of theory, specific tasks that are important for engineering applications are being studied: conditions that do not lead to the additional pressure on the axis of rotation, cases of regular precession of bodies, gyroscopic effects, etc. The Impact Theory is being presented and the conditions under which an impact is not transmitted on the axis of rotation.

In the fifth section named „**Analytical dynamics**” general principles of mechanics are formulated and used. On their basis closed systems of differential equations are derived, describing the motion of holonomic and nonholonomic systems, equations themselves and ways of their integration are investigated, methods of preparation and research of matrix mathematical models of the dynamics are outlined. Lagrange and Hamilton equations are represented in matrix form in order to be used in the in computer-aided design systems. Mentioned above models help represent the theory of linear oscillations of holonomic systems with a finite number of degrees of freedom solve the problem of oscillations of systems with distributed parameters, set out the basis of the theory of nonlinear oscillations.

Thus, the content Theoretical Mechanics course at university emphasizes its fundamental character, makes it possible to carry out a logical connection of information material from all branches turning Theoretical Mechanics into a single hierarchical complex.

Procedural component plays an important role in methodical system of students' education in Theoretical Mechanics. It includes methods, forms and methodological support of teaching.

Mastering basic knowledge in the field of theoretical mechanics depends not only on the means of organization of educational process, planning and conducting classes but also on the implementation of individual-oriented education by providing classroom and online consultations, elaborating individual learning plans with the involvement of the adaptive knowledge control elements, electronic workshops and laboratory works with the generation of certain input parameters.

The results of methodical system preassigned properties (PP) influence on its procedural component are presented in Table 3.

Lectures on Theoretical Mechanics have their own characteristics: they are accompanied by mathematical calculations, dynamic demonstrations of the studied mechanical processes, the usage of structural and logic schemes, computer presentations. These lectures involve discussing problem situations and finding creative solutions thus encouraging students to develop logic, convergent and divergent thinking.

Practical application of knowledge acquired at lectures on Theoretical Mechanics occurs at seminars and laboratory works. Students solve specific technical problems using information technology thus developing practical skills and techniques.

Students' independent learning is crucial as it promotes further knowledge building individually. It is important not only for mastering Theoretical Mechanics but also for developing skills. Apart from mastering the curriculum students should acquire independent learning skills aimed at gaining fundamental knowledge, professional skills and abilities, creative and research experience. Independent learning creates professionals able to think, quickly navigate and make decisions in constantly changing technological environment.



Table 3

**Implementation of methodical system preassigned properties (PP) influence on its procedural component in Theoretical Mechanics**

<b>Methodical system PP influence on its procedural component</b>	<b>The results of the methodical system PP influence on its procedural component</b>
<ul style="list-style-type: none"> <li>• Heterogeneity of learning environment is expressed by the completeness and diversity of the learning tools at its disposal: organizational, substantive, scientific, methodological, research.</li> <li>• Such characteristics of VLE as coherence, flexibility, manageability suggest complex combination and interconnection of active and interactive methods, forms of teaching and methodical approaches in order to improve the efficiency of students' preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Methods, forms of student education are updated due to the use of information technologies in the educational process from the perspective of increasing productivity of achieving goals through complex usage and interconnection of methods, forms and means of education.</li> <li>• New teaching and methodical support of teaching students Theoretical Mechanics is developed on the basis of information technologies (distance learning, applied laboratory works with dynamic visualization of mechanical processes, etc.).</li> <li>• New system of diagnostics, correction, control and consolidation of knowledge acquired by students including workshops, individual assignments and laboratory works with generation of input parameters is created.</li> <li>• Scientific research among undergraduate and graduate students is organized.</li> </ul>

With the development of information technologies independent learning possibilities have expanded. They allow students to use not only textbooks and printed research papers but also a huge variety of Internet resources such as e-books, electronic publications, electronic databases, electronic library systems, etc. Guidelines, textbooks, electronic tests are used to control independent learning.

Monitoring the results of teaching Theoretical Mechanics is also important. The main forms of control are various tests, colloquiums, credits, examinations, undergraduate/graduate research papers. The department of Theoretical Mechanics and Robotics has a full set of developed assessments and tests of varying degrees of complexity. Information technology with adequate software is also used to keep up with modern standards. In the process of training course students complete up to 15 complex individual tasks and assessments covering all of its sections. These assignments are prepared and published by the

department staff. Using computers is an important part of learning process as it promotes development of cognitive activity, stimulates thinking and assimilation of studied material.

The Department pays special attention to research activity organization. Its main forms are research groups, problem solving teams, associations, schools, student scientific societies, report competitions at student conferences. We would like to point out that a lot of students participated at research activities, completed undergraduate research projects and got top grades. Some of those research results are even used in industry.

Our research defined methods and results of preassigned properties influence of methodical students' training system in Theoretical Mechanics on objective, containing and procedural components of this system at classical university. These components are important parts of the educational system as they enhance students' learning effectiveness.

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## THE METHODOLOGY OF TRAINING IN HEALTH CARE AS INNOVATIVE CONDITION AND A FACTOR FOR IMPLEMENTATION OF APPROACHES IN TRAINING OF FUTURE MEDICAL SPECIALISTS

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**Abstract:** *The methodology of training on health care with its modern requirements for education in higher school is an innovative condition and a factor in the application of technologies and approaches that support the formation of future medical specialists. The application of the methodology implies the innovativeness of the approaches, which define the unity between teaching and the formation of professional competencies. Innovative approaches complement the traditionally used approaches and are used by both faculty and students.*

*The analysis of the results has led to the conclusion of the innovative conditions and factors in applying the approaches in the training of future medical specialists in the higher education institution. Approaches to: tolerance of the expression of the student's personal position; providing conditions for concentration; promoting autonomy; team interaction; equality of organization and self-organization of training; respecting the students' experiences in working with the methodology of health education training are an innovative condition and a factor in the training of future medical specialists.*

**Keywords:** *methodology of health care education, higher school, future medical specialists, innovations, approaches in education.*

### Introduction

Globalization requires quality in the training of future medical professionals. The learning process at the higher school aims to prepare specialists capable of performing high quality professional activities, values and virtues. The methodology of healthcare education as an innovative condition and factor determines the objectives of teaching, the approaches to training and the formation of professional competencies in the students needed in the professional activity.

In recent years, it has become necessary to standardize and unify the training and education of medical specialists so that they are mobile, convertible and competitive. The new challenges in the medical field require the need to train specialists able to: think globally but according to specific professional conditions; to be ready to manage their own development; to take responsibility for their own professional activity; to live and work together with other people [Vodenicharov T., Mitova M., Mladenova, S., 2008].

The methodology of healthcare education as an innovative condition and factor applies the approaches: tolerance of the expression of the student's personal position; providing conditions for concentration; promoting autonomy; team interaction; equality of organization and self-organization of training; respecting the students' experiences in working with the methodology of health education training in the training of future medical specialists.

**The purpose** of the scientific communication is to reveal and outline pedagogical innovative approaches in the application of the methodology of health care training in the process of education in higher school. **The tasks of the survey** are: to reveal the role of innovative approaches in higher education through the methodology of health education training; to explore the innovative conditions and factors in the students' preparation; to determine the degree of satisfaction of students with the use of innovative approaches in the health care training methodology. In the process of

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research are used the following methods: questionnaire survey, programmed interview, purposefully included observation and pedagogical experiment. **The subject of the research** is the innovative approaches as a consequence of the training of students in the specialty „Nursing” and „Midwife” at the Medical University-Varna with the help of the methodology of training in health care. **The object of the research** is the process and conditions under which the methodology of health education is an innovative condition and a factor for the formation of professional competencies in the higher education institution.

### Main part

The methodology of training on healthcare with its modern requirements for higher education education is an innovative condition and a factor in the application of technologies and approaches that support the formation of future medical specialists. The application of the methodology implies the innovativeness of the approaches that define the unity between teaching and the formation of professional competencies. Innovative approaches complement the traditionally used approaches and are used by both faculty and students. Approaches to: tolerance of the expression of the student's personal position; providing conditions for concentration; promoting autonomy; team interaction; equality of organization and self-organization of training; respecting the students' experiences in working with the methodology of health education training are an innovative condition and a factor in the training of future medical specialists [Andreev, M., 2010].

The learning process at the higher school has the important social task of preparing medical professionals capable of carrying out quality professional work with built virtues. The methodology of healthcare education used in the higher education institution is an innovative condition and a factor for the application of approaches in the training of medical specialists if new curricula in the curriculum define the objectives of teaching and forming professional competencies in the students required in their profession. The teachers with their specific activity determine the use of the innovative approaches that determine the new nature of the training through the methodology. They are one

of the main factors for the preparation of future specialists [Mitova, M., Mladenova, S., 2008].

The current status of healthcare professionals requires that their training be conducted on up-to-date curricula and programs. The changed functions of lecturers and students in the learning process require the implementation of modern innovative didactic and methodological technologies through the methodology of health education training. The integration processes and their place in the European educational space require a transformation both in the educational content and in the way of their professional training. [Vodenicharov T., Mitova M., Mladenova, S., 2008].

The tendency to increase the level of the needs of the population for medical care is expressed. Medical specialists are the multiple healthcare group that has a key role to play in helping and caring for patients. They provide the largest amount of immediate medical care to the needy. The methodology of healthcare education as an innovative condition and a factor for the application of approaches in the training of medical specialists uses:

- **The approach to tolerance of the expression of the student's personal position.** Every student strives for success, development and formation as a professional. The methodology provides the opportunity for self-regulation and self-management through the approach to tolerance of the expression of a student's personal position. It provides conditions for expressing one's personal position, opinion and decision to apply quality health care. This approach teaches them to make their own decisions in their professional activity, to listen, to be patient and tolerant. They are encouraged to seek, to check, to offer ideas, and in doing so to show understanding of the different, non-traditional, interesting and useful [Andreev, M., 2010].
- **Approach to ensure concentration conditions.** An Innovative Approach to Health Care Training Methodology. It guarantees the student personal success and conditions for the formation of concentration skills. For this purpose, the teacher should provide an opportunity for





each student to use the methodology to work at their own pace, to focus, discuss ideas, and seek new solutions to didactic tasks. And that implies achieving professional success. Concentrated and focused in their work is only the student who deals with interesting problems of medicine, who has the desire to perform best, strives for their own success or the success of the medical team to which they belong. The student's awareness of their goal is fundamental to his/her concentration in learning, and this is the key in developing the curriculum content of the health care training methodology [Andreev, M., 2010].

- **The approach to promoting autonomy.** In the methodology of healthcare training, this approach implies applying the student's university and outreach work. The teacher exercises control over the acquired knowledge, skills and competences of the student, corrects them if necessary, not teaching again. The student overcomes cognitive and manipulative difficulties in working with the simulated and real patient. The learning content of the methodology is differentiated, so it is graded by difficulty, presented is the technology of health care, the possibilities for creativity in their own performance are shown. The use of independent health care by the student under the supervision of the lecturer is a challenge for him, as the methodology of healthcare education successfully promotes his / her independence in the training process [Andreev, M., 2010].
- **Team interaction approach.** The formation of professional competences in future medical specialists requires that the approach to team interaction is also applied in the methodology of healthcare training. Teamwork in the medical field achieves the maximum desired results and achievements by following the set rules. An important condition is that the prospective healthcare professional learns „why the rules are needed”. By adhering to the rules, the student builds good relationships with all members of the medical team. This is the best position for his team. Every student is a unique, individual

person. Having its strengths and weaknesses. The teacher is the one who strives to develop them and find the place of each student in the medical team with an activity that has grown for him and responds to his cognitive and manipulative abilities. It is not necessary to encourage competition among the members of the team but to form cooperation and interchangeability. Mutual assistance must precede the awareness of competition as a driver of medical progress [Andreev, M., 2010].

- **Equality approach to organization and self-organization of training.** The methodology of healthcare education provides the student – medical specialist with equal treatment of the organization and the self-organization of the higher education training. Through it a cognitive and manipulative autonomy is formed, which is a long process, necessary for the building of professional competences. The student himself is able to set goals, to take adequate actions for their implementation, to self-assess and, if necessary, to undertake corrective activities. The lecturer only makes it possible for the student to evaluate his own knowledge, skills and competences himself, as well as to organize independently his / her individual university and outreach work [Andreev, M., 2010].
- **The approach to respecting the students' experiences in working with the methodology of healthcare training.** It presupposes the student to experience the joy of success in providing healthcare through the methodology and to calmly accept the failures in his / her activities. This approach tolerates the experience of empathy, understanding and support. The way the student deals with victories and losses builds his self-esteem and establishes his relationship with the members of the medical team. The methodology of healthcare education builds the student's ability to meet the medical challenges. In this way the strengths of the character of the future medical specialist develop [Andreev, M., 2010].

The condition for successful inclusion of future specialists in the European framework of the medical specialist is the updating of: the methodology of training in healthcare; the specific dimensions of the pedagogical environment in the higher school; quality control and management systems in their practical training; and their realization in the real professional environment [Vodenicharov T., Mitova M., Mladenova, S., 2008].

The application of innovative approaches stimulating student training requires higher cognitive and professional activity, supporting the motivational and volition sphere and the formation of flexible intellectual skills and habits for solving problems on their own.

The methodology of healthcare training as an innovative condition and a factor for the implementation of approaches to the training of future medical specialists includes the planning, organization and conduct of the higher education training. Modern training technologies have a unified methodical approach and contribute to the higher level of activity, autonomy and responsibility of the professional decisions taken [Mitova, M., Mladenova, S., 2008].

The challenge of the methodology of training in health care in the professional activity of the lecturer at the Higher Medical School is to: form medical specialists with a rich medical culture, knowing and respecting the universal values; to develop the intellectual capabilities and communicative abilities of the future specialist, his / her personality and autonomy; to build moral and ethical professionals ready to take responsibility; to show commitment to the global problems of humanity and medicine; to place the individual's health needs at the center of health care; to provide the necessary level of professional training of the medical specialist allowing continuous education and self-education [Rangelova, Em., 2009].

The methodology of training in healthcare as an innovative condition and a factor for applying approaches in the training of future medical specialists is aimed at improving the quality of education at the higher education institution.

The research carried out proved that developing and introducing innovative approaches and methods in the content and organization of the training of students in nursing and midwifery in the specialized subjects,

contributes to the formation of their professional competences. The methodology builds skills for: clinical thinking; teamwork; planning, organizing and evaluating the professional activity. The professional competencies of medical specialists include: theoretical knowledge; skills to provide healthcare; moral values, beliefs and attitudes to practising the chosen human profession; communication skills with the patient, his / her relatives and the medical team; professional qualities – responsibility and discipline.

The pedagogical experiment has proven that innovative teaching approaches and teaching methods are used in healthcare teaching methodology /98.9%/. They concern the rational planning and organization of health care for the patient in need (100%); learning the methodology of formulating the specific learning tasks /100%/.; using a rich set of traditional and modern methods and approaches for training and their adequate application in the educational process (98.5%); elaboration and implementation of learning-cognitive tasks of varying degrees of complexity, high training and forming value /100%/.; using modern tools to illustrate the learning process /100%/.; elaboration of didactic materials for different purposes: for training, self-study, control and self-control /100%/.; application in the docimological practice of a wide range of methods and means of control and evaluation /99.9%/.; conducting scientific and pedagogical research in order to optimize the innovative approaches in the training of the medical specialists /100%/.; application of appropriate models for communication with students according to their psychological and didactic profile /100%/. [Mitova, M., Mladenova, S., 2008].

The analysis of the results has led to the conclusion that the methodology offers the innovative conditions and factors for applying the approaches in the training of the future medical specialists in the higher school. The methodology shapes in a new way the educational environment, the educational process and the formation of professional competencies. It offers students a new and more easily accessible way to shape the content of the disciplines according to the syllabus and the curricula.

The survey presented the students' assessment of the methodology by applying the approaches: tolerance of the expression of the student's personal position /99.4%/.; providing conditions for concentration



/100%/; promoting self-reliance /100%/; team interaction /100%/; equality of organization and self-organization of training /98.9%/; respecting the students' experiences in working with the methodology of health education training in the training of future medical specialists /99.8%/.

The programmed interview with the respondents showed that the methodology of healthcare training is an innovative condition and a factor for the formation of professional competencies /100%. It applies innovative approaches to active and planned learning and learning-cognitive activity /99.8%/. **Forms professionally significant personal qualities** needed by medical professionals for their future activities /100%/.

The targeted observation found the level of satisfaction of students with the use of innovative approaches in the Health Care Training Methodology /100%/. It allowed to conclude that the methodology has the main role in forming professional competencies and greatly contributes to the formation of communicative skills and professionally significant personal qualities and values, and teaches responsibility and discipline in education and professional work.

## Conclusion

The methodology of healthcare education as an innovative condition and factor applies the approaches to: tolerance of the expression of the student's personal position; providing conditions for concentration; promoting autonomy; team interaction; equality of organization and self-organization of training; respecting the

experience of students in working with the methodology of health education training in the training of future medical specialists. They do not exhaust the possibilities of the applied innovative approaches. Each teacher and student, using the health care training methodology, is able to experience satisfaction with teaching and learning. The teachers, knowing the individual psychological features of their students, use a wide range of creative approaches and techniques to fulfill their mission to build professional competencies and form highly qualified medical specialists.

The analysis of the results of the conducted research has led to conclusions on the role and place of the health care training methodology as an innovative condition and a factor for applying approaches to the training of future medical specialists. It improves the quality of education in higher school. Through it are mastered professional knowledge, skills and competences. It forms the professionally significant personal qualities needed by the medical specialists for their work.

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## THEORETICAL AND METODOLOGICAL FOUNDATION OF TEACHING MUSICAL ART IN THE CONTEXT OF CULTURAL DIALOGUE

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**Abstract:** *The article introduces theoretical and methodological fundamentals of teaching of music art within the context of a cultural dialogue. The problems of music perception and achievement of musical abilities are investigated on the basis of a natural social and pedagogical experiment. The data on their specialties in different social groups have been received and the impact level of a number of factors has been determined: of the Western or Eastern mentality, professional, additional or just general music education.*

**Keywords:** *teaching music art, cultural dialogue, music perception, musical abilities.*

### Introduction

University education determines the quality of preparation of a citizen and a professional for the modern society, which is universally recognized as its main purpose [Rangelova, E. M., 2016]. Socio-cultural realities and specific features of university education in each particular country reflect ethno-cultural aspects of certain regions, but mutual dependence and penetration of cultures in globalized world determines the unity of human development. „A future specialist needs a cohesive orientation in the modern world, which presupposes a certain level of his own sphere of values and semantics, openness to the world and the impact of its culture” [Smantser, A.P., 2012, p. 22]. These provisions of modern psychological and pedagogical science are seminal for theoretical and methodological foundations of teaching musical art in high school.

The dialogue between cultures becomes an important psychological and pedagogical factor aspect of improving the teaching of art and training teachers for high school as a reflection of the acculturation process in the globalized world in the system of musical education, especially in terms of achieving unity of the national-ethnic and foreign culture in the

pedagogy of musical art. The main idea of the ethno-cultural approach in pedagogy consists in the duality of formation of each person as a human of ethno culture and a human of the world. In modern conditions the mutual influence of Western and Eastern culture realized through the dialogue between cultures increases; the factor of reliance on the traditions of national cultural heritage is an important aspect of mutual enrichment in the course of this dialogue.

Traditions of national arts as an integral socio-cultural system require identification of the methodological and methodical factor of single psycho-mentality uniting them, which is a basis for the evolution and perception and reflection of „vision” of the world as a historic process. Only the basis of the national, which itself has a multi-level depth of existence and culture, allows getting to the universal.

The fact that the pedagogical process in higher school is supported by taking into account socio-cultural peculiarities and psycho-mentality of the ethnos both in the field of pedagogy and in the field of art is very important in the context of development of cultural ties between the Republic of Belarus, the Republic of Bulgaria (West) and the People's Republic of China (East).

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In order to ensure innovative messages within the system of scientific and methodical developments and their practical implementation, it is necessary to know the realities of modern socio-cultural situations, achievements of all national cultures involved in the dialogue, and, in particular, national musical art. At the moment it serves as a social order for the search of solutions for actual theoretical and practical problems of social and pedagogical character, which determines the relevance of subject of our work.

### Main part

The well-known Russian musician and methodologist E. Abdullin explains in one of his works that in musical and pedagogical research, as well as in scientific research in general, any study shall be based on three methodology levels [Abdullin, E.B., 2004].

The first level of methodology is based on philosophical ideas that are the most important for improving the teaching of traditional musical art in different countries. On this level of methodology, important for our study are the ideas of ancient Greek, ancient Chinese and later schools of philosophy that define and recognize musical art as the conceptual matrix of the Universe and one of the main subjects ensuring the building of a man and formation of his personality (Plato, Aristotle, Confucius, V. Galilei, F.-J. Schelling, A. Schopenhauer, A. Berdyaev, V. Mezhuev, M. Mamardashvili and others).

In this respect the research shall be based on at least two approaches: culturological and sociological.

**The culturological approach** regards culture as improvement and ennoblement of physical and spiritual powers of man and society, cultivation of spirit, i.e. the process and result of upbringing and education (S. Hessen, M. Bakhtin, A. Zubra and others). Understanding culture as a social and personal system of values is important for the musical and pedagogical process, as noted by M. Kagan. Culture as a set of sign systems was researched by Y. Lotman, M. Mamardashvili and others. Musical education and upbringing is closely connected to musical speech as a sign system, and, subsequently, the culturological approach is justified and relevant from this point of view as well.

**The sociological approach** implies the study of the nature and functions of the musical educational

process (A. Sokhor, Pan Zhenshin and others). According to this approach, the focus of the research is on the relationship of musical education with other structural elements of the existing system of social relations.

**The social function of musical art** is aimed at formation of members endowed with citizenship and patriotism by means of music. The dominance of the social function of the medical education adds ideology to the whole process of musical education and upbringing, but full disregard of the sociological approach leads to unpredictable results that determine a particular individualization of each member of society. Possible positive aspect in the use of the sociological approach will be the parallel use of the person-oriented approach in music education; these two approaches create a balance, providing a foundation of culturological view on the interaction of individual and society within a single flow of human life.

The second level of methodology (according to E. Abdullin) includes methodological principles and approaches used by scientists from a variety of disciplines, including psychology, pedagogy, musicology, music theory, methods of teaching different subject, etc. This may include the following approaches: systematic, activity-based, personality-oriented, logical-analytical, historical and so on.

The specifically scientific level of the methodological research base (the third level of methodology) is directly related to the concepts, ideas and principles providing the specifics of this science. In musical pedagogy these can be B. Asafjev's innovation theory, the theory of musical perception (E. Nazaikinski, V. Medushevski, G. Tarasov and others), the psychological development of the theory of musical abilities (B. Asafjev, A. Gotsdiner, D. Kirnarskaya, K. Tarasova, B. Teplov and others), G. Thsyipin's principles of developmental education in musical art, the theory of communication, the psychological and pedagogical ethno-cultural tolerance (A. Chernyavskaya, L. Maikovskaya and others).

Musical art as an integral part of the global cultural space is perceived by humanity from the point of view of importance for man, society, state and the entire world community.



- The need for dialogue is important at different levels of research of the phenomena of musical culture, both at social and at individual-personal. According to M. Bakhtin, various facets of personality are revealed only in a situation of intense communication [Bakhtin, M.M., 1992]. It is impossible to understand the Other by making him a subject of neutral analysis. It is only possible to reveal the Other, or rather help him reveal himself by means of communication, by dialogue. Nevertheless, it is impossible to communicate with the Other without cognizing yourself. The knowledge of self is not given to anyone a priori, and if the subject wants to come to himself and understand himself, he has no other way than through comparing himself with others [Schuplenkov, O.V., 2013 ].

- In the modern world, in the context of acculturation requirements mutual influence of other-culture phenomena on modern (local) cultures of specific countries, their language and way of life is a socio-historic fact. All this dictates the necessity of organization of the dialogue between cultures as a method of finding ways to cognition of the universally important content in national cultures, which enriches the human self-cognition with the experience of person's and everyone's cognition of the world and self [Melikov, I.M., A.A. Gezalov., 2015]. The dialogue of cultures and their interaction enriches both sides, expanding the semantic space of the culture of humanity in general and each participant in the dialogue in particular.

The dialogue, which was viewed by M. Bakhtin „simultaneously as a method, a concept of the world and an artistic style” is possible only on the basis of equality, when the revelation of one party suggests the revelation of the other. These are the main specifics of the dialogue – its actively bilateral character [Bakhtin, M.M., 1994].

Formation of spiritual and moral values in the process of musical education can and must be based on ethno-cultural foundations contained in the very nature of musical art (M. Aldoshina, A. Belogurov, V. Medushevski, T. Nepomnyashchaya, T. Filanovskaya and others). At the same time, practical experience in this field shall actualize the essential human potentialities: musical interests and needs, musical „disposition”,

individual level of development of musical abilities, life and musical experience.

Music, in which an image is an artistic representation of reality that is accessible to human perception, is one of the ways of imaginative mastery of the world and has a direct influence on the birth of new or the reconstruction of existing forms of musical life and on formation of cultural environment; therefore, it is the source of the stable universal human traditions of artistic culture [Anufrieva, N.I., 2011].

Culture represents the “non-genetic” memory of an ethno-regional group and its existing spiritual experience; it is always connected to the past and, according to M. Bakhtin, „determines the specific aesthetic reality, the value of this world” [Bakhtin, M.M., 1986, p. 194] by fixing not only historically inherited, but also universal human content.

M. Bakhtin saw dialogical coexistence as the pledge of conflict-free cultural development. The leading factor is the rejection of the logic of confrontation and the acceptance of the logic of compromise and cooperation based on tolerance of ideologies and cultures and aimed at the prevention of various social cataclysms, both local and global.

Thus, on the basis of the above, we can state: there is no „best culture” in consideration of the problem of dialogue; this is not about the destruction of cultures, either of one or of all participants in the dialogue, but about the destruction of the borders between cultures, leading to the development of new paradigms of their interaction, to a new understanding of the natural peculiarities of the starting positions and to a ***new understanding of the origins and realia of the culture in general***. In this case the „other” appears to be source of self-knowledge, ***and all participants in the dialogue are transformed into real conditions of inner development of each other***, into real collaborators and creators of selves and the Other in dialogue and through dialogue.

This is a real socio-cultural practice and its procedural results.

Thus, ***the musical-pedagogical process*** in university education ***must take into account the socio-cultural peculiarities and psycho-mentality of specific ethnic groups***, which is very important in the conditions of development of cultural connections between Belarus,



Bulgaria and China. *The aim of the dialogue between cultures can be achieved only through „deepening self-understanding”*, by following the contextualization principle, according to which, it is necessary to „persistently study one’s own context” and constantly come back to the uniqueness of national thought in order to achieve better understanding of the other [Han, Donghui, 2005]. Then the product of dialogue will be not only interdisciplinary, but mutually enriching and „multi-cultural” [Maikovskaya, L.S., 2008].

The „entry of the human into the space of culture is not only an act of its exploration, but also an act of its creation” which is also substantiated by socio-psychological studies. In the context of such approach it is impossible to disagree with the fact that the number of cultural values recognized by the society directly corresponds to the number of types of education. „Education”, as rightly emphasized by S. Gessen, „is nothing other than the culture of the individual. And if in relation to society culture is a set of inexhaustible goals, then in relation to an individual the education is an inexhaustible goal. Education in its essence cannot ever be completed” [Hessen, S.I., 2005]. This point in many respects explains the active attention during the professional selection of the problem of musical abilities, which is not entirely solved yet. This aspect of considering the established goal of pedagogy of musical art is crucial for the prolonged selection of the contingent of the system of additional and professional education both in professional and emotional respects. Modern socio-psychological studies in the system of musical education confirm the thought of the importance of the emotional sphere of the personality, which is recognized as a triggering mechanism and/or a catalyst for thinking.

In eastern philosophical and cultural traditions the realization of ideas of such approach was based on the imagery of reflection of the world as a premise for its cognition and exploration, as the acquisition of freedom in the context of the provision of creation and the development of human creativity are associated with figurative thinking based on the affective sphere.

As for the musical art itself, it acquires its actual existence at the intersection of at least three subjects: creator, performer and listener. This makes us consider

each contact of the above subjects in the context of dialogue of specifically situational musical cultures, the participants of which expand and enrich the understanding of musical art perception by all participants by means of their own personal meanings.

An important aspect of propaedeutics of musical art pedagogy of China, Belarus and Bulgaria, aside from the dialogue of cultures, is the problematic and specific features of teaching the national art, in particular, in the sphere of musical art. If the problems of Western direction of musical pedagogy are sufficiently known, the issues of its Chinese direction have been studied much less, first of all – in the context of dialogical nature of the modern world and its tendency towards synthesis of its various directions. In this respect it is necessary to consider peculiar features of the socio-cultural situation, i.e. the moments that largely determine the peculiar features of the dialogue between musical cultures of the East and the West and, subsequently, the socio-pedagogical aspects of teaching traditional national arts in higher schools taking into consideration the trends of the dialogue between musical cultures.

The initial position of the work was the statement of a real scientific and practical contradiction: understanding the role of traditions of national and regional spheres of musical art ensuring the spiritual perfection of the nation in the age of globalization contradicts the organization of improving the effectiveness of the dialogue between cultures as a factor of mutual enrichment of each participant of the dialogue. This dictates the necessity for dialogue between cultures as a method for finding ways to comprehend the universal content in national cultures.

*The theoretical and methodological base of the research* was formed by ideas, theoretical developments, conceptual provisions and modern methodological developments in general pedagogy and psychology (L. Vygotski, P. Galperin, V. Davydov, A. Leontiev and others), aesthetic culture of personality (Aristotle, Confucius, A. Losev and others), concept of dialogue between cultures (M. Bakhtin, V. Bibler), concept of personality-oriented education (V. Petrovski, A. Petelin and others), works on musical perception and development of musical abilities (B. Asafjev, A. Gotsdiner, V. Medushevski, E. Nazaikinski, K. Tarasova, B. Teplov

and others), theories of professional musical-pedagogical education (E. Abdullin, Y. Aliev, L. Scholar and others), psychological and pedagogical ethno-cultural tolerance (A. Chernyavskaya, L. Maikovskaya and others).

According to the theory of musical education, the main aim of the pedagogical activity is the formation of the musical culture of students in the process of their communication with highly artistic examples of folk, classical and modern native and foreign music.

The following methods were used to solve the tasks set in the work:

- Theoretical analysis and generalization of scientific and methodological literature;
- Pedagogical observation;
- Survey methods (questionnaire and standard interview);
- Natural socio-pedagogical experiment;
- Pedagogical experiment (traditionally organized);
- Mathematical modeling;
- Methods of mathematical statistics.

It is generally considered that the objectiveness of the obtained information increases with the correct selection. Based on the direction of our study, we have chosen the frequently used nested sample method of sociological research. The volume of the sample aggregation was determined in accordance with the recommendations ensuring reliability and representativeness of results [Davydov, A.A., 1988].

*Natural social and pedagogical experiment.* This is a research method of a „thought experiment”, where the aim is to determine the degree of influence of certain factors through the comparison of the real groups that have been formed naturally and retrospectively identified in the course of the analysis. This method can be characterized as „reading the results of a natural social-pedagogical experiment conducted by life itself”, because life here plays the role of experimenter, when presence or absence of a specific „stimulating” factor in daily life of each of the artificially identified groups is determined not by the will of the researcher, but by the objectively existing life situation [Ponomarchuk, V.A., 2013].

After considering musical perception on the basis of the experimental-innovative approach and obtaining reliable data on its peculiarities in different contingents, it is now necessary to clarify the problem of formation of

musical abilities. From the point of view of theory this problem has been sufficiently considered by musical psychology and pedagogy [Polyakova, E.S., 2005]. The conducted analysis clearly shows that the question of inheritance or lifelong formation of abilities has been a subject of disputes for many years. Nevertheless, we shall apparently agree with the position of F. Lysek concerning the essence of musicality:

- „non-musicality” does not exist in nature;
- A child who does not show any sign of musicality simply failed to realize himself in musical activity;
- Any child with „normal” auditory analyzer and receptors can develop himself musically [Lysek, F., 1966].

Similar views are also held by the famous German scientist and pedagog P. Michel, who believes that the basis of musical formation is the activation of emotional, intellectual and moral resources of the personality, which help actualize musical experience and push the subject towards creative musical activities.

We have proven F. Lysek [Lysek, F.1966] and P. Michel [Michel, P., 1962] right in that the phenomenon of rigidity of musical perception indicates not the deafness of the person perceiving music, but the undeveloped nature of his musicality as a result of his insufficient introduction to the human culture and/or inconsistency of the goal-specific contexts of specific types of activity (for example, music can act as a distractive factor in sports and its particular types, e.g. shooting). Therefore, in case of rigidity in the course of education it is important to emphasize cultivation of intellectual and sensory moments of perception of the world in their imagery and combining form, drawing attention to the phenomena and processes reflected by music, including the student’s own inner world as a world of bodily and sensory perception.

It should be noted that in most cases rigidity is caused by the habit of thinking that musical ear is an inborn natural effect-quality, while the universality of the human world, including the individual, starts with universality of its characteristics (albeit in different degrees of readiness for activity in specific situational moments of perception) and development/formation of them when entering the worlds and creation of one’s own abilities as a specific case of individuality.



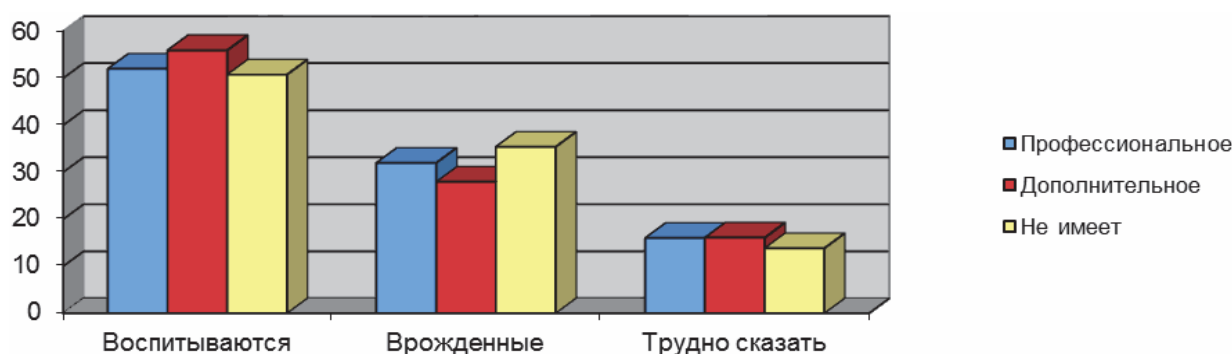


The understanding of this process creates premises for multiplication and individualization of the manifestation of musical abilities in conditions where it would seem that the „bodily predetermined musical deafness” is still socially overcome by pedagogical means – introduction of the subject to the musical culture of society.

Ethnic, racial and regional peculiarities of the contingent have a much lesser effect on the formation of human corporeality, bodily and sensory characteristics than practical activity and preparation for it.

It is significant that an ethnic with a greater attention of the language to tonality is more inclined to the fact that the musical abilities are developed, as well as contingents, that are not based on the requirement for rational perception of activity by the students (figure 2.2). Thus, our study proves the positions of V. Medushevski in relation to the theory of musical

intonation, which drew attention to the specifics of studying the music language, where the principle „from intonation as an expression of meaning to the sound” shall be governing, as musical intonation comes to life only because it reflects a living human being [Medushevski, V.V., 1993]. Therefore, the rigidity of musical perception is an evidence of undeveloped musicality of a man, his consciousness and insufficient introduction to the culture of humanity. Thus, in case of rigidity of musical perception, in the course of education it is necessary to conduct a purposeful work on development of intellectual and sensory moments of perception of the world in their imagery and combined form. Attention of the students shall be drawn to the phenomena and processes reflected in musical art. A man’s understanding of his own inner world (as a bodily and sensory world) becomes especially significant.



*Figure 1 – Comparative data on the nature of musical abilities by the criteria of „ethnic” and „level of musical education”*

This understanding creates the premises for the formation of musical abilities in conditions where the original „deafness” of the subject in relation to natural bodily conditioned qualities is eliminated and socially overcome by means of mastering the universal ways of human activities and the predisposition for these activities. The need to expand the premises and maintain the activity are manifested both in musical art and in sports and considered to be the original point of development, taking into account the level of specialization: motor and intellectual activity. These

peculiar moments in their duality are practically not taken into account in the system of professional selection.

The problem of „selection” of applicants for improvement in professional musical or musical-pedagogical activity shall be based on the aforementioned regularities. If the selection is restricted by choosing only persons „capable of musical art”, then there is a question of appropriateness, perspectives and necessity of introducing universal musical education as one of the most important directions in the development of personality.

## Conclusion

Thus, the theoretical and methodological foundations for teaching musical art in the context of dialogue are: the ideas of ancient Greek, ancient Chinese and later schools of philosophy recognizing musical art as one of the main subjects ensuring the becoming of a man and the formation of his personality; the cognition of musical art as an integral part of the global cultural space; recognition of the value of music for human, society, state and all world society; the need to organize a dialogue between cultures as a method of finding ways to understand the „universal” content in national cultures; musical art acquires its actual existence at the intersection of the consciousness of three subjects: author, performer and listener.

On the basis of natural socio-pedagogical experiment we examined musical perception and the problem of formation of musical abilities, obtained reliable data on their peculiarities in different contingents and identified the level of influence of specific factors (western or eastern mentality, professional, additional or general musical education). The recognition of musical ear as an inborn natural quality appears to be connected with rigidity of musical perception. This position undermines the universality of human world, including individual. At the same time the formation of one's own musical abilities as a particular case of individuality starts with the universality of the characteristics of the human world and the formation of these abilities in the course of entering the human world on the basis of readiness for musical activity in specific situations of perception. This process, if understood by the pedagogical community, may ensure socio-pedagogical conditions for the development and individualization of the manifestation of musical abilities of every person.

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## COMPARATIVE ANALYSIS OF THE ATTITUDE OF POLISH AND UKRAINIAN STUDENTS TO SOCIAL EXCLUSION

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**Abstract:** *To tackle social exclusion it is important to study its perception by society members. In particular it is necessary to get to know what young people's awareness of this problem is, as in a couple of years they will shape the policy dealing with social exclusion. This article contains an analysis of the attitude of Polish and Ukrainian students to social exclusion.*

**Keywords:** *social inclusion, exclusion, students, Poland, Ukraine, Revised Social Cohesion Strategy*

### Introduction

Social exclusion is an important contemporary issue and there is sizable literature devoted to it by such authors as W. K. Frieske, (1999, 2004) R. Szarfenberg, 2006, Grotowska-Leder J., (2005) S. Golinowska (2008) Nowak A (2012), J. Spętana, D. Krzysztofiak, E. Włodarczyk (2016), M.J. Sobczak 2016, J. Wiktorowicz (2016), M. Nóżka (2016), A. Domosławski (2016). To explain the mechanisms of social exclusions R. Szarfenberg (2006) puts forward a proposal likening society to a building. In his metaphorical house one can move from floor to floor, but also from room to room on the same floor, which is similar to horizontal and vertical mobility in society. However, even if individuals can move from one room to another or from one floor to another, there are situations when such movement is difficult or even impossible. Thus, reaching higher floors in most cases requires a lot of effort, and in extreme situations the inhabitants find themselves outdoor, unable to enter the house. The author points out that „the metaphor of being outside the house, socially marginalised or socially excluded, illustrates the fact that outside the social structure based on division of labour, somewhere beyond normal organized society, other people might be living” (R. Szarfenberg, 2006, p. 15). The author of the above metaphor poses a question why this is happening that some individuals are regular

inhabitants of the house, while others have to stay outside; why some of those staying inside live on lower and some on upper floors, and why there is a number of people socially excluded to a varying degree. To answer those questions he develops four hypotheses:

- 1) the excluded themselves, and possibly their family, cause their exclusion, above all because of their personality features, for example, when they have no education, they are not quite dynamic and flexible, they are lazy, they do not try enough and resign too quickly, but also because they have genetic defects, they are disabled, or they have parents who do not care enough, and so on,
- 2) the causes of social exclusion are in others, in their malicious activities, in selfishness, they exclude some individuals to preserve their own privileged place, and the excluded are victims of such society members, or, following the metaphor, house inhabitants exclude others to be in a better position in which fewer people take advantage of the division of social welfare,
- 3) the causes of social exclusion are the very design and social foundations of the house, it is too small for everybody, too exclusive, not available enough, and keeping it in order requires exclusion of too many,

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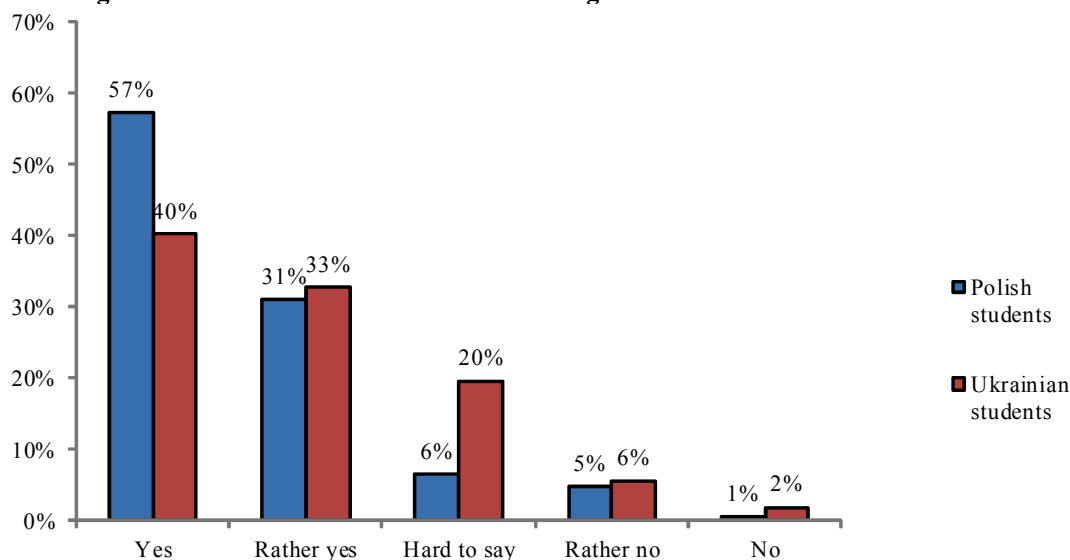
- 4) the causes of exclusion are outside the excluded and also outside the „regular and structured community”, the causes are in impersonal processes (e.g. economic) that transform the social house and its structure and, as a result, some of the rooms, and maybe even some of the floors, disappear forever and some others are needed to take in new lodgers, which results in a greater number of the excluded” (R. Szarfenberg, 2006, p. 15-16).

There have been many initiatives taken to deal with social exclusion. Some examples of this are such documents as the Revised Social Cohesion Strategy, introduced by the European Union (2004), as well as Polish ones, like the Joint Inclusion Memorandum

(2003), the National Social Inclusion Strategy (2004-2010), the National Action Plan for Social Integration (2004-2006), the Social Policy Strategy (2007-2013), the National Programme for Prevention of Poverty and Social Exclusion 2020, or the New Dimension of Active Inclusion (2014).

To tackle social exclusion it is important to study its perception by society members. In particular it is necessary to get to know what young people’s awareness of this problem is, as in a couple of years they will shape the policy dealing with social exclusion. This paper contains an analysis of a questionnaire on the attitude of Polish and Ukrainian students to social exclusion.

**Figure 1. Awareness of social exclusion among Polish and Ukrainians students**



Pearson Correlation Coefficient Value  $\chi^2 = 14.93^*$ ;  $p = 0.0048$

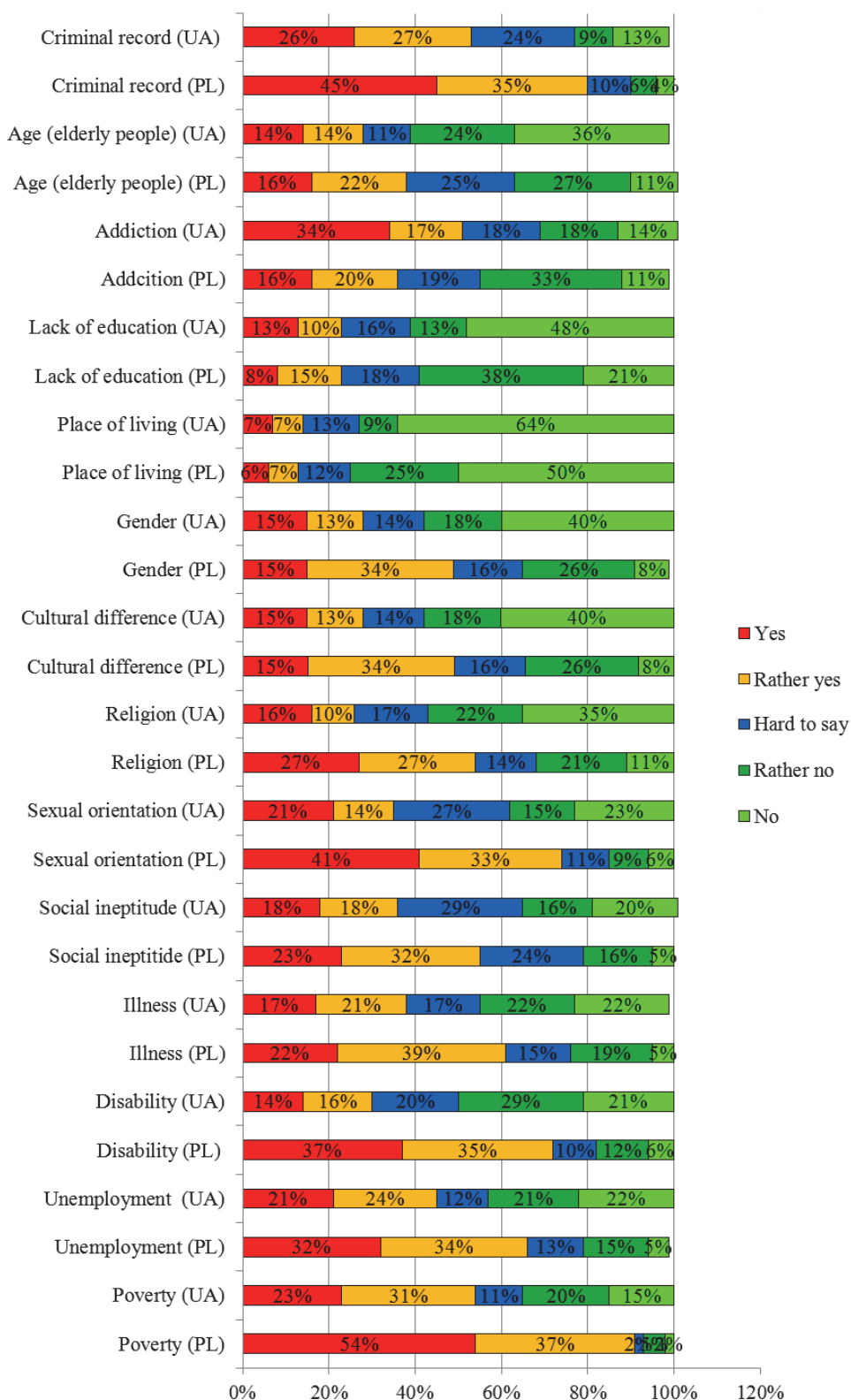
The above chart clearly shows that both Polish and Ukrainian students, who responded mostly with „Yes” and „Rather yes” answers, are aware of social exclusion in their surrounding reality. However, the diagram below presenting causes of social exclusion according to the respondents shows certain differences between Polish and Ukrainian students. For Polish students the most common cause of social exclusion is poverty (54%), then it is criminal record (45%), sexual orientation (41%), disability (37%), and unemployment (32%). However, for students from Ukraine the main causes of social exclusion are addiction (34%), criminal record (26%), poverty (23%), unemployment (21%), and sexual orientation (21%). The respondents, both Polish and Ukrainians, do not consider level of education,

place of residence, or gender to be important sources of social exclusion. An indication by the students that one of the causes is poverty is in line with the concept of the redistributionist discourse, developed by Ruth Levitas, suggesting redistribution of income as a solution to social exclusion when it is a result of poverty (after J. Grotowska-Leder, 2005). Considering unemployment involving staying outside the labour market to be one of the causes of social exclusion is identified as the social integrationist discourse (after J. Grotowska-Leder, 2005). Students from Ukraine pointed to different forms of addiction as a primary cause of social exclusion, which Ruth Levitas denotes as the moral underclass discourse. This author points out that the sources of exclusion are in those social

groups that can be classified as the margins of society. The theories of social exclusion mentioned above seem to be very simplified, and they are usually accompanied by appropriate remedies, suggested by other

authors, to eliminate or decrease causes. R. Szarfenberg does it using flowcharts, presenting a social exclusion process from its causes, e.g. poverty, to effects, and sometimes also providing suitable solutions.

**Figure 2. Causes of social exclusion according to Polish and Ukrainian students.**

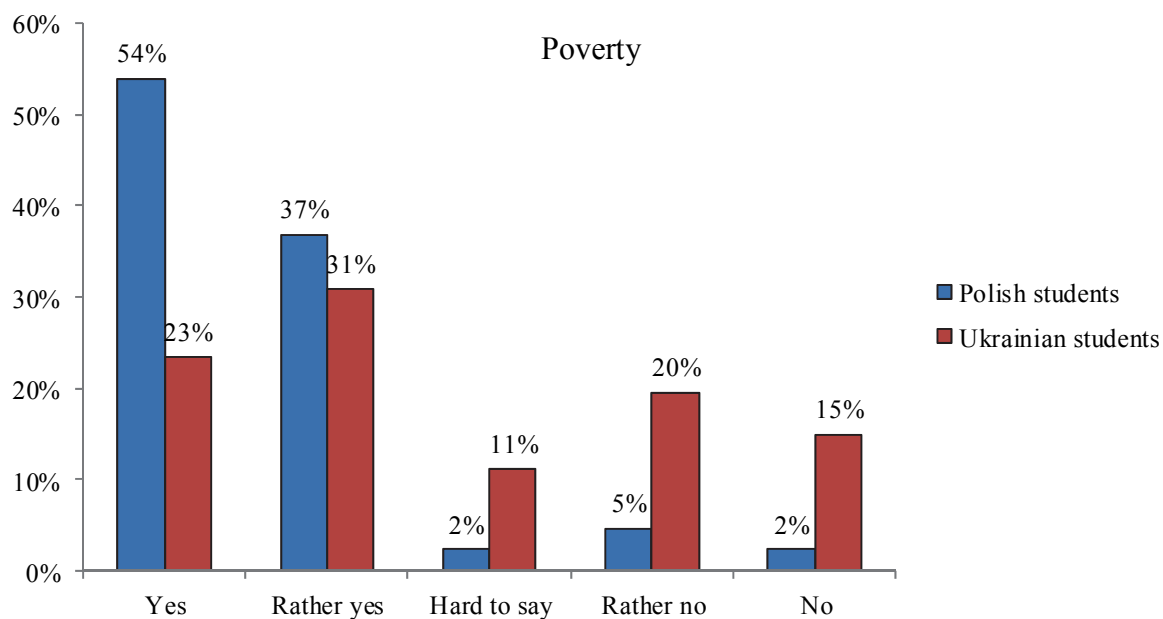




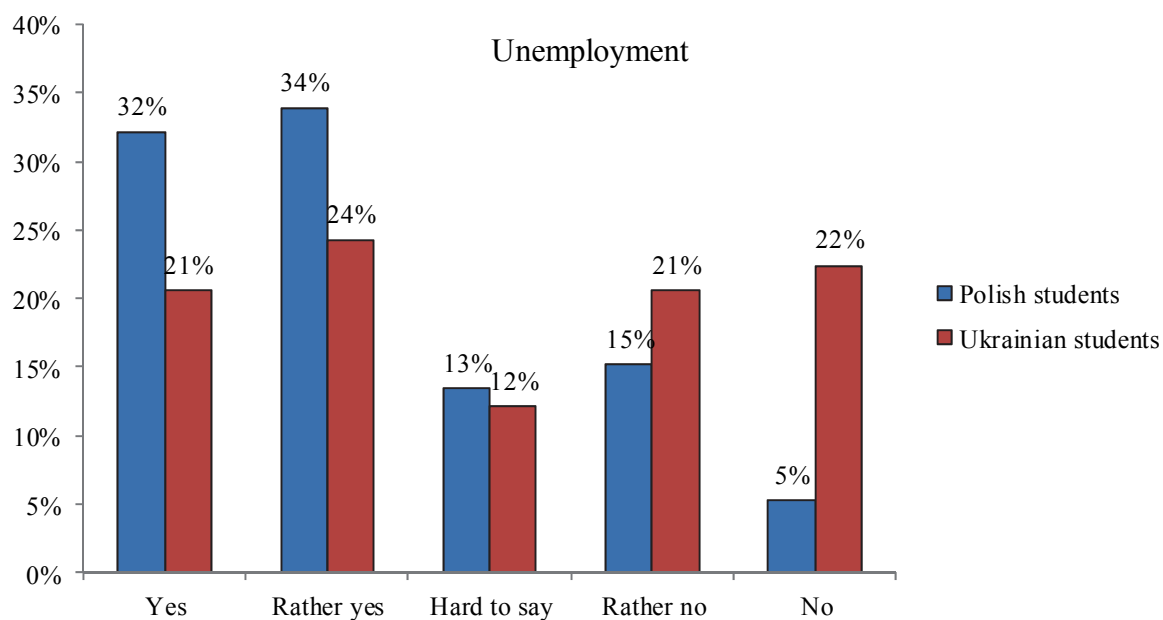


The figures below present percentage distribution of the answers to the questions about exclusion causes

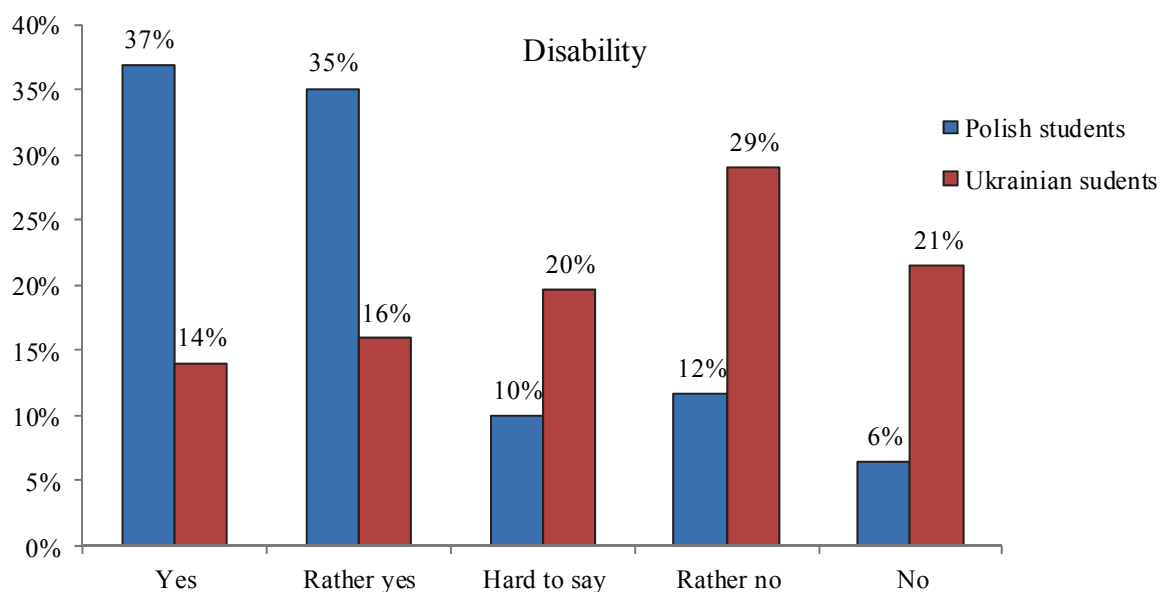
and statistically significant relationship between variables.



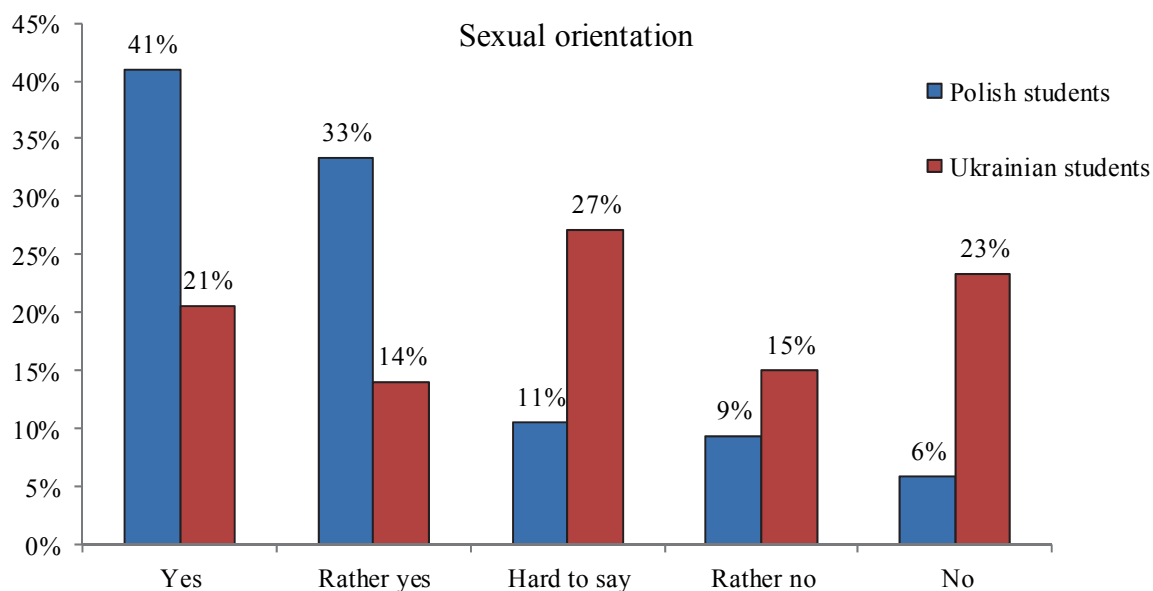
Pearson Correlation Coefficient Value  $\chi^2 = 52.84^*$ ;  $p < 0.001$



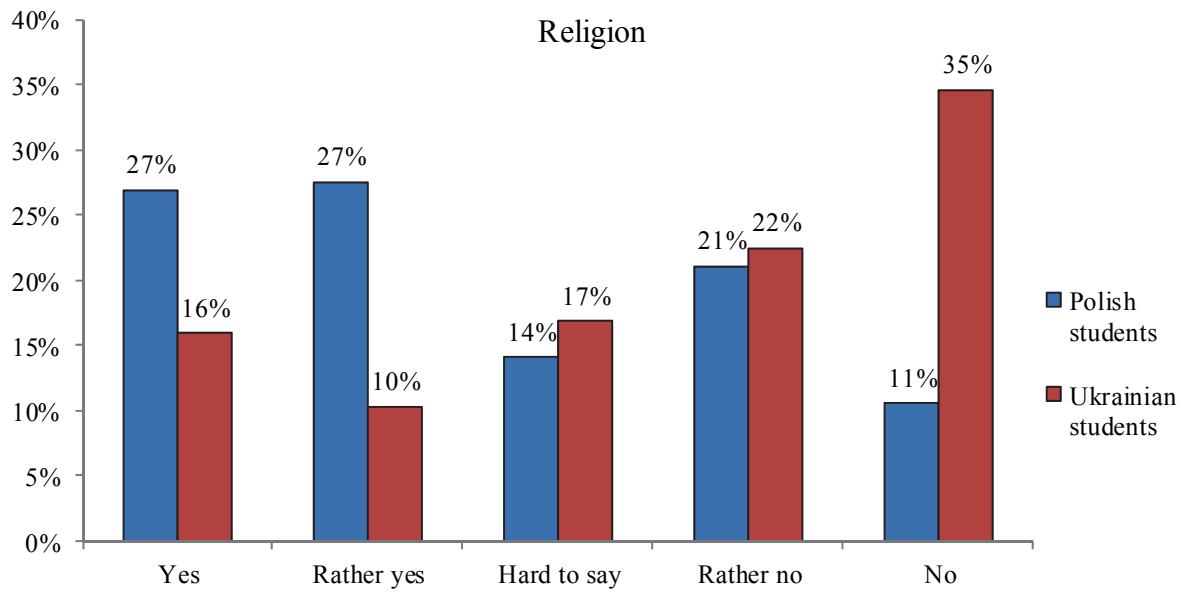
Pearson Correlation Coefficient Value  $\chi^2 = 22.74^*$ ;  $p < 0.001$



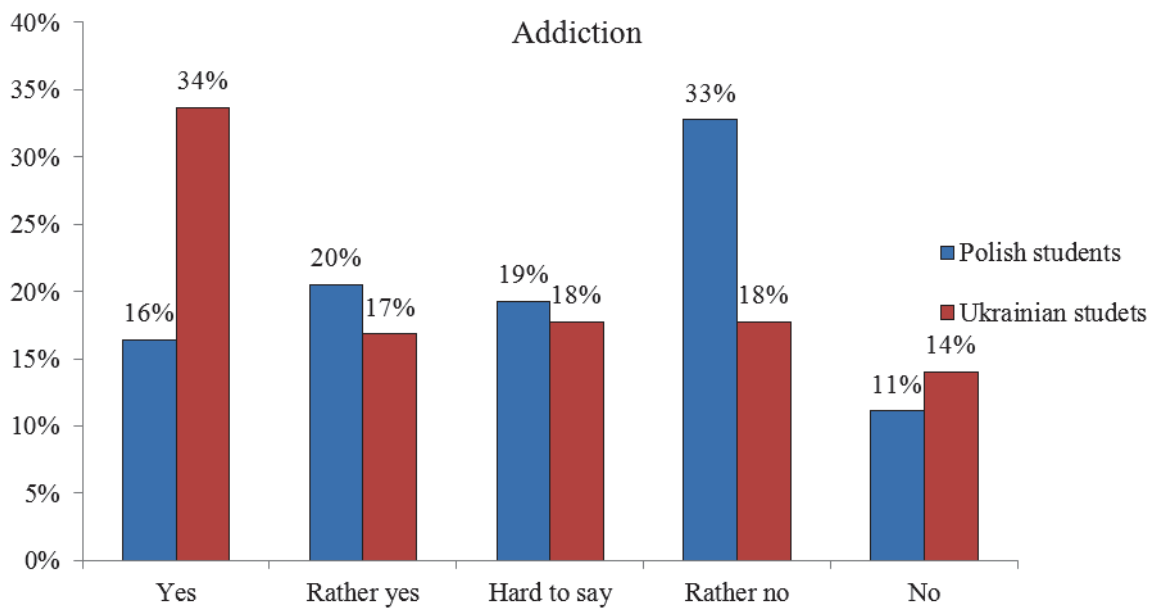
Pearson Correlation Coefficient Value  $\chi^2 = 48.41^*$ ;  $p < 0.001$



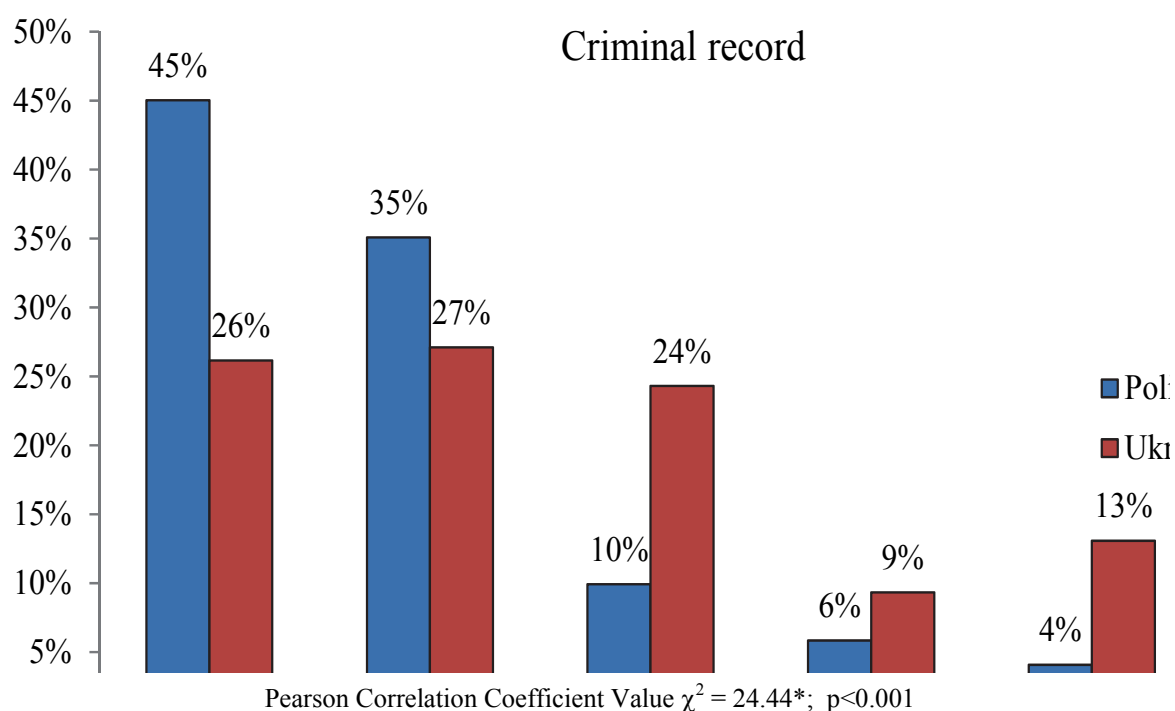
Pearson Correlation Coefficient Value  $\chi^2 = 46.26^*$ ;  $p < 0.001$



Pearson Correlation Coefficient Value  $\chi^2 = 32.50^*$ ;  $p < 0.001$

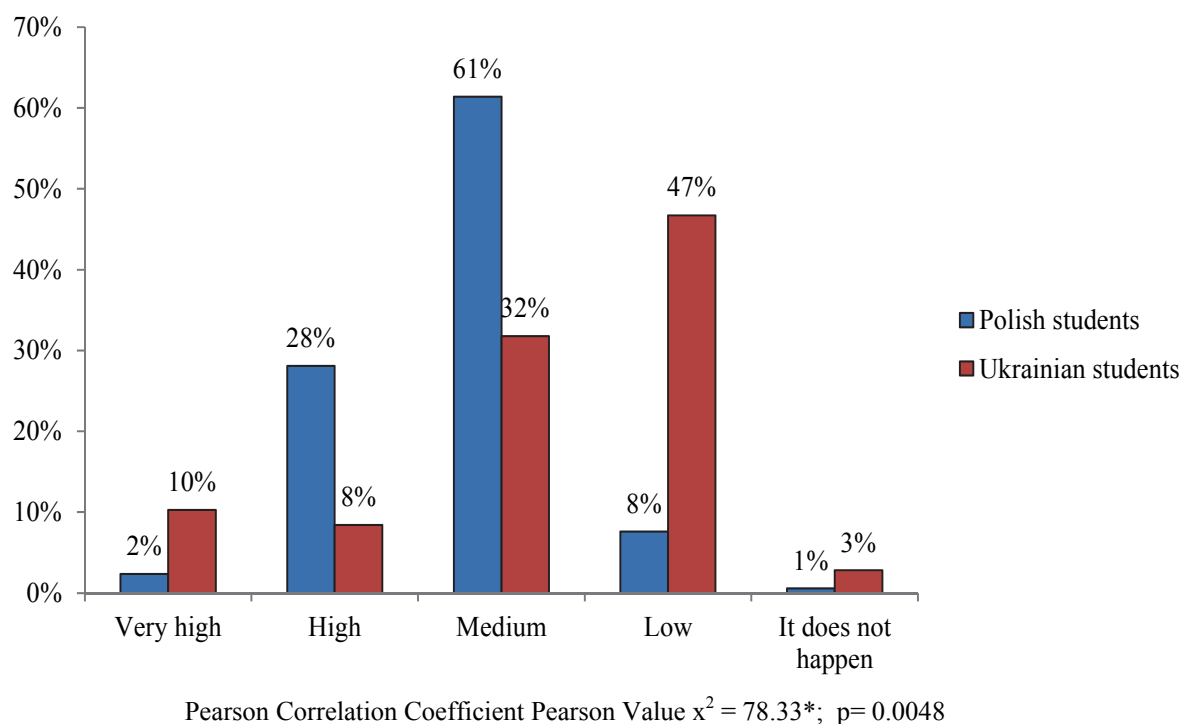


Pearson Correlation Coefficient Value  $\chi^2 = 26.07^*$ ;  $p < 0.001$



Additionally, the respondents were asked to assess the level of social exclusions in their countries.

**Figure 3. The level of social exclusions in Poland and Ukraine assessed by Polish and Ukrainian students**



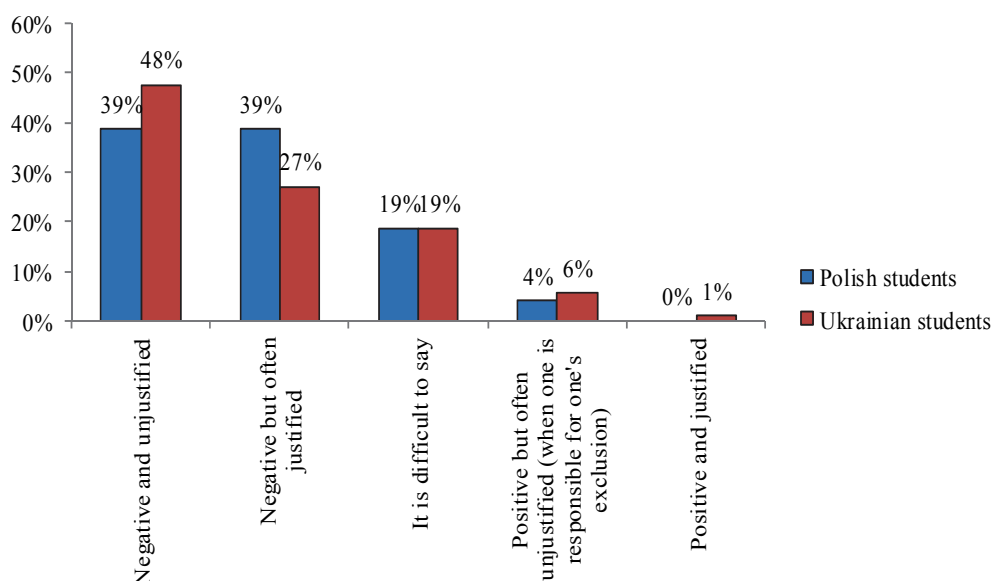
The relationship between the nationality of the respondents and their assessment of the level of social exclusion in their countries proved to be statistically significant. Nearly half of the students from Ukraine believed that in their country exclusion occurred at low and medium level, while Polish students identified it as high and medium. Most probably, the reason why

the Ukrainian students chose those answers was because of the difficult situation in which the country is, and in such situations exclusion is considered common.

Students assessed exclusion also specifying whether the phenomenon is negative and unjustified or positive and justified.



**Figure 4. Assessment of social exclusion by Polish and Ukrainian students**

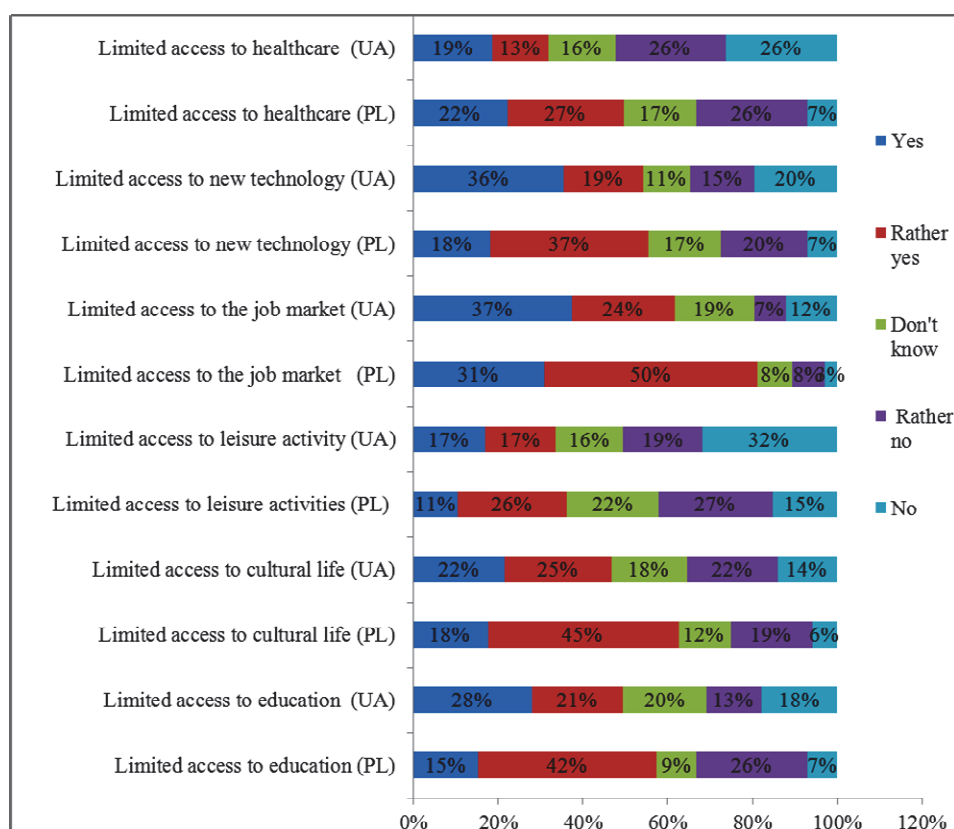


Pearson Correlation Coefficient Value  $\chi^2 = 5.75$ ;  $p = 0,210$

Most respondents, both Polish and Ukrainians, believed that social exclusion is negative. Almost half of the surveyed students from Ukraine believed that it is also unjustified. A deeper analysis should be devoted to the response in which the students

identified exclusion as negative, but often justified. This answer was given by 39% of Polish students and 27% of Ukrainian students. Students were also asked to rank the effects of social exclusion in their own countries.

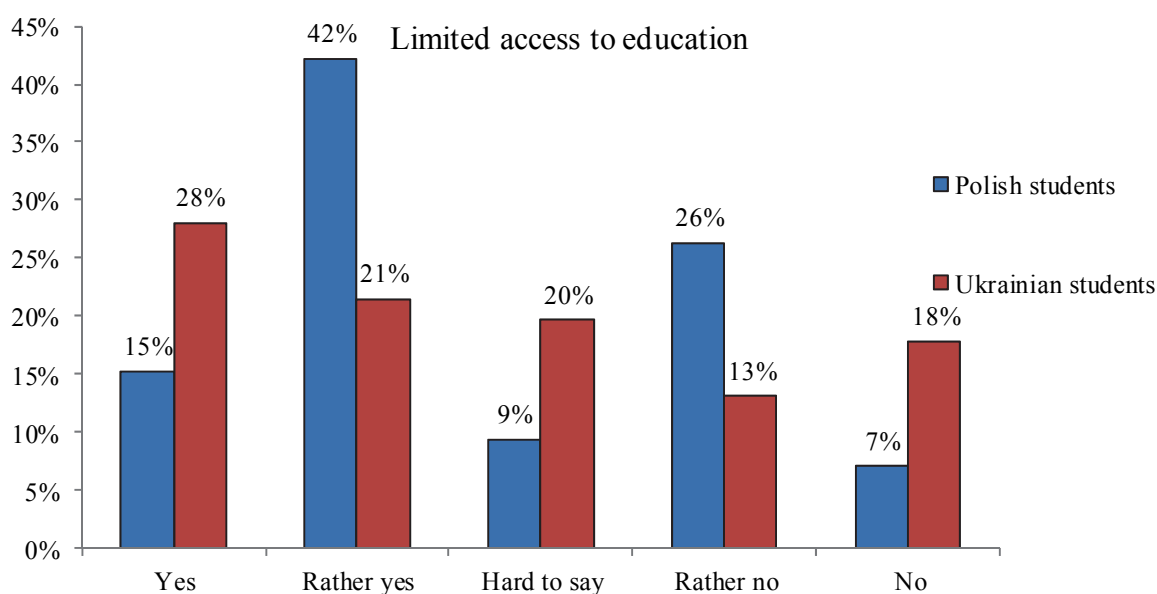
**Figure 5. Effects of social exclusion assessed by Polish and Ukrainian students.**



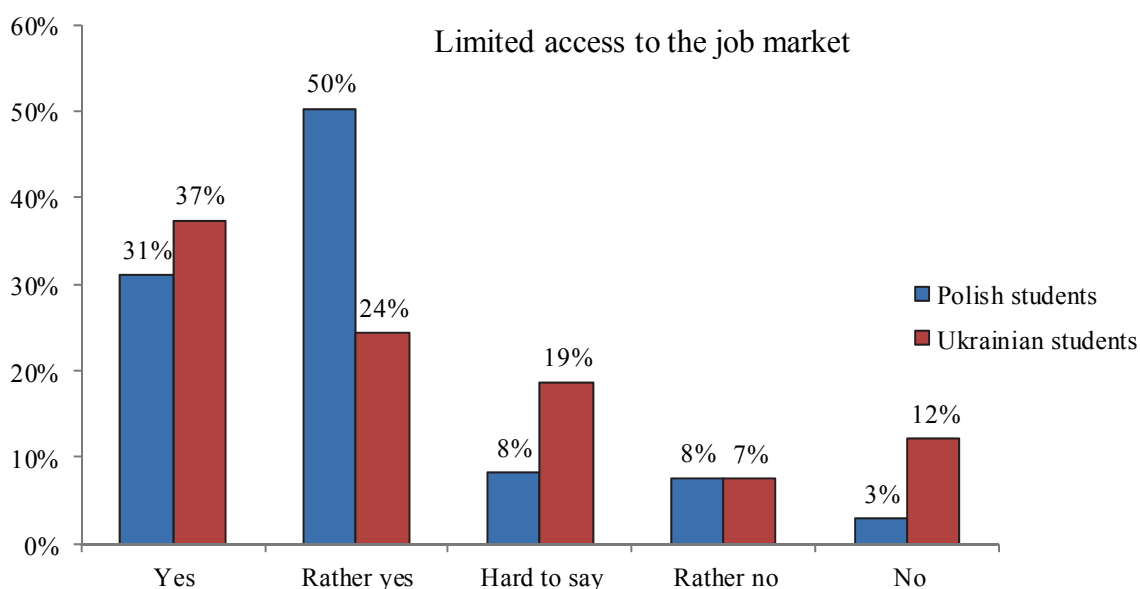
For Ukrainian students the most serious consequences of social exclusion are limited access to the job market (37%), limited access to new technologies (36%), and limited access to education (28%). However, for Polish students the effects of social exclusion are primarily limited access to work (31%), limited access to health care (22%), limited access to new technologies (18%), and to cultural life (18%). If

answers „Yes” and „Rather yes” were combined, then definitely the greatest effect of social exclusion for both Polish and Ukrainian students would be limited access to work.

The figures below present percentage distribution of the answers to the questions about effects of exclusion and statistically significant relationship between variables.

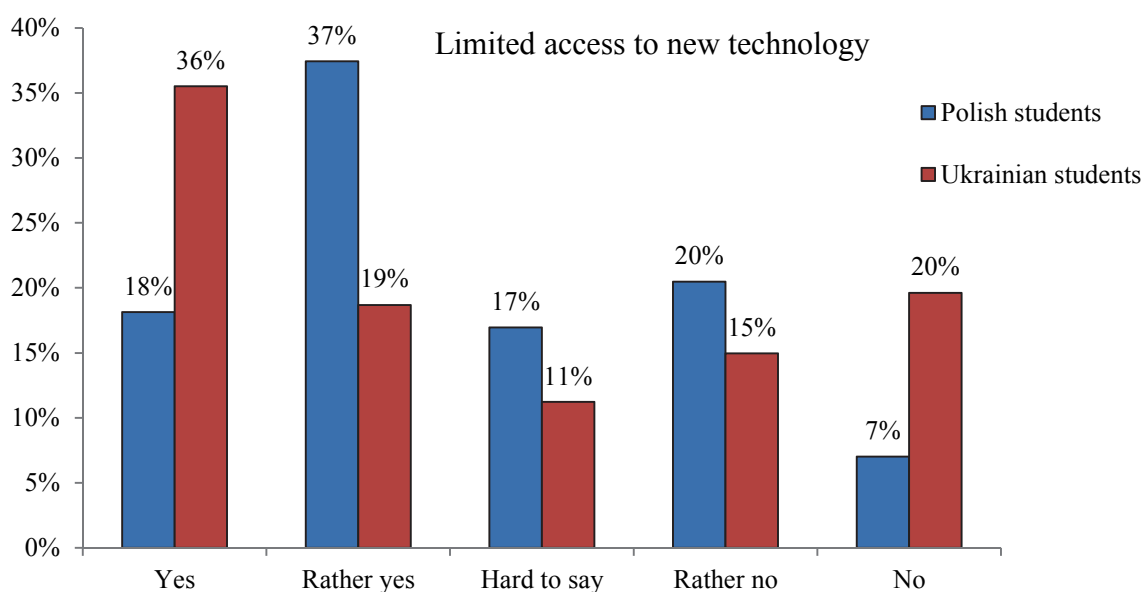


Pearson Correlation Coefficient Value  $\chi^2 = 31,01^*$ ;  $p < 0,001$



Pearson Correlation Coefficient Value  $\chi^2 = 26,43^*$ ;  $p < 0,001$

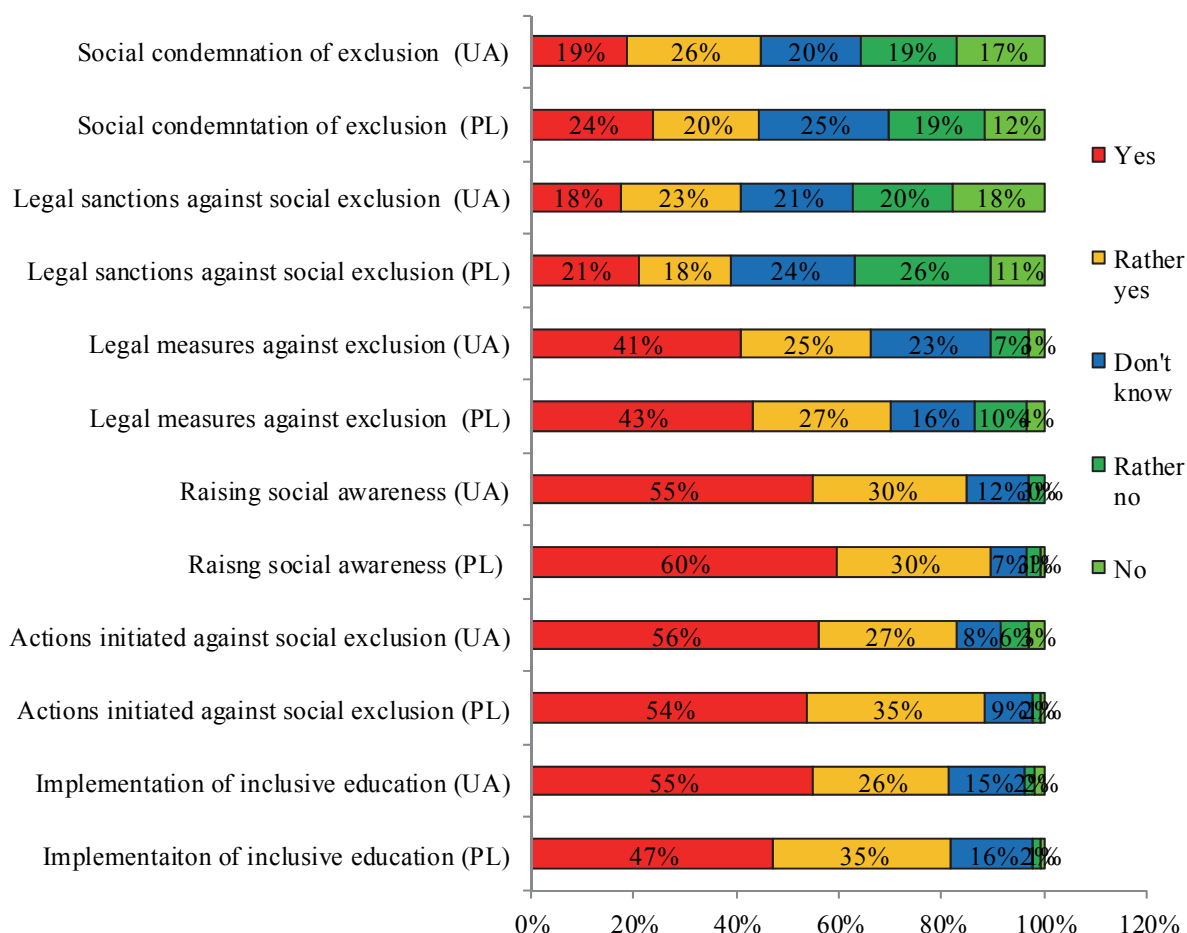




Pearson Correlation Coefficient Value  $\chi^2 = 27,03^*$ ;  $p < 0,001$

The respondents were asked to rank methods of fighting against social exclusion.

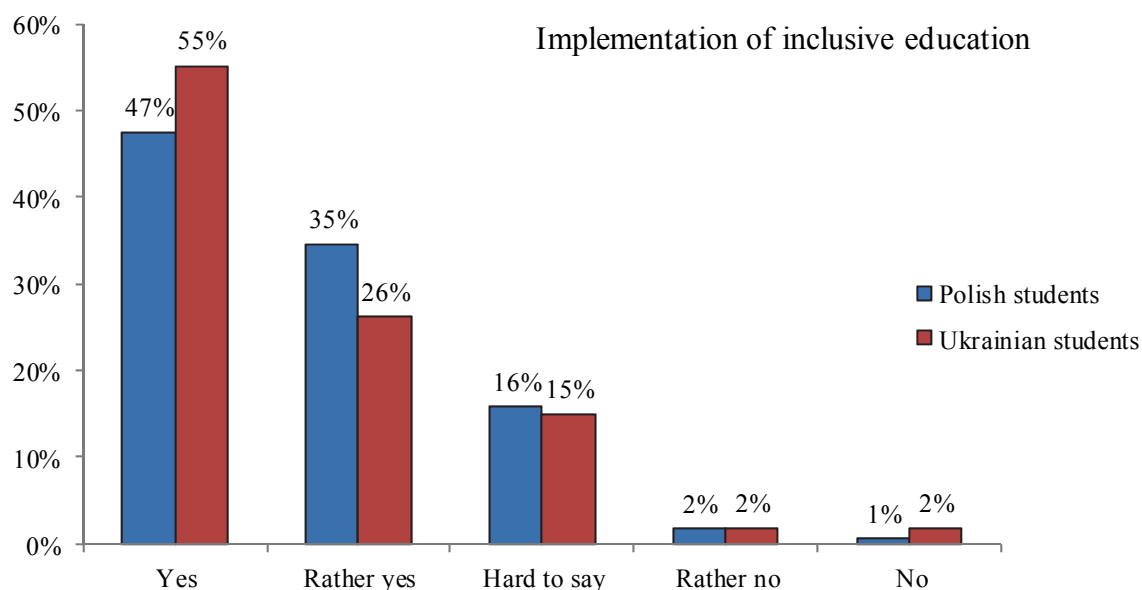
**Figure 6. Methods of fighting against social exclusion as ranked by Polish and Ukrainian students**



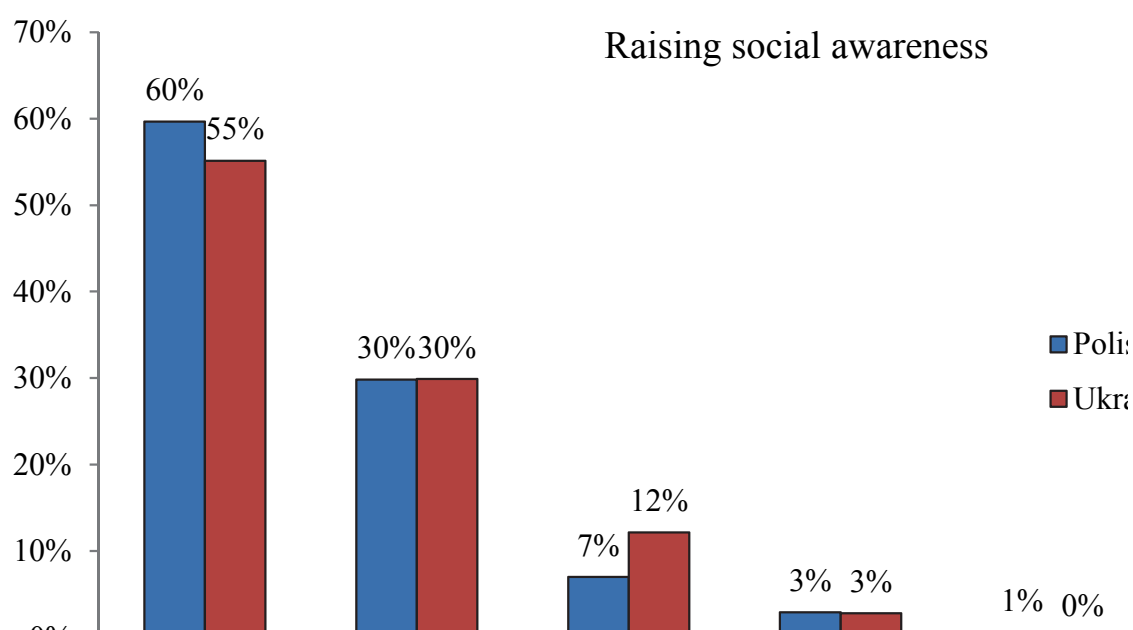
The survey made it also possible to collect opinions on ways to fight the phenomenon of social exclusion. Both Polish and Ukrainian students indicated rising social awareness as the best way of fighting social exclusion, with a majority of 60% and 55%, respectively. In addition, the respondents stressed the importance of initiating actions against social

exclusion, the implementation of inclusive education, and the introduction of legal solutions against social exclusion.

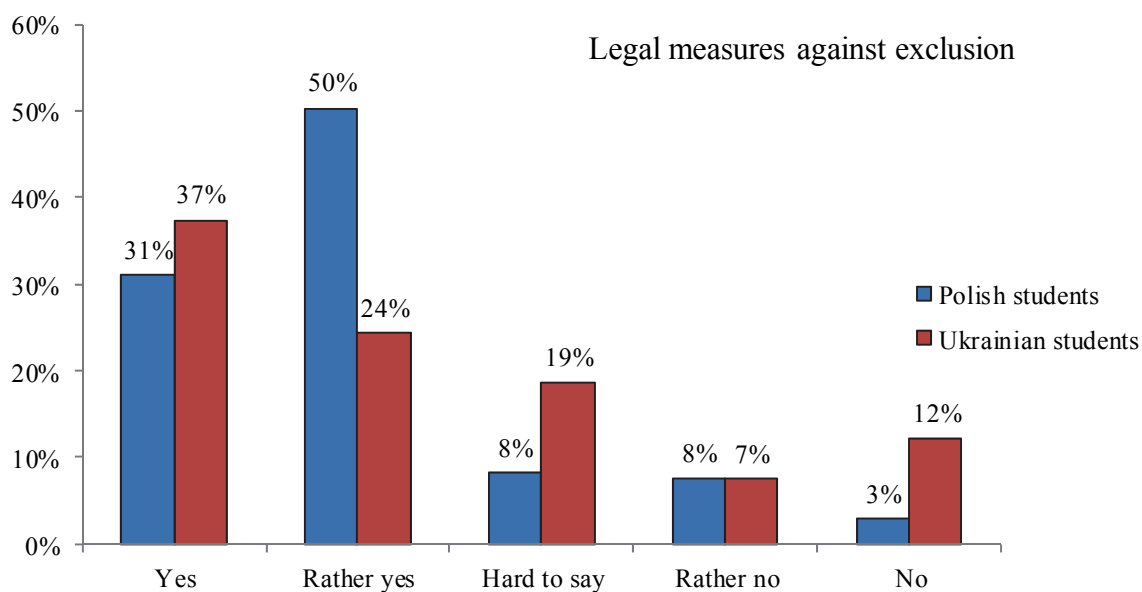
The figures below present percentage distribution of the answers to the questions about methods of fighting against social exclusion and statistically significant relationship between variables.



Pearson Correlation Coefficient Value  $\chi^2 = 3,29$ ;  $p=0,59$



Pearson Correlation Coefficient Value  $\chi^2 = 2,787$ ;  $p=0,594$

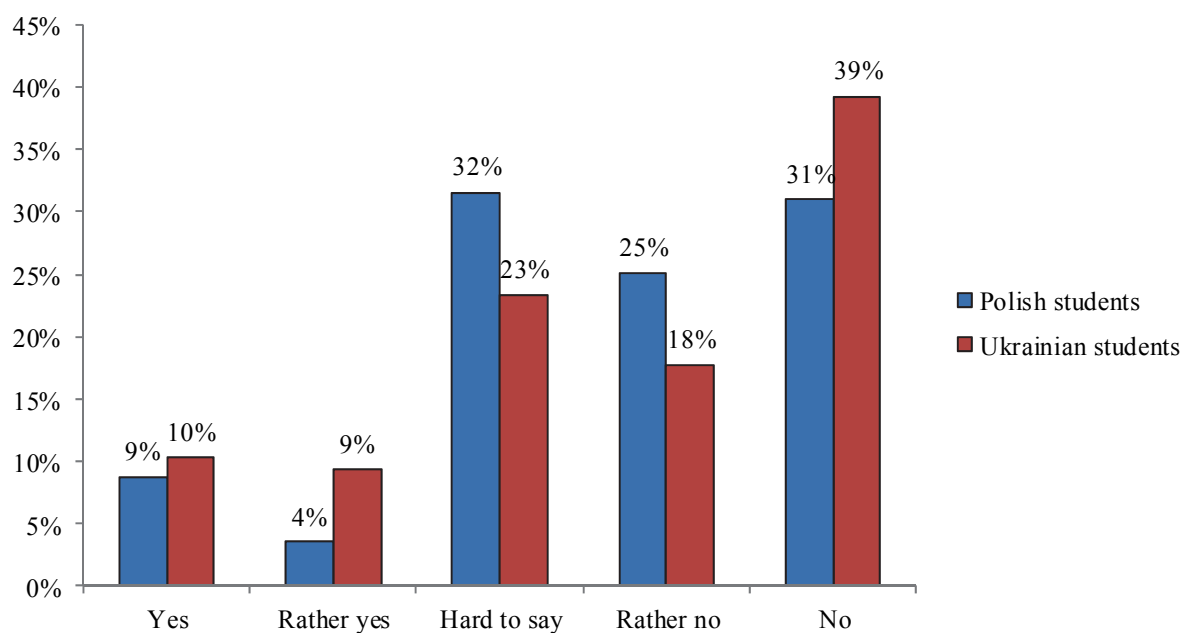


Pearson Correlation Coefficient Value  $\chi^2 = 2,374$ ;  $p = 0,667$

Most of the students said that they had not found themselves in a situation of social exclusion. However, 9% of Polish students and 10% of Ukrainian

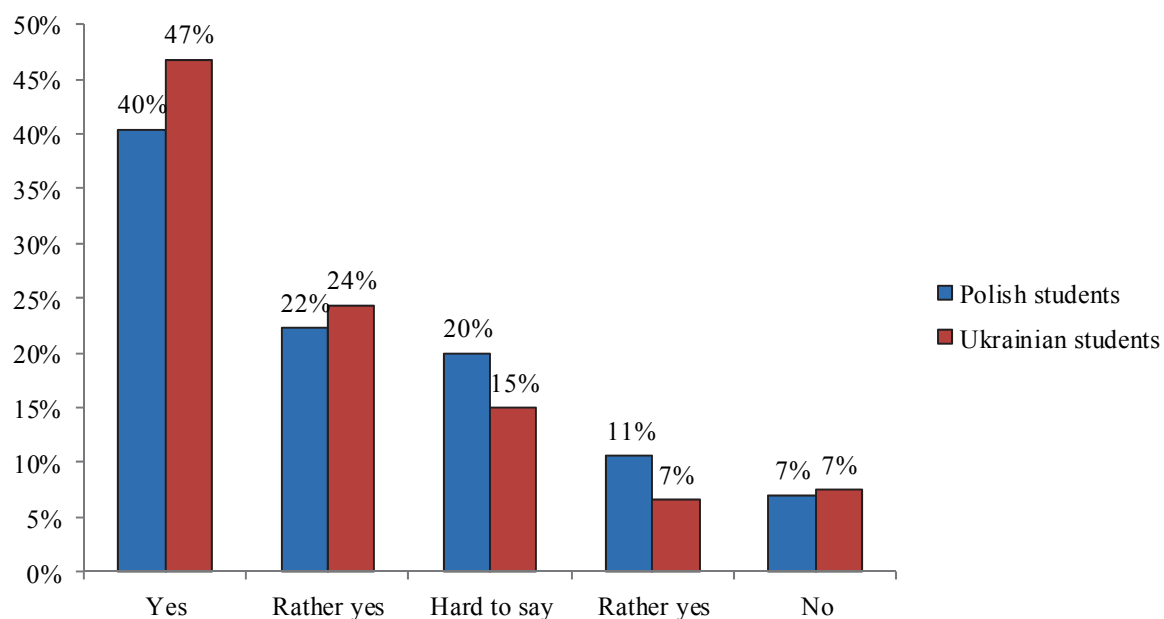
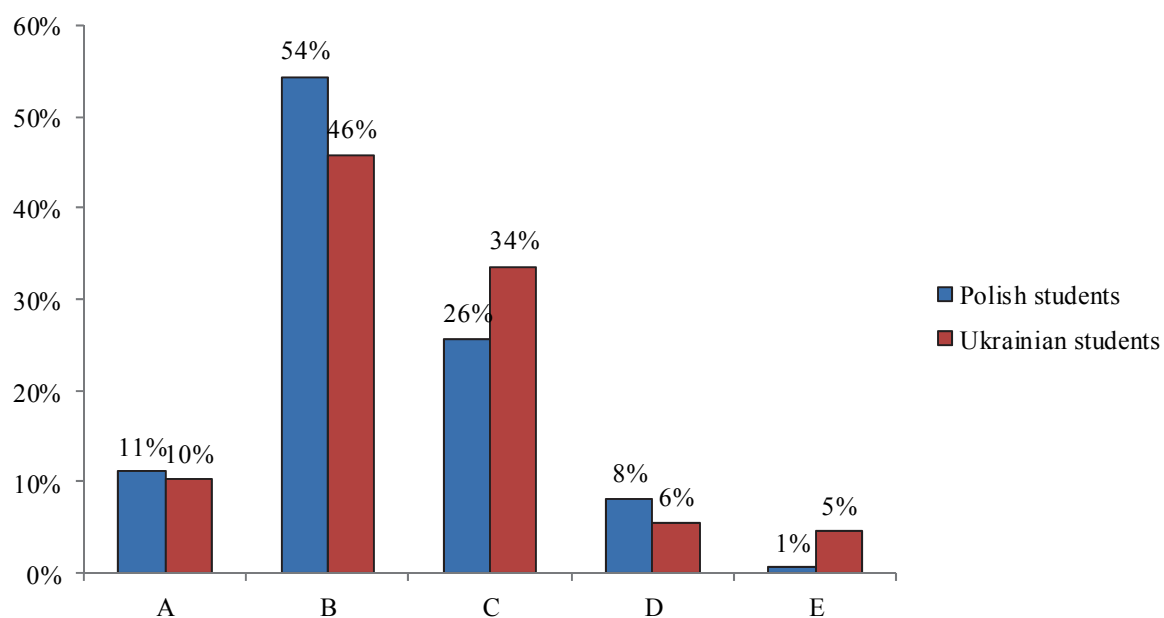
students answered that they personally had definitely experienced social exclusion.

**Figure 7. Students who experienced social exclusion**



A vast majority of the surveyed students had witnessed a situation when somebody was left out.

Only 7% of Polish students and 7% of Ukrainian students had never experienced that.

**Figure 8. Students as witnesses of a situation of social exclusion****Figure 9. The potential reaction of the respondents if they witnessed a situation of gross social exclusion**

Pearson Correlation Coefficient Value  $\chi^2 = 8,130$ ;  $p = 0,086$



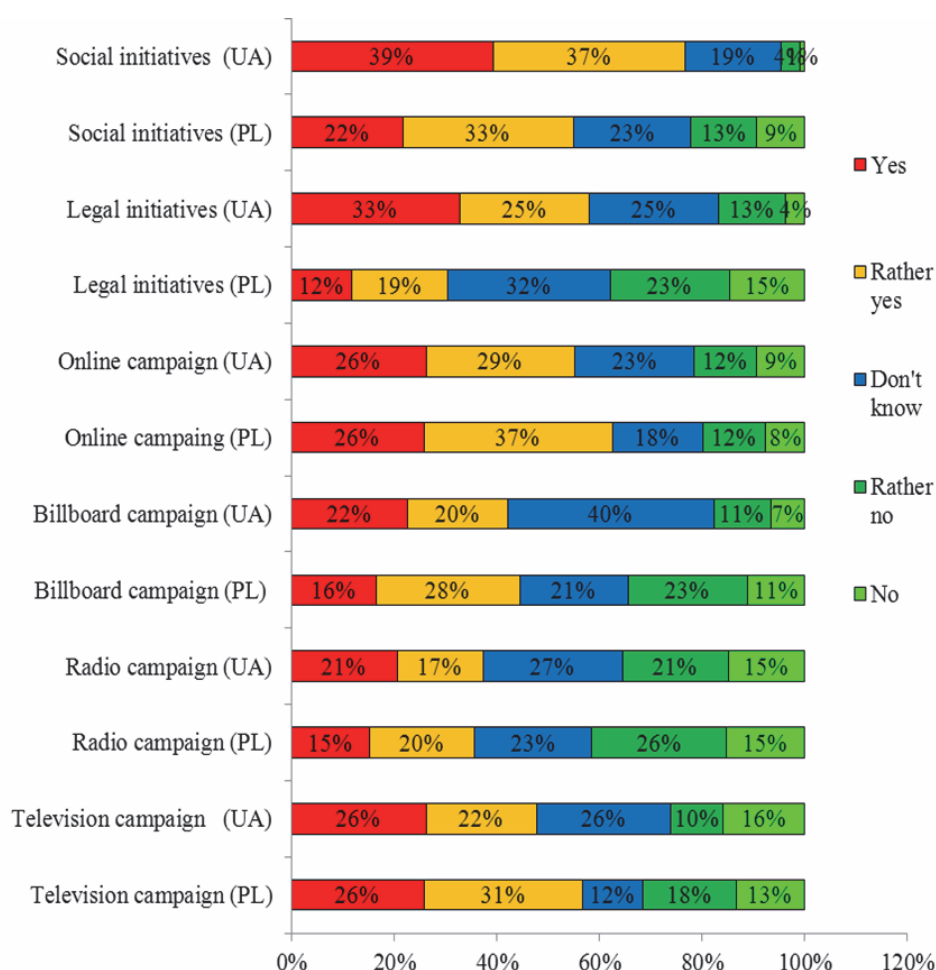
- A- I would definitely react and inform relevant authorities (e.g. University, Rector, or local authorities in my area) about the situation.
- B- I would likely react and try to help.
- C- I do not know how I would react.
- D- Generally, I do not interfere in matters that do not concern me.
- E- I would definitely not react.

The vast majority of respondents would rather react and would endeavour to help in a situation of

serious social exclusion. This shows correct prosocial attitudes of students in both countries. However, 8% of Polish students and 6% of students from Ukraine declared that they would not interfere if such problems did not concern them. Only 5% of Ukrainian students, compared with 1% of Polish ones, would not react in a situation of serious social exclusion.

Students taking part in the survey also answered questions about measures undertaken in their countries to tackle social exclusion.

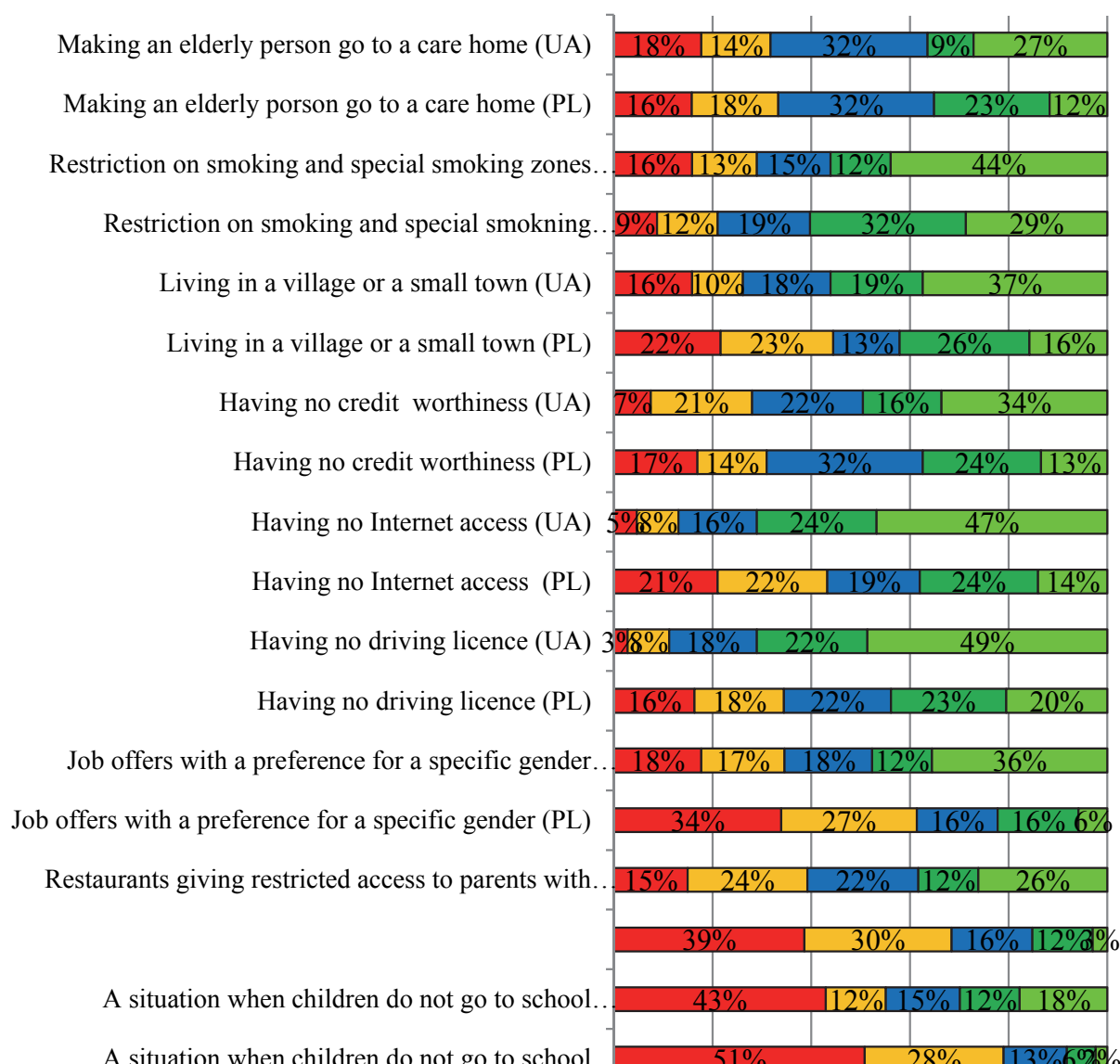
**Figure 10. Percentage assessment of measures undertaken in Poland and Ukraine aiming at combating social exclusion**



Students from Ukraine ranked the activities tackling the problem of exclusion as follows: social initiatives (39%), legal initiatives (33%), Internet campaigns (26%), and television campaigns (26%), while for Polish respondents the order was slightly

different with Internet campaigns (26%) and television campaigns (26%) as more important than social initiatives (22%). Students from Poland and Ukraine, although in varying degrees, ordered the actions undertaken in their own countries similarly.

**Figure 11. Percentage assessment of social exclusion situations according to Polish and Ukrainians students**

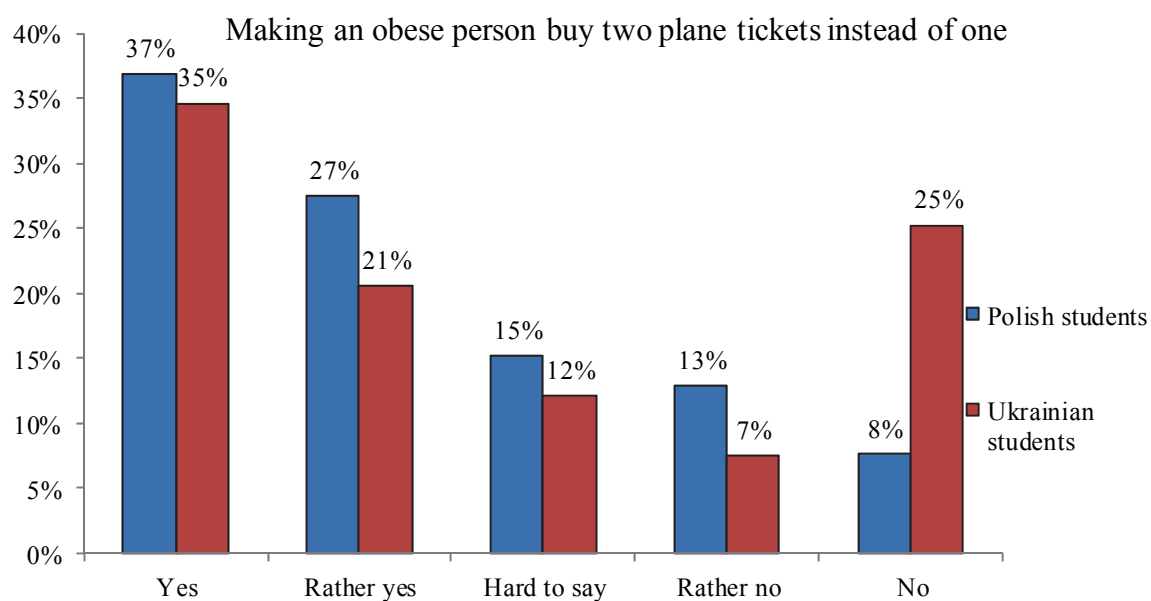


Answering to the survey the students ranked situations when people are socially excluded, assigning percentage weights. The failure of a child to participate in school parties because of parents' inability to pay for them is considered to be the most exclusive, and then came the need to buy an air ticket for two places by an obese person, restaurants that restrict access for families with children, and the need to specify gender in job offers. There are differences between the two nationality groups as regards the access to the Internet. It turned out that for Polish students non-availability of the Internet should be

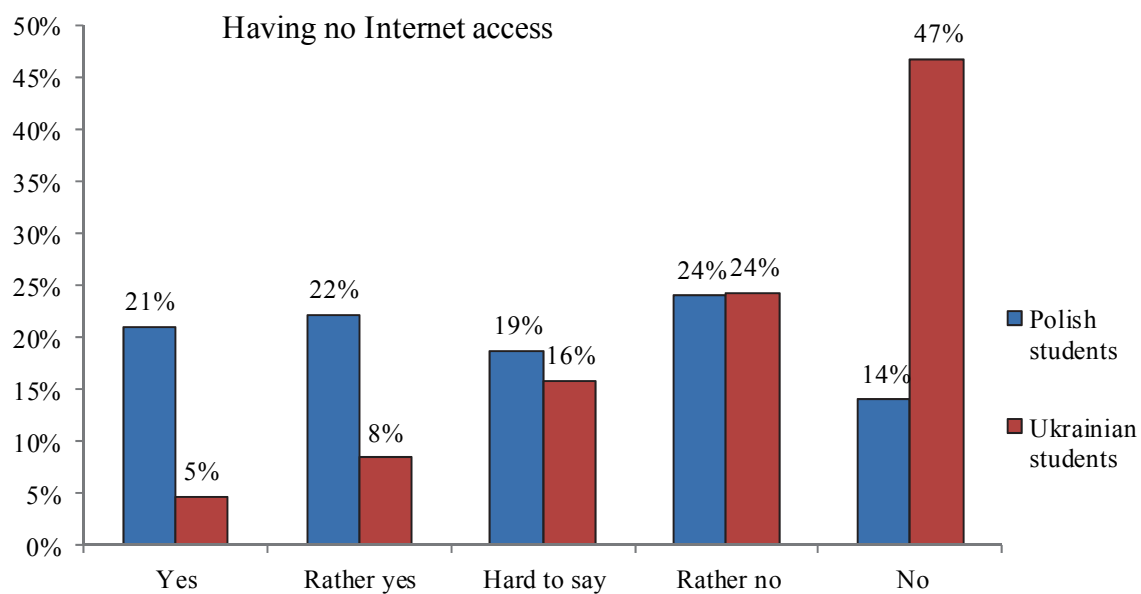
regarded as social exclusion, but for Ukrainian students a lack of Internet access is not a situation of social exclusion. A lack of credit worthiness for students from Ukraine is a smaller problem than for Polish students. Similarly, living in a small town or village for Polish students is a situation of social exclusion, but for students from Ukraine this is not so obvious.

The figures below present percentage distribution of the answers to the questions about situations that may exclude people and statistically significant relationship between variables.

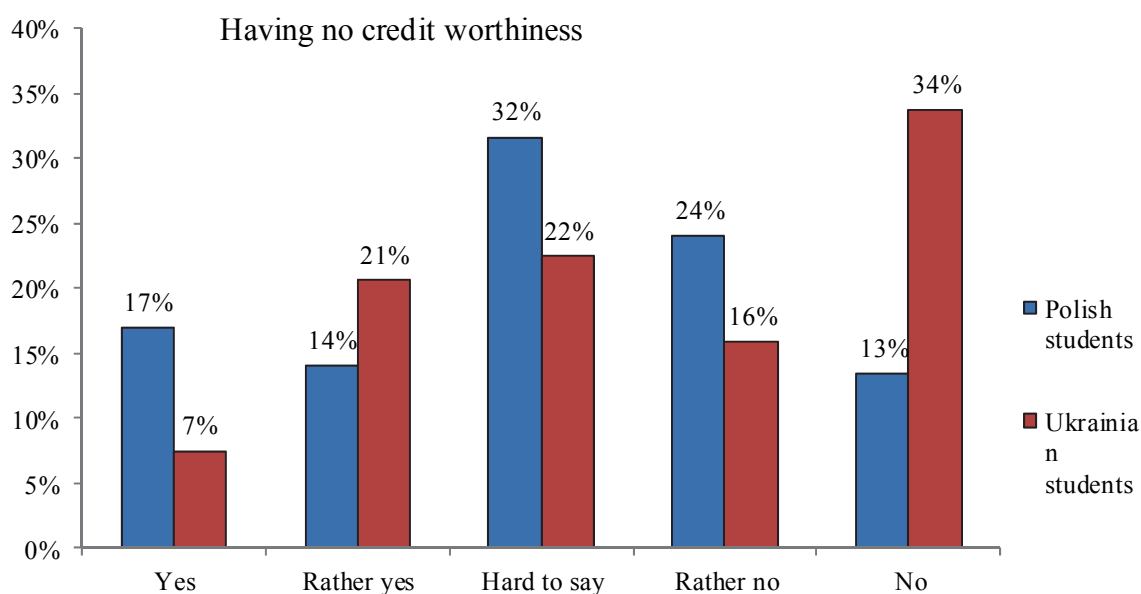




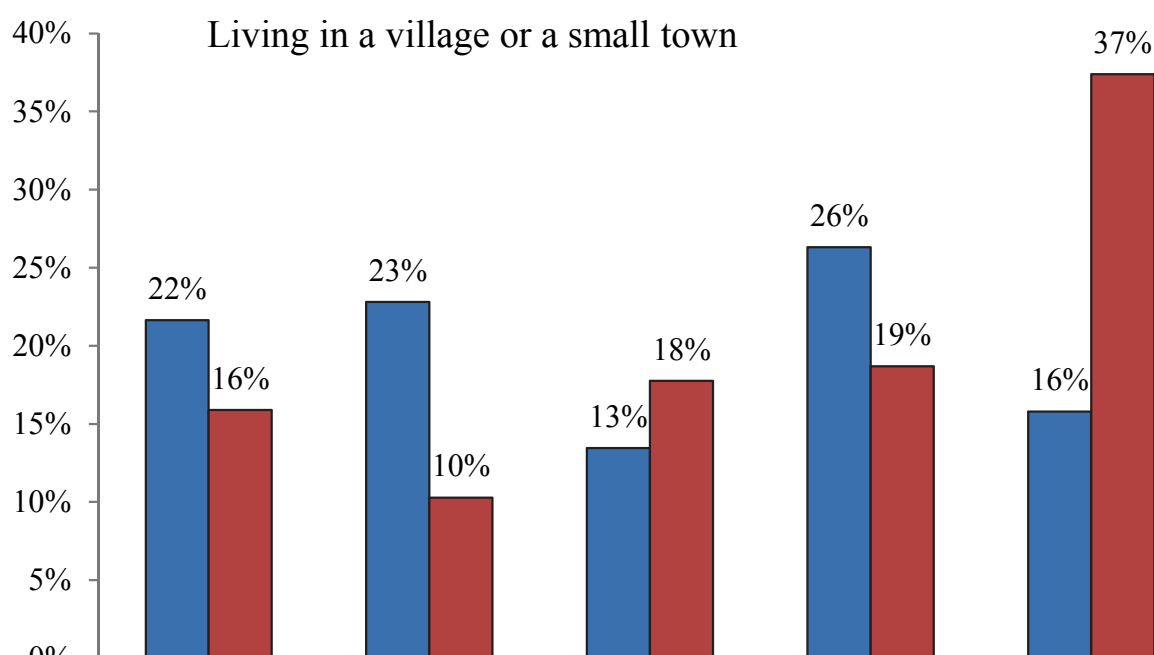
Pearson Correlation Coefficient Value  $\chi^2 = 17,739^*$ ;  $p=0,001$



Pearson Correlation Coefficient Value  $\chi^2 = 46,11^*$ ;  $p<0,001$



Pearson Correlation Coefficient Value  $\chi^2 = 22,815^*$ ;  $p < 0,001$



Pearson Correlation Coefficient Value  $\chi^2 = 22,04^*$ ;  $p < 0,001$

## Conclusion

The survey found that there are some differences between Polish and Ukrainian students in their opinion on social exclusion, with some of them being more and some less significant. However, it was found that the students from both countries are aware that there are people around suffering from social exclusion and some of the respondents have been exposed to this problem in their own countries, too. Even if to varying

degrees, they are willing to take a decisive action in an obvious situation when an individual or a group of people have been left out. The exclusion is understood by Polish students predominantly in the light of the concept of the redistributive discourse (see above), seeing exclusion as a consequence of low income. The students from Ukraine are more likely to look for cultural and moral causes, a view corresponding to,



explained above, the moral underclass discourse of Ruth Levitas. Additionally, Ukrainian students recognise the existence of the phenomenon of social exclusion in their country to a much lesser extent than Polish students, who are more aware that this problem is present in Poland. Another difference is that students from Ukraine do not regard a lack of Internet access as social exclusion, but for Polish respondents an exclusion is obvious in such a situation.

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## THE ROLE OF MEDIA EDUCATION IN PREPARING PEOPLE FOR FUNCTIONING IN A DIGITAL NATION

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**Abstract:** *The development of information and communication technology, concerning the Internet and digitalisation, has a significant impact on the functioning of younger generations. Modern people must capably navigate the world of digital media. Hence, it is necessary to equip them with suitable competences as, without the ability to use digital media, they cannot fully benefit from many conveniences of life. If one considers this, the need of lifelong media education is vital, with its habits developed during the early school period and cemented in the following years. In the chapter, the concepts of media education and media competence are explained and the ways of acquiring them are indicated.*

**Keywords:** *media education, media competence*

### Introduction

Modern people must capably navigate the world of digital media. Hence, it is necessary to equip them with suitable competences as, without the ability to use digital media, they cannot fully benefit from many conveniences of life. If one considers this, the need of lifelong media education is vital, with its habits developed during the early school period and cemented in the following years. Information technologies have become an integral part of family life. They accompany family members every day, occupying their free time and being a part of their diverse extracurricular activities. In a world where media is of such great importance, children and youth need to learn media competence, especially since they are the most frequent users of modern information and communication technologies. This is visible in the two environments which are the closest to a child: the family environment and the school environment.

### Main part

W. Strykowski claims that the significant role media plays in the contemporary world, with its particular impact on shaping the behaviour of children and youth, and the need to make use of media in a

reasonable manner „engendered not only the necessity of creating media studies, but also providing education about media and how to use it, i.e., media education” [Strykowski W., 2014, p.5].

Multiple definitions of media education have been formulated. However, disputes about its scope and core persist. In the opinion of A. Ogonowska, „media education is an interdisciplinary field of theoretical and applied knowledge. It makes use of the achievements of such sciences as pedagogy, film studies, media studies, communicology, cultural knowledge, literary theory, sociology, anthropology, political science, history of art, and aesthetics” [Ogonowska A., 2012, p.175].

On the other hand, D. Muszyński and G. Stunża claim that „media education is an educational activity which consists of entering the world of media users. The aim of this activity is to develop the specific competences of these users, which will allow them to use media consciously” [Muszyński D., Stunża G., 2016].

According to W. Osmańska-Furmanek and M. Furmanek, media education comprises the practical side of media pedagogy, constructing and understanding meanings in a reality dominated by media culture [Osmańska-Furmanek W., 2006, p. 299].

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Another definition in use is given by the Polish National Broadcasting Council (Krajowa Rada Radiofonii i Telewizji). From their perspective, media education „is a process of developing and popularising the ability to use social communication media consciously and critically, in all social and age groups” [<http://www.krrit.gov.pl/drogowskaz-medialny>, 2016]. It also includes technological and IT aspects and abilities related to them. The authors of this definition emphasise that the process of media education should consist in lifelong competences because the forms and technologies of transmission change and, what is more, society is constantly developing. Media education is defined within the wide scope of the social functioning of media. Likewise, it is said that there is a need to develop media education through traditional social institutions: family, school, church, public charities, and non-governmental organisations. The problem is complex since contemporary media creates an increasingly closed environment and worldview, from which different forms of media, rather than social interaction, influence people’s feelings towards the world [Juszczak-Rygałło J., 2015, p. 90]. In this reality, in order to be an active partaker of contemporary media, one must not only be able to use it effectively and safely, i.e. be able to critically evaluate its content, including advertisements and other commercial communications, but also comprehend, for instance, the mechanisms of creation and selection of information used by its creators. Hence, the educational system should be aimed at instructing the whole society throughout their lives, using diverse tools and methods, so that in the long term it can offer each individual the opportunity to develop skills and competence relevant to the dynamics of ongoing changes [<http://www.krrit.gov.pl/drogowskaz-medialny>, 2016].

B. Siemieniecki postulates: „the aim of media education is to prepare people to receive media and to use them as intellectual tools of contemporary man. The preparation of a man for a conscious and critical receipt of various types of media communication demands a vast knowledge of media understood in the context of communication tools and the content transmitted by them” [Siemieniecki B., 2007, p. 137]. Media education should thus involve different content and be realised in different forms, depending on the

specific purposes one wants to achieve, and exhibit teaching methods adapted to the needs of the learners.

As E. Nowicka asserts, media education is usually said to have two general purposes, pertaining to two components of the term „media”: media communications and media tools/devices. The first general aim is thus to prepare people for a conscious, critical, and evaluative reception of media and for creating media communications (transmissions) of all kinds. It is vital here that the recipients, knowing the language of a given type of media (the system of signs and the rules for using them), can properly decode and encode media transmissions. The second objective is to prepare the receivers to capably use media as tools for intellectual work, as a means of communication and form of learning. The effects include the acquisition of knowledge and the ability to use devices to create, record, process and transmit messages [Nowicka E., 2015, p. 204].

Media education aims at developing specific competences indispensable to utilising modern channels of communication so that everyone can function in contemporary culture freely and without restrictions.

The National Broadcasting Council, when defining the term of media competence, describes it as follows: „In the process of media education, one acquires the media competence which characterises a conscious and active receiver of media transmission. The receiver, who understands the mechanisms of creating and selecting information applied by media, is able to not only use media effectively and safely, e.g. critically evaluate the received content, including advertisements and other commercial communications, but also to imaginatively use the means of communication in everyday life” [<http://www.krrit.gov.pl/drogowskaz-medialny>, 2016].

Nevertheless, A. Ogonowska considers that there is no unified definition of media competence. It means one thing for a teacher, but another for a learner, or even for an autodidact. It is certainly possible to determine the common areas of these types of competences, as those people are part of the education system and – more broadly – of society as a whole. Their media experience also results from their diverse social functions, e.g. a teacher or a pedagogue who

uses media in his or her professional work is at the same time (somewhat „privately”) a media user and an author of communications in their leisure time. Therefore, the knowledge and abilities connected with media use within these social functions interact, cumulate, and combine. A universal attribute of media competence is the ability to use media as a means of formal and self-education, as well as indirectly satisfying individual needs – cognitive, emotional, cultural, and social [Ogonowska A., 2012, p. 177].

B. Siemieniecki clearly distinguishes the types of competences developed in the course of media education, indicating „practical media competence that a modern man should be equipped with and intellectual competence, e.g. critical receipt of information” [Siemieniecki B., 2007, p. 137].

According to D. Muszyński and G. Stunża, selected types of competences and abilities which should be developed within media education include:

- the ability to evaluate and choose valuable texts and to verify their origin and authenticity;
- the ability to create multi- and hypermedia material using methods and tools popular at a given time (not specific programs or services, but ones that give similar creative potential);
- the ability to work in groups using modern communication technologies;
- the ability to critically receive media communications based on the way the content has been created [Muszyński D., Stunża G., 2016].

The scholars above focus on the fact that the last type of competence is connected with a person's functioning within a participatory culture. Since it develops through active use of contemporary media, media education cannot consist only in educating a critical consumer: „Nowadays, it is the creation of a critical sender that should be the aim of media education. The acquisition of media practice of creating communications allows a person to familiarise himself or herself with media mechanisms and to better develop the competence of a critical receiver [Muszyński D., Stunża G., 2016].

The main objectives of media education are:

- to indicate the place of media in culture,
- to establish familiarity with the possibilities afforded by media for formal and selfeducation,

- to develop the ability to communicate using a computer and via the Internet,
- to be able to interpret media communications,
- to acquire the ability to use information technologies as a tool of intellectual development,
- to develop the ability to understand the specific language of media and the role of media in the pedagogical processes [Osmańska-Furmanek W., 2006, p. 299].

Media education, like other educational activities, may be organised in several ways, which may be realised by different people or institutions. Media education can be arranged:

- formally – institutionally, e.g. within compulsory or optional school lessons led by teachers-specialists as a media education subject or within the content of information technology or related subjects. Another option is to realise the objectives of media education within several or all subjects, adjusting the curricula and the aim of education to include the objectives of media education;
- informally – within educational establishments, cultural institutions, self-study associations, as well as through the realisation of media projects by the youth, including grassroots projects. These could be activities led outside of the compulsory school curriculum, e.g. workshops, cooperative preparation of media content either for a specific purpose, such as a film for the school anniversary, or instructional materials in the form of a video, podcast, website, or within the realisation of a school project (which is partly the area of formal education), etc.;
- incidental – mainly within everyday activities, in an unorganised manner, without any deliberate purpose connected with media education. This essentially refers to contact with media that does not have the character of formalised educational activities, including participation through media, the creation of media content within the development of interests, and loose cooperation with other media users. Incidental learning with regard to media could also take place in school, if





media competence was de facto built, but were part of the objective of education or developed in connection to the curricula of particular lessons [Muszyński D., Stunża G., 2016].

According to B. Siemieniecki, media education should include the acquisition of the following knowledge and competencies:

- ability to selectively choose information from the rich and diverse offer of media,
- ability to cope with the phenomenon of complete appropriation of one's free time by media,
- ability to critically and actively receive media communications,
- ability to understand the information generated by media,
- knowledge of the basic theories of media impact and understanding of context of communication,
- ability to create, analyse, assess, and evaluate media communications,
- ability to assess new social relationships developed through cyberspace,
- understanding of the mechanisms of creating information, its presentation, and reception,
- understanding of the threats and dangers from media and the ways to protect oneself [Siemieniecki B., 2007, p. 17].

## Conclusion

Nowadays, media education is characterised not only as knowledge about media, but, first of all, as the ability to use media wisely, to utilise it as a tool serving to learn the truth about the world and about oneself. Media education is thus an instrument for social, cultural and economic development.

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## FEATURES OF THE SCHOOL HETEROGENEOUS ENVIRONMENT ORGANIZATION IN THE EXPERIENCE OF THE YASNAYA POLYANA SCHOOL, L. N. TOLSTOY

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**Abstract:** *The article shows that the sociocultural situation actualizes the problem of the heterogeneity of the school environment, the need to create conditions for the self-realization of each child, regardless of their gender, or social ethnic, national, confessional and health status.*

*The authors argue that turning to the experience of Yasnaya Polyana school will help to find ways to improve modern school education. L.N.Tolstoy stressed that for a comfortable educational environment, „freedom” and „non-violence” over the student's personality, tolerance and the teacher's readiness for constructive dialogue are necessary.*

*The heterogeneity of the educational environment was objectively conditioned by the specificity of Yasnaya Polyana school – it was the school for everyone, the school-laboratory.*

*The composition of the students of Yasnaya Polyana school was heterogeneous: there were children of peasants, clerks, soldiers, deacons, etc. Among the pupils, boys were predominant, pupils were from 7 to 13 years old, but there were 3 or 4 adult students.*

*The heterogeneity of the educational environment of Yasnaya Polyana school was manifested in a different level of interests, readiness and learnability.*

*The main person of a heterogeneous educational environment was a student, whom the teacher accepted as he or she was. The need for an individual approach to the child with a heterogeneous composition of the educational environment has received a new sound today in connection with the implementation of inclusion. In classes where children with special educational needs are taught, the specificity that limits health possibilities is taken into account; cards that duplicate verbal instructions of the teacher are used; tasks of varying levels of complexity are offered, etc. Tolstoy's ideas and experience in organizing a heterogeneous educational environment are reflected in modern social and educational integration.*

**Keywords:** *heterogeneous environment, L.N.Tolstoy, Yasnaya Polyana school, freedom, nonviolence, personal results, tolerance, subject, school-laboratory*

Reorientation of education according to the values of the individual in a democratic social system actualizes the problem of understanding the school environment as heterogeneous. This necessitates the creation of equal conditions to achieve quality of educational results for all students, their self-realization and active participation in society, regardless of social status, gender, ethnicity, religion, level of development, including individuals with disabilities.

In this regard, during the last decades active search of ways of inclusive education implementing is conducted in educational theory and practice (N.N. Malofeev, T.V. Furyaeva, E.R. Yarskaya-Smirnova), as well as the formation of readiness of teachers for this activity (E.A. Ekzhanova, I.L. Fedotenko, I.I. Demchinsky, I.A. Ugfeld, etc.).

In this context, it is interesting to turn to the historical and pedagogical heritage, as basic condition of knowing reality by linking the past with the present.

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„by studying history. It should have been the opposite” – said V.O. Klyuchevsky [Klyuchevsky V.O., 1990, P.384]. In this heritage a prominent place, by right, belongs to our national thinker and teacher L. N. Tolstoy and his experience of Yasnaya Polyana school.

It seems to us that attention to the pedagogical creativity of Lev Tolstoy is relevant today for several reasons. First, he developed and implemented in practice the idea of the national school as a pedagogical laboratory, which seems erroneous to be forgotten, especially in modern conditions, in which educational organizations are in the mode of innovative development, and the research and project activities of both teachers and students are the integral components of the pedagogical process at different levels of school education.

Secondly, the pedagogical search led Lev Tolstoy, like other progressive philosophers and educators of Russia in the second half of the 19th century, to an understanding of the organization of the school environment in which the central figure is the personality of the student, where there are necessary and sufficient conditions for his or her development, manifestation of activity and self-realization. It should be noted that at the present time the orientation of education is focused not only on subject and metasubject, but also on personal results. The principle of „starting with the child”, the essence of which is the consideration of individual characteristics in the organization of the educational environment, serves as one of the main pedagogical landmarks in understanding the goals and technologies of the organization of the educational process.

Thirdly, Lev Tolstoy gave a philosophical, pedagogical and methodological justification for those conditions that ensure the comfort of the educational environment; among them one of the main is freedom and „non-violence” over the personality of the student in the activities of the teacher and school organization. This approach is necessary in the process of democratization and humanization of the educational space, its multiculturalism, which impose such demands on the personal qualities of the subjects of the educational process as tolerance, readiness for constructive dialogue and cooperation in joint activities.

It is necessary to note that there is a considerable amount of fundamental research, where the contribution of L.N. Tolstoy to the development of pedagogical theory and practice (V.V. Veykshan, N.V. Kudryavyaya) is covered from different points of view and fields of scientific knowledge and where his philosophical views are interpreted (V.F. Asmus, E.G. Babayev).

An important stage in understanding the pedagogy of Lev Tolstoy were the regional Tolstoy pedagogical readings (2013) and Tolstoy international readings (Tula State Lev Tolstoy Pedagogical University, 2016).

However, the problem of the organizational features of the school environment as heterogeneous in the context of the concept and experience of free education of Lev Tolstoy was not subjected to special consideration. The revealed contradiction prompted us first of all to address Lev Tolstoy’s works, describing the experience of Yasnaya Polyana school to identify those positive characteristics that may be of importance for the modern search of ways to improve school education in the context of the school environment heterogeneity as well as the inclusive approach to its organization.

The theoretical and methodological basis for the study was the idea of the modality of the educational environment (V.A. Yasvin), its personal orientation (I.S. Yakimanskaya, E.V. Bondarevskaya, V.V. Serikov), of accessibility of education for all students, including those with disabilities (L.I. Aksenova, N.N. Malofeev, S.V. Alekhina); the work of V.V. Krayevsky on the methodology of pedagogical research; the works of A.I. Piskunov, Z.I. Ravkin, M.V. Boguslavsky - on the methodology of historical and pedagogical research. Of particular importance for us is the idea that the educational environment in the process of historical and pedagogical research „makes it possible to more clearly and consistently relate the objective and subjective factors in it, combine the person-oriented research with the social-pedagogical one” [Ravkin Z.I. 1994, p.92].

To understand and interpret the problem of the heterogeneity of the educational environment in the context of the philosophical-pedagogical views and

experience of Lev Tolstoy, the following approaches are also important.

A philosophical approach is a historical determinism that allows one to consider the studied pedagogical phenomenon in development and correlation with historical conditions.

The axiological approach allows to present the ideals of education in accordance with the needs and interests of the personality of the child, taking in consideration the value of freedom, nonviolence, developing character of the school environment and its accessibility for all, the importance in this process of the readiness of the teacher for it.

The system-activity approach determines the understanding of the educational environment of the school as a complex and dynamic pedagogical system in which heterogeneity is its objective characteristic, meaningfully represented by a system of nominal parameters illustrating its horizontal differentiation in unity and the interconnection of subject-subject and subject-object relations.

The factual approach makes it possible to produce theoretical generalizations through the identification, analysis and interpretation of historical and pedagogical facts, connected with the organization of the educational environment of Yasnaya Polyana school in the context of the pedagogical „credo” of Lev Tolstoy about freedom and non-violence over the child's personality.

To achieve this goal and to fulfill its research tasks, various methods were used: a retrospective method, theoretical and comparative analyzes, the source context analysis, methods of generalization and systematization. One of the main was the method of scientific research, proposed by Academician R.A. Kraevsky, who called it qualitative, which is based „primarily on understanding and interpretation.”

The sources for the research were philosophical and scientific works on the problems of theory and history of education, the pedagogical heritage of Lev Tolstoy, as well as electronic resources that represent materials on the implementation of the ideas of Tolstoy pedagogy, an inclusive approach to education, involving problems of the heterogeneity of the modern educational space and the search for ways to solve them.

An analysis of Lev Tolstoy's works, in which he describes the experience of the functioning of his school, shows that the heterogeneity of the educational environment was objectively conditioned by the specificity of Yasnaya Polyana school. Firstly, the school was accessible to all, and predominantly, for peasant children; secondly, it was a school-laboratory, where an experimental work was carried out to improve the pedagogical process, taking into account the individuality of the students.

Let us note that in Russia, the heterogeneity of the school environment by the middle of the 19th century was manifested primarily in social and gender terms in connection with the general processes of humanizing education and the recognition of education as a value for the society and the individual. Even gender-differentiated female education was fundamentally characterized by the heterogeneity of the class composition of the students.

The composition of the students of Yasnaya Polyana school was heterogeneous: peasant children, children of street sweepers, clerks, soldiers, doorkeepers, taverners, deacons and even „rich peasants”, who were brought from afar. The school was free and there was an opinion that the children were taught well there [Tolstoy L.N., 1948, p.131]. Among the students, the boys formed the majority (girls were 3-5%). The age of the students was also different - ranging from 7 to 13 years. However, as L. Tolstoy notes, „every year there were 3 to 4 adult students”, and it created certain difficulties both for the organization of the educational process and for the pupils themselves, who experienced discomfort in interpersonal interaction. In order to come to school, such a student needed to overcome his fear and anxiety, to withstand the family storm and the mockery of his comrades. „See the fool going to school!” There was a feeling „that every day at school was a lost day for work, the only capital”. True to the idea of freedom and respecting such a pupil, Tolstoy suggested applying a special approach to them: „I did not force the boy to learn the alphabet when he did not want it, and the adult – to learn mechanics or drawing when he wanted the alphabet. Everyone took what he needed”. However, Tolstoy understood that for such a category of adult students, other forms of education were needed to enable them to combine work with



study, feel more comfortable in the learning process to prevent their leaving the school.

To a greater extent, the heterogeneity of the educational environment of Yasnaya Polyana school was manifested in a different level of interests, readiness and learnability, which was also noticed by Lev Tolstoy. Being an investigator and an attentive observer, he is quite right in his article „On methods of teaching literacy” (1862): „Every individual person, in order to learn in the fastest manner, should be taught in a completely different manner from any other, and therefore for everyone there must be a special method [Tolstoy L.N., 1948, p.93]. An insurmountable difficulty for one is a piece of cake for another, and vice versa.

The actualization of this idea of L.N. Tolstoy encourages the teacher to think out and creatively approach the organization of the educational process based on the understanding of the individual educational path of the student as the main condition for achieving positive results. Despite the diversity of applied pedagogical technologies, this problem is still present, due to the large number of classroom occupancies, the regulatory requirements for the pace of mastering the educational material, as indicated by educational standards.

In this formulation of the question, the paradoxical nature of the situation is clearly manifested: the unity of standards, the collective form of the organization of the educational process comes into conflict with the individual character of mastering the educational material and creates quite definite difficulties for the teacher who, with the prevailing class-lesson education system, is oriented toward the „average student”. „As they say, to guess what exactly each student needs, and decide whether everyone's claim is legitimate? As they say, not to get lost in this heterogeneous crowd, not to be led by a general rule?” – writes Lev Tolstoy [Tolstoy L.N., 1948, p.138].

Based on the results of pedagogical experience in answering this question, Lev Tolstoy calls one of the main conditions in his solution – the realization of the idea of freedom. „For a teacher who has become accustomed to the freedom of the school, each student appears to be a special character, declaring special needs, which can be satisfied only by the freedom of choice.

„On numerous examples from the activities of Yasnaya Polyana school, Lev Tolstoy convincingly demonstrates that the organization of the educational environment, taking into account the idea of freedom, promotes not only the individuality of the student, but also the ability to differentiate the learning process. „They are selected by themselves into groups of equal strength, encouraging, waiting and adjusting to each other.”

In the same time, he emphasizes that freedom in the conditions of a diverse composition of students, simultaneously promotes their discipline. „Because of the normal, non-violent development of the school, the more the students are formed, the more they become disciplined, the more they feel the need for order, and the stronger is the influence of the teacher in this respect.”

Freedom allows leading the best students to the limits to which they can reach; it allows to avoid such a common phenomenon as „aversion to subjects that could be student's favourite”; it allows to find out which specialty the disciple has an inclination to.

Lev Tolstoy believes that the school should create an atmosphere of natural relationships, so that the student „was not ashamed” of the teacher and classmates, which from the standpoint of modern science can be interpreted as a comfortable educational environment.

The conducted research gave basis to draw conclusions about the following features of the organization of the educational environment of Yasnaya Polyana school as heterogeneous and L. N. Tolstoy's views on this problem.

Despite the fact that Tolstoy does not use the term „heterogeneous educational environment”, he reveals it in content as an objective characteristic of the school's activity, which manifests itself in the education of both boys and girls, as well as in the presence of different age groups and classes, including children with different levels of interests and training, due to their individuality.

The functioning of the educational environment of Yasnaya Polyana school as heterogeneous was determined by a number of factors conditioned by the status of the school and the ideas of the organization of the educational process, taking into account freedom and non-violence in the matter of education.

Freedom is characterized by L.N. Tolstoy as the main condition that allows to identify the individuality and differentiate the educational process in the conditions of the heterogeneous composition of its participants.

The main subject of a heterogeneous educational environment is a student who needs to be accepted as he or she is.

A diverse school environment, combined with the idea of freedom, facilitates the organization of student interaction in different types of activities in the solution of educational problems, and, consequently, the development of such qualities as activity, tolerance, co-creation and dialogue.

Tolstoy's ideas and experience in organizing a heterogeneous educational environment are reflected in modern social and educational integration. They are understood as a special pedagogical system, which, first, assumes responsibility for the process and results of joint education, upbringing and development of children with different levels and rates of psychophysical development. Secondly, it takes place in a subject-developing, material, technical and educational environment adequate to the needs and abilities of students. Thirdly, it is ensured by a joint multidisciplinary activity of a team of specialists closely interacting with both parents' community and specialists from ministries and departments interested in maximizing the effective social and educational adaptation of students in society.

Analysis of modern research and the experience of educational organizations allow us to state that the idea of Lev Tolstoy about an individual approach to students with a heterogeneous composition of the educational environment has now received a new sound in connection with the implementation of inclusive education. Thus, in classes where disabled

children are trained, special attention is paid to the equipment, taking into account the state of sight and hearing, differentiated tasks are created; cards that duplicate the teacher's verbal instructions are used; assignments of different levels of complexity are given; systems of duplicating the answers of children with speech difficulties are used, some students are allowed to perform only part of the tasks determined by the teacher.

It should be noted that this form of organization as individual training programs is used mainly in home schooling. In other cases, children are trained either in the general education program or in specialized programs for children with various disabilities. In schools where there are no disabled children, an individual approach is applied within the framework of traditional teaching technologies.

Still, remains important L. Tolstoy's idea that the teacher is responsible for providing assistance and support to students, creating „barrier-free” conditions, especially necessary for self-development, education and training of students with disabilities.

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## C PREVENTION AND CORRECTION OF ANTISOCIAL BEHAVIOUR OF STUDENTS IN DIFFERENT EDUCATIONAL ENVIRONMENTS

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**Abstract:** *Theoretical and empirical research has studied various factors (internal and external) that influence the emergence and manifestation of antisocial behaviour: from psychological pressure (mobbing) to hard aggressive actions of the students. The results of the study showed that the uptake and adoption of aggressive behaviour of teenagers takes place under the strong educational influences of teachers, as well as the prevailing styles of behaviour of adolescent peers in the reference group.*

*A complex correction-development program proved its effectiveness by significant changes not only in the behaviour of students, but also of teachers, which in turn ensures the safety and psychological well-being of all subjects of education.*

**Keywords:** *destructive aggression, constructive aggression, mobbing, inclusive education, antisocial behaviour, prevention, correction and development program.*

### Introduction

Until recently, the educational process in domestic science was not considered from the point of view of existing in this process of threats and dangers, the neutralization of which is necessary for the purpose of maintaining a favourable psychological environment for the health and development of subjects of education. At the present time in connection with changes in educational policy and implementation of inclusive forms of education has increased the number of school-specific stress.

School is stressful, above all, because of the lack of friendships and rejection of children's choir, which is manifested in insults, abuse, threats, psychological pressure (mobbing) or compulsions to one or another nefarious act. The inability of a child with special needs to conform to the attitudes, desires and activities of peers becomes almost incessant source of tensions, personal conflicts, reaching to direct aggressive violence.

This is why there is need of special psychological and pedagogical training of students – future teachers to work with asocial behaviour of students and for the prevention of aggression in their own behaviour.

### Main part

The problem of aggression in children, adolescents and youth is one of the Central social psychological problems that affects society as a whole, teachers, and parents, attracts the attention of researchers. An important part of this question is to examine the various factors (internal and external) influencing the emergence and assimilation of aggressive behaviour as a teenager, as well as forms of antisocial behaviour: from psychological pressure (mobbing) to a cruel and cynical aggression.

The phenomenon of mobbing in education is clearly not enough studied, therefore, it is necessary to refer to studies in other areas of human activity.

In its modern meaning mobbing means the escalation of conflict in the workplace, in which the balance of forces is not in favour of one party, which is systematically exposed to hostile attacks that occur frequently or over a long period of time and can harm the man and his work [Kolodey K., 2008].

The social phenomenon of mobbing in modern Russia is little known and seldom advertised, but this fact does not resolve the problem: Russian sociologists say, in recent years, there is „an epidemic of mobbing” –

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in every fifth company in the country are found different facts of psychological pressure. Accordingly, this issue is worthy of serious consideration, as it has very negative psychological and economic consequences. The victims of mobbing frequently suffer from low self-esteem, depression, problems with sleep, which often leads to disease, permanent absence, and layoffs. German psychiatrists estimate that the reason for ten percent of suicides in Germany is mobbing. In addition, for the effective functioning of organizations, the mobbing can have serious consequences: deterioration of the working environment inevitably leads to a significant reduction in productivity of the participants and victims, and often the company actually loses a valuable resource and undergoes material losses.

Unfortunately, in Russian psychology to date, there are very few studies on this issue. You can mention the works Chiker V. A., Pochebut L. G. Rybnikov, O. N., Tokovoi K. Y., in which is stated the existence of this phenomenon and attempts of its analysis are made. As for foreign counterparts, the most well-known experts dealing with this issue are H. Leymann, C. Deck, K. Durniat, M. Vartia, who are also trying to understand the phenomenon of psychological pressure in the workplace.

The concept of mobbing as terror in the workplace, was first introduced by the Swedish psychologist, engineer-economist Heinz Leymann [Leymann H., 1997].

The extensive research of Lamann showed that the likelihood of becoming the object of mobbing is not too small, which once again proves the necessity of studying this problem. It should be noted that mobbing has an impact not only on the „victim” but also on the witnesses, and the percentage of those is much more important. Thus this phenomenon has an impact not only on the psychological state of an object, but also on the socio-psychological climate in the team, work processes, employee relations.

It should be noted that there are a number of individual causes contributing to the escalation of mobbing. One of them is stress. Stress, according to Weinert, is a reaction of adaptation, which results from interpersonal differences, and/or psychological processes that originate from the context of the actions, situations, or events that involve excessive psychological or

physical demands on a person. People experiencing severe stress, tend to vent their negative energy to others, which is often the cause of mobbing. Also individual reasons include jealousy, frustration, fear or antipathy towards individual members of the team. It should also be noted that mobbing may be due to the escalation of the conflict, in which originally were no victims, the repartition of roles depending on resistance to stress, ability to survive and constructively resolve the conflict.

The important factor for the occurrence of mobbing are organizational features. H. Leymann noted that many conflicts in the workplace should not be explained by the random and chaotic behaviour of some people with a certain personality structure, but by the foci of organizational stresses, which arise in connection with organizational culture and activities directly. Thus, H. Leymann puts the emphasis on the organizational determinants of mobbing.

Stable hierarchy, constant control, predetermination of the actions of each employee take away the autonomy and freedom of action of workers, which negatively affects their well-being, health and job satisfaction. Due to the lack of fulfillment of conditions for workers there is tension, feeling of being overwhelmed, aggression that goes into interpersonal communication. A head not focused on the interests of his/her subordinates and not paying enough attention to the conflicts allows their escalation. According to H. Lamanna, the inability to work together to solve problems related to work, and to perceive the point of view of each participant is the weak point of the organizations that foster personalization of conflicts and mobbing.

All of the above, in our opinion, may be directly relevant to interactions in the system „teacher – student”.

We conducted a questionnaire survey on students and teachers of Moscow schools (n=200) which allowed to distinguish five groups of school mobbing actions:

- **communicative attack**: the restriction of the ability to speak; constant interruption; constant criticism; shouting or swearing; threats; avoiding contact through non-verbal gestures, etc.
- **violations of social relations**: termination of communication; isolation (moving for a Desk); a boycott, etc.



- **violations of social authority:** a negative evaluation; spreading rumours; mockery; caricature reproduction of manners; doubt in the decisions of the subject, etc.
- **assault on educational and life situations:** do not entrust important tasks; the assignment of meaningless tasks; offensive jobs, etc.
- **violations of health:** the enforcement of harmful work; threats of physical violence; ill-treatment; direct aggression.

It should be recognized that most teachers provoke mobbing-action, they are not ready for practical work with socially-maladjusted students in a constantly changing, unpredictable conditions. The reason, in our view, is that in the practice teaching is still dominated by a subject-centered orientation, while the process of training must be congruent with the system of personality-developing approach that allows to reveal the conditions of formation of the subjectivity of the expert, his ability to transform his knowledge and experience in order to solve any professional problems with a stable guaranteed success.

This requires the development of psychological-pedagogical competence, allowing the teacher to interact effectively with aggressive adolescents.

Aggressiveness has been the subject of a considerable number of experimental works and special monographs of foreign researchers (Buss A.; Bandura, A.; Berkowitz, S.; K. Lorenz and others). In Russian psychology, this issue remains poorly studied, despite the fact that some problems in the study of aggression attracted the attention of many authors (Alimushkin M. A., Kruglova M. A., Minkovsky G. M., Feldstein D. I., etc.).

The conflict of the situation is that the social and pedagogical efforts are mainly directed at remedying the cruelty, but at the formation of personality, able to recognize and Express their emotional state and to adequately meet their needs (the manifestation of aggression through the actualization of leadership qualities and competitiveness) [Mitina L. M., 2014].

A fundamentally important stage in the development of the understanding of the studied phenomenon is the allocation of these types of aggression as: „positive” and „negative” [Fromm E., 1993]. The first appears in a moment of danger and is defensive in nature. Once the danger disappears, this form of aggression fades.

„Destructive” aggression constitutes cruel and destructive behaviour, which is spontaneous and is associated with the structure of personality.

The same view is held by G. of Ammon, saying that man is born with the potential of a so-called constructive aggressiveness. If constructive aggression does not find release in creative activities, it metamorphoses into destructive aggressiveness.

In humans, there is a need for search activity, the preconditions which have to be congenital, and then emerging in the process of human life. In our opinion, abnormal behaviour, including unprovoked attacks of violence may be a manifestation of inadequately oriented search activity. If you change the direction of search activity, it is possible to achieve the lifting of aggression.

Analyzing the existing theoretical approaches to the explanation of the studied phenomenon, it can be concluded that aggressiveness has a biosocial nature. The teenager’s preference for aggressive or non-aggressive behaviour is influenced by both internal (psychological) and external (social) factors. Aggressive adolescent behaviour directly reflects a distorted socialization process and is a manifestation of a certain inner attitude of the individual.

Analysis of the literature on the subject showed that psychological science has not developed a unified conceptual framework related to the phenomenon of aggression. There is still no clear definition of „aggression”.

In our work we adhere to the following definition of aggression. Aggression is any form of behaviour aimed at insulting or causing harm to another living creature, not wishing similar treatment. We also deem it necessary to differentiate between „aggression” and „aggressiveness”.

Under aggressiveness we mean the willingness to carry a threat to others. From our point of view aggressiveness must be considered not only as behaviour, but as a fairly stable character education.

So, in the process of socialization of a child, a teenager creates and manifests various properties of his personality. For an aggressive child, these processes are painful and unsatisfactory and, accordingly, we denote aggressiveness as a sign of social maladjustment. I. S. Kon believes that teenage aggression is often a consequence of low self-esteem as a result of experienced life's

failures and injustices. Self-esteem is an extremely important component of consciousness [Kon I. S., 1984].

In many-sided and harmonious development is formed an active vital position, the power of „I”, independence, ability to defend one’s own opinion and to achieve goals, the ability to say „no” and other characteristics of the spiritual forces that we, like other authors, interpret as a manifestation of „constructive aggressiveness”. At the same time in the adverse scenario, which can be the result of insufficient psycho-pedagogical competence of teachers, and then the basal needs for safety and security begin to be satisfied and resolved spontaneously in antisocial forms of behaviour, „destructive aggression”.

Thus, it seems to us necessary to verify experimentally the factors affecting the different (favourable and unfavourable) options for the development of the personality of adolescents. Such factors, in our view, are the features of the relationship "teacher-student" and the features of the reference group, to which belongs the teenager, depending on the educational environment in which he is trained [Mitin G. V. Transformation..., 2016; Mitin G. V. School violence, 2016].

The experimental study took place in three stages.

The first stage. Psychological analysis of the results of the diagnostic tests of the personality of adolescents to identify personality traits that correlate with aggression. At this stage of the experiment were examined in 140 adolescents.

The second stage. Comparative analysis of the results of a psychological study of aggressiveness of adolescents in different educational environments. The second phase of the study was attended by 90 Teens.

The third stage. Development of a complex of correctional-developing programs for students and teachers.

In the first stage was applied a methodical program, consisting of three methods: 1) projective techniques „Nonexistent animal”, developed by M. Z. Dukarevich, 2) the methods Bass-Darka (modification of A. K. Osickova), 3) the methodology of „Scale of self-esteem” Dembo-Rubinstein.

The results showed that aggression, social maladjustment and lack of self-esteem expressed in a

significant number (72 %) of the subjects. The most typical was the relationship of aggression towards teachers and parents with enhanced protection and the fear of broad social contacts.

The second stage was comparative analysis of the results of a psychological study of aggressiveness of adolescents in different educational environments. To solve this problem were chosen students of secondary schools (No. 1522), students of special educational institutions for students with behavioural problems №1, pupils of school №19 of inclusive education.

The study was conducted using a specially-developed guidance program, including the method Bass-Darka and complex techniques for the diagnosis of the moral-psychological status of the teenager.

Adolescents from special schools have demonstrated greater aggressiveness compared to the other two groups of subjects on the following scales: verbal aggression, negativism, suspiciousness. This is due to the General anger of students drawn from secondary schools and often aggravating your break-up with former classmates, cultivating their „not goodness” behaviour. In the second place for the manifestations of aggressiveness were students in inclusive schools. Thus, quantitative and qualitative indicators of aggressiveness are fundamentally different among adolescents in different educational environments.

Manifestations of aggressiveness and self-esteem are in a negative correlation. Consequently, remedial work towards formation of the appropriate, higher self-esteem can have a positive impact on aggressive behaviour of adolescents.

In the third stage were identified three main areas in which work should be based on the prevention and correction of aggressive behaviour of teenagers. The first is correctional and developing work with teenagers. The main emphasis of this direction is the development of skills of self-control, reflection and empathy. The main form of this work – group training sessions. The second is to work with teachers on the development of skills of constructive interaction with aggressive adolescents and reflect on their behaviour. It takes the form of seminars with elements of training and conflict analysis. The third area is a poly-subject interaction „teacher-student”.



In the basis of the developed complex of correctional-developing program are the psychological principles of correctional work with difficult teenagers which are implemented by a dedicated and necessary in our opinion direction of this kind of activity.

The program is designed for pupils of 7-9 grades and teachers from different types of schools. It includes group and individual methods of diagnosis and correction of aggressive behaviour. The duration of this program is about three months.

The program is built step by step:

1. Evaluation stage. Training.
2. Remedial and developmental stage with students.
3. Remedial and developmental stage with the teachers.
4. Stage of involvement of teachers and students in poly-subject interaction.

During the program, Teens get to know themselves better, increase their self-esteem, develop tolerance, reflexivity, peacefulness and flexibility, they learn to cope with stress and conflict situations and, consequently, no longer feel the need to show inadequate behaviour.

Work with teachers to improve the level of psychological-pedagogical competence took the form of seminars with elements of training. The most effective was the last phase of the program – involvement of „significant” adults – teachers in the joint (poly-subject) classes with students.

The use of Student's t-test showed that significantly changed indicators connected to:

- 1) the perception of others (suspicion);
- 2) the evaluation of one's own life experiences (guilt);
- 3) the influence of the actions of others (negativism), i.e. the causes of aggression.

Other types of aggression found only a trend towards reduction that, in our opinion, is due to the greater stability of other characteristics of aggression, which has become a personality traits.

## Conclusion

Against the background of a General decline in indicators of aggressiveness significantly decreased the level of indirect aggression (mobbing-action). This confirms the assumption that as a result of the training the feelings experienced in connection with the interaction of adolescents (communication) become more conscious and correlated with the participants of the interaction. Also significantly decreased the value of such integral characteristics of teenage aggression, as the index of hostility.

The efficiency of the conducted work has been proven by significant changes not only in the behaviour of students, but also of teachers in interaction with teenagers, which in turn ensures the safety and psychological well-being of all subjects of education, especially students with special educational needs.

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## FEATURES OF PROFESSIONAL DEFORMATION OF A SPECIALIST IN SOCIAL WORK

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**Abstract:** The article presents the results of a theoretical and empirical study of various aspects of the professional deformation of a social work specialist. The grounds for psychological support of prevention and correction of professional deformation suggest: the diagnosis of personal professional deformation; identification of factors hindering successful professional adaptation and professional growth; development of preventive and corrective measures and their implementation not only in the professional activity, but also in the professional training of a specialist, which first of all should begin with the development of emotional flexibility.

**Keywords:** professional deformation of a social work specialist, prevention and correction of professional deformation of a person, emotional flexibility.

### Introduction

For the last decades psychology has been interested in a problem of personal professional deformation as the phenomenon which accompanies professional life.

The essence of professional deformation is most often associated with adaptation to conditions, considering professional deformation of a person as a way of transforming behaviour, communicating in accordance with existing experience (usually in the direction of deterioration, quality reduction) (S.G. Gellershtein, T.A. Zhalygina, R.F. Ihsanov, A.K. Markova, E.V. Rudensky, P.A. Sorokin and others); with violation of harmony, integrity or balance which is recorded in the changes of experiences as well as in negative properties and personality traits (G.S. Abramova, S.P. Beznosov, R.M. Granovskaya, A.K. Markova, N.B. Moskvina, V.P. Podvoisky and others).

In foreign studies, the concept of „personal professional deformation” is not considered. The main attention of foreign psychologists is directed to the study of mental (emotional) burnout (E. Aronson, J. Caroll and W. White, C. Cherniss, H.J. Freudenberg, M. Leiter, C. Maslach, A. Pines, and others).

In Russian psychology manifestations of personal professional deformations are scientifically studied by

representatives of different professions: E.S. Asmakovets, M.V. Borisova, T.A. Valkova, V.V. Gafner, V.V. Dekova, G.P. Zvezdina, E.V. Ivanova, R.F. Ihsanov, A.K. Markova, G.V. Mitin, N.B. Moskvina, A.K. Osnitsky, T.S. Shevtsova, E.V. Yurchenko and others experimentally studied professional deformations of secondary school teachers; Z.N. Galina, T.A. Jalagina, A.V. Kozlova, T.V. Stepnina and others studied university teachers; A.N. Tkachev studied specialists of additional education, S.P. Beznosov, S.E. Borisova, N.L. Granat, V.N. Koroba, O.V. Krapivina, R.A. Kuznetsov, M.V. Sevostyanov and others studied employees of the Ministry of Internal Affairs, lawyers; G.S. Abramova and Y.A. Yudchits, N.V. Musashaya, I.V. Tikhonov and others studied medical workers; D.G. Trunov studied psychologists; E.S. Warner, D.A. Volkov, V.P. Podvoisky, L.V. Syachina, Y.Z. Shogenov and others studied principals and managers.

Characteristic for these diverse and multidimensional studies, devoted to the study of causes and manifestations, structure and content, mechanisms of formation and dynamics, negative influences, consequences of professional deformations of the personality of specialists, is the multiplicity of approaches to the examination of personal professional deformation: adaptive / disadaptive (T.A. Zhalagina,

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A.K. Markov, N.N. Nikitin, A.V. Osnitsky); adaptive and homeostatic (E.V. Ivanova, V.D. Mendelevich, N.B. Moskvina, E.V. Yurchenko); technological (S.P. Beznosov, M.A. Berebin); functional (A.K. Markova).

A common feature of all approaches to professional deformation of an individual is their descriptive character, the absence of a single methodological base which makes it very difficult to systematize the manifestations of professional deformations, to understand the essential features of this phenomenon. This is important not only for psychological diagnosis (practical study, comparative analysis) but also for determining the psychological criteria for the effectiveness of professional deformation prevention and correction.

In scientific literature there are practically no works devoted to professional deformations of social work specialists.

### Main Body

At the same time, according to the activity, such specialist is involved in prolonged intense communication with other people, which is accompanied with emotional saturation and cognitive complexity, causes physical and mental exhaustion. Constant stress situations arising in the process of interaction of social work specialists with a client, personal insecurity and other moral and psychological factors have a negative impact on a social work specialist and contribute to the emergence of professional deformations.

Professional deformations of a social work specialist's personality represent the process and the result of a change of essential (integral) characteristics of professional personality that leads to the simplification of the system of professional activity, professional communication, and profession image, simplifying both the person and the environment which is organized around [Mitina L.M., 2014].

According to L.M. Mitina's concept of professional development of personality, psychological foundation of professional personality in any field of human activity are such basic characteristics as direction, flexibility and competence [Mitina L.M., 2004 ].

Each integral characteristic is a certain combination or combination of significant personal qualities essential for successful performance within a particular profession.

In the concept of professional development [Mitina L.M., 2014], the optimal („desirable”) hierarchical structure of professional orientation (individual dominant motives) of a social work specialist can be represented as follows:

- A focus on a client (and other people) related to the value attitude to him, care, interest, promotion, and maximum actualization of his personality.
- A self-focus connected with self-improvement need and self-realization in professional work.
- Focus on professional contents (the contents of professional activities).

Professional competence means a harmonious combination of professional knowledge, skills, and professional communication, as well as self-development, self-improvement, self-realization.

This definition makes it possible to present three substructures in the structure of professional competence:

- Active (knowledge, skills, professional abilities and individual ways of independent and responsible implementation of professional activities);
- Communicative (knowledge, abilities, skills and ways of creative implementation of professional communication);
- Personal (the need for self-development, as well as knowledge, abilities, skills of self-improvement).

Professional flexibility means a complex of multidimensional mental education that combines the contents and dynamic characteristics determining the ability of a specialist to easily give up situations which are not appropriate to the situation and to choose ways of behaviour, thinking and emotional responses, and to develop or adopt new, original approaches to solve the problematic situation, unchangeable principles, and moral foundations of life.

Thus flexibility, as an integral characteristic of a specialist's personality, enables him to successfully solve a wide range of professional and life problems in a changing environment.

Professional flexibility includes emotional, intellectual and behavioral.

Emotional flexibility means optimal (harmonious) combination of emotional expressiveness (responsiveness) and emotional stability of a specialist.

Intellectual flexibility is a personal characteristic, which is an optimal combination of intellectual variability and intellectual stability.

Behavioral flexibility is a characteristic of a specialist's personality, representing a combination of individual behavior patterns and various ways of interaction.

Professional flexibility, regardless of the kind (emotional, intellectual, and behavioral), is a combination of two psychological characteristics: one of which provides stability and stability of the system, the second, on the contrary, its variability, spontaneity. It is a manifestation of spontaneity in its development as a spontaneous change of a phenomenon arising without external influences, which is considered in science as its transformation into self-development (Zaporozhets A.V., 1986). Spontaneity testifies the fact that personal and creative origin is introduced into the interaction between society and individual, when the universal experience is not only assimilated, but also multiplied [Zinchenko V.P., 2005].

They are the components of integral characteristics that are subjected to deformation during professional activity.

Omsk integrated social service center's employees participated in the research [Asmakovets E.S, 2014], we studied the peculiarities of personal professional deformation depending on the specificity of professional activities among the employees of the center. We have revealed some significant differences in the degree of personal qualities that are part of the focus, competence and flexibility of social work specialists (heads of departments, social work specialists and social workers).

Social work specialists and social workers are less focused on solving professional problems, they are less independent and more courageous than the heads of social center departments. Unlike managers, social work specialists and social workers are more afraid of responsibility, which is much less valuable for them than for managers, they do not show independence in choosing a professional task, they do not want to achieve success in their activities.

The specialists of all three identified groups are motivated to avoid failures. Social workers are not motivated to achieve success.

Heads, social work specialists and social workers differently value their relationships with others:

Social work specialists and heads of department are self-confident, persistent, more self-oriented, more flexible, they depend on the problem or conflict, they use different strategies: rivalry, cooperation, and compromise.

Social workers are less self-confident, less determined and active in defending their own points of view, less independent and more persevering in the decision-making process. They are less active in establishing contacts, they are more difficult to adapt to interlocutors, more cautious and sensible in choosing partners for communication, less friendly and uncompromising. Their dominant strategy of behavior is avoidance.

Social workers are more concerned about the future, more prosaic and pessimistic in the perception of reality, restrained in the manifestation of emotions, less cheerful in comparison with social work specialists and supervisors. Social workers are not aware of their feelings: they do not realize their needs and feelings, they feel and reflect worse.

In turn, the heads of departments are less realistic and sensible in their relations with others. Managers among all the stuff consider themselves to be the friendliest, the most altruistic and responsible towards others and at the same time it is noticed that they are more authoritarian and dominant. Social workers evaluate themselves as selfish.

Heads of departments and social work specialists in comparison with social workers are more dependent on the group, less guided by their own goals, beliefs, attitudes and principles, less free to choose, more exposed to external influence.

As social workers, heads of department do not know how to cope their irritation, anger and aggression as a natural manifestation of human nature (of course we do not mean justifying our antisocial behavior).

At the same time, employees of all three groups have flexible thinking, diverse intellectual interests, they are well informed in various areas of life, easily perceive new ideas, and are critical of thinking. Heads of department are more absorbed by intellectual problems, possess working skills information and, at





the same time, in comparison with social workers, on the one hand they are more radical, and on the other hand, they are more inclined to experiment, tolerant to inconsistencies and to changes.

Thus, as a result of the research, we revealed the peculiarities of personal professional deformation that emerged among social work specialists in different areas of professional activity (heads of departments, specialists in social work and social workers)

Heads of departments:

Despite the high degree of motivation to achieve success they are motivated to avoid failures.

In relations with others they are authoritarian and dominant, not always realistic and sensible. At the same time, they depend on external influence and other people, particularly on their superiors, therefore they are less guided by their own goals, beliefs, attitudes and principles, they are not always free to choose.

They do not accept their annoyance, anger and aggressiveness as a natural manifestation of human nature. They are radical in their actions.

Social work specialists:

They are not aimed at solving professional problems, they are not independent, the responsibility has no value for them, they are afraid of it, they do not show independence in choosing their professional tasks.

The behavior of these specialists is influenced by the motivation to avoid failures.

They are under external influence, depend on the group, rarely guided by their own goals, beliefs, attitudes and principles, they are not always free to choose.

Social workers:

They are not aimed at solving professional problems, they are not independent, they are afraid of responsibility, which is not valuable for them; they do not show independence in choosing their professional tasks.

They are not self-confident, less resolute and active in defending their own points of view; they are less independent and persistent in making a decision. They do not tend to achieve success in activities; they are dominated by the motivation to avoid failures.

They are worried about the future, they are prosaic and pessimistic in perception of reality, restrained in

the manifestation of their emotions, do not show cheerfulness. They do not realize their own feelings and emotions, their needs, do not reflect them. They do not take their annoyance, anger and aggressiveness as a natural manifestation of human nature.

They are not active in establishing contacts with other people, they find it difficult to adapt to the interlocutors, they are cautious and sensible in the choice of partners for communication, less friendly, rigid and uncompromising. Their dominant strategy of behavior is avoidance.

In a greater degree social workers are more exposed to personal professional deformation, and social work specialists are less exposed. Each group of specialists has its own peculiarities of professional deformation manifestation. We believe that this is related to the specifics of the professional activities performed: contents, contingent which they have to interact with (customers, colleagues, bosses, inspectors, etc.).

As S.P. Beznosov notices, „in each profession there are complexes of psycho traumatic factors that have both a common and a specific nature. An exact definition of them requires some specific empirical and experimental surveys for the purpose of their detection in order to form a program of measures to prevent personal professional deformation” [Beznosov S.P. 2004, p.9].

The researchers identified a number of factors that contribute to the emergence of personal professional deformation. These include: objective factors which are related to the social and professional environment; subjective factors, conditioned by personal characteristics and nature of professional relationships; objective and subjective factors which are generated by the system and organization of the professional process; psychological determinants (motives for choosing a profession, destroying expectations at the stage of entering an independent professional life, stereotypes, psychological protection, emotional tension, professional stagnation, lowering the intelligence of a specialist, development limit of the level of education and professionalism, personal accentuation, age changes associated with aging ); specificity of professional activity (subject of professional activity, object, means, ability, method, assimilated technology). These

factors are considered as stress factors (stressors), i.e. sources of stress, factors that cause stress.

The process of forming professional deformations of a specialist can be represented as follows: in professional activity there is (or appears) a certain factor, if this factor for the employee is a stress factor, i.e. causes stress, then, as a consequence, a person begins to form a professional deformation. In this case, we are talking about distress, which causes a negative effect, manifested in physical, emotional and behavioral traits [Selye G., 1979].

The results of our research [Asmakovets E.S., 2013] showed that employees of the complex center of social services experience stress during their professional activities, which are accompanied by physiological manifestations: headache, increased blood pressure, sleep disorder, loss of strength, emotional breakdowns.

The change in the level of permanent stress depends on the specifics of the professional duties performed: employees who are at a higher professional level experience a greater degree of constant stress (Three groups of respondents participated in the research: department heads, social work specialists and social workers).

Specialists who constantly interact with customers, they are social workers, are more likely to feel the impact of working problems on their personal lives.

Stressful situations of the employees of the center are connected with communication with different categories of the population in professional activities. For supervisors these categories are subordinates and inspectors, for social workers they are the clients, elderly people served at home. We can assume that this is due to the unwillingness of specialists to communicate („tightly”, emotionally, tensely), the inability to reduce it, unready to overload physically, morally, etc.

The dominant stressors of the center's employees are overloads (physical, moral, etc.), the specificity of professional activities performed, conflicts in the course of professional activities (with clients, colleagues, subordinates, etc.) and tense relations with management.

These stress factors contribute to the development of the syndrome of emotional burnout:

„Conflict” contributes to the development of dissatisfaction with oneself, the feeling of „cell cage”,

anxiety and depression, expanding the sphere of saving emotions, emotional deficit, personal detachment, and development of all phases of the burnout syndrome (stress, resistance and exhaustion).

„Overload” promotes the development of all the symptoms and phases of the syndrome of emotional burnout.

„Sphere of activity” is development of dissatisfaction with oneself, inadequate selective emotional response, reduction of professional duties.

„Tensions with management” is the development of anxiety and depression.

Despite the fact that the stressors „Conflict” and „Overload” exert the greatest influence on the development of the emotional burnout syndrome, we can state that each of the stressors can have an indirect effect on the development of the burnout syndrome through other stress factors because between them (stress and factors) there are interrelations which testify to the mutual reinforcement of each stressors.

Social work specialists use as main methods of stress reduction sleep, communication with friends, communication with family members, food, breaks, physical activity and hobbies.

Most specialists of the center do not possess special methods of stress removal (auto training, meditation, breathing techniques, muscle relaxation, etc.). Only a few social workers, who are more exposed to stress, have special techniques.

We have identified physiological manifestations that accompany stress which affect the well-being, the health of specialists and, as a consequence, the quality of professional activities, the attitude towards the activity; stress factors that contribute to the emergence of stress among specialists in their professional activities and depend on specific origin of professional duties are „human factor”, unwillingness to communicate with clients, subordinates, management, etc.; overloading (physical, moral, etc.); contents of professional activities; conflicts in professional activities (with clients, colleagues, subordinates, etc.) and tense relations with management. These stress factors contribute to the development of the syndrome of emotional burnout, its symptoms and phases.

In turn, the influence of stresses power in professional activity on the formation of professional



deformations depends on the coping behavior of a social work specialist.

Coping behaviour from English „to cope” means to cope, to overcome, „coping” is a co-ownership, it is a behaviour aimed at adapting to stressful circumstances, the willingness of an individual to solve life problems. Coping behavior is a form of behavior that assumes the formed ability to use certain means to overcome emotional stress [Lazarus R.S., Kanner A.D., Folkman S. Emotions, 1980]. The psychological purpose of coping is to adapt a person to the situation as best as possible, allowing him to master it, weaken or soften the requirements, try to avoid or get used to them, and thus to extinguish the stressful effect of the situation [Nartova-Bochaver S.K., 1997].

Identifying the features of coping behaviour, i.e. the behavioral and cognitive efforts used by an individual to cope with the external stress environment, we relied on the K. Carver's typology which distinguishes:

- Active and adaptive coping strategies that are directed to solve the problem situation: „active copying”; „planning”; „Seeking active public support”; „Positive interpretation and growth”; „Adoption”.
- Passive and adaptive coping strategies that can contribute to a person's adaptation to stressful situations, but they are not active copying: „Seeking emotional public support”; „Suppression of competing activities”; „Containment.”
- Non-adaptive coping strategies that only in some cases help a person to adapt to a stressful situation and cope with it: „Focus on emotions and their expression”; „Negation”; „Mental detachment”; „Behavioral withdrawal”.

The results of the research, which was conducted on the basis of all complex centers of Omsk social services, confirmed and supplemented the results of the previous study:

Social work specialists, who participated in the study, note that stress in their lives takes place. Moreover, there is not only the existence of some difficult life situation, but also the physical manifestation of stress.

In the research we have used Y.V. Shcherbatykh's typologies of stressors [Shcherbatykh Yu.V., 2006].

Social work experts consider the stressors as objective stressors (external to an organization) when the sources of stress are bad laws, officials, etc. inside the firm they are lack of financial resources, managers, subordinates, colleagues, etc.; psychological (subjective), consisting in the attitude of employees to life and professional problems, to the difficulties of their successful resolution.

For employees of social centers, objective (external) causes of stresses are dominated by: the complexity and inconsistency of legislation and regulations; unreasonable demands from officials and inspection organizations.

Among the internal causes of stress problems, that constantly appear in the process of work, there are lack of due attention to the needs of a department by management; excessive control by management, unreasonable interference in the work.

The remaining inside the firm causes of stress are less noticed by employees, but they affect 20% to 50% of the surveyed specialists: tensions with management; lack of mutual understanding with colleagues, conflicts with them; overload.

Psychological causes of stress among the employees of centers are: their own mistakes and miscalculations in work; lack of time; discrepancy between effort and actual results; low motivation of employees, their disinterest in final result.

We compared the main coping strategies of specialists depending on the dominant causes of stress and can conclude that:

Social work specialists with a high degree of severity of all types of stressors (objective, inside the firm and subjective) use destructive coping strategies, in particular:

- need public support (in help and advice what to do, in sympathy, emotional support);
- suppress other activities; concentrate on the source of stress;
- restrain themselves from trying to solve the problem situation;
- abandon attempts to achieve the goal which is invaded by the source of stress;
- try to „get away” from stress through dreams, sleep or distraction.

These specialists focus more on the negative attitude to life and professional problems, on difficulties

of their successful resolution; it only increases the impact of stress. Within the employees with dominant objective stressors, or dominant inside the firm stressors, or dominant subjective stressors, such concentration has not been revealed.

Therefore, the refusal to use destructive coping strategies by increasing self-confidence; development of skills of switching attention from the source of stress to various activities; skills of active coping, i.e. actions, efforts to circumvent or remove the source of stress; skills to recognize the reality of a stressful situation, will contribute to change the perception of stressful situations, shifting attention from the causes and perpetrators of a problem to the possibility and ways to solve it.

The results of our research (E.S. Asmakovets, 2012-2014, E.S. Asmakovets, S.P. Melnychkin, 2012-2014, S.P. Melnychkin, 2012-2014) confirm that in the process of professional activities there are changes of integral personal characteristics of a social work specialist: the system of emotional and valuable attitude is changing, which sets the hierarchical structure of dominant motives of an individual, involving a person to approve activity and communication (direction); there is a transformation of knowledge, skills, methods and ways of the implementation in activities, communication, development (self-development) of an individual, there is some professional stagnation (competence); rigidity is formed, i.e. unavailability for changes in the program of action in accordance with new situational requirements; use by the expert of inappropriate behavior stereotypes, uncritical adherence to the known method of action, inability to change once chosen strategy, etc. Rigidity includes a person's inability to adapt to new people or to new environment, lack of flexibility in behavior, difficulties in re-shaping perceptions and perceptions in a changed environment (flexibility). Thus, we have the professional deformation of a social work specialist. The main factors contributing to the emergence of professional deformation of a specialist's personality are stress factors (stressors).

Depending on the degree of susceptibility to personal professional deformation there are 3 groups

of specialists [Asmakovets ES, Melnychkin S.P., 2012]:

1<sup>st</sup> group: the specialist is initially deformed; he comes to the profession with a personal deformation, as the specialist's personal resources are exhausted, absent or not realized by him;

2<sup>nd</sup> group: „risk group” where the specialist, on the one hand, has a sufficient level of development of professionally important qualities that allow him to carry out professional activities, and on the other hand he is „not ready” to resist the factors (external and internal) that contribute to the emergence of a personal professional deformation; the specialist does not have a sufficient „set” of resources that can resist to the professional deformation of an individual;

Specialists fall into the „risk group” also because they look „safe” from the outside, because they possess necessary knowledge and skills, but do not have sufficient personal resources (or are not aware of their presence) of „confrontation” with the factors contributing to the emergence of a personal professional deformation.

3<sup>rd</sup> group: specialists with sufficient level of development of professionally important qualities and sufficient resources of „confrontation” of personal professional deformation.

Considering prevention and correction of professional deformities we proceed from the notion of existence of two models of professional work and the formation of a person as a professional: the model of adaptive behavior and the model of professional development. The methodological basis for their construction was the position of S.L. Rubinstein about two ways of human life – „merged” and „removed” (reflexive) [Rubinshtein S.L., 1998].

Manifestations of professional deformations of a specialist's personality are related to the realization of adaptive professional behavior, which is practically not realized by them; in man's self-consciousness the tendency to subordinate professional activity to external circumstances dominates in the form of fulfilling the prescribed requirements, rules, norms (the first model).

The real potential for overcoming professional deformations is formed with personal resources.



The basis for determining personal resources is a model of professional development (the second model), according to which a person is characterized by the ability to go beyond the continuous flow of everyday practice, to see his work as a whole and to turn it into a subject of practical transformation. The main condition for the professional development of a specialist is to increase the level of professional self-awareness, i.e. awareness of the need for change, the transformation of their inner world and the search for new opportunities for self-existence in professional work. It is the movement in the coordinate system of the second model (professional development) that prevents the emergence of personal professional deformations.

In refraction of professional activity of specialists in the field of social work the leading resource is emotional flexibility of the specialist, i.e. a combination of certain personal properties, united by internal interrelationships in the blocks: emotional stability and positive emotional expressiveness.

Emotional stability characterized by the ability to control emotions, moods is the ability to find an adequate explanation and a realistic expression, it includes: satisfaction with life; lack of inclination to experience fear; lack of inclination to experience anger.

Positive emotional expressiveness includes: a propensity to experience joy; sensitivity (reflection of inner states); spontaneity of states' manifestation.

Our research has allowed us to establish that the development of emotional flexibility of a social work specialist will contribute to the correction and prevention of professional deformation of a person [Asmakovets ES, Melnychkin S.P., 2012].

Psychological condition for the development of emotional flexibility (as a personal resource of opposition to the formation of professional deformation) is self-relationship that characterizes the affective level of professional self-awareness of a specialist. The criteria for positive self-relationship are: „global self-relationship” and those entering into it (in this construct): self-respect, attitude to abilities, independence, assessment of the ability to control life, belief in strength; auto sympathy displaced to a positive pole, uniting self-confidence and positive self-esteem; expecting positive attitude from others as well as self-

interest and self-understanding, a low level of personal anxiety.

The change in the emotional behaviour of a specialist is possible only if he changes the perception and awareness of himself, his life's reference points and level of self-relationship increases.

All of the above resulted in the construction of a program of psychological prevention and correction of professional deformation of social work specialists aimed at increasing the level of self-awareness.

In addition, as noted above, there is a dependence of susceptibility of professional deformation of a specialist in the field of social work on the specificity of his professional activities [Melnychkin S.P., 2013].

Therefore, the program of psychological prevention and correction of professional deformation of specialists must take into account the relevant features of professional deformation depending on the specifics of their professional activities.

The prevention of professional deformation of an individual involves:

- diagnostics of professional deformation of a person;
- identification of factors hindering successful professional adaptation and professional growth of specialists;
- development of preventive and corrective measures and their implementation not only in professional activity, but also in professional training of a specialist.

As diagnostic methods we propose the use of methods which allows us to identify personal professional deformation and personal factors contributing to it.

The diagnostic package includes methods aimed at studying the direction, competence, flexibility, self-awareness and determinants of professional deformation. While choosing a diagnostic tool it was important that the methods complement and mutually test each other [Asmakovets ES, Melnychkin S.P., 2012].

As it was mentioned above, professional activity is „loaded” with a negative emotional background, high emotional stress, stress, unpredictability of situations requiring rapid non-standard solutions. therefore prevention and correction of professional deformation of a specialist's personality must begin with the development of emotional flexibility first of all.



It is important:

- to change the perception and awareness of the specialist himself, his life guides,
- to master skills of using the techniques to protect your emotional system, the psyche from the negative deforming (destructive) impact of emotional background of interaction with a client:
- to use techniques of „safe communication” when a specialist manifests external involvement in interaction with a client without transferring received information to the depth of his sensory sphere;
- to use techniques to manage emotional state, not allowing overexcitement, inner deep empathy;
- to use techniques for switching internal attention to client's problem or to something else (an object, a different idea), retaining external involvement in the process of working with a client which allows the specialist to not deepen the emotional involvement into empathy;
- to use techniques for managing the interaction with a client, not allowing him to be deeply involved in emotional experience and self-manifestation in connection with personal problems, helping him to present briefly and exactly the information that in this situation is necessary for the specialist.

### The final part

Among the preventive and corrective measures an important place is occupied by training the development of personal emotional flexibility as a resource to overcome professional deformations.

Developing the methodological support (psychotechnics) of the training, we proceeded from the following provisions:

- a fundamental condition for the development of emotional flexibility of a specialist is his awareness of the need for change, transformation of his inner world and the search for new opportunities for self-existence in professional work, i.e. increase the level of professional self-awareness.
- development of emotional flexibility of a specialist is possible not as a „proportional”

development of all, but its system-forming characteristics, qualities, combination of which represents emotional flexibility of a specialist during the training, these characteristics will get uneven development. For some of them the training will only be a push, the „rigger mechanism” for their development in the future.

In addition to special psychotherapeutic and psycho-correctional techniques the program includes elements of gestalt therapy, psychodrama, transactional analysis, business and organizational and managerial games, discussion methods of group decision-making, methods of individual counseling.

Each training group prepares its own program, the contents and formal aspects of which depend on a number of factors: the personal characteristics of group members, their social status, professional profile, level of general culture, age, etc. Filling the program with specific psychotechnics and exercises varies with these factors, as well as the characteristics of group dynamics in this group of specialists.

At the same time the training has a fairly stable general structure including conditionally allocated content blocks: emotional states, emotional expressiveness and emotional stability.

#### Block 1. Emotional states.

The goal is the study of emotional states by social work specialists, the recognition of characteristics of their emotional states, the reasons that cause them, the development of skills for reflecting emotional states and expanding the range of their use.

The exercises of this unit can be combined into two groups:

- Exercises aimed at working with negative emotions: understanding their causes, understanding the causes of their occurrence, creating strategies for “fighting” negative emotions, revealing the influence of negative emotions on interlocutors, developing skills for „safe communication”, without getting infected with the negative emotions of the client. This group of exercises we conditionally called „Negative emotions.”
- Exercises aimed at working with positive emotions: awareness of their characteristics, understanding the causes of their occurrence,



developing skills to create a „good” mood, revealing the influence of positive emotions on interlocutors. This group of exercises we conditionally named „Positive emotions”.

#### Block 2. Means of expression.

The goal is the study by social work experts of the expressive means, the awareness of their influence in the process of relationship with others, the awareness of the peculiarities of the expressive means used by social workers themselves, the expanding of their range, the development of reflection skills.

The main difference of this block from the previous one is that if the exercises of the first block are aimed at working with the emotional states (awareness of different types of emotions arising in specialists and clients, their causes, their influence on the interlocutor), then the exercises included in the second block are aimed at developing the skills of using expressive means to strengthen or weaken one's own emotional state and that of the others, in particular, clients and colleagues.

The exercises of this block can be combined under the general name „Means of expression” because they are aimed at understanding the impact of specific expressive means on interlocutors, such as expressive movements, intonations, dynamic touches, distance, and development of skills for their use.

#### Block 3. Autogenous training.

The goal is the development of skills for specialists by the use of autogenic training to relieve emotional stress and physical fatigue, improve self-esteem, improve efficiency and creativity.

The exercises of this block are carried out by the employees of social centers finished independently.

The effectiveness of the developed training programs is confirmed experimentally (statistically), which is evidenced by the development of integral personal characteristics, increased level of self-awareness, activation of the creative potential of the social work specialists who took part in the programs.

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## MARKERS OF GENDER ROLE BEHAVIOR OF PRIMARY SCHOOL TEACHERS: JUSTIFICATION OF METHODS

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**Abstract:** Role behavior largely determines the effectiveness of professional communication. The article presents the results of the study on gender markers of role behavior of primary school teachers. The use of the questionnaire of role behavior allowed to determine the most common pedagogical roles and assign them to masculine, feminine, androgynous, undifferentiated scales.

It is shown that the role-playing repertoire of primary school teachers is gender-marked. Respondents consider, in particular, that they perform feminine, and androgynous roles, but express a desire to fulfill the masculine role too and see the ideal teacher as androgynous. The results obtained highlight the characteristics of gender and professional identity of the teacher, allow to adjust the content of the teaching material in professional training.

**Keywords:** gender markers, gender consciousness, role, role behavior, elementary school teacher.

### Introduction

The role behavior of the primary school teachers that focuses on the primary school children for four years is multifaceted. Teachers perform the nurturing, educational, and developmental tasks, using the suitable professional roles related to their motives, qualities, and interaction objectives. There is a wide range of roles in their role repertoire. It can be the formal roles of „the strict teacher”, „the skillful organizer”, „the captious teacher”, „the undemanding teacher”, etc. In the interpersonal communication with children the teacher may hold the position of „the caring nurse”, „the wise grandmother”, „the bustling hostess” and others.

A wide repertoire of pedagogical roles allows the teacher to be effective, creative, and successful in professional communication.

How does a teacher shape his or her role repertoire? The key thought in role theories is the concept of a role as total stereotypical image of the functional actions within situations of the interaction, including a socio-normative and a personal component (Berne E., Linton R., Mead G., Murphy G., Newcomb T., Sarbin T., Sargent A., etc.). So we bring attention to the fact that the role behavior develops on the basis of the characteristics of consciousness of the teacher,

including self-perception, perception of other people and other roles.

This understanding allows us to associate role behavior of a person with his or her gender consciousness and to consider the role repertoire of teachers with a gender specialization of their personality.

The article presents the results of the study of gender markers of role behavior in primary school teachers. The use of the questionnaire of role behavior allowed determining the most common pedagogical roles and assigning them to masculine, feminine, androgynous, undifferentiated scales.

It is shown that the role-playing repertoire of primary school teachers is gender-marked. Respondents, in particular, report that they perform feminine, and androgynous role, but express a desire to fulfill the masculine ideal of the teacher, see androgynous. The results obtained highlight the characteristics of gender and professional identity of a teacher and allow to adjust the content of the teaching material in professional training.

This understanding allows you to associate a personal role behavior with his gender consciousness and to consider the role repertoire of teachers with a gender specialization of his personality.

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## Metodology

As the methodological basis for analysis of markers of gender role behavior the teacher uses the theoretical position of gender consciousness of personality (Chekalina A., 2014). This concept explains the essence of this phenomenon, its content and the structure. In General terms, according to this concept, the gender consciousness of teachers is determined by the processes occurring in culture and society, is a product of sexual dimorphism and gender of the social system, the conditions of professionalization of personality. The facts of consciousness, represented by the personality are the result of self-awareness as the carrier of the gender. The characteristics of femininity / masculinity in the human mind are essential markers of gender consciousness, and act as values and guidelines for behavior that are integrated in the activity.

In the range of self-perception of the teachers are included the image of himself as female / male with certain characteristics of femininity-masculinity. These characteristics determine the views of teachers about the opportunities, strategies and tactics of influence, life path, career opportunities, statuses and roles, and many more. A significant place in the structure of gender consciousness is the stereotypes against the native genders. For primary school teachers in the structure of consciousness will be presented the stereotypes about children students boys, children students girls.

The teacher will carry out their role behavior depending on the characteristics of gender consciousness. In other words, the selection by a teacher of a role behavior is largely determined by the fact that the teacher is conscious about himself and his gender, and the gender characteristics of their partners in communication. The teacher may choose roles that focus on care and attention, aware of himself as a feminine person, or the role of the dominant, instrumental character, aware of his masculine features. The observation of the behavior allows to classify the feminine / masculine markers of individual behavior. Write about the researchers of verbal and nonverbal behavior (Maccoby E. E., Jacklin C. N., 1978, J. C. Pearson, 1995, etc.), interaction with partners, behaviour in conflict, leadership styles (Eagly A. N., 1995, Cross, Madson, 1997,

Singh, V. & Vinnicombe S., 2001, etc.), specificity of self-presentation (Pikuleva O. A., 2004, Lee S.-J., Quigley B., M. Nesler, Korbett, A., Tedeschi J., 1999, etc.). To determine the gender of personality types is commonly used the approach of S. Bem focusing on feminine, masculine, androgynous, undifferentiated behavior of respondents as indicators of their gender consciousness.

Survey methods have the advantages of mass screening role behavior. In this article we consider the possibility and the results of the diagnosis of gender markers of the role repertoire of teachers using the author's questionnaire.

## Participants

In the procedures of testing the respondents were 87 primary school teachers (12 men and 65 women) with experience from 1 to 12 years. The final stage was attended by 61 respondents (51 women and 10 men with experience from 1 year to 9).

## Procedure

The first stage of the empirical research was conducted to study the role of the repertoire of primary school teachers using the author's questionnaire „The Role repertoire of the teacher”, modification of questionnaire Kolmakova I.V. In the original questionnaire was used a list of thirty-roles that the teacher is able to fulfill. The list is not complete, the teachers were able to supplement it by putting those roles that are not in the list. In the instructions respondents were asked to mention the role characteristic of each person and the role that are not in their own role repertoire; the role that they would like to master in their teaching activities and the undesirable roles for implementation; the role that performs the ideal and anti-ideal teacher.

A pilot study at this stage allowed to reduce the list from 30 to 24 of the most common sample roles in the survey.

At the second stage took place an expert evaluation of the list of pedagogical roles and their correlation with the typology of S. Bem gender roles. The experts were encouraged to identify the role of the teacher as feminine, androgynous, masculine, or undifferentiated, match the role and gender identity of the performer. An expert assessment was conducted by 5 experts, the evaluation being carried out on a 3 x –



point scale: 1 point – a dubious relationship; 2 points – communication is possible; 3 points – the relation is absolute. The average value of the experts' assessment of all the questions in the questionnaire = 2.7 points. To determine the consistency of group assessments making it possible to determine the degree of reliability of examination results, was used the coefficient of concordance W - the common coefficient of rank correlation for the expert group in the methodology of I. Kendall and B. Smith. The coefficient of concordance was 0,81, indicating a high consistency of expert opinions about the reliability of examination results. Those items on which the experts diverged were omitted in the final version of the questionnaire. It totaled 20 points.

1. A leader is a person who is the initiator and inspirer in the system of pedagogical interaction.

2. A caregiver is the person purposefully acquainting with social and cultural stereotypes, instilling norms and values.

3. An educator is teacher, active in the dissemination of knowledge, education of the child.

4. A therapist is the teacher who can help children solve psychological problems.

5. A mentor is a person that conveys their experience and skills.

6. A guardian is a person exercising custody, care and satisfying all the needs of the child, protecting it from life's problems.

7. A friend is a teacher associated with trusted, emotionally intimate and positive relationships.

8. An observer is the person, responsible for monitoring and tracking in the care of the child

9. A researcher is a teacher with a high level of curiosity and exploratory activity, studying problems.

10. A nurse is a teacher, caring and concerned for the child.

11. An idol – the teacher respected by the child.

12. An informant is a teacher from whom the child can obtain necessary and valuable information.

13. A preacher is a teacher spreading in the family any ideas.

14. A consoler is an educator who provides the child with emotional support in the event of it seeking help.

15. An artist is a person creatively performing their pedagogical roles and engaged in expressive relationships.

16. A consultant is a teacher, performing the role of an expert, the informant able to give recommendations in solving the problems of the child.

17. An organizer is the person, to a certain extent, exercising a leadership function, involved in the organization of educational activities and leisure of the child.

18. An assistant is the person providing practical help to whom you can get access and get real support.

19. A mastermind is a teacher having an emotionally stimulating role, in particular, able to inspire, elevate mood, increase your confidence, set on doing something.

20. A controller is the teacher requiring execution of instructions and controlling the behavior of the child.

The roles of the Leader, Mentor, Researcher, Preacher, Organizer were referred to as masculine; and the roles of the Tutor, the Trustee, the Nurse, the Comforter, the Assistant were referred to as feminine. The positions of Educator, Friend, Idol, Actor, and Inspirer have been called androgenic, and the positions of the Psychotherapist, Observer, Informant, Consultant, Controller – undifferentiated.

The task of the third stage was testing the latest version of the questionnaire. In accordance with the instructions the respondents (N = 61) indicated in a form up to 5 roles from the list, noting their presence / absence, desirability / undesirability, ideality / anti ideality.

## Results

The results are as follows.

The role repertoire of a teacher includes the roles of all mentioned types: 39,4% of masculine, 50,8% of androgynous, 24,6% of undifferentiated, 50,8% feminine. There are significantly more teachers seeing themselves as playing feminine and androgynous roles than teachers playing the undifferentiated roles (\*<sub>emp.</sub> = 3.032); teachers wish to play more masculine roles than undifferentiated (\*<sub>emp.</sub> = 3.142) or feminine (\*<sub>emp.</sub> = 4.705). The ideal teacher, according to the respondents, has to play rather androgynous roles than

masculine ( $*_{emp.} = 1.668$ ), undifferentiated ( $*_{emp.} = 3.292$ ) or feminine ( $*_{emp.} = 3.508$ ). Significantly bigger number of respondents consider feminine roles as anti-ideal in comparison with masculine ( $*_{emp.} = 1.778$ ) and androgynous ( $*_{emp.} = 2.005$ ).

At the next stage, the subject compared the statements: „The real I – the unreal I”; „The real I – the desirable I”; „I am a real teacher – I am an ideal teacher”, „ideal – anti-ideal teacher”. The analysis of the results has shown statistically significant distinctions in the stated representations about the feminine and androgenic roles of the teachers in comparison with the number of representations about masculine and undifferentiated. The share of the persons playing feminine roles is significantly bigger than the persons interested in performing them ( $*_{emp.} = 5.247$ ); and also more than those who consider that the ideal teacher has to play feminine roles ( $*_{emp.} = 3.684$ ). The share of the respondents representing the ideal elementary school teacher as feminine is less than those who consider the feminine teacher anti-ideal ( $*_{emp.} = 2.22$ ). The share of the persons who have noted their real androgyny is bigger than the share of those who noted the wished androgyny ( $*_{emp.} = 1.845$ ); the share of the persons considering that the ideal teacher has to play androgenic roles is significantly more important than the share of those who consider that androgenic roles shouldn't be present in the repertoire of the ideal teacher ( $*_{emp.} = 3.292$ ).

### Conclusions

Results allow to draw a conclusion that the role behavior of the elementary school teacher is gender marked. Influence of gender consciousness is revealed in the choice of roles and the nature of their execution that is projected in the communicative behavior of the elementary school teacher. In their judgments the respondents state a different attitude to the played roles: they consider that they play feminine and androgenic roles, but state their desire to play masculine roles. According to teachers, the ideal teacher has to be androgenic. A modern female elementary school teacher expresses a specific opinion of the feminine roles. There are fewer female teachers who consider that feminine roles should be executed; a

smaller group considers them to be those of the ideal teacher, the bigger group attributes them to the anti-ideal. Female and male teachers differ in the frequency of performing of androgenic and masculine roles.

Modern primary school teachers, mostly women, expressed a specific attitude to feminine roles. Those who believe that they need to perform them are fewer. Few teachers consider them to be the roles of the perfect teacher, the majority of feminine roles are qualified as anti-ideal.

We believe that these results indicate changes in the minds of teachers. On the one hand, it is part of a wider social change, on the other is the projection of the changes of individual consciousness under the influence of certain conditions. The elementary school teacher course, no doubt, is focused on feminine values in interactions with students. But the role behavior of teachers is influenced by the professional conditions that require activation of masculine, instrumental ideas.

### Discussion

The results obtained for the range of role behaviour is limited to the professional identity of primary school teachers. However, the proposed repertoire of roles is used in educational activities, therefore, this technique may be applied to other categories of respondents, such as parents.

Find answers to questions about the facts of the mind also has limitations. The reliability of the „self-report” is not always sufficient, the results are influenced by unconscious sets of mind and disregarded motives such as the desire to be seen in a more favorable light, a tendency to embellish their actual role behaviour.

But the use of this instrumentation in the analysis of role behaviour of the teacher allows to project the results on the specificity of motivation, personality and socio-psychological qualities, values, stereotypes in relation to themselves and their disciples – the representatives of different genders and much more. It is possible to predict certain aspects of the nature of professional pedagogical activities, such as the type of behaviour in a conflict, the professional self-assessment and the nature of satisfaction of activities, possible intrapersonal conflicts.



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