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SPECIĀLĀ PEDAGOĢIJA
Special Pedagogy

ОСОБЕННОСТИ ВНУТРЕННЕЙ КАРТИНЫ ДЕФЕКТА У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА С НАРУШЕНИЯМИ ЗРЕНИЯ

Features of the Internal Pattern of the Defect in Children of Primary School Age with Visual Impairment

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Abstract. *Ideas about the internal defect pattern are studied in this article. The internal pattern of a defect is a set of ideas and feelings of a person about the defect. It is a mechanism of personality development and a factor of adaptation or disadaptation of the personality. Studies of the internal pattern of the defect in modern clinical and special psychology are episodic. In modern studies, attention is paid to a greater extent to the study of the specifics of the emotional, relational component, other components of the internal pattern of the defect are not sufficiently studied. However, they are of great importance for the formation of the internal defect pattern and I-concept as a whole.*

The analysis of the results of the study of the Self-concept of primary school children with visual impairment is presented in the article. Features of the main components of the internal picture of the defect are presented in the work. Specific features of cognitive, physical, emotional components are established in the course of research. Contradictions are revealed in cognitive and physical components. Two types of emotional response to the defect were found in children: ignoring and compensatory. The motivational sphere of children with severe visual impairment is affected by the defect. The relationship between the specifics of the components of the internal pattern of the defect and the features of the formation of the Self-concept is assumed.

Keywords: *the internal pattern of the defect, visual impairment.*

Введение **Introduction**

На современном этапе социального развития одной из актуальных тенденций является формирование интегративного общества. Условием полноценной жизни человека является возможность личностной

самореализации, активности и социальной интеграции. Обращение к изучению феномена внутренней картины дефекта (ВКД) лиц с ограниченными возможностями здоровья обусловлено необходимостью изучения факторов, способствующих или препятствующих успешной адаптации в социуме, самореализации личности. Одним из важнейших механизмов и факторов личностной активности, социальной адаптации является самосознание, я- концепция личности. Компоненты я-концепции детерминируют отношение человека к себе, к окружающим, мотивы деятельности, влияют на развитие функции контроля, личностных черт. Ограниченные возможности здоровья являются специфическими условиями развития личности, что выражается в том числе в формировании внутренней картины дефекта. Внутренняя картина дефекта, являясь внутриличностной структурой, будет и фактором, и механизмом личностного развития человека, способствующим или препятствующим успешной адаптации и преодолению (профилактике) рисков развития.

Обзор литературы *Literature review*

Впервые понятие структуры дефекта, описание системного характера нарушений введено в трудах Л.С. Выготского. Указано, что органический дефект влечет за собой не только нарушение нормативного познавательного развития, но и изменяет формы социального взаимодействия, и личностные установки ребенка. Одним из принципиальных является положение о социальной природе дефекта (Vygotskij, 1983).

В зарубежной и отечественной науке преимущественно изучаются особенности самооценки и Я-концепции людей с нарушениями развития. Исследуется зависимость самооценки от варианта и выраженности нарушений зрения (Petrenko & Vajshvilajte, 1993; Bowen, 2010; Papadopoulou, 2014). Прослеживаются возрастные особенности становления самосознания (D'yaikov, 2014). Исследована зависимость компонентов самооценки и степени ее реалистичности от социально-демографических и личностных факторов (Petrenko et al., 1993; Huurre, Komulainen, & Aro, 1999; Pinguart & Pfeiffer, 2013). В то же время результаты исследований довольно противоречивы, требуют дальнейшего изучения (Augestad, 2017).

Исследования внутренней картины дефекта в современной клинической и специальной психологии имеют эпизодический характер. В ряде работ ВКД рассматривается как «устойчивая личностная реакция на факт заболевания или дефект» (Gajdukevich, 2011). Анализ специфики ВКД идет через изучение Я-концепции личности, порой эти понятия рассматриваются как синонимичные. Определяется обусловленность ВКД

внешними и внутренними факторами, подчеркивается значимость внешнего социально-психологического фактора (Вукова, Тихомирова, & Кинс, 2017). В связи с этим представляет интерес процесс становления Я-концепции человека с инвалидностью, представленный в работе Г.И. Бондаренко. Автор характеризует развитие личности в условиях ограниченных возможностей здоровья как движение от образа физического дефекта посредством компенсации к социальной полноценности (от Я-маргинального через Я-потенциальное к Я-полноценному). Превалирование на каждом этапе развития Я-маргинального или Я-потенциального определяет становление позитивного или негативного варианта ВКД и самоотношения (Bondarenko, 2006). Изучаются особенности личности детей, специфика ВКД детей с дефицитарным развитием, подчеркивается обусловленность параметров ВКД особенностями самооценки, уровня притязаний и тревожностью личности (СНерепкова, 2011).

Методология *Methodology*

В данном исследовании внутренняя картина дефекта рассматривается как составляющая Я-концепции, как комплекс представлений, знаний, переживаний субъекта по поводу имеющегося дефекта. ВКД и Я-концепция взаимосвязаны. На первом этапе определяем особенности Я-концепции детей с нарушениями зрения. Далее необходимо изучить компоненты ВКД, имеющие значение как для формирования картины дефекта, так и для Я-концепции. Следующим шагом будет соотнесение параметров Я-концепции и компонентов ВКД. Работа является частью большого исследования, представлена часть результатов. Aim of the research: выявить особенности компонентов внутренней картины дефекта у детей младшего школьного возраста с нарушениями зрения. Выборку исследования составили 30 человек – дети младшего школьного возраста с нарушениями зрения (25 человек слабовидящие, острота зрения которых 0,05—0,2; практически слепые с остротой зрения до 0,04 - 5 человек). Средний возраст – 9 лет. Исследование проводилось индивидуально.

Методы исследования: методика «Расскажи о себе» А.М. Щетининой (2000). Данная методика позволяет определить специфику компонентов Я-концепции: физического (представление ребенка о своих физических качествах), деятельностного (представление об успешности овладения различными видами деятельности), социально-нравственного (представления о социальных нормах), а также выявить уровень и характер самооценки, степень осознания своего «Я». Методика позволяет получить косвенные данные о восприятии ребенком отношения взрослого.

Беседа «Изучение внутренней картины дефекта» Т.Н. Адеевой (2018). Методика позволяет определить особенности компонентов ВКД. Сенситивный компонент включает в себя совокупность ощущений, связанных с наличием дефекта. Когнитивный компонент представляет собой знания о причинах, проявлениях дефекта, ограничениях, связанных с его наличием. Физический компонент связан с характеристикой человеком собственной физической активности, физических качеств. Эмоциональный компонент означает отношение личности к дефекту. Мотивационный компонент, характеризует структуру мотивов личности, возможное ее изменение в связи с наличием дефекта. Ответы детей обработаны с использованием метода контент-анализа.

Результаты исследования

Research results

Выявлены особенности Я-концепции детей с нарушениями зрения. У младших школьников сформировано, в целом, положительное представление о своих физических характеристиках. Дети довольны своими физическими качествами, внешним видом. Около 17% детей обращают внимание на собственную медлительность, неловкость, затрудненность движений. Младшие школьники с нарушениями зрения имеют достаточные представления о социально-нравственных нормах, объясняют положительную оценку себя хорошими поступками, оказанием помощи другим, успехами в учебе. При оценке Я – деятельностного 42% респондентов отрицают возможность справиться с любым видом деятельности без посторонней помощи, 5% респондентов выражают сомнения, а 53 % детей полностью уверены в собственных силах. Такой результат, вероятно, объясняется недостаточной критичностью мышления ребенка в данный возрастной период. Более 50% детей обнаруживают желание обучиться новым навыкам: социально-бытовым (пользоваться техникой, стирать), творческим (научиться изобретать, играть на музыкальном инструменте), спортивным (научиться играть в футбол).

В целом, высокий уровень самооценки, самопринятия отмечен у 33,3% младших школьников. Он проявляется в позитивной оценке ребенком всех сторон своего "Я" как с собственной позиции, так и с позиций других людей. Средний уровень самооценки определяется примерно у 50% детей. Большую часть сторон образа "Я" ребенок осознает с позитивной позиции и лишь отдельные качества считает в себе плохими (или таковыми их считают другие). Низкий уровень самооценки, когда преобладает негативно-эмоциональный тон оценки себя, ребенок ссылается на низкую оценку его качеств взрослыми, отмечен у 16,7% детей.

У детей преобладает общая самооценка (83,3%), она проявляется в целостном отношении ребенка к себе как к любимому и значимому для окружающих существу. Конкретная самооценка, отражающая отношение ребенка к успешности своего частного, определенного действия, отмечается приблизительно у 17% детей. Высокий уровень осознания своего «Я», характеризующийся возможностью самостоятельно (или с незначительной помощью взрослого) называть и аргументировать те или иные качества своего "Я", отмечен примерно у 75% младших школьников с нарушениями зрения. Низкий уровень осознания собственного «Я», проявляющийся трудностями характеристики себя, отсутствием аргументации ответов, отмечен примерно у 25% младших школьников с нарушениями зрения. Нужно отметить, что низкий уровень самопринятия свойственен детям, не получающим достаточной социально-психологической поддержки, в первую очередь, со стороны семьи, родителей. В ответах детей нет апелляции к мнению и оценке ребенка родителями, родственниками, либо оценка родителя имеет негативный характер.

Далее была определена специфика компонентов внутренней картины дефекта младших школьников с нарушениями зрения. Кроме информации о ВКД методика включала вопросы, позволяющие получить данные о восприятии детьми отношения родителей к имеющемуся дефекту. При характеристике **сенситивного компонента** большинство детей отмечает хорошее самочувствие, отсутствие дискомфорта, периодическую утомляемость от физических нагрузок. Страхи детей обусловлены не дефектом, а носят, скорее, возрастной характер или связаны с личностными особенностями, прошлым опытом (страх темноты, высоты, болезни). Примерно у 30% детей присутствуют такие ответы: «... боюсь, когда живот болит... Испугалась ночью, когда я заболела, высокая температура была». Около 10% детей отмечают страх внешних воздействий: «Боюсь песен громких, и когда пугают...».

В большинстве случаев младшие школьники с нарушением зрения оценивают свое физическое состояние (**физический компонент**) как хорошее, характеризуют себя как достаточно сильных, ловких, быстрых. Отмечают затруднения только при выполнении учебной деятельности. Около 22% детей указывают на собственную медлительность и трудности выполнения повседневной деятельности. Противоречия в характеристике физического компонента проявляются при определении детьми ограничений, с которыми они сталкиваются. Даже при наличии выраженных зрительных нарушений 42% детей отдают предпочтения подвижным играм, отрицают трудности ориентировки и передвижения в пространстве, отрицают физические ограничения, связанные со зрительной патологией. В то же время более 50% детей отмечают, что не играют в

подвижные игры, выбирая для себя настольные, сюжетно-ролевые или компьютерные игры. Школьники объясняют выбор невозможностью выполнить игровые действия, страхом получить травму, реже – отсутствием интереса к подвижным играм. Достаточно типичны такие ответы: «*В прятки, не успеваю спрятаться и нехорошо ищут*» (мальчик, 8 лет); «*В догоня, потому что я медленная и нагрузка большая*», (девочка, 9 лет); «*Жмурки, ориентироваться не могу с закрытыми глазами, мне надо что-то трогать*» (девочка, 8 лет). Несмотря на положительную характеристику физического состояния, дети указывают на имеющиеся у них трудности включения в подвижные игры.

При выявлении специфики физического компонента определялись трудности детей. У младших школьников с нарушениями зрения наибольшие затруднения (26% опрошенных) наблюдаются при выполнении физических упражнений (прыжки, приседания), требующих удержания равновесия и координации движений. Некоторые дети указывают на трудности в обучении: «*не успеваю делать упражнения по русскому языку*». Причины своих неудач в выполнении учебных или физических упражнений дети либо затрудняются назвать, либо связывают их с отсутствием двигательных умений и сложностью предъявляемых заданий. Ни один ребенок не связывает имеющиеся у него трудности со зрительной патологией.

Изучение **когнитивного компонента ВКД** предполагает выявление знаний детей о причинах, проявлениях дефекта, ограничениях, которые связаны с дефектом, способах профилактики, компенсации. Около 60% детей имеют общие представления о причинах возникновения зрительных нарушений, в большинстве случаев связывая их с негативным воздействием различных технических средств (компьютера, планшета, телефона), с воздействием яркого света: «*Если на солнце долго смотреть ослепнешь или фонариком светить в глаза*». Также объясняют нарушения зрения повышенной нагрузкой на глаза. Около 10 % детей говорят о нарушении зрения как врожденном дефекте: «*У меня это с рождения, меня не доносили*». Почти 70% детей могут довольно точно назвать причину нарушения, функциональный или органический дефект: «*У меня в правом глазу нет хрусталика*», «*Подхватил болезнь – воспаление*», «*Глаз косит правый*».

При оценке, имеющейся у детей информации о способах профилактики и коррекции зрительных нарушений, выяснилось, что основным видом профилактики дети традиционно считают ограничение использования персональных технических средств, а эффективными коррекционными средствами называют операцию, использование очков, выполнение лечебных мероприятий и посещение врача.

Наименьшую осведомленность младшие школьники с нарушениями зрения обнаруживают в сфере знаний об ограничениях, связанных с дефектом. Дети не называют особенностей зрительного режима при выполнении какой-либо деятельности, почти 80% детей выбирают профессии, основываясь на собственном интересе, не учитывая специфики деятельности. Например, выбирают профессии парикмахера, полицейского, пожарного: *«Парикмахером. Смогу, я уже маму заплетая»*. Такая оценка своих возможностей связана, скорее, с возрастом детей, не имеет отношения к их нарушению.

В процессе изучения **эмоционального компонента ВКД** так же были выявлены некоторые особенности отношения окружающих людей и самого ребенка к существующему у него зрительному нарушению. Интересно, что только дети, имеющие выраженное нарушение зрения, в характеристике своих отличий упоминают о здоровье: *«я как все, но по здоровью не очень»*, *«ростом, зрением отличаюсь»*. Этот тип реакции на зрительный дефект можно назвать компенсаторным. Дети осознают наличие у себя нарушения, чувствуют его влияние на свою деятельность, но стремятся восполнить имеющиеся недостатки с помощью сохранных возможностей. В первую очередь, делая упор на свое интеллектуальное и личностное развитие.

Большая часть детей указывает только на внешние отличия: *«кожей, волосами»*, *«нос кривой»*. Многие дети указывают на индивидуальные качества личности, такие как ум, характер или способности (тонкий слух). Около 30% младших школьников отмечают отличия в интересах, например, *«люблю спортом заниматься»*. Слабовидящие школьники не находят у себя значимых отличий от других людей. Они считают себя обычными, достаточно физически и интеллектуально развитыми, здоровыми. Около 25% слабовидящих младших школьников полностью довольны собой и не хотят ничего менять в себе, а еще 25% слабовидящих младших школьников изъявляют желание изменить состояние своего здоровья: *«сделать операцию на глаза»*, *«редко болеть»*, *«быть здоровым»*, *«хотел бы вернуть зрение, походку»*. У слабовидящих детей по отношению к своему дефекту, в большинстве случаев, наблюдается личностная реакция по типу игнорирования. Младшие школьники не замечают свое нарушение, не видят никаких особенностей в своем развитии. Такой тип реакции, возможно, обусловлен недостаточной критичностью мышления в данном возрасте, а также степенью проявления дефекта. Кроме того, значимым фактором, влияющим на формирование данного варианта отношения, может являться социальный фактор. Дети обучаются в школе для людей со зрительными нарушениями, где физическая среда и процесс взаимодействия построены с учетом потребностей ребенка со зрительной патологией.

В исследовании предпринята попытка определить особенности отношения окружающих к зрительному дефекту ребенка. Все дети указывают на наличие в своем круге общения как сверстников, так и взрослых. Не было обнаружено какого-либо особенного отношения к детям со стороны родителей в связи с наличием дефекта. Родители адекватно ситуации применяют приемы похвалы или наказания, не проявляют беспричинной жалости. Чаще всего жалость взрослых связана с ощущениями физической боли у ребенка, в редких случаях обусловлена обидой, причиненной ребенку. Например, «Да, когда заболеваю или что-то плохое случается», «Да, когда меня сестра обижает». Кроме того, большинство детей имеют посильные им домашние обязанности, что указывает на верную оценку родителями физического состояния детей, а также говорит о понимании взрослыми необходимости социально-бытового развития ребенка: «Да, убираюсь, мусор выношу, в магазин хожу, мою посуду», «Да, убираться, пылесосить, складывать одежду, заправлять кровать», «Кормлю кошку, мою посуду и пол, готовлю». Лишь единицы опрошенных не имеют домашних обязанностей, объясняя это занятостью в кружках, спортивных секциях и в учреждениях дополнительного образования.

Мотивационный компонент ВКД был изучен в финальной части опроса. Исследование показало, что всех детей устраивает их настоящее место учебы, и они хотели бы продолжать обучение в данной школе. А также школьники стремятся осваивать и другие виды деятельности: спорт, музыку, творчество, что указывает на формирование определенной мотивации у детей и их стремление к индивидуальному, личностному и физическому развитию.

Одним из основных вопросов беседы является вопрос о скрытых желаниях детей. Полученные ответы показали, что большинство детей беспокоит их материальное благополучие. Они желают обеспечить себя новыми вещами, игрушками и денежными средствами. Лишь около 25% опрошенных упоминают об имеющемся дефекте зрения и выражают желание избавиться от него.

Таблица 1. Характеристики компонентов внутренней картины дефекта детей
Table 1 Characteristics of components of children's internal defect pattern

Компоненты внутренней картины дефекта	Содержание компонента	Выделенные смысловые единицы контент-анализа	Частота встречаемости
Сенситивный	Ощущения, связанные с наличием дефекта	хорошее самочувствие, отсутствие дискомфорта, периодическая	100%

		утомляемость от физических нагрузок	
		Страх болезненных состояний	30%
		страх внешних воздействий	10%
Мотивационный	Желания и потребности	Желание обучение в данной школе	100%
		Желание осваивать и другие виды	10%
		Желание материальных благ	25%
		Желание избавиться от нарушений зрения	25%
Эмоциональный	Эмоции связанные с имеющимся нарушением	Отличность от других: - по внешним признакам	10%
		- по интересам.	30%
		-по состоянию здоровья	25%
		Полностью довольны собой и не хотят ничего менять в себе	25%
Компоненты внутренней картины дефекта	Содержание компонента	Выделенные смысловые единицы контент-анализа	Частота встречаемости
Физический	Характеристика физических качеств, ограничения	медлительность и трудности выполнения повседневной деятельности	22%
		предпочтения подвижным играм, отрицают трудности ориентировки и передвижения в пространстве	42%
		не играют в подвижные игры	52%
		Выполнение физических упражнений (прыжки, приседания),	26%
Когнитивный	Знания о причинах, проявлениях дефекта, ограничениях, обусловленных дефектом	Знание о причинах: - негативное воздействие технических средств, яркого света,	60%
		Врожденное нарушение	10 %
		Знания о профилактике	100%
		Знания о коррекции (операция, использование очков)	80%
		Не знают про зрительный режим	70%

Выводы *Conclusions*

Таким образом, каждый компонент ВКД у младших школьников с нарушением зрения имеет свои специфические черты.

Сенситивный компонент ВКД сформирован у всех школьников в достаточной степени. Дети обращают внимание на изменения своего состояния в зависимости от ситуации, достаточно адекватно оценивая ощущения.

Физический компонент характеризуется некоторыми противоречиями. На специфические особенности физического развития указывают лишь дети с более глубокими зрительными нарушениями. Слабовидящие школьники отмечают наличие затруднений при выполнении разных видов деятельности, но не связывают их с наличием дефекта. В этом возрасте дети недостаточно осознают воздействие зрительного дефекта на жизнедеятельность.

Когнитивный компонент ВКД предполагает рациональную оценку нарушения. Школьники имеют достаточно общие, порой, формальные представления о причинах зрительной патологии, не всегда соотносимые с их индивидуальным случаем. Наименьшую информированность, скорее, опять же формальные представления дети имеют в сфере профилактики и ограничений, связанных с дефектом.

Эмоциональный компонент ВКД представлен двумя вариантами реакций. Слабовидящие школьники демонстрируют игнорирование дефекта. Для школьников с более грубыми нарушениями зрения характерна реакция компенсации.

Фактор родительского отношения, с одной стороны, можно оценить, как позитивный. Родители не фиксированы на дефекте, дети демонстрируют социальную включенность, сформированность бытовых навыков, разнообразие интересов. С другой стороны, дети редко соотносят имеющиеся трудности жизнедеятельности с наличием дефекта зрения. Возможно, родительское отношение не способствует формированию адекватных представлений ребенка о своих возможностях.

Мотивационный компонент ВКД предполагает изменение мотивов человека под влиянием дефекта и формирование у него новых жизненных ориентиров. Влияния зрительного дефекта на мотивационную сферу детей можно отметить в группе слепых. В группе слабовидящих детей влияние зрительного дефекта на мотивацию не отмечается.

При соотнесении параметров самооценки, самопринятия ребенка и параметров внутренней картины дефекта можно отметить несколько аспектов. Противоречия физического компонента ВКД отражаются в

параметрах «Я-деятельностное», «Я-физическое», общей Я-концепции ребенка, проявляясь неуверенностью в своих силах, опасениями быть неуспешным. Специфика когнитивного, эмоционального компонентов ВКД может стать базой для неадекватного уровня осознания своего «Я», самопринятия ребенка с нарушениями зрения.

Summary

The scientific problem of research is determined by the need to study the phenomena and factors affecting the success and effectiveness of adaptation, self-realization of the individual, overcoming the risks of development. This problem is particularly relevant for people with disabilities. The internal pattern of the defect is a set of ideas and experiences of the subject about the existing defect, is both a factor and a mechanism of personal development of a person, contributing to or hindering successful adaptation and overcoming development risks.

Aim of the research: to identify the features of the components of the internal pattern of the defect in children of primary school age with visual impairment. Participants of the research: the sample of the study consisted of 30 people-children of primary school age with visual impairment. Average age of children 9 years.

High and medium level of self-esteem and self-acceptance was observed in the majority of younger students with visual impairment. The main components of the internal pattern of the defect are analyzed in the article: sensitive, physical, cognitive, emotional, motivational. The sensitive component of the internal pattern of the defect is formed in all students to a sufficient extent. Children pay attention to changes in their condition depending on the situation, adequately assessing the sensations. Conflicting results were obtained in the study of cognitive and physical components. At the same time, more than 50% of children note physical limitations in everyday life: difficulties in playing, performing physical exercises. However, respondents do not associate these limitations with the presence of a visual defect. Children of primary school age are aware of the causes of visual impairment, have some knowledge of preventive measures and options for correcting visual impairment. Children do not have enough knowledge about the limitations associated with the defect. The emotional component has specific features. Some children ignore the visual defect, do not note difficulties in everyday life. Other children have a compensatory type of emotional reaction to a visual defect. It is typical for younger students with severe visual impairment. The visual defect affects the motivational sphere of children with severe visual impairment. The factor of parental attitude, on the one hand, can be assessed as positive. However, children rarely correlate the existing difficulties of life with the presence of a visual defect. Perhaps the parental attitude does not contribute to the formation of adequate views of the child about their capabilities. The specificity of the cognitive, emotional components of the internal pattern of the defect can become the basis for an inadequate level of self-awareness, self-acceptance of a child with visual impairment.

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IS PUTTING USERS FIRST AN ORGANISATIONAL KEY TO SUCCESS IN CROSS-PROFESSIONAL COOPERATION?

*An Interview Study about Cooperation between Service Units to
People Affected by Both Intellectual Disability and Mental Illness*

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Abstract. *Cooperation among professionals in health, social and educational sectors is much needed to let the patient/client/pupil experience an entirety of services provided. However, cooperation is not easy in general. It seems even more challenging when it comes to service provisions to people affected by dual diagnoses. Our research question is influenced by this challenge and reads: What promotes cross-units' cooperation between professionals involved in service provisions for people affected by both intellectual disability and mental illness? The knowledge is constructed by means of interviewing municipality-employed professionals (N = 21) about their experiences with successful cases. The study shows that many aspects contribute to satisfactory cooperation, but three substantial findings are particularly emphasized: (1) Prioritizing user-focus; (2) The management and the organizational structure should be firm, target-explicit and predictable, but at the same time flexible in its use of resources; and (3) Both leaders and staff should show supportive attitudes.*

Keywords: *Cooperation, intellectual disability, mental illness, professionals, service-provision*

Introduction

This study highlights the topic of cross-professional cooperation between municipality-based services that provide care, training, work and health provisions to people affected by both intellectual disability and mental illness (hereafter called dual diagnosis). The method used for collecting data is interviewing municipality-employed professionals about experiences with ideal cases.

The research was initiated for various reasons. First, the services in charge of helping people affected by these two generally persistent illnesses have in

Norway commonly been organized in two separate units, both on the municipality level and within secondary care (Martinsen, Bakken, Helverschou, & Nærland, 2006). A similar structure appears in other countries as well. In most cases the users receive treatment from only one service unit. We can talk of an absence of collaboration and an ongoing practical overshadowing service provision (Halvorsen et al., 2014; Martinsen et al., 2006; O'Hara, Chaplin, Lockett, & Bouras, 2015). The impact of the lack of collaboration is a rupture in the quality of the service offered. Very often a complete treatment philosophy among the specialists is either missing or is not explicitly communicated. The experts of one diagnosis usually find the examination and treatment precautions within his/her own field to be sufficiently demanding. Their knowledge of other specialists' basic areas is insufficient, and they may lack competence in how to cooperate, or at least the time necessary for doing it as well (Bakken & Sageng, 2016; Helse og omsorgsdepartementet, 2014-2015; NOU 2016:17, 2016). Such a breach in cooperation is particularly visible when it comes to people with intellectual disabilities. There might be different reasons for the low level of trans-units 'collaboration. One common conception is that belief in the overshadowing hypothesis has been more persistent for this diagnosis. A subsequent explanation is that there has been a gap of knowledge due to both absence of research, training and experience (Adams & Matson, 2015; Bakken & Egelund Olsen, 2012; Bakken & Sageng, 2016). Since there seems to be a significantly higher ratio of mental illnesses among persons with intellectual disabilities than people in general (Adams & Matson, 2015; Bakken & Sageng, 2016; Buckles, Luckasson, & Keefe, 2013), and since disproportionately few compared to the general population receive help from the mental health services (Halvorsen et al., 2014; NOU 2016:17, 2016; O'Hara et al., 2015; Werner & Stawski, 2012), it is remarkable that this group of double-diagnosed users have for so many years been forgotten by researchers. Due to this organizational separatism, and the practice of the overshadowing belief, the professionals in both service units have been hindered in gaining experiences in how to cooperate and coordinate their service provisions in user-tailored ways. Apparently, an optimistic belief in the advantages of collaboration does not seem to have stimulated cooperation excessively either.

Secondly, a result of this almost complete absence of cooperative practice the need of developing know-how and doing more research regarding what promotes cross-professional collaboration is great (Cameron, Lart, & Bostock, 2016; Willumsen & Ødegård, 2016). Thirdly, the Norwegian political authorities within health care, social care and education ask for it, both nationally (HOL, 2011; PBRL, 1999) and locally (cf. financial support to this research was offered by a municipality in Agder). Fourthly, academics involved in study programs relevant in dealing with people with this dual diagnosis need such evidence-based

knowledge of collaboration for three reasons. Primarily, they oversee the students' learning of collaborative skills which the students need to pass their practice placement periods and later to work inter-professionally as practitioners in the service field. Moreover, the teachers themselves who are involved in practice placement studies, must perform this skill to relate well with the practice supervisors, and thereby be good role models for their students on how to cooperate. In addition, the professors are also in charge of developing new topical knowledge regarding interprofessional cooperation and how to transmit it efficiently to their students. The latter belong to the pedagogical obligations of the professors.

Cooperation is subsequently a professional must, and therefore knowledge of its whats and hows is badly demanded. To fill a portion of the existing gap of knowledge, and with a hope of contributing to improving service collaboration for a vulnerable group of users we throw light on this research question within a municipality setting: *What promotes cross-units' cooperation between professionals involved in service provision for people affected by both intellectual disability and mental illness?*

Concept clarifications

The key concepts of the research question need to be defined due to their context dependency. Regarding the two diagnostic terms we have theoretically as well as during the interviews with the informants used the definitions of ICD-10; F 70-79 for intellectual disability, particularly F70-71; and for mental illness F00-F69 (Direktoratet, 2019). The term "professional" relates to employees working in either the home service sector or the sector of mental health work of the municipality. "Service provision" refers to a wide spectrum of help offered to facilitate users' coping with their daily lives despite two serious diagnoses.

The concept of cooperation, its theoretical map of knowledge, and practical context

Undoubtedly the concept "cooperation" is harder to define, and the phenomenon of cooperation is difficult to grasp (Cameron et al., 2016; Ødegård, 2016). Experts and researchers, however, agree upon the importance of cooperation as illustrated by expressions like: "Cooperation is the evolutionary advantage of man"; "Man is basically social and therefore collaborative by nature"; "Cooperation releases synergies; and it is the glue of service provision". Moreover, they also agree that a unified definition is hindered by the flora of synonyms, e.g.: Cooperation, coordination, coworking, collaboration, interworking, teamworking, work-interaction. Some researchers have tried to

differentiate these terms (Elstad, Steen, & Larsen, 2013). However, the general picture drawn in the subject's literature is that the terminology lacks consistence, in a sense that various terms relate to the same content in some publications, while in other sources the same term refers to discrepant content (D'Amour, Ferrada-Videla, San Martin Rodriguez, & Beaulieu, 2005; Willumsen & Ødegård, 2016; Ødegård, 2016). This term confusion causes a weak concept validity in various studies, and in some cases, even between different informants in the same study. Moreover, it also causes trouble in constructing a general accepted knowledge map of cooperation, which then becomes an obstacle to developing good cooperative practice as well. The lack of explicit terminology affects both researchers' and practitioners' mental perceptions of what cooperation might be. Subsequently, at times the definitions of the concept appear meaninglessly wide, as stated by informants in another study: "Cooperation is something we always do." (Vigeland-Andersen, Rosenvinge, & Bachke 2019). To conclude, in this study we lean towards Eide's definition which says: "Cooperation is a target-directed work which implies the participation of more than one since it cannot be done alone." (Eide in Grelland, 2014).

The conceptual chaos described above also influences the way subject literature categorizes and structures the knowledge of cooperation in organizational settings, both as a research field, and for educational purposes as in subject text books. This confusing picture is also revealed in a survey article reviewing 62 full-text scientific articles about collaboration in vocational rehabilitation. All in all, seven models of collaboration were identified, and organized along a dimension from simple to complex: (1) Information exchange, (2) Case coordination, (3) Interagency meetings, (4) Multidisciplinary teams, (5) Partnership, (6) Co-location, and (7) Pooled budget (Andersson, Ahgren, Axelsson, Eriksson, & Axelsson, 2011). The study also pointed out a number of collaborative facilitators like enough and good-mannered communication; mutual trust; common ground for cooperation – including a focus on the needs of the users, sharing of aims, common language and culture for collaboration; the involved staff's commitment; rules and regulations applied systematically in planning; and leadership marked by altruism and adaptation (Andersson et al., 2011). Another review study (N = 50 peer reviewed articles), topically partly related to collaboration, concludes with a descriptive model consisting of three levels of care which requires cooperation (micro, meso, and macro), and comprising four types of integration (clinical, professional, organizational and systemic cooperation). Of course, this is a tool-like framework that can be applied to various forms and cases of cooperation, but it is helpful as a way of making a rough map of a complex reality (Valentijn, Schepman, Opheij, & Bruijnzeels, 2013).

Looking at subject textbooks they also reveal other theoretical sectionings of the organizational topics. One example is the divisioning of culture, structure, leadership and their sub-subjects (Kaufmann & Kaufmann, 2015). Another example divides between structural and relational aspects within an organization. A third focuses on which level that attracts the attention: (a) the person-to-person cooperation level; (b) the organizational level and (c) the systemic level. (Jacobsen & Thorsvik, 2013). The research has paid much attention to level (a) and less to (b) and (c). Since level (a) to a certain extent has been highlighted before, and since the systemic level centers around conditions outside the organization, the starting point of this research has been directed towards the organizational level. This level contains a lot of components which influence the quality of cooperation, like: Structure, coordinating- and communicating systems, administrative support, resources available for the teams in charge of implementing tasks, philosophy of organization and leadership, etc. (Cameron et al., 2016; D'Amour et al., 2005). Cameron et al. (2016) and Kaufmann & Kaufmann (2015) involve organizational culture and its values and attitudes that promote good cooperation as a part of the organizational level.

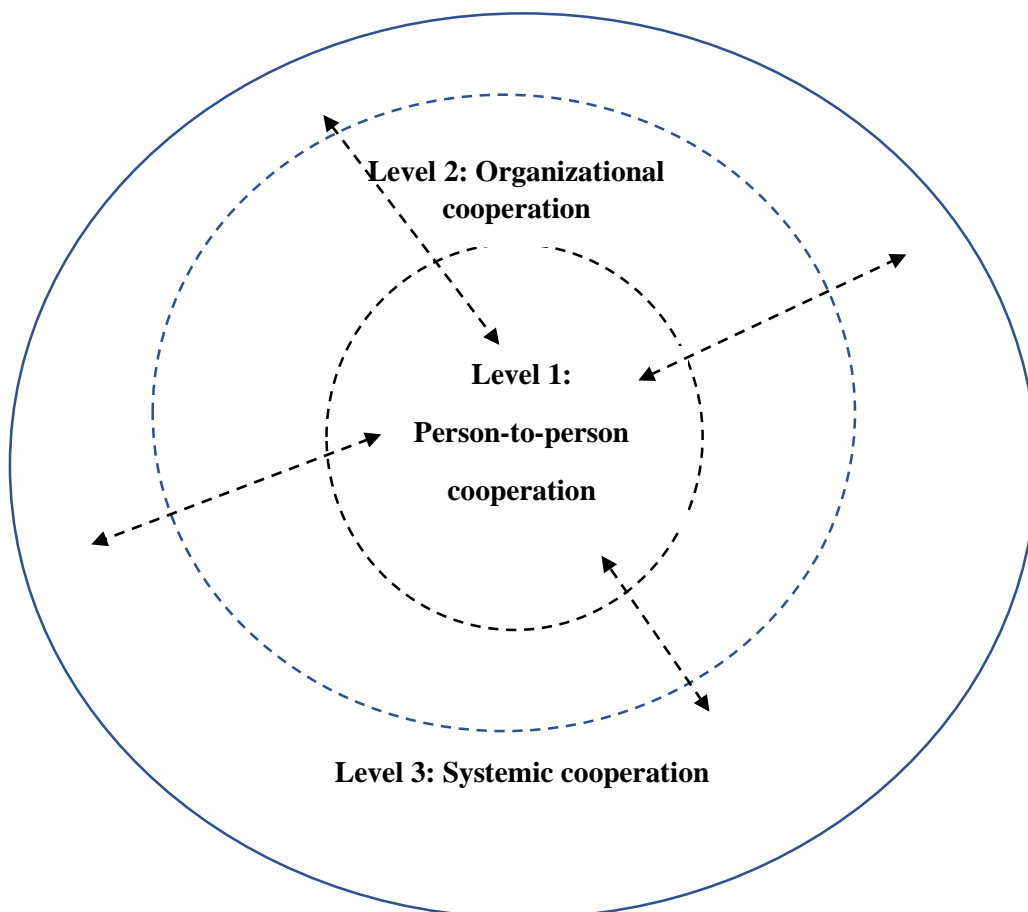


Figure 1 The three levels of cooperation

Level 1 refers to how employees and leaders communicate with each other in person. Level 2 consists basically of how the leadership and organizational structure and its internal culture influence the cooperation. Level 3 relates to how the general local/regional culture surrounding the enterprise exerts its influence on the cooperation of the organization. The double pointing arrows indicate that there is a mutual, reciprocal influence between the levels.

Based on these analyses of articles and textbooks we constructed a simplified model, figure 1. The construction is a merge of the a-b-c-levels of Jacobsen & Thorsvik (2013) and the micro-, meso- and macro-levels of Valentijn et al. (2013). The model serves as an analytic and interpretive tool for understanding informants' statements, and as foundation for extending it by means of the substantial findings of this study.

Previous research on factors that promote collaboration

Cameron et al. (2016) claim that most of the studies on cooperation are linked to special settings, use a qualitative design and therefore also include a low number of informants. Furthermore, these studies focus mostly on “close” collaborative processes. i.e. on how the involved staff interact. The organizational frames and the larger conditions for collaboration is less illuminated. Bachke, Nilsen, & Melby (2015) did an integrative literature review where they looked for what promotes or prevents cooperation in service provisions to users affected with the aforementioned dual diagnosis. Norwegian, Scandinavian and international databases were scanned to look for topically pertinent publications by researchers and other experts. However, the result was poor with only eight hits related to research in reasonable accordance with the research question's target group and cross-professional cooperation towards it. However, to have a wider sample of literature twelve more publications related to collaborations between employees of service units dealing with adjacent dual diagnoses were included. All in all, twenty publications were analyzed. The findings were divided into three main categories each of these related to promoting and preventing cooperative sub-categories respectively. This article focuses on promoting measures and conditions. Subsequently, we summarize what encourages cooperation:

1. Organizational promotive factors are:
 - Strong and dedicated leaders who also show transverse management
 - Clear and realistic goals
 - Well-defined roles
 - Participation and involvement in decisions and development of Individual Plans (IP)
 - Operative systems of information flow, and timed information
 - Enough time for cooperation and carrying out meetings regularly

- Professionals from necessary occupations must commit themselves to stable co-operation over time
- 2. The staff shows promoting attitudes like:
 - Respect, openness, commitment, being creative and solution focused
 - Being dialogue-oriented
- 3. Being trained in cooperation by means of
 - Studies and/or in-service courses
 - Making each other mutually cooperatively minded and skilled at work

Particularly conditions related to measures under item 1 occur in most of the twenty analyzed studies. An empirical study by Martinsen et al. (2006) mentions similar factors, but in addition points to the importance of knowing the user well; cf. expressions like examining thoroughly the dysfunctions and needs of the users, perceiving users as unique and understanding them. This user-aware orientation is also explicitly expressed by parents of dual diagnosed users. As informants in an interview study they described measures promoting collaborative quality: Open dialogues, the professionals' ability to be attentive listeners, to adapt his/her vocabulary to the parent's level of understanding, and to show the parent confidence (Elliott & Bachke, 2018). Another interview study with employees of an institution providing home services to owner residents also points to the importance of leaders showing confidence and establishing trust and safety as a cultural pillar of collaboration. The study likewise emphasizes other attitudes as essential: Open-mindedness, respect, mutual helpfulness, being encouraging, friendly, showing inclusiveness and clearness and accommodating for reflexivity (Andersen, Bachke, & Rosenvinge, 2018).

This review confirms the claim of Cameron et al. (2016) that most studies on cooperation are small-scaled and related to relatively narrow settings. The findings also overlap with the findings of Andersson et al., and thereby the external validity of the two reviews is mutually strengthened. Based on the review, particularly related to its saying about the importance of attitude, one might claim that creating and maintaining a well-functioning cooperative culture is the responsibility of everyone involved: Leaders and staff on the floor as well as educators involved in training the professionals. Moreover, the review also supports our perception that researchers vary in their ways of categorizing the promotive collaborative factors. Therefore, it does not add backing for either keeping or rejecting figure 1 as a theoretical backdrop for analyzing the findings. However, the review has pointed to other ways of categorizing informants' statements, which can be helpful in discussing the outcomes of the study. Attitudes may be a keyword in this context. The review also alludes to the importance of leadership.

Method

Since the directly topical linked research was scarce, we decided to apply a qualitative designed approach within a hermeneutic scientific context. Semi-structured interviews with employees in the two service sectors were conducted between Aug. 2013 and Dec. 2014 (Kvale, Brinkmann, Anderssen, & Rygge, 2015)

The sample of informants

We made use of strategic sampling (Malterud, 2017). Firstly, we wanted to include municipalities with a variety in population that reflects the most common municipalities in Norway. Five municipalities were selected from the southern part of Norway, one rural, and four urban. The number of inhabitants vary between 5000 and 85000.

To recruit individual informants, we asked department leaders to look for employees with much experience with this group of users and ask them to participate. At the same time, we sought an even distribution of informants primarily working with mental health services and those providing services to people affected by intellectual disabilities. All in all, 21 informants were interviewed. The sample consisted of five male and 16 females. Their work experience varied between seven and 30 years, with an average of almost 20 years. The long duration of practice in either of the relevant services is also reflected in a mean age of 46 years. The informants are well educated too. 20 have at least a relevant bachelor's degree, and among them 16 have additional education. To sum up we can claim that our informants are both well-educated and have solid and long-term practice. In addition, they are evenly distributed between the two sectors: Ten from home services, eight from mental health work and three from a service unit that cares for people with the dual diagnosis.

The informants received the interview guide and an information folder including a letter of consent a couple of days before the interview.

Development of the interview guide

The content of the interview guide was developed based on two sources: The lack of knowledge revealed by the scarce literature in the field; and the requests and needs expressed by the initiator municipality. Four sub-topics were included:

1. The background of the informants
2. The informants' assessments of how challenging cooperation with the actual users was found to be?
3. Narratives that describe episodes where the informant had experienced positive or negative cooperation

4. Descriptions of categorizing features of what promotes or prevents cooperation?

The guide was tested by means of pilot interviews done by the researchers. The three test informants worked with the same diagnoses, but in secondary care. Their feedback indicated that the guide worked well.

The carrying out of interviews

The informants were interviewed during the period between Aug. 2013 and Dec. 2014. The researchers visited the informants' working places and did the interviews there. Voice recording was used. 17 informants were interviewed individually. Unintentionally and for practical reasons four informants were interviewed as a group by two of the researchers. Except for the group interview (which lasted almost two hours), the duration of the interviews varied between 30 and 60 minutes.

The interviewers used the guide but adjusted the sequence of questions to allow the informants to relate their stories and reflections freely. This was done purposely because we wanted to obtain as genuine and spontaneous input from the professional field as possible (Kvale et al., 2015) However, descriptive data about the informant's background was collected during the introductory talks as a part of creating a safe relationship between the researcher and informant (we exchanged some basic information).

Transcriptions and data analyses

The recorded interviews were transcribed within a few days after they took place. Each researcher transcribed his own interviews. The transcribed text was modified to official Norwegian to attain anonymity.

The analyses were partly steered by theory from our previous literature review. We started by using the review's three important findings (constituents within the service providing organization, effect of training of cooperative ability, and pro-collaborative attitudes among the staff members involved) to do the first interpretation of the interviews (Giorgi, 1985; Malterud, 2017). Step two and three were based on a more genuine "message from the data/informants' statements", a data-derived analysis performed by firstly reading the transcribed text thoroughly. This led to an adjustment and an extension of the original categories from our literature review. For instance, the organizational classification was divided into these three sub-categories: Leadership, structure and culture. Then the researchers jointly coded some interviews to validate the new division. The Nvivo 10 was applied for this work. Then the transcript of all the interviews was analyzed by two researchers jointly and another code was established: unspecified statements.

To condense the collected, classified material we used Nvivo to do a quantitative content analysis (Bratberg, 2017). We then made tables containing example statements of each of the three main categories: organizational leadership, structure and culture. To complete the fourth step of Giorgi we returned to the transcript one more time to look for example statements and validate our comprehension. Lastly, we cross-analyzed the three tables to look for substantial collaborative promotive factors, see figure 2. These we consider as our major findings, which we also enhance in the discussion.

Ethical aspects

Common research-ethical considerations are attended to: Written informed consent including the option of withdrawal from participation during the research process, confidentiality and anonymization of both individuals and municipalities. The research project is approved by the Norwegian Centre for Research Data. The voice recordings of interviews were deleted immediately after the transcript was completed. The transcript was stored on a separate memory stick. The informants' eagerness and commitment shown during the interview recording we take as a sign that the issue of cooperation concerns their everyday work. Moreover, we see their gratitude for the conversations as an ethical approval of being a participant in the study as an encouraging experience.

Methodical criticism

The interviews were carried out by three researchers. Even if we used the same interview guide, we may have stressed the various sub-questions differently, and thereby influenced the informants' answers. Our prejudiced hypotheses about what signifies profitable cooperation may also have led to differences in the coding of the informants' statements (Aadland, 2011). However, since we had worked together beforehand on developing the interview guide, the test interviews, the coding of statements as well as the formation of the preliminary and the final result categories, we think that the differences in views and perceptions may have contributed to strengthening both the research processes and the outcomes' validity. An example may be the way we handled the variations in the terms in use for describing cooperation. We agreed that the various designations should be treated as synonyms; and that we also conversed about the features of collaboration in the warming-up-talks with the informants. In spite of these precautions and our attempts to voice a definition similar to Grelland (2014) to strengthen the concept validity of the study, we realize that we did not attain complete concordance. The validity could have been further consolidated by means of member checking something which was unfortunately not done.

We have already stressed the scarcity of research about cooperation directed towards the target group. This might make it difficult to validate our findings externally. Instead we are forced to compare our findings with research findings from studies of collaboration in adjacent and similar fields like the review of Andersson et al. (2011). If there is an agreement on collaborative facilitators in our study and in adjacent area linked studies, we may see some promotive factors which may have a potential for wide generalization.

The informants' background of both being well educated and having a long-term experience from the relevant fields of practice might add strength to their statements about what contributes to cross-sectional cooperation. The even distribution of informants between the two sectors might also support the validity of the findings since there seem to be no sign of representatives of home care services voicing different opinions than employees from mental health work.

Findings

The findings are presented in two steps. Primarily we refer to example statements from the three main categories, i.e. organizational leadership, structure, and culture. Secondly, we extract what we interpret as substantial promoters. These will be placed under the paragraph heading "The substantial findings and their discussions".

Organizational leadership

Many statements emphasized the well-qualified leadership's impact on the professional employees' attitudes and willingness to apply cross-professional cooperation. While we did the Nvivo-analysis, we established three sub-categories which characterized pro-collaborative leadership. The first feature dealt with **attitudes towards staff members**, like recognition and pro-active support towards members who endeavored cooperation, cf. these example statements: *Backing from the top; I feel free to speak bottom-up; It was generated from the top; The management has actively been involved and seen the problems.* The second relates to **attitudes towards the obligation one has as a leader**, responsibility and determination, e.g.: *There is a top management above the unit-level, it brought the matter to an end, ... got something done; Top management willingly co-operates, and makes constructive decisions.* Responsibility also relates to firm economic governance: *Budget discipline is a must, ... the financial frames must be kept.* On the other hand, the leaders who succeed in collaboration also exercise certain **attitudes related to the users**, a combination of having the user as the focal point – user orientation - and being open minded and flexible in the use of staff resources to meet the client's needs. *No financial frame is so fixed that you cannot deviate from it; We were allowed to work partly liberated from the budget frame to make a sensible helping program (for the user); This user*

case was lifted to the level of the chief municipality officer and received support for making it a project ... including measures like extra staff at night and generally use of more staff.

All in all, we see from these quotes that collaborative success depends on a leadership showing a multitude of attitudes, and an ability to keep expectations from the users, the subordinated staff and from the municipality governance in mind all at one go. To “save” users the cooperatively minded leaders show creativity and pursue unusual solutions across sections as demonstrated in this measure described by an informant: *A staff member was released from ordinary duty for some hours a week (for a certain period) to attend to a previous user, who should have been cared for by another back (service) office. Otherwise this user would have been left without any help.* This is what we describe as a user oriented leadership, and an example of putting users first.

Organizational structure

To a large extent, citations placed under the leadership paragraph were also classified as descriptive attributes of an organizational structure that hallmarked cooperation. During the Nvivo-analysis we classified statements in four sub-categories which underpin the similarities with the sub-category-division of the leadership. However, certain fine-meshed additional information appeared.

A firm structure fosters cooperation and is described by measures like target-directed work, efficient and well-organized duty-shift, digitalized journaling, continuity of personnel involved, open communication (top-down and bottom up) and stable routines, including use of individual plans (IP) and service-coordinators. Some statements indicating the importance of firmness are: *The office-keeper coordinates workers here and there ..., makes the duty-shifts efficient, ... uses digitalized journaling, ... has in many ways attained solid structures; We discuss an issue (as previously stated) with the management of the unit and with others it might concern, ... I feel there is a communicative openness; Continuity is vital, to establish a measure of entirety ..., the child met the same staff at school, at relief, in weekends and during vacations; The municipality arranges the service-measures by means of a coordinator. It makes everything easier, and it maintain a red thread both for the patient’s life and in the service provision, and We set off with IP and worked goal-oriented item by item. IP is a success-factor.*

Informants stressed **a flexible structure** as well, as partly hinted at in quotes (1) above and in citations referred under leadership repeated as structure item, e.g. *No financial frame is so fixed that you cannot deviate from it.* Additional statements are: *It was permitted that the user should try something exceptional, at a farm, instead of work or school. He has remained there, and it is indeed a success story; It is this positive attitude that we have a freedom to do something; we could turn around the measures and remake the original plan.*

Besides the informants pointed to **users' needs first (user-orientation)** as a vital structural feature which benefitted the cooperation. *The alternative of working project-approaching has been very helpful for the user; We made a project (around the user) in which staff from various sectors together looked for resources to play the whole gamut. ... like pulling people out of shift, calling for extra night staff ...; Use of a coordinator ... thus you make a red thread in the user's life; Far ahead in time and thoroughly prepare for gradual transitions for the user (school-levels, education-work, etc.); It is my experience that the municipality has well run internal routines too find the (optimal) solutions for user NN.*

Organizational culture

The latter citation refers to routines, a concept which might be perceived and interpreted as both a structural and a cultural notion. Kaufmann & Kaufmann (2015) precisely emphasize this close connection there is between organizational structure and culture, and our informants' sayings support this claim. Subsequently we find statements supporting the sub-categories described under leadership and structure also under culture, particularly the impact of flexibility and user-orientation has on collaboration. Cultural linked quotations somehow enrich these two factors. Regarding **organizational flexibility's** signification these citations express it explicitly: *It is an element of the culture to communicate openly and honestly ...; Everyone turns up with an open mind to help each other; The organization is perceived as open, ... it stimulates freedom to test ideas; I don't fear proposing measures, because I feel like being listened to; to move people (staff) between the sections contains an element of success.*

The user-orientation is seen as vital in these citations: *Everyone is interested in the benefit of the user, ... to have a heart for the user ..., people within both departments were convinced of this same basic idea and then the cooperation flourished; To be more on the donor's side towards the user when needed is a point.*

A third beneficial cultural element described by the informants is the importance of **personal knowledge**_between staff in various sectors, and **opportunities to meet with each other**, cf. the following citations: *Much is about building relationship; We learn to know each other and cooperate in various contexts, it lowers the threshold (for cooperation); So we meet (in seminars, at staff-meetings) and get well acquainted; To have somebody to go to ..., you don't need to carry the burden alone is fostering co-operation; ... keep the door open for colleagues and heed an attitude of learning from each other internally will improve one's ability to collaborate externally, too.* The latter statement refers to the importance of certain **attitudes**_among the professionals involved. Besides being open for learning from colleagues also mutual confidence and prevailing of solidarity are pointed to by the informants.

The substantial findings and their discussions

Looking at informants' statements related above and reading them transversely one finds certain overlapping patterns which can be categorized as this study's substantial contributors to a well functional cooperation cross-professionally and across units. These three substantial findings are identified: A user-first orientation among the professionals involved in the service provisions; An organizational paradox of practicing both firmness and flexibility at the same time, and the importance of certain attitudes among the collaborative staff on all levels

Is user-first a key to successful co-operation and why is it so?

User orientation, or even stronger expressed, having the user as the focal point, or *putting the user first* is mentioned under all the three finding paragraphs. The informants' emphasizing this measure to make cooperation going smoothly might immediately look obvious because these organizational units basically are established and have as aims to serve the users and provide measures for their benefits. The same applies to everybody employed by the municipality whether the professional position is as a leader, or as a skilled person. On the other hand, the user-first idea and attitude appear more explicitly expressed by our informants than in any previous studies we have related. Martinsen et al. (2006) speaks of user-orientation in a more wrapped way, employing expressions like *perceiving user as unique* and *comprehending the user's disabilities and needs similarly*. The literature review of Andersson et al. (2011) relates to this user-dimension in a similar manner, probably with a little more stress, utilizing expressions like *altruism* and *focus on the needs of the user as a common ground for cooperation*. In their study "Cooperation in rehabilitation", in Østfold County, Samuelsen et al. (2018) discuss the importance user involvement, but they do not connect it explicitly to promote collaboration across service units within health care. The literature review of Bachke et al. (2015) does not mention the user-focus at all. In this light we observe that in previous studies there is some, mostly wrapped up, support for the claim of putting user first might be a key for attaining collaborative success. However, it is our informants that make it a substantial contributor to successful cooperation.

One may wonder why the informants so explicitly emphasize the significance of user orientation for collaborative quality? Most likely it is a result of long-lasting and well underpinned research and development of knowledge of the importance of turning empowerment-values and -ideology into practice. Many of the informants are exposed to these ideas during their bachelor studies. For instance, did the bachelor program in social education at the University of Agder for years (1999-2012) organize the first practicum-term as "at home with the user course". The rationale behind this curriculum-choice was that students should be

exposed to user-empowerment before they were trained by the professional practitioners of the discipline. Other Norwegian institutions of higher education, running the same bachelor program, stuck to a similar approach. When we know that people holding a bachelor diploma in social education frequently are employed in either of the two target services of this study, it makes sense to claim that user-orientation partly is a fruit of the informants' basic professional education. However, these user-first-exposing courses did not emphasize that it also was a vital pathway towards attaining success in cross-sectional cooperation. So, the development of such collaborative skills must have been an implicit and tacit knowledge. If the taciturnity is the case, the importance of user-orientation for collaboration, revealed by our informants, should be taught explicitly both in profession-relevant bachelor and master programs at universities, as well as in-service-training courses among practitioners of at least these two service units, both at municipality level and in secondary care level.

Besides possible impact of university study programs, other factors most likely have contributed to the conscious growth of making user-first a success key. Our empirics cannot tell us explicitly which these explanatory factors are. However, we imagine, based on the claims of Askheim, Starrin, & Heyerdal (2007), that the impact of what we name as an empowerment revival and its democratic ideological values have had a more penetrating effect on social and health work-business than we are aware of. At a first glance it might look like a surprise. However, considering it more deeply it appears less unexpectedly and more logic. Firstly, the strengthening of user-empowerment has been stressed by various actors of the educational, health and social care since the 1990ies. The slogan "Nothing about us without us" (Charlton, 1998) has been voiced by disability-activists for more than 20 years. Besides the user themselves the saying has stirred the professionals, the researchers and the politicians, and thereby had impact on service provisions. For example, within the mental health sector we have had a change from paternalistic care towards user involvement care, that has been concretized by various patient-centered treatment approaches, i.e. models like shared decision making, patient participation, patient-centeredness and recovery (Storm & Edwards, 2013). Concurrently the users complain about the splitting up of services due to progressively specialization of the skilled professionals (Willumsen & Ødegård, 2016), the competent authorities have installed measures like Individual Plan and the right of having a coordinator in charge. Likewise, the politicians have passed reforms and produced white papers to counteract the negative effects of specialization, and to help the users to experience an entirety of services (St. meld. nr. 47 (2008-2009); Ødegård, 2016). Such rights ordered by the authorities require that employees in charge must coordinate their services by collaborating. It becomes an indirect effect of user-first ideology. Therefore, there are good reasons to claim that research, legislation and ideological values

extracted from the philosophy of democracy have jointly pointed to a care based on user-orientation. This interpretation means that empowerment has reached a kind of systemic integration on what Valentijn et al. (2013) refer to as macrolevel of care. In other words, it has been enculturated, that means it has influential power within the third and outer circle of figure 2: Systemic cooperation. This is the reason why we entitle the article by the phrase “Is putting user first an organizational key to success ...”

The firmness-flexibility paradox

The second exciting finding is that successful collaboration is fostered by an organization practicing the paradox of being firm and flexible at the same time. Andersson et al. (2011) state that rules and regulations should be systematically applied in planning, which can be interpreted as a hint to showing firmness. Moreover, they also point to adaptation, that can be perceived as a synonym of flexibility. Thus implicitly, their study also relates to practicing this firmness-flexibility paradox as a collaborative promotor. Other research related to in this article might allude to the firmness-feature by using expressions like “clear, well-defined roles“, “clear and realistic goals“, and “leadership-clarity“. But the flexibility is hardly described. Therefore, it is our claim that this study has exposed the signification of the paradox’ role in successful cooperation in a much more outspoken way than before.

Collaboration and the importance of attitudes

The third major finding is the importance of attitudes play in successful cooperation. The complete leadership-paragraph talks of attitudes. Much in the culture-paragraph relates to attitudes as well cf. expressions like *communicate openly and honestly ...; an open mind to help each other; freedom to test ideas; I feel like being listened to; to have a heart for the user* Also, the structure-paragraph explicitly talks of “positive attitudes“. And the informants underline that if cooperation should succeed, positive attitudes are the responsibility of all the professionals involved, leaders, experts and staff on the floor. The weight of values and attitudes is also underpinned by Andersson et al. (2011), by referring to by terms like mutual trust, the staff’s commitment, and altruism. Similarly, Bachke et al. (2015) refer to attitudes like commitment, respect, openness, dialogue orientation, and being solution focused. Andersen et al. (2018) in addition call attention to attitudes like being friendly, encouraging, helpful, inclusive, and reflective.

Kaufmann and Kaufmann (2015) talks of attitudes connected to work by the term organizational commitment, and they relate the term to three sets of commitment: Continuity-based, affective-driven and normative-stressed. We do not have empirics to verify any concrete categorization of the informants’ terminology with the trisection above. However, it appears reasonable to think that there is somehow an overlap and inclusion of the sets of commitment because

the informants told their positive case-stories with eagerness, gladness and proudness which we interpret as a sign of job satisfaction. This term is defined as an attitude (Kaufmann & Kaufmann, 2015). We will in this context describe it as a cumulative and overriding attitude that motivate the employee to cooperate interprofessionally in a way which shows ability and competence. At the same time, the user-orientation is proved and fully attended to.

The organizational map of knowledge and the three substantial findings

If we look at the three major outcomes of the study jointly, different questions might have been discussed more deeply. Here the attention is directed towards the question: Which level of figure 1 do the three items belong to?

As indicated before there seems to be no common pattern of categories which is in general use to arrange or map the knowledge neither for describing well-functioning collaboration, nor for dysfunctional cooperation. The reviewed studies have applied various structural compositions, and we have in our primer analytic stage utilized the triadic division, leadership, structure and culture. However, our second analytic stage shows that the three knowledge categories induced from the statements, user-orientation, organizational firmness-flexibility and a selection of attitudes, have a transverse belonging. If we look at another much used division of organizational knowledge, the dyadic structural-relational patten, it may fit better because we can interpret user-orientation as an attitude, and then combine it with the attitude-category. And attitudes are always directed towards something or somebody, ergo essentially perceived as relational. The paradox firmness-flexibility category is seen as structural.

A third option of categorial placement is to make use of our three-level circular model, cf. figure 1. The advantage of this model is primarily that the three levels mutually interact in a dynamic way, as shown by the double-headed arrows. These dynamics are apparently present in the way informants talk of the three substantially distinguishing marks of good cooperation in this topical context, since they spoke of the levels in mixed and combined ways. Level 1 and 2 are interwoven as proved by statements like “*A staff-member was released from ordinary duty for some hours (weekly for a period) to attend to a previous user, who should have been cared for by another back (service) office. Otherwise this user would have hung in the air*”. Due to the dynamics of the level-model we decide to integrate the substantial findings into it, as illustrated in figure 2.

In a summarized way the figure 2 represents the answer to our research question: *What promotes cross-units' cooperation between professionals involved in service provision for people affected by both intellectual disability and mental illness?* However, the three substantial findings' validity is weakened as mentioned in the paragraph of “Methodical criticism” both by the weak concept-

validity of cooperation and its synonyms; and by the absence of a thoroughly established theoretical backdrop within the subject field of organizational cooperation. Nevertheless, these weaknesses do not stop us from suggesting some practical implications of our study.

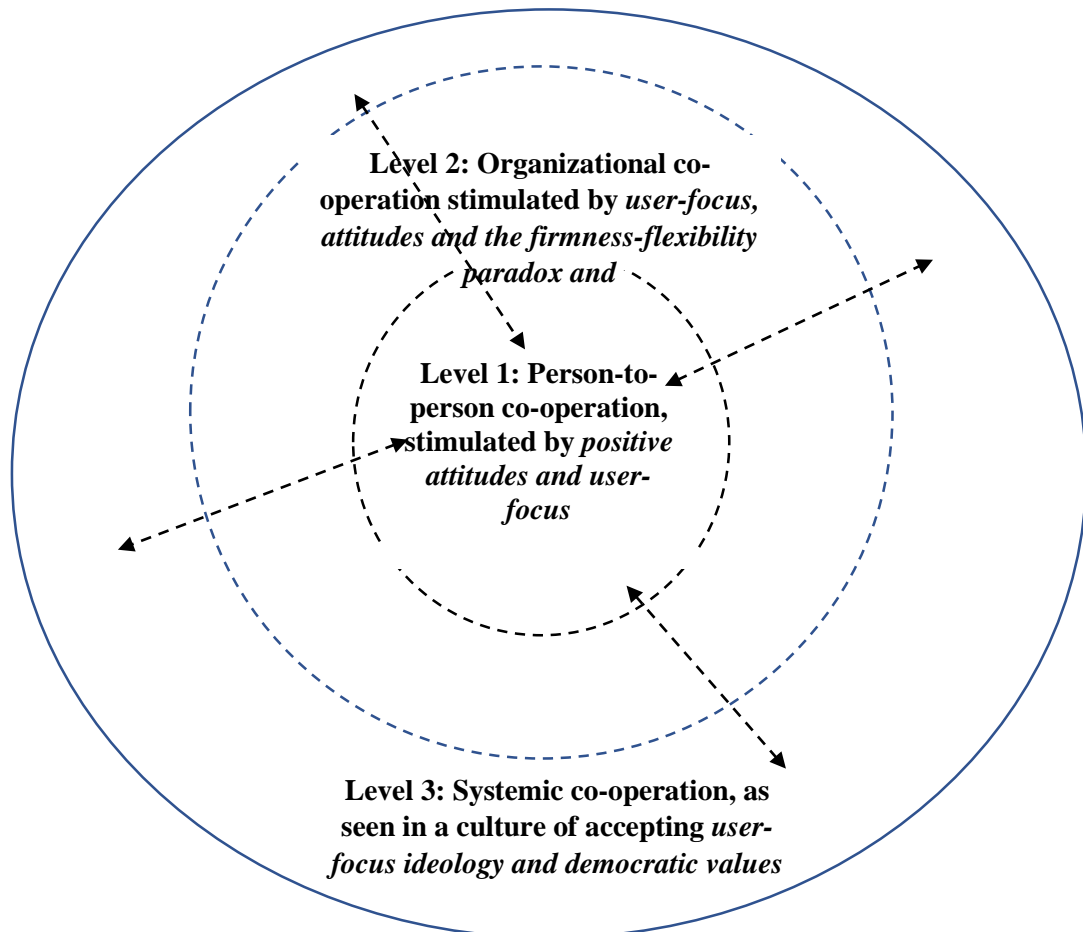


Figure 2 *The substantial findings summarized in the constructed three-level model*

Practical implications and conclusive remarks

From the discussions above some measures how to improve cross-professional cooperation between service units appear. We have considered these facilitators as important and attainable:

- Explicit including this knowledge in the bachelor- and master-programs which are related to employment within services for the target-user-groups. One should also impart this topic in postgraduate relevant courses and workshop to keep the staff aware of the potential promotive power user-focus has in making cross-professional cooperation more successful. To state it briefly, various educational measures ought to be implication number one.

- A second and obvious implication should be more research to increase the detailed knowledge on how and under which contexts the three substantial findings cooperation is facilitated. In our study, just professional staff-members on the floor have been informants. Most likely other groups of actors, like the leaders, the users and the next-in-kin will express a variance of facets in connection with the three major findings, and probably hint at other measures as well.
- In their study Andersson et al. (2011) described certain facilitators of cooperation which connect to our findings, and which we think should be incorporated in the work of service providers within these two service units. Primarily, stimulating the attitudes of trust and commitment among all professional actors despite their positions within the organizational level 2 (figure 2). Secondly, rules and regulations can be regarded as facilitators if they fire up the staff to do their obligations, like IP and a proper coordinator job. Thirdly, also flexibility is related to, however by means of other concept like leaders who give up organizational territory and can transcend such boundaries. The two latter points of Andersson et al. (2011) represent another way of speaking of the firmness-flexibility paradox and making it clearly a collaborative facilitator.

What about future research related to cooperation across service units within the municipalities, and even probably more challenging across the border to secondary care? The absence of a common pattern for categorizing cooperative relevant knowledge represents a challenge, and makes researcher face this agony of choice: Should future findings be categorized by means of well-known and historically established patterns of conceptualizing and structuring knowledge within the science of sociology and/or organizational theory? Or should they stick to a “clean wired” knowledge-categorization constructed by themselves? Or select a mixture, including applying our level-model (figure 2). In other words, should we stick to a traditionally logic structure, or should we argue for a new structure?

We interpret the informants’ strong emphasis of user-focus as a sign of their belief in the values and legal basis underlying this professional ideal. If we also interpret the finding of user-orientation as a sign of the informants’ absorption of the ideological foundation of user-empowerment, we become quite optimistic on behalf of the future cooperative practice in the municipalities: Most likely the scenario will be prosperous of cases relating to qualitatively good collaboration. However, we think that the substantial findings of this research, and the outcomes from similar studies should be given a role in speeding up the development of collaborative skillfulness among employees in both the home service and the mental health unit of the municipalities, and most likely also to adjacent service

units within the municipalities, and in secondary care as well. If the cross-professional collaboration progresses, we contend that the service provisions of the future will qualitatively flourish.

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PROTECTION OF THE RIGHTS OF DISABLED PERSONS AS VICTIMS OF CRIME IN CRIMINAL PROCEDURE

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Abstract. *The aim of the research is to conduct comparative analysis to the Criminal Procedure Laws of the Republic of Lithuania, of the Republic of Latvia and the Ukraine on the rights of protection of disabled persons who became victims of criminal acts (crimes and misdemeanours). Some group of persons are more attractive target for criminals due to their physical or/and mental weakness. Disability is the one of main factors, that directly has impact on them, when accessing to justice - especially during pre-trial investigation stage of criminal procedure. The authors of the research paper are going to focus on disabled persons' access to justice particularly during interview.*

The above mentioned issue points out the main objectives of the research:

- 1. To describe disabled persons.*
- 2. To analyse international and national laws on protection of the rights of disabled persons as victims of criminal acts in criminal procedure.*
- 3. To identify the issues related to disabled persons' access to justice, especially in criminal procedures.*
- 4. To propose suggestions, which could improve protection of the rights of disabled persons in criminal procedures.*

Keywords: *criminal procedure law; criminal procedure law in Latvia, in Lithuania, in the Ukraine; disabled persons; justice.*

Introduction

*Disability need not be an obstacle to success
(Stephen, 2011)*

Human rights in general and human rights of specific categories of people are the topics, which draw the attention of scholars and academics from different research fields. Encyclopaedia Britannica proposes such a universal notion of human rights: "Human rights, rights that belong to an individual or group of individuals simply for being human or as a consequence of inherent human

vulnerability, or because they are requisite to the possibility of a just society. Whatever their theoretical justification, human rights refer to a wide continuum of values or capabilities through to enhance human agency or protect human interests and declared to be universal in character, in some sense equally claimed for all human beings, present, and future” (Burns, 2014). Article 21 of the Charter of Fundamental Rights of the European Union explains the essence of principle “*non-discrimination*”: “1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.” (Charter of Fundamental Rights of the European Union 2012/C 326/02, 2012). We can find the same idea in other international conventions and other international legal acts. As well, each country’s main document, the Constitution, contains provision on the protection of human rights and freedoms. The Constitution of the Republic of Lithuania, the Constitution (in the Latvian language *Satversme*) of the Republic of Latvia, the Constitution of the Ukraine is not an exception. For example, the Preamble of the Constitution of the Ukraine emphasizes that it is important to ensure human rights and freedoms as well as life conditions worthy of human dignity. We can find more details in Article 3 of the Constitution of the Ukraine “An individual, his life and health, honour and dignity, inviolability and security shall be recognized in Ukraine as the highest social value.” (The Constitution of Ukraine, 2004, amended 2016).

The aim of this research is to conduct comparative analysis the criminal procedure laws of the Republic of Lithuania, of the Republic of Latvia and the Ukraine on the rights of protection of disabled persons, who became victims of criminal acts (crimes and misdemeanours).

The above disclosed issue focuses on the main objectives of the research: 1) to describe physically challenged persons; 2) to analyse international and national laws on protection of disabled persons as victims of criminal acts in criminal procedure; 3) to identify issues related to disabled persons’ access to justice, especially in criminal procedure; 4) to propose suggestions which could improve protection rights of persons with disabilities in criminal procedure.

Research methods: 1) method of analysis of literary sources and legislative standards; 2) comparative-legal method through analysis of the legislative standards of the Criminal Procedure Laws of Latvia, Lithuania and the Ukraine; 3) method of statistical analysis.

Conceptual framework

Criminal acts are among different kind of threats to human beings rights and freedoms. Each state’s essential duty is to protect people from criminal acts

by lawful means and meticulously prescribed procedures during investigation set up by the Criminal Procedure Law. For example, according to Part 1 Article 2 of the Criminal Procedure Law of the Ukraine (hereinafter, the CPL). “The objectives of criminal proceedings are the protection of individuals, society and the state from criminal offences, the protection of rights, freedoms and legitimate interests of participants in criminal proceedings, as well as the insurance of quick, comprehensive and impartial investigation and trial in order that everyone who committed a criminal offence was prosecuted in proportion to his guilt.” (The Criminal procedure code of Ukraine, 2012).

Human rights are inherent to every human being from the beginning of the life till its end. However, on different stages of human’s life these rights obtain different peculiarities, so children’s rights differ from the rights of adults, that of disabled persons. Main international document on protection of specific group of persons (specifically disable people) is the United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol (hereinafter, the UN Convention). The UN Convention was adopted by the United Nations General Assembly on the 13th of December 2006 and entered into force on 3rd of May 2008. The Republic of Lithuania, the Republic of Latvia and the Ukraine are signatories and participants of the above mentioned Convention. The UN Convention builds upon and works in synergy with other international legal acts related to disabled persons: *Standard Rules on the Equalization of Opportunities for Persons with Disabilities* (1994), *World Programme of Action on Disabled Persons* (1982) (not legally binding treaties). Before going deeper – how does disable persons’ rights and fundamental freedoms are protected in specific areas, during pre-trial investigation of criminal acts, we should have clear picture: what is understood by “*disable person*”, “*person with disability*” in the laws of Lithuania, Latvia, the Ukraine and what we are going to analyse.

As stated above, the fundamental document on the rights of protection of disabled persons - the UN Convention. It had, has and will have huge impact on national legislators regarding protection of disabled persons in different spheres of life. The UN Convention sets out the legal obligations on states to promote and protect the rights of persons with disabilities. It does not create new rights. The UN Convention does not explicitly define disability. Preamble of the UN Convention states: “*Disability is an evolving concept, and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others*” (The United Nations Convention on the Rights of Persons with Disabilities, 2006).

Article 1 of the UN Convention states: “*Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective*

participation in society on an equal basis with others.” (The United Nations Convention on the Rights of Persons with Disabilities, 2006).

Article 2 of the Law of the Ukraine “On the bases of social security of persons with disability in the Ukraine” states: “*A person with disability is a person with a permanent disorder of bodily functions that in case of interaction with external environment can lead to restriction of his/her activity, therefore the state shall create conditions for realization of his/her rights on an equal basis with other citizens and ensure his/her social protection.*” (Law of Ukraine On the bases of social security of persons with disability in Ukraine, 1991, amended 2017).

It responds to the Law of Social integration of disabled people in the Republic of Lithuania: “*Disability means long-term deterioration of health, participation in public life and reduction of activity opportunities due to the disorder of the person's body structure and functions and the interaction of unfavourable environmental factors.*” (Law of Social integration of disabled people in the Republic of Lithuania, 1991, amended 2019).

A comparative analysis of definitions “disable person”, “person with disability” in the above mentioned laws make us to conclude that disability is not purely related with medical issues of person health but also it is very closely connected with social issues.

The authors of this research fully support the concept that disable people are more disabled by society rather than by their bodies. (World disability report, 2011).

Disability is a human rights’ issue, because people with disabilities experience inequalities in different areas of social life, for example, when they are deprived of access to health care, employment, education or political participation because of their disability. A range of international documents have highlighted that disability is a human rights’ issue, including the *World Programme of Action Concerning Disabled People* (1982), the *UN Convention on the Rights of the Child* (1989), and the *Standard Rules on the Equalisation of Opportunities for People with Disabilities* (1993). Approximately 10% of the world’s population are people with disabilities (over 650 million people). (Disability Statistics: Information, Charts, Graphs and Tables, 2018).

The EU unemployment rate of people with disabilities is 17,4% compared to 10,2% of people without disabilities (European comparative data on Europe 2020 & People with Disabilities, 2013).

The EU does not collect data on people with disabilities on a regular basis. One of the problem is to set up a common definition of disability, which, according to the European Disability Forum, an umbrella organisation, “*is not an easy task*”. The European Commission estimates, that including all who have a “long-term physical, mental, intellectual or sensory impairment,” one in six

people in the EU have a disability - or approx. 80 million. Of them, some 30 million people are blind or partially sighted, according to the European Blind Union. Deaf people are far less numerous, with some 750,000 users of sign language in Europe, according to a spokesperson for the European Union of the Deaf. There are an estimated 5 million wheelchair users in Europe. Other prevalent disabilities – severe and less severe – include dyslexia, with in Europe an estimated 25 million sufferers, stuttering, with 5 million, and autism, with 3.3 million (Disability in figures, 2012).

242 000 people receive disability pensions according to the official statistic date of the Ministry of Social Security and Labour of the Republic of Lithuania in 2017. At the same time approximately 2.9 mil. people used to live in the Republic of Lithuania. So, we can conclude that around 8% of all population of Lithuania are disable persons. 64004 criminal acts were registered in Lithuania in 2017 (Lietuvos Respublikos prokuratūros veiklos 2017 metais ataskaita 2018-02-28 Nr. 17.9.-3673, 2018).

Around 60% of all registered criminal acts are against property. The same statistic data are in other European countries. In *“routine activities theory, [it] examines the environmental context in which crimes occur. Routine activities are a theory of place, where different social actors intersect in space and time. The people we interact with, the places we travel to, and the activities we engage in influence the likelihood and distribution of criminal behaviour.”* (Derek James Allen, 2015).

When looking to evaluate a suitable target many different things can take part for an offender/perpetrator to make this rational decision. And the easiest target for achieving their goal is person with disability. A fact that disable persons more often became targets of criminal acts have been proved by researches done in the United Kingdom, United States of America (hereinafter, USA). Disabled adults in England and Wales were more likely than non-disabled people to worry about being the victim of crime (46.4% compared to 36.0%) (Equality and Human Rights Commission Research report, 2016).

Disabled people in all age groups more likely than non-disabled people have experienced a crime. (Equality and Human Rights Commission Research report, 2016).

In 2015, the rate of violent victimization against persons with disabilities (29.5 victimizations per 1,000 persons age 12 or older) was 2.5 times higher than the rate for persons without disabilities (11.8 per 1,000) in the USA. (Crime Against Persons with Disabilities, 2009-2015).

The authors of this paper conducted comparative analysis to provisions of Criminal Procedure Laws of the Republic of Latvia, of the Republic of Lithuania and the Ukraine on the rights of protection of physically challenged people – victims of criminal acts during pre-trial investigation stage,

particularly – during an interview. The above mentioned criminal investigative action is one of the most frequent method applied by law enforcement agencies in practise to obtain data on circumstances of committing the criminal acts.

Recommendation R (85) 11 of the Committee of Ministers to Member States “*On position of victim in the framework of Criminal Law and Procedure*” recommends the governments of the member-states to review their legislation and practice regarding victims of crime. One of main recommendation is related to questioning of the victim. According to the guidelines of the above mentioned recommendation “at all stages of the procedure, the victim should be questioned in a manner which gives due consideration to his personal situation, his rights and his dignity. Whenever possible and appropriate, children and the mentally ill or handicapped should be questioned in the presence of their parents or guardians or other persons qualified to assist them.” (Recommendation No. R (85), 1985).

Another Recommendation Rec (2006) 8 of the Committee of Ministers to the member-states’ governments “*On assistance to victims of crime*” recommends that the governments of the member-states disseminate and be guided in their internal legislation and practice by the principles set out in the appendix to this Recommendation which replaces Recommendation R (87) 21 “*On assistance to victims of crime and prevention of victimization.*”

Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA states: “victims of crime should be recognized and treated in a respectful, sensitive and professional manner without discrimination of any kind based on any ground such as race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, *disability*, age, gender, gender expression, gender identity, sexual orientation, residence status or health.” (Directive 2012/29/EU, 2012).

According to Directive, assessments should be carried out for all victims “to determine whether they are at risk of secondary and repeat victimization, of intimidation and of retaliation and what special protection measures they require. Individual assessments should take into account the personal characteristics of the victim such as his or her age, gender and gender identity or expression, ethnicity, race, religion, sexual orientation, health, *disability*, residence status, communication difficulties, relationship to or dependence on the offender and previous experience of crime.” (Directive 2012/29/EU).

Based on the above mentioned directive and recommendations, the CPL of the Republic of Lithuania (17 of December 2015 and entered into force from 1 March of 2016) and Criminal Procedure Law of the Republic of Latvia have

been amended by provisions on additional protection of crime victims including provision on individual assessment of victim's needs. For example, article 186¹ the CPL of the Republic of Lithuania describes procedure on individual assessment on needs of victims. Preliminary assessment must be conducted as soon as possible, however not later than at the first interview of victim, by police official or prosecutor. If needed, psychologist or another person with special knowledge or skills might be involved into this assessment procedure. Based on the result of an assessment and identification of special needs of a victim for protection him or her from repeat victimization, a prosecutor in charge for organization and management of pre-trial investigation has the right to choose proper special procedural guarantees prescribed by the CPL/criminal procedure law in order to protect a victim. For example, an interview should be made by the same sex person as the victim, a repeat interview of victim by the same official who did the preliminary interview; one-time interview etc. An individual assessment of victim's should be prescribed in details according to Recommendation of 29 February 2016 by the General Prosecutor of the Republic of Lithuania on assessment for special guarantees to victims. A threat risk to victim is evaluated by grades. Higher grades require higher level of protection from repeat victimization.

So, we can conclude that results of assessment on threat of risk for repeat victimization correlate with quantity of types of special guarantees on needs of a victim. Although, the CPL of the Ukraine (came into force on 20 of November 2012) lacks such tool as an individual assessment on needs of **victims**. The rights of victim's are exposed in Article 56 of the CPL of the Ukraine. Part 1 of the above mentioned Article states: "1. Throughout the entire criminal proceedings, a victim *shall have the right to*" (The Criminal Procedure code of Ukraine, 2012).

Conclusions

A comparative analysis to provisions on the rights of protection of disabled persons in criminal procedures of CPL of Lithuania, Latvia and the Ukraine reveals that the CPL lacks of proper protection of a person with disability. For example, interview of disabled person by pre-trial investigative judge or one-time interview depends on the results of assessment on risk of threat for repeat victimization. If grades are low, it is very unlikely that a disabled person will be interviewed by a judge at pre-trial stage or interview is going to be one-time during all criminal process. An interview is very important investigative action and at the same time it is very stressful experience for a participant of criminal process especially for a person with disability due to his or her sensitivity, lower self-confidence, lack of knowledge in criminal procedural law, not mandatory

participation of defense lawyers as legal representative (just for suspect, accused disabled persons representation of defense lawyers in all stages of criminal process are mandatory), difficulties to access the building where institutions are located etc. Persons with disabilities must enjoy legal capacity on an equal basis with others in all aspects of life and state shall take appropriate measures to create legal ground for persons with disabilities in exercising their legal capacity.

The authors of this research recommend: first, to apply rule of “*one-time interview during the criminal process*” if victim of criminal offence is person with disabilities. Second, participation of defense lawyer during pre-trial investigative actions with a person with disability must be mandatory. It can be done by amendments to Criminal Procedure Laws of Latvia, Lithuania and the Ukraine.

1. Disability is not purely related with medical issues of person's health, but closely connected with the social issues.
2. A comparative analysis revealed that the CPL of the mentioned countries lacks of proper protection of disabled person as a victim of criminal acts during interview procedure and rule of “*one-time interview during criminal process*” shall apply in this case.
3. Participation of defense lawyer during pre-trial investigative actions with a disabled person must be mandatory.

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VOKĀLĀ PEDAGOGA UN LOGOPĒDA SADARBĪBA MULTIFAKTORIĀLAS IZCELSMES BALSS TRAUCĒJUMU NOVĒRŠANĀ

A Cooperation between Vocal Teacher and Speech and Language Therapist in the Treatment of Multifactorial Voice Disorders

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Abstract. *The aetiology of voice disorders is multifactorial. Neglecting of vocal hygiene and medical factors are common causes of voice disorders. The critical elements of the holistic approach to voice therapy are postural alignment, breathing and support, phonation and the speaking voice.*

The aim of the study is to make an analysis of the efficiency of the interdisciplinary treatment approach in a client with multifactorial voice disorders.

Methods. This is a case study. The 57 years old female with moderate functional dysphonia received intervention by the vocal teacher and speech-language therapist. The following voice assessment methods were used in the study: a gathering of anamnesis, voice acoustic analysis, voice self-assessment. The vocal teacher used the following treatment methods: postural alignment exercises, Anna Sims's breathing exercises, vocal and articulation exercises. Stemple's Vocal function exercises, resonance therapy and biofeedback, were used by the speech-language therapist.

Results. The harmonisation of posture, breathing, vocal folds vibration was achieved during the therapy. The objective measurements demonstrate improvement in Dysphonia Severity Index as well as the Voice Handicap Index. The client demonstrated satisfaction with the improvement of voice function.

Conclusion. The cooperation of vocal teacher and speech-language therapist diversifies therapeutic approaches which allow finding unique, client-oriented intervention and achieving positive output.

Keywords: *dysphonia, cooperation, postural alignment; breathing, vocal exercises.*

Ievads

Introduction

Balss un valoda ir viens no galvenajiem instrumentiem pašizpaušmē un komunikācijā ar citiem sabiedrības dalībniekiem. Balss pārpūles rezultātā radies

pilnīgs vai daļējs balss zudums izraisa sekundārus komunikācijas traucējumus, ierobežo cilvēka darba spējas un rada vispārēju diskomfortu (Trinīte, 2007). Balss ir kā indikators personas veselībai, vecumam, dzimumam, raksturam, garastāvoklim, sociālajam un materiālajam stāvoklim, kas reizēm ļauj diezgan precīzi noteikt cilvēka fizisko un psihoemocionālo stāvokli.

Balss traucējumu izcelsme ir daudzfaktoriāla. Lai arī reizēm tie var rasties kāda viena īpaši spēcīga specifiska faktora rezultātā, tomēr visbiežāk balss problēmu rašanās ir saistīta ar dažādu faktoru kombinētu iedarbību (Mattiske, Oates, & Greenwood, 1998; Aronson & Bless, 2009). Balss traucējumi var rasties saslimšanu un balsenes strukturālu bojājumu rezultātā, kā arī tie var būt nepareizas vokālā mehānisma darbības un psiholoģisku iemeslu izraisīti. Funkcionālas izcelsmes balss traucējumi, kuru iemesls ir nepareizi balss lietošanas paradumi un psiholoģisks stress, ir visbiežāk sastopami (Mattiske et al., 1998).

Balss traucējumu risks lielā mērā ir saistīts ar darba vidi. Balss ergonomika ietver profesijas nosacītu balss traucējumu riska faktoru apzināšanos un zināšanas par balss saglabāšanas un uzlabošanas iespējam dažādās darba vidēs (Sala et al., 2009). Balss aparāta arodslimības biežāk attīstās to profesiju pārstāvjiem, kuriem darbā ir liela balssaišu piepūle. Bez galvenā etioloģiskā momenta – balss saišu piepūles – balss arodslimību attīstībā nozīme ir arī neuroemocionālam sasprindzinājumam, paaugstinātam fona troksnim, sliktai telpas akustikai, temperatūras svārstībām, sausam gaisam, putekļiem (Eglīte, 2000). Visus nosauktos faktoros varam atrast klienta darba apstākļos. Ja daudzi būtu maināmi, tikai atrodoties citā darba vidē, tad neuroemocionālais sasprindzinājumu cilvēks var iemācīties kontrolēt.

Stress tiek uzskatīts par atbildes reakciju uz kaitīgu apstākļu ietekmi, kas izpaužas vispārējās adaptācijas sindromā. Ar jēdzienu "stress" tiek apzīmēta morāla vai fiziska pārslodze, kurā cilvēks nonāk, ja pret viņu izvirzītās prasības draud pārsniegt viņa garīgās un fiziskās iespējas. Medicīnā tiek definētas trīs stresa pakāpes: trauksmes, pretestības un izsīkuma. Katrs indivīds ir apveltīts ar sev raksturīgu pretestību, lai pārvarētu noteiktu stresa apjomu, un tikko kā situācijas prasības to pārsniedz – iestājas spriedze (Ozoliņa-Nucho & Vidnere, 2004; Ozoliņa-Nucho & Vidnere, 1998).

Balss traucējumu etioloģijā būtiska loma ir medicīniskiem faktoriem. Augšējo elpceļu infekciju izraisītas saslimšanas un respiratorās alerģijas, laringofaringeālā refluksa izraisīti hroniski laringīti, endokrīnās sistēmas saslimšanas, kā arī balss saišu strukturāli bojājumi ir visbiežāk satopami balss traucējumu iemesli (Sliwinska-Kowalska, Niebudek-Bogusz, & Fiszer, 2006; Preciado- López, Perez-Fernandez, Calzada-Uriondo, & Preciado-Ruiz, 2008; Chen, Chiang, Chung, Hsiao, & Hsiao, 2010).

Novecošanas process var ietekmēt balss skanējumu, radot izmaiņas elpošanas un balss veidošanas mehānismu darbībā (Awan, 2006). Cilvēkam novecojot, hormonālo izmaiņu rezultātā notiek anatomiskas izmaiņas balsenē. Vairogskrimslis un gredzenskrimsli ir hialīna skrimšļi, kuriem ar gadiem vērojama tendence pārkauloties. Sievietēm pārkaulošanās process aizsākas ap 40 gadiem. Balss skrimšļi pārkaulošanās rezultātā zaudē savu elastību, un tas var samazināt balss diapazonu, vai ierobežot balss dinamiku. Kļūstot biežākam, mainās arī balss saišu ārējais virsslānis (*lamina propria*), kā arī samazinās audu blīvums. Balss saišu vidējos slāņos elastīgie audi atrofējas un tie kļūst plānāki. Kopumā balss saites paliek stīvākas un izmanās balss kvalitāte. Sievietēm balss frekvence novecojot samazinās, balss kļūst zemāka (Trinīte, 2007). Vecākiem cilvēkiem pasliktinās sirdsdarbība, plaušu ietilpība, reakcijas ātrums, muskuļu spēks un motoriskā koordinācija (Svence, 1999).

Taču novecošanas procesam ir arī zināmas pozitīvas iezīmes, kas veicina personas apzinātu iesaistīšanos veselības problēmu risināšanā. Guna Svence uzskata, ka cilvēki pusmūžā, pēc 50 gadiem sāk laika ritējumu un tā vērtības izjust citādāk, kā arī apsver savas dzīves prioritātes. Vecumdienās cilvēks iegūst pārskatu par to ko dzīves laikā ir izveidojis, pie kā strādājis un kādas vērtības izvirzījis kā prioritātes (Svence, 1999). Cilvēks vēlā brieduma stadijā ir, lielākoties, sasniedzis savu karjeras augstāko punktu, nodrošinājis sev mājokli, ģimeni, izaudzinājis bērnus, kas dod vairāk brīvo laiku, kuru veltīt savām interesēm, sapņiem un "atliktajām" iecerēm, tādēļ aizvien aktuālāka mūsdienās kļūst ne tikai veselības un dzīves kvalitātes saglabāšana visa mūža garumā, bet arī nepārtraukta sevis pilnveidošana.

Balss traucējumu kompleksais raksturs nosaka, ka to novēršanā ir iesaistīti dažādu profilu speciālisti – otorinolaringologi (ORL), logopēdi, vokālie pedagogi. Amerikas Savienotās valstīs ir pat izveidojusies jauna specialitāte – vokologs (*vocologists*) vai balss speciālists, kas ir logopēdi ar iepriekšēju pieredzi dziedāšanā vai aktiermeistarībā, kuri ir specializējušies balss zinātnē un interdisciplinārā klīniskā darbā (Carroll, 2006). Vokālie vingrinājumi jau izsenis ir izmantoti kā papildinājums logopēdiskajiem vingrinājumiem, lai uzlabotu balsi (Sataloff, 2006).

Vokālas pedagoģijas pamatā ir holistiskā pieeja, kuras kodola elementi ir normāla stāja, vokālā elpa, pirmatnējā, dabīgā skaņa (Chapman, 2006). Vokālais pedagogs savā apmācībā balstās holistiskā, pakārtotā vokālās apmācības modelī. Studenta vēlēšanās mācīties, neatkarīgi no sākotnējās, sagatavotības pakāpes, dabas dotumiem un nospraustajiem mērķiem, ir būtiska vokālo studiju sastāvdaļa. Tam seko Dženisas Čepmenas minēto kodola elementu – stāja, elpa, skaņa apguve, kuram seko brīvs izpildījums un radoša pieeja pašizpaušmei. Svarīgs vokālās metodikas aspekts ir ne tikai prasmju apguve, bet arī izpratnes veidošana par veiktajām aktivitātēm. Ja tiek saņemtas kontrolētas (konkrētas) dziedāšanas

un elpošanas vingrinājumu instrukcijas, terapeitiskais efekts ir dinamiskāks (Bērziņa, 2017). Vokālais pedagogs īpašu uzmanību pievērš savu paņēmieni skaidrojumiem, nodod klienta rīcībā vingrojumu kompleksa drukāto instrukciju un iesaka patstāvīgi un pastāvīgi strādāt ar savu balsi.

Logopēdijas speciālistu kompetencē ir diagnosticēt balss traucējumus, veikt šo traucējumu korekciju un nodrošināt profilaktiskos pasākumus balss veselības saglabāšanai. Logopēds, strādājot ar balss traucējumiem, balss problēmas skata no traucētas funkcijas skatu punkta. Sadzirdamas balss izmaiņas ir kā rezultāts kādam patoloģiskam strukturālam vai balss saišu uzvedības procesam. Logopēdisko vingrinājumu mērķis ir atjaunot balss veidošanas mehānismu, maksimāli pietuvināt to normai, vai atrast alternatīvus skaņas ģenerēšanas veidus. Līdzīgi kā vokālajā pedagogijā, arī logopēdijā izmanto pozas korekcijas, relaksācijas, elpošanas, vokālos un artikulācijas vingrinājumus. Balss terapijā logopēdi izmanto specifiskas metodes, kuras pārstāv dažādus metožu virzienus (higiēnas, simptomātiskas, fizioloģiskas, psihogēnas un eklektiskas iedarbības metodes).

Iedarbības efektivitāte lielā mērā ir saistīta ar pacienta iesaisti. Problēmas vispusīga izpratne palīdz klientam izvēlēties tālākās rīcības stratēģiju un veido apzinātu, jēgpilnu attieksmi pret tālāko procesu. Ne tikai profesionālam dziedātājam vai vokālajam pedagogam, kurš specializējies balss attīstīšanā, bet arī jebkuram, kurš apzinās savas balss problēmas, ir nepieciešams izprast cēloņu un seku likumības, balss aparāta darbību, aktuālos sarežģījumus un iespējamus risinājumus. Tādēļ speciālistam, kurš strādā ar balss traucējumu novēršanu ir nepieciešams izskaidrot katra vokālā vingrinājuma nozīmīgumu un korektu izpildi.

Lai arī daudzu valstu pieredze liecina, ka starpdisciplināra iedarbība ir vislabākais risinājums balss traucējumu gadījumos, tomēr praksē speciālistu sadarbība ir samērā liels izaicinājums. Medicīnas, pedagogijas un mākslas jomas mūsu valstī vēl joprojām ir ļoti atrautas viena no otras. Autonoma funkcionēšana savas nozares robežās un nevēlēšanās, vai varbūt neuzdrīkstēšanās, paskatīties pāri tām, liedz iespēju sadarboties kopīgas problēmas risināšanā. Balss traucējumi ir izcils piemērs, kurš parāda, ka vienu un to pašu problēmu sadarbojoties var risināt vairāki speciālisti, tādejādi iekonomējot pacienta laiku, finanšu resursus un ātrāk sasniedzot pozitīvu rezultātu. Klients – logopēds – vokālais pedagogs veido komandu, kuras darbības mērķis ir uzlabot traucēto funkciju, aktīvi sākt lietot balsi komunikācijā un atjaunot iepriekšējo dzīves kvalitāti.

Pētījuma mērķis bija analizēt starpdisciplināras iedarbības efektivitāti pacientei ar multifaktoriālas izcelsmes vidēji smagas pakāpes funkcionālu disfoniju.

Metodoloģija

Methods

Šis ir viena gadījuma apraksta pētījums. Paciente, 57 gadus veca sieviete, vērsās pie logopēda ar sūdzībām par ilgstošām balss skanējuma izmaiņām un uzsāka nodarbības pie logopēda un vokālā pedagoga.

Paciente strādāja ražošanas cehā, kurā dominēja troksnis un gaisa piesārņojums, darba vietā ilgstoši bija jāatrodas statiskā pozā ar viegli noliektu galvu. Pacientei anamnēzē bronhiālā astma ar alerģiju, hiperēmiska gastropātija. ORL slēdziens – asimetriska balss saišu kustība, asimetrisks slēgums. Paciente lietoja steroīdu inhalatorus.

Pētījumā tika izmantotas šādas balss funkcijas novērtēšanas metodes: anamnēzes izpēte, balss akustiskās analīze (*Multidimensional Voice Program*, MDVP, *Voice Range Profile*, VRP), balss pašnovērtējums (Balss traucējumu indekss). Balss funkcijas atjaunošanā tika izmantoti vokāli funkcionālie vingrinājumi, rezonanses stobriņu tehnikas, *biofeedback* metodes, normālas stājas nostiprināšanas vingrinājumu, Annas Simsas (Anna Sims) elpas treniņa vingrojumi, vienkāršu, populāru dziesmu, vokālo vingrinājumu dziedāšana un dzejas deklamēšana.

Pētījums norisinājās no 2018.gada jūlija līdz decembrim. Paciente ir devusi informētu piekrišanu dalībai pētījumā un medicīnisko datu izmantošanai pētījuma rezultātu publicēšanā.

Pētījuma rezultāti

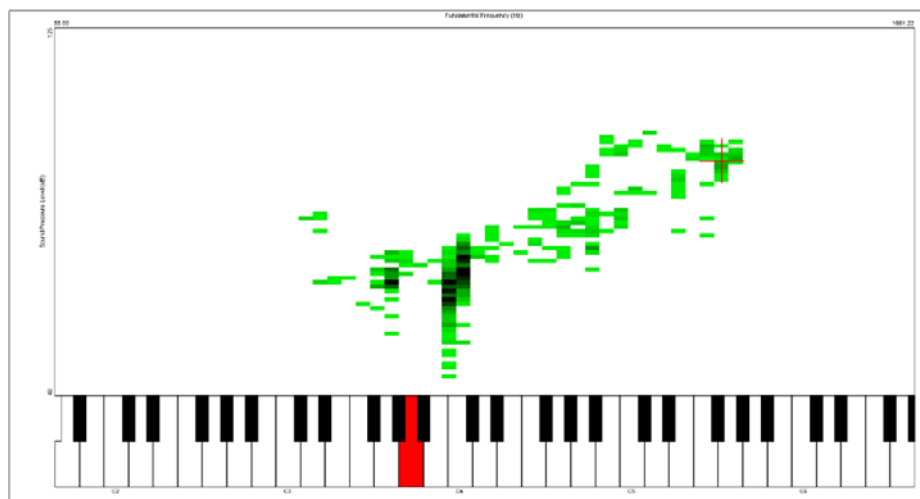
Results

Novērtējot pacientes stāju un balsenes novietojumu ir vērojams asimetrisks galvas stāvoklis, galva ir noliekta uz kreiso pusi; zoda gals ir novirzījies no krūšu kaula bedrītes par aptuveni diviem centimetriem; taisnota mugurkaula cervikālās daļas fizioloģiskā lordoze.

Balss funkcijas izmeklēšana ietvēra vairākus izmeklējumus. Maksimālais fonācijas laiks bija 8 sekundes, kas neatbilda normas rādītājiem un liecināja par neefektīvu balss saišu darbību. Balss perceptuālais skanējums norādīja uz izteiktām balss skanējuma izmaiņām (G2), izteiktu piedvesmu (B2) un vieglu astēniju (A1).

Balss akustiskajā analīzē tika izmantota Multidimensionālā balss analīzes metode (CSL 4500, *KayPentax*), kas norādīja uz izteikti paaugstinātu balss saišu svārstību frekvences perturbāciju Jitt 3,82 % un paaugstinātu SPI (*Soft Phonation Index*) 21,03. SPI raksturo balss saišu slēgšanos un paaugstināta SPI vērtība norāda uz nepilnīgu balss saišu adukciju. SPI ir piedvesmas objektīvs indikators. Balss dipazona izpētei tika izmantota VRP (*Voice Range Profile*) metodes (CSL

4500, KayPentax). Izmeklējuma rezultāti norādīja uz grūtībām izmainīt balss augstumu un intensitāti. Augsto skaņu reģistrā dominēja falseta skaņas 830 Hz. Funkcionālais balss diapazons bija izteikti sašaurināts, t.i. balss augstuma izmaiņas tikai pusoktāvas robežās 196 Hz līdz 277 Hz, balss intensitātes variācija robežās no 60 dB līdz 77 dB (1. attēls).



1.attēls. Balss diapazona karte pirmsterapijas novērtējumā
Figure 1 Pre therapy Voice Range Profile

Balstoties uz akustiskajos izmeklējumos iegūtajiem rezultātiem tika aprēķināts Bisfonijas indekss, kura vērtība bija -2,22 un kas liecināja par vidēji smagas pakāpes disfoniju, kuras gadījumā fonācija ir iespējama, bet tā ir ar pastāvīgiem disfonijas periodiem.

Paciente tika lūgta aizpildīt Balss traucējumu indeksu (BTI), kurš norāda uz balss traucējumu radītiem funkcionāliem, fiziskiem un emocionāliem ierobežojumiem. BTI kopējā vērtība bija 41 punkts. Funkcionālos ierobežojumus paciente novērtēja ar 10, fiziskos ar 22 un emocionālos ar 9 punktiem, kas liecina, ka balss traucējumi visvairāk ietekmē personas fizisko pašsajūtu. Paciente balss traucējumu izpausmes pakāpi novērtēja kā smagu.

Paciente apmeklēja sešas logopēdiskās nodarbības (60 minūtes), kuru laikā izpildīja Vokāli funkcionālos vingrinājumus un rezonanses vingrinājumus. Vingrinājumu izpildes laikā balss saišu darbība tika monitorēta elektroglotogrāfiski (EGG), lai nodrošinātu pacientei vizuāli uzskatāmu atgriezenisko saiti un paškontroli. Pacientei tika lūgts vingrinājumus ar rezonanses stobriņu tehniku izpildīt regulāri 10 reizes dienā pa 2 minūtēm.

Paciente apmeklēja sešas nodarbības pie vokālā pedagoga, kuru laikā tika izpildīti stājas, elpas un vokālie vingrinājumi. Vokālā pedagoga novērojumi atspoguļo sasniegto rezultātu pozitīvo dinamiku.

1. nodarbības saturs: balss ergonomijas pamatprincipu izskaidrošana; stājas vingrinājumi: stiepšanās augšup, lēna kakla muskulatūras stiepšana, plecu muskulatūras atbrīvošana; elpas vingrinājumi: līdzskaņu izruna, pa vienam vingrinājumam no Aleksandras Streļņikovas (*Александра Николаевна Стрельникова*) un Annas Simsas (Anna Sims) vingrojumu kompleksa; vokālie vingrinājumi ar slēgtajiem patskaņiem "m", "n" un tarkšķošo "r". Sasniegtie rezultāti: grūtības izpildīt vokālos vingrinājumus, jo subglotālais gaisa spiediens nebija vienmērīgs, kā arī bija vērojamas grūtības izveidot plūstošu skanējumu.

2. nodarbības saturs: stājas vingrinājumi; atkārtoti visi iepriekšējie, jauns vingrinājums – pietupieni; elpas vingrinājumi: atkārtoti visi iepriekšēji, sprauslāšana un vingrinājumiem, kas nostiprināja izelpā iesaistīto muskulatūru, attīstīja subglotālo spiedienu, bet neapgrūtināja balss aparātu; starp katru elpas vingrinājumu tika veikti kakla muskulatūras stiepšanas vingrinājumi, pretēji darbā iegūtajai pozīcijai; vokālie vingrinājumi: slīdošas skaņu sekvences “Vai!” dziedāšana no diapazona augšējā, galējā reģistra. Sasniegtie rezultāti: strādājot pie vokālajiem vingrinājumiem nācās secināt ka sievietei bija teicama muzikālā dzirde un savās balss iespēju robežās viņa spēja viegli atkārtot demonstrētos skaņu augstumus. Dziedot slīdošu skaņu sekvenci "Vai!" balss skanējums bija pat ļoti pieņemams, taču visu vokālo vingrinājumu laiku pavadīja piedvesma un skaņa nebija kvalitatīva.

3. nodarbības saturs: pēc iepriekš pielietotajiem stājas un elpas iesildīšanas vingrinājumiem tika veikts pilns Annas Simsas elpošanas vingrojumu komplekss, bet starp katru vingrinājumu, atpūtā – ķermeņa stiepšanās vingrinājums. Sasniegtie rezultāti: zods un krūšu kaula bedrīte bija pietuvojusies ķermeņa simetrijas asij, taču visas nodarbības laikā ik pa brīdim bija jāatgādina par stabilo, stalto stāju, kura uzreiz tika arī ieņemta. Labi tika galā ar tautasdziesmas deklamācijas uzdevumu, kā arī varēja intonatīvi tīri nodziedāt labi zināmu melodiju, lai gan vēl jūtama bija balss aparāta neveiklība un balss šūpošanās. Kad izpildīja vokālos vingrinājumus – bez piepūles un ar labskanīgu tembru spēja dziedāt galējajā galvas reģistrā (no fa²) slīdošo skaņu pārejas virzienā uz leju, taču sāka kļūt dzirdamas balss problēmas jau vidusreģistrā, (ap "la¹"), bet zem "mi¹" balss zaudēja savu skanīgumu. Konkrētajā gadījumā vokālajos vingrinājumos nebija vēlama vēžveida kustība, jo nonākot defektīvajā balss reģistra posmā tam bija tendence izvērsties pa visu reģistru. Citu vingrinājumu labāk bija atsākt atkārtoti no augšējā reģistra robežas.

4. nodarbības saturs: papildus stājas nostiprināšanas un elpošanas vingrinājumiem nodarbībā lielāka uzmanība tika pievērsta pareizai un noturīgai ieelpai un kontrolētai, lēnai izelpai, kam tika pielietota ap vidukli stingri aptīta, stingra auduma šalle. Starplaikos starp Annas Simsas elpošanas kompleksa vingrinājumiem tika pielietoti ķermeņa muskuļu atbrīvošanas paņēmieni, kā arī iesaistītas jogas un kalanētikas disciplīnu kustību elementi. Vingrinājumu un

tautasdziesmu dziedāšana norisinājās vienlaicīgi ar pedagoga dziedājumu, lai pacients varētu vieglāk pārņemt pareizu un harmonisku balss saišu darbības modeli.

5. nodarbības saturs un sasniegtie rezultāti: balss skanīgums bija manāmi uzlabojies, kā arī ķermeņa centrālā simetrija bija praktiski nevainojama. Nodarbības laikā visu laiku tika atgādināts par stabilas, staltas stājas saglabāšanu, uz aizmuguri atvēršiem pleciem un "atvērtu" krūšu kurvi. Tautasdziesmu izdevās izpildīt praktiski bez balss čerkstoņas. Vokālajā vingrinājumā izdevās panākt pieņemamu skanējumu lejupejošā mažora trīsskaņa secībā, uzsākot to no skaņas "sol²", un beidzot ar skaņu "Si", kas līdz šim nebija iespējams bez skaņu "brāķiem". Dziedājums bija kļuvis vienmērīgāks, klientei nodarbības patika un vēlējās tās turpināt.

6. nodarbības saturs un sasniegtie rezultāti: tika atkārtots viss ierastais vingrinājumu cikls, taču starp A. Streļņikovas vingrinājumu tika izmantotas ķermeņa atbrīvošanas kustības, kur no statiskas un stingras pozīcijas bija jāpāriet uz mīkstu un brīvu ķermeņa kustību, pēc mirkļa nonākot sākuma pozīcijā. Runas balsī vēl aizvien bija manāma šņākoņa, lai arī balss bija kļuvusi daudz skaidrāka, siltāka un sievišķīgāka. Uzmanība tika pievērsta subglotālajam un starpribu gaisa spiedienam, kuru varēja novērot pie patskaņu izrunas, kā arī gadījumā, ja tika runāts uz elpas. Šo tehniku klientei bija ļoti svarīgi apgūt un pielietot patstāvīgi, lai to izmantotu ikdienas komunikācijā.

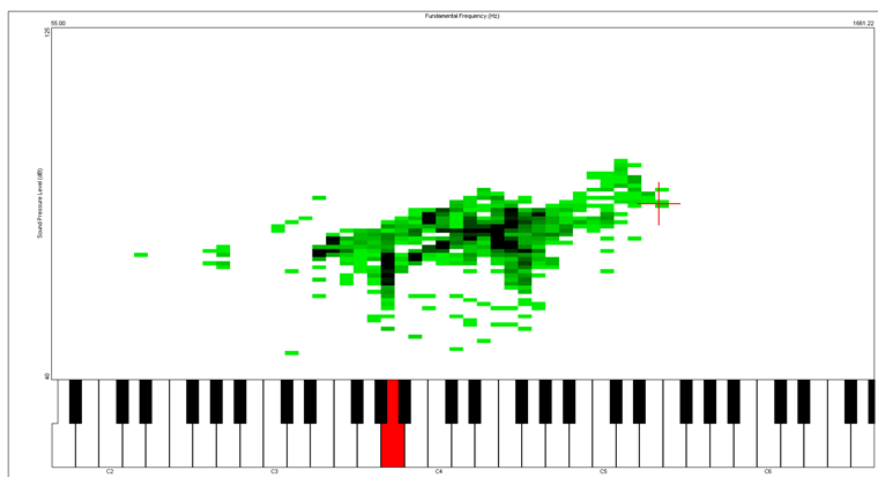
Vokālo nodarbību rezultātā pacientei tika normalizēta ķermeņa stāja, pastiprinājās balss skanīgums un dabīgā rezonanse, pacientei mazinājās diskomforta sajūta runājot.

Pēc trīs mēnešu terapijas kursa bija vērojami perceptuāli uzlabojumi balss skanējumā. Atkārtots balss funkcijas izmeklējums norādīja uz būtiskiem balss uzlabojumiem. Izmeklējuma rezultāti apkopoti 1. tabulā.

1.tabula. Balss funkcijas izmeklējuma rezultāti pirms un pēc terapijas kursa
Table 1 The results of voice assessment pre and post therapy

Mērījums	Pirmsterapijas	Pēcterapijas
Maksimālais fonācijas laiks	8 sekundes	11 sekundes
Maksimālā pamatfrekvence	830 Hz	698 Hz
Mīnīmālā intensitāte	61 dB	63 dB
Jitter	3.82%	0.83%
SPI	21.03	11.79
Disfonijas indekss	-2.22	0.17
Balss traucējumu indekss Kopējais vērtējums: funkcionālā/fiziskā/emocionālā skala	41: 10/22/9	32: 8/19/5

Nodarbību rezultātā pacientei uzlabojusies balss diapazona kvalitāte. Balss diapazons ir kļuvis pilnāks, kas liecina, ka ir uzlabojušās spējas variēt balss augstumu un skaļumu, vieglāk pārslēgties no skaņas uz skaņu. Paplašinājies balss funkcionālais diapazons (2. attēls).



2.attēls. *Balss diapazona karte pēcterapijas novērtējumā*
 Figure 2 *Post therapy Voice Range Profile*

Lai arī pacientei saglabājas balss traucējumi un arī balss pašnovērtējums liecina par esošām problēmām, kuras apgrūtina komunikāciju un ietekmē fizisko un emocionālo pašsajūtu, tomēr vokālā pedagoga un logopēda nodarbību rezultātā ir uzlabojies balss skanējums.

Secinājumi *Conclusions*

Dažādu nozaru speciālistu sadarbība daudzveido terapeitiskās pieejas, kas ļauj atrast unikālo, konkrētam klientam visefektīvāko terapijas kodu un sasniegt pozitīvu rezultātu.

Logopēda un vokālā pedagoga sadarbība balss traucējumu novēršanā var noritēt veiksmīgi, ja abu jomu speciālisti pārzin radniecisko profesionālo terminoloģiju un izvēlētais terapijas pieejas ir balstītas vienotā izpratnē par cilvēka organisma fizioloģiskiem un patoloģiskiem procesiem. Kopīgi nospraustais terapijas mērķis – atgūt skanīgu, bez piepūles veidotu balsi, kas nodrošinātu labāku komunikāciju ar apkārtējo pasauli, daļēji tika sasniegts.

Vokālā pedagogija ir saistīta ne tikai ar mākslas pasauli, bet daļēji arī ar bioloģijas un anatomijas sfērām, kas prasa šīs jomas speciālistam izprast gan mūzikas elementus, gan arī cilvēka ķermeņa un prāta īpašības, gan bioķīmiskos, elektroimpulsu un enerģijas apmaiņas procesus, kas iemāca ne tikai realizēt

sapņus un mākslinieciskās ieceres, bet arī stratēģiski pārdomāt to iespējamās scenārijus, kā arī pārvaldīt sava ķermeņa funkcijas tos īstenojot.

Summary

This is a case study. The research focuses on multifactorial origin of voice disorders and the necessity of an interdisciplinary approach in the treatment of these disorders.

The vocal pedagogy is based on a holistic approach that concentrates around proper posture, vocal breathing, and primitive or natural sound (Chapman, 2006). This theory was used as the basis for the practical work with dysphonia. The novelty brought by this research is that in addition to speech therapist intervention the patient also takes classes at a vocal coach. The aim of the research was to analyse the efficacy of the complex approach in patient suffering from moderate functional dysphonia with a multifactorial origin. The following methods for assessing the vocal functions were employed in the research: study of anamnesis, acoustic analysis of voice, self-assessment of voice. To restore the vocal function, Vocal Function exercises, Resonance tubes techniques, biofeedback methods, exercises for strengthening proper posture, Anna Sims' breathing exercises, singing of simple, popular songs, vocal exercises, and articulation exercises were used.

The research resulted with the following results: Following a three-months treatment course, voice improved perceptually, improvement of the Dysphonia severity index (before the treatment -2.22, after the treatment 0.17) as well as slight improvement of the Voice Handicap Index was observed (41; 32). The VHI dropped in all the scales (before the treatment / after the treatment): functional scale 10/8, physical scale 22/19, and emotional scale 9/5. Observations made both during each class and in each next singing class show that the following improvements were gained: proper posture adapted, sonority and natural resonance grow throughout the whole class, the patient experience less discomfort when talking.

Conclusion: Cooperation of specialists from various fields diversify the treatment approaches thus allowing to find the unique therapeutic method suitable for the patient and to arrive at positive results.

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ОБРАЗ РОДИТЕЛЬСКОЙ СЕМЬИ У ВЗРОСЛЫХ С МЕНТАЛЬНЫМИ НАРУШЕНИЯМИ

The Image of the Parent Family of Adults with Mental Disabilities

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Abstract. *The article is devoted to the study of the image of the parent family of adults with mental disabilities, as this problem is little studied in modern psychology. Sample: 39 people with mental disorders aged 18 to 47 years. Research method: clinical semi-structured interview and projective methods.*

The results indicate that the majority of adults with mental disorders were brought up in families: 44% - in a full family, 12% - only with the mother, 3% - in the families of grandparents. Many of them continue to live with their parents and now. Communication in the family is often evaluated positively, memories are associated with parents or other family members. The respondents of this group experienced the death of loved ones.

41% of adults with mental disorders were sent by parents to special boarding schools, while half of them never saw their parents and did not communicate with them, and 14% were familiar with their parents, but had a negative experience with them. They noted generally positive plots, but they extremely seldom were connected with a family. At the same time, negative memories are often associated with the family.

Respondents of both groups distinguish not only the positive characteristics of parents, but also note the importance of joint activities. The obtained data can be successfully used as a basis for further study of the relationship of the image of the parent family with the subjective well - being of adults with intellectual disabilities, as well as the development of the main targets of the psychotherapeutic process.

Keywords: *family, family image, emotional component, cognitive component, adults with mental disorders.*

Введение *Introduction*

Семья на всех этапах жизни человека - один из важнейших компонентов социальной среды. В качестве непосредственного социального окружения она обладает максимальными возможностями по сравнению с любым другим институтом социализации: во-первых, детско-родительские и сиблинговые отношения зачастую являются самыми долгими в жизни человека, сохраняющими свое значение на протяжении всей жизни; во-вторых, именно семья дает ощущение базовой безопасности (базисного доверия), которое впоследствии во многом будет определять отношение повзрослевшего человека к миру в целом; в-третьих, именно семья формирует у человека потребность в социальном контакте, что впоследствии станет основой для всех аспектов социального взаимодействия взрослого; наконец, в четвертых, семья создает условия для формирования большинства видов компетентности от предметно-орудийной и академической до социальной (Priel, Besser, Waniel, Yonas-Segal, & Kuperminc, 2007; Карабанова, 2005; Сапоровская, 2012). Доказано влияние более зрелых представлений о родительских фигурах и эмоций, которые ребенок испытывает в общении с родителями, на развитие личности ребенка, его более адекватное самовосприятие, а также на более успешное поведение в конфликтных ситуациях (Priel, Besser, Waniel, Yonas-Segal, & Kuperminc, 2007).

Однако влияние образа родителей и родительской семьи на особенности взрослой личности и ее психологическое благополучие изучено недостаточно. Тем не менее, в некоторых исследованиях обнаружена связь особенностей взрослой личности и представлений о родителях: так, те взрослые, чьи представления о родителях были более позитивны, описывали себя как менее склонных к эмоциональному дистрессу, более ориентированных на переживание положительных эмоций, более надежных, исполнительных, находчивых открытых опыту (Pincus & Ruiz, 1997).

Роль родительских фигур и образа семьи становится определяющей в ситуации наличия ограничений по здоровью, поскольку при наличии ментальных нарушений человек проживает с родителями всю жизнь, чаще всего не имея своей собственной семьи (Адеева & Тихонова, 2018). В исследованиях констатируется, что в семьях, воспитывающих ребенка с ментальными нарушениями (нарушениями интеллекта) родители чаще всего неспособны к пониманию и учету типологических, индивидуальных особенностей детей, недостаточно толерантны по отношению к ним, что

ведет к трансформации детско-родительских отношений (Григина & Рудзинская, 2016), нарушению формирования надежной привязанности (Куфтяк, Магденко, Уйманова, & Чистякова, 2018), изменению ценностей. Это не может не приводить к изменению восприятия семьи.

Образ семьи – это представления о своей семье, в том числе, знания о ней, ее членах, их жизни, истории своей семьи. Исходя из функций социальных представлений - функции познания, опосредования поведения и адаптации (Московичи, 1995), авторами выделены компоненты образа семьи: эмоционально-чувственный, интеллектуально-ценностный и идентификационно-поведенческий (Сапоровская, 2012). Нас интересуют, прежде всего, эмоционально-чувственный компонент - эмоциональные переживания, чувства, связанные с семьей, отношения к ней в целом и ее членам. По мнению ряда авторов, именно они находят наиболее полное отражение в вербальной и изобразительной продукции - нарративах и рисунках детей и взрослых (Vreeswijk, Maas, & van Bakel, 2012). Это определило использование в исследовании в качестве основных методов клинического интервью и проективного рисунка.

Что касается людей с ограниченными возможностями здоровья, то такие исследования в российской специальной психологии фактически отсутствуют, хотя не вызывает сомнения тот факт, что, во-первых, в особых семьях, в которых выросли и проживают люди с ментальными нарушениями, образ семьи и его компоненты должны иметь свою специфику; во-вторых, что роль представлений о родительской семье в случае нарушенного развития существенно выше, чем в обычных условиях.

Итак, целью статьи является описание образа родительской семьи у взрослых с ментальными нарушениями.

Методы и выборка *Method and research participants*

Исследование проводилось в два этапа. На первом этапе основным методом исследования было клинико-психологическое интервью, разработанное коллективом авторов для целей исследования. В интервью исследовались представления о прародительской и родительской семье, ее составе, отношении к членам семьи, характер родителей и прародителей.

На втором этапе только с респондентами, проживающими в семьях, дополнительно проводились методики:

1) Цветовой тест отношений – ЦТО, авторы Бажин Е.Ф. и Эткинд А.М., 1985 (Головей & Рыбалко, 2001) для выявления сознательного и частично неосознаваемого уровня отношений респондентов к родителям и

прародителям, минуя защитные механизмы сознания. Алгоритм проведения: в начале проводилась беседа с респондентами для того, чтобы помочь выделить наиболее значимых людей, затем предлагалось респондентам рассмотреть цветные карточки и выбрать наиболее подходящие цвета, чтобы охарактеризовать себя и близких; после этого требовалось выбрать самый красивый цвет и ранжировать остальные, что было необходимо в связи с особенностями цветовосприятия людей с нарушениями интеллекта для минимизации ошибочной интерпретации полученных данных;

2) Семейная социограмма, автор Эйдемиллер Э.Г., 1996 (Эйдемиллер & Юстицкис, 2008), позволяющая зафиксировать показатели: самооценка в семье, характер взаимоотношений и наличие конфликтных отношений.

Для расчета различий использовался многофункциональный критерий – угловое преобразование Фишера ϕ^* .

Выборку исследования составили 39 взрослых с ментальными нарушениями (легкой степени, IQ 50 до 69), 23 мужчины и 16 женщин, в возрасте от 18 до 47 лет ($M=35$, $SD=9,2$), 23 человека проживают в семье, 16 человек - в социальных учреждениях. Исследование проводилось индивидуально, с каждым респондентом отдельно на основе добровольного участия.

Результаты исследования *Research results*

Итак, выборка разделилась на две группы – проживающих в родительских семьях и проживающих в социальных учреждениях. На первом этапе на основании интервью анализировались представления респондентов о родителях и прародителях.

Из респондентов ($n=23$), проживающих в настоящий момент в родительских семьях, 16 человек (70%) воспитывались в полной семье, 6 человек (26%) - только с матерью, 1 (4%) человек воспитывался в семье прародителей. Общий эмоциональный фон рассказов – позитивный. Общение в семьях чаще всего оценивается положительно, воспоминания связаны с родителями, либо другими членами семьи: *«ходил к маме на работу»*, *«день рождения был, много подарков»*. В качестве трагического события вспоминают смерть близких.

16 человек взрослых с ментальными нарушениями были отданы родителями в специальные интернаты, при этом половина из них (8 человек) никогда не видела родителей и не общалась с ними: *«родителей не помню»*, *«сразу малолеткой забрали в приют»*. 5 человек были знакомы

с родителями, но при этом имели негативный опыт общения с ними, поэтому отрицательные воспоминания в их рассказах часто связывались с семьей: «мама боялась папу», «сестра не общается со мной, отреклась, и тетки тоже», «отец пил, спали в подъезде голодные». Позитивные сюжеты не были связаны с семьей, например, «гулял и играл с друзьями», «появилась подруга», «ловил голубей». 3 человека жили некоторое время в родительской семье, в социальное учреждение попали в связи с болезнью или смертью опекуна. Общий эмоциональный фон в рассказах – отрицательный либо нейтральный.

Образ семьи у взрослых с ментальными нарушениями достаточно скуден. Знания о семье, даже в случае совместного проживания, касаются в основном характера родителей, прародителей, их места проживания и занятий: «пухленькая была, дояркой работала, молоко приносила», «на заводе работает», готовит хорошо, «пирог может сделать», «трактористом работал». В таблице 1 представлены характеристики родителей и прародителей.

Таблица 1. Характеристики прародителей и родителей в рассказах респондентов
Table 1 Characteristics of grandparents and parents in the stories of respondents
Выделите текст, чтобы посмотреть примеры

Показатели	Совместное проживание	Проживание в социальных учреждениях
Характеристика бабушки	<i>Положительные характеристики:</i> Хорошая, добрая, спокойная, трудолюбивая, боевая Ухаживала за мной, хорошо общались, гуляла со мной	<i>Положительные характеристики:</i> Бывает, ругает за дело Добрая, приходила с собакой, я ее (собаку) кормил
Характеристика дедушки	<i>Положительные характеристики:</i> Хорошо общался, рассказывал интересное, учил спорту, веселый <i>Отрицательные характеристики:</i> Жесткий, грубый	<i>Положительные характеристики:</i> Добрый был <i>Отрицательные характеристики:</i> Грубый, злой, пил, ругался

<p>Характеристика мамы</p>	<p><i>Положительные характеристики:</i> хорошая, добрая, строгая, нежная, работающая, жалостливая, вспыльчивая, но отходчивая, красивая, «любит меня, целует, обнимает», «общаемся хорошо», жалеет, ругает за дело, «всегда помогает, подарки мне покупает», «играет со мной»</p> <p><i>Отрицательные характеристики:</i> Отсутствуют</p>	<p><i>Положительные характеристики:</i> строгая, жалостливая, энергичная, требовательная, добрая, красивая, «пухленькая», «молоко приносила» «меня больше любила, баловала», «пела, когда спать укладывала»</p> <p><i>Отрицательные характеристики:</i> плохая, недовольна моими увлечениями творчеством, недовольна, что родила такого ребенка (больного); сидела в тюрьме за кражу, била меня</p>
<p>Характеристика папы</p>	<p><i>Положительные качества:</i> добрый, вспыльчивый, но отходчивый, воспитывал меня как надо, хороший, общительный, умный, справедливый, спокойный «Вместе мы на кровати лежим, телевизор смотрим», «подарки делает, любит меня»</p> <p><i>Отрицательные характеристики:</i> «не хочу говорить, злой, бил мать».</p>	<p><i>Положительные качества:</i> трудолюбивый, спокойный</p> <p><i>Отрицательные характеристики:</i> хмурый всегда, «отказался меня в Кострому везти (в школу)», сидел в тюрьме, агрессивный, бил, ругал меня.</p>

Прежде всего, необходимо отметить, что в группе респондентов, проживающих в семьях, преобладают позитивные характеристики в как образах родителей, так и прародителей. При этом в обеих группах наиболее развернутыми и детализированными являются представления о матери: респонденты часто отмечают положительные черты характера, доброе отношение к ним с ее стороны. Тем не менее, проживающие в семье респонденты значительно чаще имеют позитивный образ матери (100%), в то время как проживающие в учреждениях положительно описывают мать только в 41% случаев ($\varphi^*=5,39$, $p \leq 0,000$). В то же время стоит отметить отсутствие отрицательных характеристик в образе матери у респондентов, проживающих в семье, в то время как в другой группе таких характеристик около 38% ($\varphi^*=4,08$, $p \leq 0,000$), в 21% случаев респонденты дают нейтральную характеристику («средний характер») или ограничиваются формальными сведениями (возраст, имя, профессия).

Образ отца окрашен положительно в случае проживания в семье (даже если отец ушел из семьи) в 70% случаев, при проживании в социальном учреждении только в 17% ($\varphi^*=3,47$, $p\leq 0,000$). Респонденты отмечают агрессию с его стороны («бил маму, меня», «пил, у соседней ночевали»), факты асоциального поведения (тюремное заключение).

Описания прародительской семьи повторяют отмеченную выше тенденцию: преобладание положительных характеристик в образе бабушки при отсутствии отрицательных и большая их развернутость в случае семейного проживания ($\varphi^*=1,97$, $p\leq 0,024$). Образ дедушки описывается наименее развернуто в обеих группах.

Респондентами, проживающими в семье, часто отмечаются совместные дела, теплые, неконфликтные отношения в семье: «мама с папой любят друг друга», бабушка и дедушка «были крепкой семьей». Хотя есть и негативные воспоминания: «ругались часто», «папа с мамой поссорились, он ушел». Большое значение имеет описание совместной деятельности: «ухаживала за мной, сейчас я ей помогаю, в гости хожу» (о бабушке), дед «хорошо общался, рассказывал интересно», «бывает, вместе готовим», с бабушкой «в лес вместе ходили по грибы», «мама готовит, а я ей посуду мою», «работали в огороде вместе».

На втором этапе ($n=23$, только проживающие в семьях) уточнялись данные, касающиеся положения респондента в семье, характера взаимоотношений между членами семьи на основе социогаммы. Мы предъявляли респондентам, проживающим в семье, лист с изображением круга, после чего предлагали кружочками отметить близких людей. Интересно, что большинство респондентов (20 человек, 89%) для обозначения использовали маленькие круги, практически точки, что, вероятно, связано с особенностями мышления при сниженном интеллекте.

Большинство респондентов выделяют в своем окружении достаточное количество близких людей, что указывает на адекватность семейной сети. В состав семьи включаются не только те, кто проживает вместе в респондентом, но и те, кто просто принадлежит к ней – прародители, взрослые, самостоятельно живущие сиблинги, племянники, дядя и «просто родственники» без указания степени родства (все одним кружком). В двух случаях в семейный круг включены друзья, в двух – любимые (девушка и молодой человек). На двух социогаммах одновременно присутствуют родные отцы и отчимы, на двух – отцы отсутствуют (проживают отдельно, отношения с ними не поддерживаются).

Что касается расположения членов семьи на социогамме, то в 15 случаях (67%) все члены семьи располагаются в одну линию либо по кругу на равных расстояниях друг от друга, только на 8 рисунках (33%)

интервалы между членами семьи соотносятся с их эмоциональной близостью. Чаще всего такими эмоционально близкими фигурами являются (по мере удаления) мать, бабушка, отец. Анализ дистанции между членами семей на социограмме, позволяет говорить о том, что 56% (13 человек) имеют о своей семье впечатление сплоченной, имеющей теплые отношения. В остальных случаях респонденты демонстрируют ощущение эмоциональной дистанции членов семьи друг от друга, при позитивных в целом отношениях. На значительной части рисунков в центре помещается фигура респондента – «Я», что может свидетельствовать об особом самовосприятии, особом положении даже взрослого человека с интеллектуальной недостаточностью, «инвалидоцентристском» устройстве семьи, поскольку такой человек нуждается в постоянном контроле и особой заботе всех членов семьи. На 6 рисунках (26% случаев) центральное место в семье занимает мать или отец, что является вполне адекватным расположением членов семьи.

Наконец, представим данные, касающиеся эмоционально-отношенческого компонента образа семьи на основе цветовых выборов (участвовали только проживающие в семье). Необходимо отметить, что цветовые выборы являлись очень своеобразными, так, в предпочитаемые цвета наряду с красным попали оранжевый, фиолетовый, зеленый, синий, поэтому на данном этапе мы соотносили не значение цвета, а его ранг в выборе. Анализ цветовых ассоциаций позволяет говорить об эмоционально положительном отношении к матери и отцу в 67% случаев (15 человек), поскольку они чаще всего обозначались предпочитаемыми цветами, находящимися на 1-3 позиции (при ранжировании цвета). У 8 человек (33%) зафиксировано нейтральное отношение к отцу и матери, которое маркировалось цветами, находящимися на 4-6 позициях в индивидуальных предпочтениях. Важным фактом является совпадение цвета (8 человек, 30%) в обозначении себя и матери, что позволяет говорить об аутоидентификации с матерью. К числу эмоционально близких, респонденты относят также сиблингов, близких родственников (дядя), любимых. Что касается отношения к прародителям, чаще к бабушкам, то их фигуры чаще всего маркируются цветами, имеющими 3-6 позиции в ранжировании, что говорит, в целом, о положительном отношении.

Интересно, что в некоторых случаях (около 30%) присутствует рассогласование цветового выбора и вербального описания. Так, респондент П. обозначил мать серым цветом (шестое место в индивидуальном ранжировании), отца – фиолетовым (4 ранг). Это может указывать на нестабильность взаимоотношений с матерью и отцом, их недостаточную эмоциональность, желание уйти от общения с респондентом, которое ощущается им. Важно отметить, что в интервью

данный респондент описывает исключительно теплые отношения со своими родителями, не сообщая о трудностях в отношениях. В одном случае мы наблюдаем наличие затрудненного общения с отцом, приписывание негативных качеств, нежелание общаться, отторжение (черный цвет). При этом в интервью респондент положительно описывает отца, лишь вскользь упоминая, что сейчас они «не очень много общаются». Интересно, что бабушки и дедушки, хоть и описываются в интервью положительно, чаще ассоциируются с цветом, не относящимся к предпочитаемым, что может говорить о дистантных отношениях. Это свидетельствует и о расхождении между осознаваемыми и неосознаваемыми компонентами образа семьи. Причиной этого может быть снижение когнитивных возможностей, когда эмоции плохо вербализуются и осознаются, а истинное отношение скрыто за социально ожидаемыми ответами и социально одобряемыми чувствами.

Обобщая полученные результаты, можно констатировать, что полученные нами данные об образе родительской семьи у взрослых с ментальными нарушениями (интеллектуальной недостаточностью) в определенной мере восполняют имеющийся в этой предметной области существенный недостаток эмпирических данных. Было установлено, что данная группа респондентов достаточно адекватно воспринимает существующие межличностные отношения в семье, выделяя эмоционально близкие фигуры, обосновывая свой выбор, отражая существующие конфликты и разногласия между членами семьи. Можно говорить также о расширении границ семьи за счет включения в нее эмоционально привлекательных и значимых людей (любимых, а также кровных, но не близких родственников). Вполне ожидаемым является тот факт, что наиболее важную роль в жизни респондентов играет мать, что согласуется с существующими в литературе данными об образе родителей и его роли в развитии личности в детском возрасте (Pincus & Ruiz, 1997; Pora, 2018; Куфтяк, Магденко, Уйманова, & Чистякова, 2018). На основании данных интервью можно сделать вывод о том, что существенное значение имеет и образ прародителей, особенно бабушки, которые воспринимаются как поддерживающие фигуры, что находит отражение и в цветовых ассоциациях, и в расположении фигур на социограмме.

Взрослые с интеллектуальными нарушениями достаточно точно определяют свое место в структуре семьи, которая, как было указано выше, часто имеет центрацию на члене семьи с нарушенным развитием. Интересно, что мотив соперничества с сиблингами за внимание родителей, часто дискутируемый в специальной литературе (Григина & Рудзинская, 2016), в нашем исследовании зафиксирован не был. Наоборот, респонденты отмечают хорошие отношения с братьями и сестрами.

Таким образом, в целом, полученные нами данные позволяют выделить наиболее общие закономерности восприятия образа родительской семьи у взрослых с ментальными нарушениями.

В заключение отметим, что представленные данные характеризуют образ родительской семьи взрослых с ментальными нарушениями, проживающих в небольшом провинциальном городе, и не могут быть экстраполированы на взрослых, как с другими формами дизонтогенеза, так и проживающих в более крупных городах, без предварительной эмпирической проверки.

Выводы *Conclusions*

1. Было установлено, что образ семьи у взрослых с ментальными нарушениями является недостаточно дифференцированным; они обладают скудными сведениями о истории семьи и ее членах, затрудняются в выстраивании иерархии в отношениях.
2. Тем не менее, респонденты со сниженным интеллектом в большинстве случаев имеют положительный образ своей семьи, близкие связи с родными людьми. Наиболее позитивное отношение взрослые с ограниченными возможностями здоровья демонстрируют к матери, часто с ней идентифицируясь. Отношение к отцу и прародителям, в основном, теплое, но дистантное.
3. Около половины взрослых со сниженным интеллектом по-прежнему ощущают себя центром семьи, объектом заботы, что свидетельствует либо об искаженном стиле воспитания, либо об искаженном самовосприятии.
4. Зафиксировано несовпадение осознаваемых и неосознаваемых компонентов, что может быть объяснено снижением интеллекта, низкой критичностью мышления и ориентацией на социально одобряемое отношение.
5. Полученные данные успешно могут применяться в качестве основы для дальнейшего исследования связи образа родительской семьи с субъективным благополучием взрослых с нарушением интеллекта, а также выработки основных мишеней психотерапевтического процесса, направляя таким образом психолого-педагогическую работу в русло профилактики.

Summary

The idea of a parent family by adults with mental disabilities is rarely studied in modern psychology. However, it is the image of the parent family can significantly affect the subjective well-being and the quality of life. Our research goal is to study the image of the family in adults with mental disorders. Sample: 34 people with mental disorders (IQ from 35 to 69) aged 18 to 47 years (M=35). Research method: clinical semi-structured interview and projective methods.

The results of the study indicate that the majority of adults with mental disorders were brought up in families: 44% - in a full family, 12% - only with the mother, 3% were brought up in the families of grandparents. Many of them continue to live with their parents and now. Communication in the family is often evaluated positively, memories are associated with parents or other family members: "went to my mother to work", "birthday was a lot of gifts." The respondents of this group experienced the death of loved ones.

41% of adults with mental disorders were sent by parents to special boarding schools, while half of them never saw their parents and did not communicate with them, and 14% were familiar with their parents, but had a negative experience with them. Respondents with negative experience of communication noted generally positive plots, but they extremely seldom were connected with a family, for example, "walked and played with friends", "there was a girlfriend", "caught pigeons". At the same time, negative memories are often associated with the family: "mom was afraid of dad," "sister does not communicate with me, renounced, and aunts, too," "father drank, slept in the entrance hungry."

Respondents of both groups distinguish not only the positive characteristics of parents, but also note the importance of joint activities: "worked together", "played with me".

The obtained data can be successfully used as a basis for further study of the relationship of the image of the parent family with the subjective well - being of adults with intellectual disabilities, as well as the development of the main targets of the psychotherapeutic process, thus directing the psychological and pedagogical work in the direction of prevention, rather than correction, the formation of a low level of well-being.

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ПОДГОТОВКА ВОСПИТАТЕЛЕЙ ДОШКОЛЬНЫХ УЧРЕЖДЕНИЙ К РАБОТЕ С ДЕТЬМИ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

Preparing of Preschool Teachers to Working with Children with Special Educational Needs

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Abstract. *In the article, the authors analyzed the research on the problem of preparing the future preschool teachers for professional activities in an inclusive education. The barriers to the implementation of inclusive education in the practice of general education institutions have been identified. The conditions and ways to overcome obstacles and difficulties in the solving the problems of inclusion are highlighted. Attention is focused on the importance of the forming the professional and personal qualities of the future preschool teachers, required for working with children with special educational needs. It is proved that for effective implementation of the inclusive education in the practice of general education institutions by the future preschool teachers it should make some changes to the methodology of the organization of the educational process of the university in the process of their preparing. A number of tasks aimed at the preparing future preschool teachers for the professional activities in the inclusive education have been identified.*

Keywords: *inclusive education, children with special educational needs, future preschool teachers..*

Введение

Introduction

Начало XXI века отмечается переориентацией общественного восприятия и формированием новых социокультурных норм отношения к индивидуальным различиям людей. Одним из центральных понятий современного подхода к общественному устройству является интеграция в

социум, целью которой является создание общества активных граждан, которые обладают равными правами и возможностями. При этом одной из важнейших задач интеграции в общество лиц с ограниченными возможностями становится обеспечение их социально-психологическим сопровождением и доступом к информации и новым информационным технологиям, образованию и профессиональной деятельности.

Количество детей в Украине, у которых наблюдаются неблагоприятные показатели здоровья, а именно: врожденные и наследственные заболевания; патология центральной нервной системы; хронические формы патологии и болезни аллергического происхождения; увеличение осложнений вирусных и паразитарных заболеваний (дифтерии, полиомиелита, туберкулеза и т.д.), стремительно увеличивается.

В Украине все большее развитие получает инклюзивная модель образования, которая наиболее полно реализует право на образование ребенка с ограниченными возможностями. Об этом говорится в Конституции Украины (ст. 53), законах Украины «Об образовании», «Об основах социальной защищенности инвалидов Украины», «Об охране детства». Отдельные государственно-правовые акты направлены на создание социально-экономических условий для интеграции в общество детей с особенностями развития, в частности Государственная национальная программа «Образование» (Украина 21 век), Государственная программа «Дети Украины» и другие.

Актуальность исследования проблемы подготовки педагогических кадров к профессиональной деятельности в условиях инклюзивного образования обусловлена социальным заказом общества на подготовку воспитателей дошкольных учебных заведений, которые будут иметь определенные профессиональные и личностные качества, необходимые для работы с детьми с особыми образовательными потребностями.

Целью статьи является анализ исследований по проблеме подготовки будущих воспитателей к профессиональной деятельности в условиях инклюзивного образования; характеристика особенностей профессиональной подготовки студентов специальности «Дошкольное образование» к реализации задач инклюзивного образования.

Задачи эмпирического исследования: организация, проведение, обработка и интерпретация результатов выполнения будущими воспитателями диагностических заданий для определения уровней сформированности профессиональных и личностных качеств, необходимых для работы с детьми с особыми образовательными потребностями.

Методы исследования: теоретические – изучение и анализ литературы по вопросам инклюзивного образования и подготовки воспитателя для

работы с детьми с ограниченными возможностями; эмпирические – наблюдение, беседа, анкетирование, тестирование, методы статистического анализа для преобразования эмпирических данных в количественные показатели.

Теоретическая основа темы *The theoretical background*

Анализ исследований ученых и практиков многих стран подтверждает, что инклюзивный подход эффективен как с социальной и академической, так и финансовой точек зрения; как в целом для системы образования, так и для всех детей, которые включаются в сферу инклюзии. Проблемы обучения детей с особыми образовательными потребностями, их интеграция в общеобразовательных учебных заведениях исследовали В. Бондарь (Бондарь, 2003), В. Ляшенко (Ляшенко, 1999), А. Савченко (Саченко, 2010). Учёные убеждены, что инклюзивное образование для детей с нарушениями развития по всем параметрам должно быть таким же, как образование, которое получают дети без нарушений.

Изучение развития системы специальных учебных заведений, совершенствование их структуры, методик ранней диагностики психического развития детей представлено в работах Л. Выготского (Выготский, 2002), А. Венгера (Венгер, 2001), А. Запорожца (Запорожец, 1986), Г. Костюка (Костюк, 1976). В своих исследованиях учёные обосновывают принципиальные положения об особенностях развития психических процессов у детей разного возраста и разных категорий, роль коррекционного воспитания, механизмы формирования социальной и коммуникативной активности у детей с различными психофизическими нарушениями.

Теоретико-методические основы проблемы подготовки будущего воспитателя дошкольного учреждения к работе с детьми в условиях инклюзивного образования исследовались А. Колупаевой (Колупаева, 2009), С. Мироновой (Миронова, 2005), Л. Савчук (Савчук, 2010) и другими.

Сегодня в Украине успешно функционируют специальные программы, которые определяют задачи и пути развития инклюзивного образования. Среди них программа «Инклюзивное образование» Всеукраинского фонда «Step by Step», которая направлена на разработку эффективной модели инклюзивного образования и обеспечивает успешное обучение детей с особыми образовательными потребностями в условиях общеобразовательной школы при должной поддержке других специалистов и родителей. Данная программа реализуется в

образовательных заведениях 16 областей Украины при поддержке государственных и общественных организаций. Она предполагает проведение тренингов для воспитателей дошкольных учебных заведений и учителей начальных классов, которые работают с детьми с особыми потребностями; для преподавателей высших педагогических учебных заведений; для руководителей образовательных учреждений по вопросам создания инклюзивной образовательной среды в условиях общеобразовательного учреждения; также разработку, издание методических и информационных материалов (Пантюк, 2010).

Инклюзивное образование - это система образовательных услуг, основанная на принципе реализации основных прав детей на образование и права учиться по месту жительства, предусматривающая обучение ребенка с особыми образовательными потребностями, в частности с особенностями психофизического развития, в условиях общеобразовательного учреждения (Колупаева, Софий, & Найда, 2007).

Успешной реализации инклюзивных процессов в Украине в систему общеобразовательных учебных заведений мешают барьеры, к которым относят: отсутствие стимулов и активного интереса со стороны общего образования к проблемам инклюзии; отсутствие системного видения проблемы инклюзии и путей ее решения в различных образовательных структурах; недостаточный уровень компетентности педагогов высших учебных заведений (Мартинчук, 2012).

Поскольку традиционной вузовской общепедагогической подготовки специалистов для эффективной работы с детьми с особыми образовательными потребностями недостаточно, у большинства педагогов отсутствует мотивация к работе с данной категорией детей, имеется страх, желание избежать такой работы. Подтверждением выше сказанному являются результаты проведенного нами анкетирования воспитателей дошкольных учреждений г. Винницы (Украина). По данным исследований, 65% воспитателей не владеют методами работы с детьми, имеющими особые образовательные потребности, 23% воспитателей не знакомы со специальными программами, не знают психологических особенностей детей указанных категорий, не имеют опыта работы в команде.

Что в свою очередь приводит к неоднозначному отношению со стороны и родителей, педагогов к воплощению идеи инклюзивного обучения. Так в поддержку интегрированного обучения выступили почти 90% родителей, и только 58% воспитателей дошкольных заведений. Полученные результаты свидетельствуют, что родительский коллектив является доминантным по отношению к педагогическому и признает инклюзивное обучение как потребность, в то же время педагогическая общественность определяет ее как необходимость.

Поэтому очень важно подготовить будущих воспитателей к работе с детьми с особенными образовательными потребностями, предоставить им знания специальной педагогики, обеспечить инструментарием и моделями альтернативного обучения.

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

Теоретический анализ психолого-педагогической, социально-психологической литературы по проблеме исследования показал значимость внедрения инклюзии в общеобразовательное пространство и показал факт повышенного внимания ученых к поиску путей оптимизации этого процесса, в частности к формированию профессиональных и личностных качеств будущих воспитателей, необходимых для работы с детьми с особыми образовательными потребностями. Это обусловило цель нашего экспериментального исследования – изучение уровня развития профессиональных и личностных качеств будущих воспитателей, необходимых для работы с детьми с особыми образовательными потребностями.

Экспериментом было охвачено 95 студентов 2 и 3 курса бакалаврата специальности «Дошкольное образование» Винницкого государственного педагогического университета имени Михаила Коцюбинского (г. Винница, Украина). Диагностическое исследование предусматривало получение объективных данных, характеризующих текущее состояние сформированности у будущих воспитателей профессиональных и личностных качеств. В соответствии с задачами исследования и выделенными критериями оценки развития профессиональных и личностных качеств будущих воспитателей (аксиологическая направленность мотивационной сферы; наличие системы психолого-педагогических знаний, необходимых для работы с детьми с особыми образовательными потребностями; творческая самореализация в педагогической деятельности) было проведено 3 субэтапы диагностических процедур.

В ходе исследования был применен комплекс специальных методик и методов, адекватных предмету исследования, направленных на последовательное измерение отдельных критериев сформированности у будущих воспитателей профессиональных и личностных качеств. Таким образом, изучение наличия системы психолого-педагогических знаний, необходимых для работы с детьми с особыми образовательными потребностями осуществлялось на основе методики определения профессиональных интересов (опросник Стронга-Кэмпбелла, 1927),

дифференциально-диагностического опросника (ДДО) (Е. Климов, 1984); аксиологическая направленность мотивационной сферы изучалась с помощью: опросника диагностики рефлексии (А. Карпов, 2003), исследования эмоциональной сферы личности (тест Люшера, 1949), отношение к себе, к окружающим, к будущему, к жизненным обстоятельствам с помощью теста незаконченных предложений Sentence Completion Test SSCT (Sacks & Levy, 1950), диагностики уровня эмпатических способностей (В. Бойко, 1996), методики «Ценностные ориентации» (М. Рокич, 1973), методики диагностики личностной креативности (А. Туник, 1997); творческая самореализация в педагогической деятельности в процессе наблюдений за проявлениями отдельных признаков профессиональных и личностных качеств будущих воспитателей, необходимых для работы с детьми с особыми образовательными потребностями в различных сферах образовательной, практической деятельности: через анализ результативности специальной профессиональной подготовки, прохождения практики.

На основании критериев было выделено три уровня развития профессиональных и личностных качеств будущих воспитателей: высокий, средний, низкий. Соотношение психолого-педагогических знаний, необходимых для работы с детьми с особыми образовательными потребностями, профессиональных качеств, мотивов, ценностных ориентаций, эмпатических способностей, личностной креативности соответствующих выделенным критериям, степень их осознания, выразительности, устойчивости и активности проявления составили качественную характеристику уровня развития у будущих воспитателей профессиональных и личностных качеств как основы их готовности к работе с детьми с особыми образовательными потребностями.

С целью установления уровней развития профессиональных и личностных качеств будущих воспитателей полученные данные по каждому респонденту были переведены в стандартизированные баллы (высокий уровень по каждому критерию – 3 бала; средний – 2 бала и низкий – 1 бал). Таким образом в результате стандартизации оценивания студенты набравшие от 9 до 7 баллов были отнесены к таким, которые имеют высокий уровень развития профессиональных и личностных качеств будущих воспитателей, средний – от 6 до 4 баллов и низкий – от 3 до 1 бала соответственно. В результате обработки статистической информации на основе стандартизации баллов по каждому критерию были получены следующие данные: 13 респондентов (14,1%) выявили высокий уровень развития профессиональных и личностных качеств будущих воспитателей, 36 респондентов (37,8%) - низкий и 46 респондентов (48,1%) средний.

Формирование у студентов специальности «Дошкольное образование» профессиональной компетентности в области развития, обучения и воспитания детей с особыми образовательными потребностями реализуется на дисциплинах «Педагогические технологии инклюзивного обучения в ДОУ», «Основы дефектологии и логопедии», «Логопсихология», «Логопедия», «Специальная педагогика с историей», «Основы инклюзивного образования», «Ассистирование в инклюзивной среде».

Данные дисциплины призваны решить ряд задач в подготовке будущих воспитателей: ознакомление с методологическими и теоретическими основами дефектологии как интегрированной отрасли научного знания о развитии, обучении и воспитании детей с особенностями психофизического развития; коррекционной педагогики, в частности дошкольной, как науки о воспитании и обучении детей с особыми образовательными потребностями в условиях специальных образовательных учреждений, массовых образовательных учреждений, реабилитационных центров, семьи; инклюзивного образования как основной инновационной технологии конца XX - начала XXI века; изучение особенностей и закономерностей физического и психического развития различных категорий детей с нарушениями и отклонениями в развитии; изучение способов улучшения жизни и деятельности детей с ограниченными возможностями в социальном окружении; раскрытие особенностей психолого-педагогического сопровождения детей с ограниченными возможностями в условиях дошкольных учебных заведений общего типа, специфики оказания им необходимой помощи; формирование у студентов знаний, умений и навыков организации и проведения эффективной развивающей работы с детьми в инклюзивных группах дошкольных учебных заведений.

Полученные знания и умения предоставляют возможности будущим воспитателям дошкольных учебных заведений обеспечивать мониторинг психофизического и социального развития детей, учитывать индивидуальные особенности каждого ребенка при составлении индивидуальной программы развития, обучения и воспитания с целью коррекции процессов развития и социализации ребенка; эффективно организовывать взаимодействие с семьями, воспитывающими детей с особыми образовательными потребностями (Колосова, 2016).

Эффективность совместного обучения и воспитания детей с нарушениями психофизического развития и здоровых сверстников зависит от сформированности у воспитателей профессиональных и личностных качеств, а именно адекватного отношения к лицам с нарушениями психофизического развития и их семьям; навыков психологической

поддержки детей с особенностями психофизического развития; умения организовывать бесконфликтное социальное взаимодействие; умения взаимодействовать с коллегами; способности любить детей независимо от их здоровья, терпимости, гуманизма, эмпатии и тому подобное.

Существует огромное разнообразие форм организации обучения студентов, но активность будущих воспитателей в полной мере реализуется во время проведения практических занятий, важными элементами которых являются интерактивные методы. В процессе их использования у будущих воспитателей формируются профессиональные и личностные качества. Например, метод решения педагогических ситуаций позволяет студентам окунуться в реальные проблемы детей с особыми образовательными потребностями и попробовать найти пути их решения, проявить гуманность и эмпатию (Хиля, 2018). Создание любого типа портфолио воспитателя или дошкольника будет способствовать повышению самооценки, отображать успехи их деятельности. Применение стратегии «Карта памяти», брайншторм, упражнений «Запрещённые слова», «Временной график», «Связки» поможет студентам приобрести не только профессиональные знания, а и развить умения работы в команде, принятие других точек зрения, соответственно и других людей, развитие гуманизма, демократического стиля общения. Выполнение групповых проектов будет продуцировать поисковую и исследовательскую деятельность студентов, способности использования комплекса психолого-педагогических знаний по проблеме инклюзивного образования для совместного решения проблемы и создания проекта. Например, проекты: «Дошкольное учреждение – пространство для всех детей», «Помоги мне сделать это самому», а также социальных проектов, которые помогут решить различные проблемы современных дошкольников (зависимости, булинг, насилие в семье и другие).

Также, на эффективность подготовки будущих воспитателей к работе с дошкольниками с особыми образовательными потребностями влияет прохождение педагогической практики в учреждениях дошкольного образования (Демченко, 2014).

Согласно статистическим данным Департамента образования г. Винницы (Украина), в 2018 году в 17-ти учреждениях дошкольного образования действует 19 групп с инклюзивным образованием, в которых воспитывается 37 детей с особыми образовательными потребностями. Сейчас ресурсными психолого-медико-педагогическими центрами городского уровня обнаружено значительное количество детей, имеющих психофизические нарушения, значительная часть которых находится в обычных дошкольных учреждениях (без соответствующего сопровождения) или вообще неохваченная воспитательно-

образовательным процессом. Так, количество выявленных детей дошкольного возраста, нуждающихся в коррекции физического или умственного развития в Виннице, составляет 7,1% от общего количества. Это показывает, что интегрирование детей с особыми образовательными потребностями происходит стихийно, а инклюзивная форма обучения требует системного развития.

Именно в период прохождения практики студент имеет возможность лицом к лицу встретиться с реальными проблемами внедрения инклюзивной стратегии в массовую систему образования; с детьми разных категорий; изучить их особенности с помощью комплекса специально подобранных методик; осуществить раннюю диагностику интересов и способностей; выработать в себе чувство ответственности, связанное с общественным сознанием; решать проблемы в сотрудничестве с другими.

Ещё одним эффективным способом формирования профессиональных и личностных качеств будущих воспитателей, необходимых для работы с детьми с особыми образовательными потребностями является волонтерская деятельность студентов по отношению к детям с ограниченными возможностями. Так, на базе Винницкого государственного педагогического университета имени Михаила Коцюбинского (Украина) организована студентами-активистами «Школа волонтерства», благодаря которой у будущих воспитателей происходит совершенствование профессиональной деятельности, развивается внутренняя альтруистическая мотивация, мотивами которой является моральный долг и мотив сострадания. Общение с детьми с ограниченными возможностями на принципах гуманизма, толерантности и партнерства формирует у студентов собственные подходы к сотрудничеству, рефлексии и эмпатии, будущий воспитатель имеет возможность развить личностные качества и усовершенствовать профессиональные навыки, то есть обогатить когнитивно-информационную и ценностно-личностную сферу.

Следовательно, целенаправленная подготовка воспитателей будет способствовать успешному решению проблемы инклюзивного обучения детей с особенностями психофизического развития в общеобразовательных учреждениях. При организации и проведении образовательного процесса в высшем учебном заведении следует особое внимание уделять формированию у будущих воспитателей профессионально-ценностных ориентаций, профессионально-личностных качеств, умений и профессиональных компетенций.

Выводы **Conclusions**

Таким образом, подготовка студентов к профессионально-педагогической деятельности в условиях инклюзивного образования является сложным, длительным, многоэтапным процессом. Целенаправленная модернизация содержания изучения нормативных дисциплин и дисциплин по выбору, педагогическая практика и волонтерская деятельность, выбор наиболее адекватных педагогических технологий безусловно будут способствовать положительной динамике в развитии профессиональных и личностных качеств будущих воспитателей, необходимых для работы с детьми с особыми образовательными потребностями.

Перспективными направлениями дальнейших научных исследований по затронутой проблематике считаем исследования процесса становления профессиональной компетентности будущих воспитателей к реализации задач инклюзивного образования в условиях массового детского сада.

Summary

A brief description of our study preschool teachers identified the need to change the approaches to the educational process in accordance with the needs of the socio-cultural space of Ukraine. In particular, the review of the scientific and legal bases for the training of specialists made it possible to conclude that at the moment they are developed at a high level.

At the same time, the issue of personal preparedness for professional self-realization of future educators of preschool educational institutions in this direction according to certain criteria of development of the necessary qualities of students has a low level. Therefore, a number of innovative technologies are suggested for raising the level of professional and personal qualities of future preschool teachers, which can be used in the study of disciplines of inclusive education.

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THE PSYCHOSOCIAL EFFECT OF THERAPEUTIC ACTIVITIES WITH DOLPHINS FOR CHILDREN WITH DISABILITIES

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Abstract. *The aim of this study was to compare the results of the psychosocial effect of therapeutic activities with dolphins for children with cerebral palsy, Down syndrome and autism. Research was carried out in the Dolphin Assisted Therapy Center. Ten families raising children with disabilities took part in this research. Methods: Chandler's Psychosocial Session Form, interviews before, two weeks and one month after therapeutic activities with dolphins. The research results brought to the light statistically significant changes in the psychoemotional and behavioral patterns for children with qualitative differences depending on child's diagnostic characteristics. The greater positive results were noted by parents, as well as statistically significant measured in autism, but the least in Down syndrome case. The research results revealed that parents shaped their expectations on the impact of therapeutic activities basing on the normalization perspective. Narrative results revealed that all parents raising children with disabilities had needs of re-establishing the inner sense of coherence of the whole family system.*

Keywords: *autism, Down syndrome, cerebral palsy, therapeutic activities with dolphins.*

Introduction

Animals have always been playing an important role in human's life (All and Loving, 1999; Hatch, 2007). Even in ancient Greece it was mentioned that a contact with animals helped to improve the emotional and physical condition for people (Macauley, 2006; Nimer & Lundahl, 2007); despite this fact, animals have only been used for therapeutic purposes since the end of the 18th century (Kreiviniene & Kleiva, 2017; Macauley, 2006). If scientific studies on canitherapy (Binfet, 2017; Cipriani et al., 2013; Ginex et al., 2018) or

hippotherapy (Hsien et al., 2017; Kwon et al., 2015; Žalienė et al., 2018) are usually related to the psychoemotional and motor support to people with disabilities, the studies investigating the dolphin-assisted therapy (Curtis, 2000; Brakes & Williamson, 2007; Kreiviniene & Rugevičius, 2009; Acquaviva et al., 2003; Brensing et al., 2005; Kreiviniene & Kleiva, 2017) deal with the changes in the sensory, psychoemotional, motor spheres. Despite large numbers of scientific studies (from Nathanson, 1980, 1989, 1998; Nathanson et al., 1997; Brensing, Linke et al., 2005; Lukina, 2005 to Taylor & Carter, 2018; Candelieri, 2018), the investigation of the dolphin-assisted therapy being carried out are usually characteristic of the depth of research, but not of representative samples due to the limitations of these therapeutic activities.

The Psychosocial Situation of Families and Support Methods

The psychosocial situation of families raising children with disabilities is complex because a family faces many challenges, depending on complexity of child's disability. Disability or health issues of one family member affect the welfare of all the family, especially in child's chronic illness situation (Smith et al., 2002). For example, a research conducted by Brajtman (2003, 454) revealed that families in severe disability situations were affected by many issues, like anxiety; another research conducted by Margalit et al. (1992, 202) brought to the light such issues as avoidant coping, lower sense of coherence, less emphasis on family members' interrelations and personal growth. Therefore, a study of Carpenter (2007, 176), showing that families in severe disability situations require support during their life cycle, presupposes their search for complementary and alternative medicine (CAM) services. The dolphin-assisted therapy (DAT) is one of such methods. Dolphin-assisted therapy is practiced in many countries having different backgrounds and employing various methodologies. In Lithuania, the dolphin-assisted therapy is being practiced in the Lithuanian Sea Museum alongside with evidence-based scientific research since 2001. Even though DAT encompasses methods of social pedagogy, social work, special education, psychology, occupational therapy, and physiotherapy, in 2013 a hygiene norm for dolphinariums (LR Sveikatos apsaugos ministro įsakymas, Lietuvos higienos norma HN 133: 2013) was released as a precondition to medical licensing as a method of CAM services by the Ministry of Health.

Recent research (Ravindran & Myers, 2012) highlights the striving of families for balance; therefore, their life cycle is perceived as a difficult existential experience. Despite the severity of a disability, parents always are the addressed link in care, supervision, and education. Burnouts because of longitudinal stress and taking a toll on mental and physical health are reducing family resources likewise the reactions of family members are different depending on a diagnostic

type, such as the acceptance process for parents of a child with physical disability is easier in comparison to mental disabilities. Therefore, family seeks recharging and support from complementary methods. Research studies show that CAM is sought for when: families believe that it is a safe method of wellness or traditional methods do not help, or in chronic disability cases when families undergo discomfort, chronic pain, depression, tiredness (Kreiviniene & Kleiva, 2017). Scientific research works demonstrate that in a case of Down syndrome some 87 per cent of families search for CAM support, in a case of autism spectrum – 50 per cent, in a case of cerebral palsy – 56 per cent, in attention-deficit/ hyperactivity disorder (ADHD) – 54 per cent (Hyman & Levy, 2005). Because of this reason, the psychosocial effect on children with Down syndrome, cerebral palsy and autism as well as the effect of the dolphin-assisted therapy on family have been investigated.

Methodology

The research aim is to compare the results of the psychosocial effect of therapeutic activities with dolphins for children with cerebral palsy, Down syndrome and autism.

Research participants. The research was conducted from November 2016 to May 2017 in the Dolphin-Assisted Therapy Center of the Lithuanian Sea Museum. Ten families raising children with disabilities (age from 4 to 11 years) participated in this research: one family raising a child with a complex disability (main diagnosis – cerebral palsy), two families raising a child with cerebral palsy, two families raising children with Down syndrome, five families raising children suffering from the autism spectrum disorder took part in the dolphin–human wellbeing research (see Table 1).

Table 1 Research participants

Respondent No.	Gender	Diagnose	Age
001	Girl	Complex disability, cerebral palsy, tetraparesis	7 years
002	Boy	Autism spectrum disorder	10 years
003	Girl	Cerebral palsy, paresis	8 years
004	Girl	Cerebral palsy, paresis	9 years
005	Boy	Down syndrome	12 years
006	Girl	Autism spectrum disorder	4 years
007	Boy	Autism spectrum disorder	8 years
008	Girl	Down syndrome	11 years
009	Boy	Autism spectrum disorder	7 years
010	Boy	Autism spectrum disorder	5 years

The families have been selected randomly from a general list of participants because of the geographical and diagnostic criteria: Down syndrome, autism spectrum disorder, and cerebral palsy. Families were informed that they could end their participation in the research at any time. They all took part in the holistic dolphin-assisted therapy lasting for two weeks. Each child participated in 10 therapeutic sessions with dolphins, and additional methods addressing individual needs, such as: Sherborne movement therapy, TEACCH structured learning, arts educational session, physiotherapy, music educational session, sensory integration, and individual consultations, were applied.

Methods of data collection:

- *Chandler's Psychosocial Session Form (PSF) (2005)* was filled in by: working therapy specialist (physiotherapist/ psychologist/ social worker) after each dolphin-assisted therapy session and by parents. In total, 168 observatory protocols were analyzed. The PSF is used to effectively measure the change occurring as a result of DAT and to determine human behaviors of two types: positive social behaviors and negative social behaviors. The PSF provides three scores: positive social behavior score, negative social behavior score, and a total (overall) behavior score. The test is designed to be completed for a client by a therapist or therapy team at the end of each therapy session. It is a method for tracking client's social behavior change across treatment sessions. The intensity of a behavior present during sessions was rated on a Likert-type scale: 0 (none), 1 (very low), 2 (low), 3 (medium), 4 (high), and 5 (very high) (Chandler, 2012, 203). A permission to use this form for dolphin-assisted therapy research was given by the author (professor Cynthia Chandler). Statistical analysis employing the IBM SPSS Statistics 24.0 program and systemization with graphic visualization and descriptive analysis was applied.
- *Qualitative semi-structured interview* with parents, open coding was applied with narrative analysis. We conducted interviews a day before, two weeks and one month after therapeutic activities with dolphins. Each family was asked to mention expectations for the DAT program and about noticed changes in psychoemotional/ psychosocial, motor, and sensory spheres after DAT.

Results

The analysis of the Chandler's Psychosocial Session Form did not reveal a statistically significant difference between parents' and specialists' evaluation. It should be noted that parents evaluated changes in children more positively than the specialist working in this field. Fig 1 displays the average values of evaluation

scores for participating children’s both positive and negative social behavior: a statistically significant positive change occurred in all psychosocial and behavioral patterns ($p < 0.05$) despite the diagnosis. Statistically reliable ($p < 0.05$) positive changes were measured in children’s psychosocial sphere by all evaluators of the therapeutic program. The most significant positive change was measured in children with autism spectrum disorder, a slightly lower was recorded in children with cerebral palsy. No statistically significant changes were found in the case of children with Down syndrome. It is observed that on the average children’s negative social behavior decreased after the third session with dolphins and on; and positive social behavior increased (see Fig. 1). This is to be related to children’s higher self-control of emotions, better verbal and non-verbal expression, growing self-confidence, satisfied sensory needs, better motor planning, saturation of the limbic system. Involvement of animals into therapeutic procedures is based on the theory of interaction human–animal, holding it that such interaction can increase individual’s physical and psychological wellbeing (O’Haire, 2013).

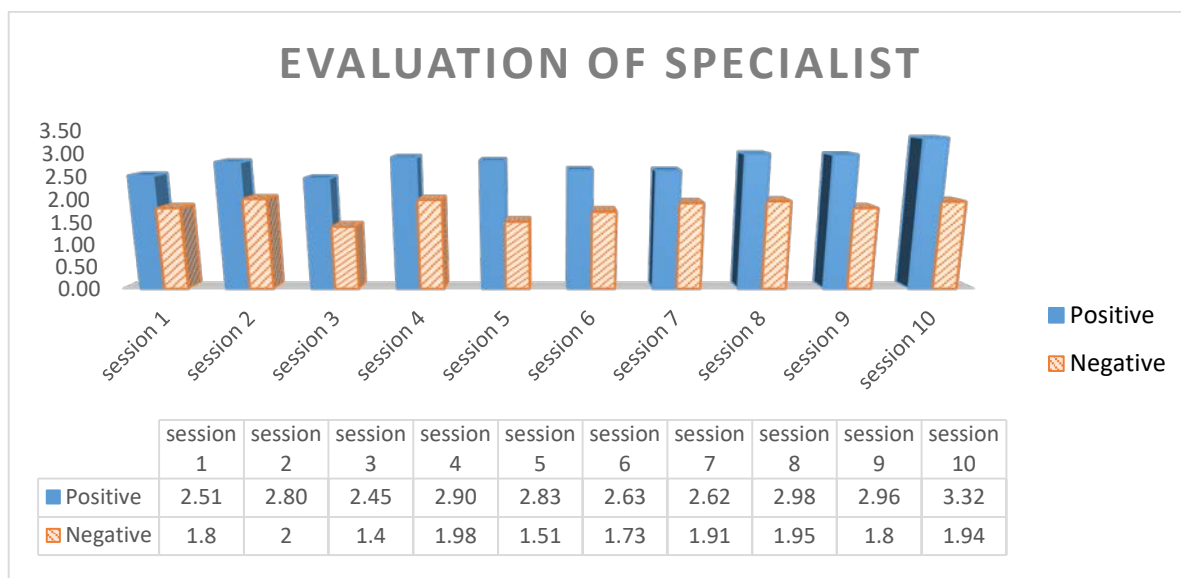


Figure 1 Average positive and negative social behavior

Results of the qualitative research were systematized, pointing out two major categories: *expectations before DAT*, *changes after DAT*. The narrative analysis revealed that all parents when talking about their expectations set for the dolphin-assisted therapy emphasized psychoemotional, psychosocial, sensory, and motor symptoms related to the primary diagnosis: “I would like to see how a head is being held better” (001), “I would like to hear speaking, or at least a word uttered... sometimes it seems that something will be uttered straightaway, something is being mumbled in the mouth” (006), “he walks totally without coordination, stumbling over various things; it seems that even it is difficult for

him to sit at a table” (009); “a poor social contact, and the eye contact is minimal” (002), “I notice that child has a depressive mood, to say, vague emotions are observed, no eye contact is kept” (006), “emotions are completely unstable, no empathy at all” (007). When talking to the parents after the therapy with dolphins, it was interesting to note that two weeks later they mentioned less changes caused by the dolphin-assisted therapy program comparing to the evaluation one month later. These results were especially emphasized in the group of parents raising children with autism disorder. According to them, the following most obvious changes could be pointed out: “better recognize emotions of other people, are better able to control own negative emotions, less sensitive to touching” (007), “stays concentrated on occupational activities for a longer time, retain the eye contact for a longer time, several meaningful words were uttered” (002), “sleep and emotions became calmer, started talking more fluently, communicates with everyone more willingly” (009), “became calmer, retains attention for a longer time, more willingly performs tasks, less resistance against new tasks” (010).

Differently from the evaluation of social behavior, where no statistically significant difference was found, parents of children with Down syndrome mostly emphasized an altered psychosocial sphere of children: “self-confidence strongly increased” (005), “gained new friends”, “is no longer afraid of unfamiliar people or children, for instance, starts a conversation, takes someone’s hand, which is very important at school” (008), “the biggest changes are noticed at home: helps in doing everything, willingly bakes, cooks food with me, tidies up around, became much more self-sufficient” (005).

Analysis of the differences among children points out that the biggest and statistically most significant change in social behavior was measured in the autism group. Positive social behavior of all children with a diagnosis of autism increased; whereas negative features of behavior decreased (see Tables 2, 3). A relative correlation is observed: the younger a child is, the more obvious the change is.

Table 2 Positive social behavior scores of children with autism (N=5)

Evaluator: Specialist	TEB1S	TEB2S	TEB3S	TEB4S	TEB5S	TEB6S	TEB7S	TEB8S	TEB9S	TEB10S
Mean	2.62	2.99	2.95	2.86	2.93	2.79	2.87	3.07	3.03	3.39
Std. Error of Mean	0.42	0.37	0.26	0.27	0.32	0.46	0.18	0.16	0.28	0.20
Std. D.	0.94	0.82	0.59	0.60	0.72	1.04	0.39	0.37	0.63	0.45
Kurtosis	3.81	1.02	1.88	-3.09	-0.02	1.40	3.26	0.69	-2.22	3.61
Range	1.00	1.88	2.26	2.12	1.88	1.28	2.20	2.52	1.46	2.98
Minimum	3.40	4.13	3.88	3.32	3.73	4.16	3.16	3.48	2.33	4.15
Maximum	2.62	0.82	0.59	0.60	0.72	1.04	0.39	0.37	3.79	0.45

Table 3 Negative social behavior scores of children with autism (N=5)

Evaluator: Specialist	NEB1S	NEB2S	NEB3S	NEB4S	NEB5S	NEB6S	NEB7S	NEB8S	NEB9S	NEB10S
Mean	2.34	2.06	2.10	2.37	1.72	1.83	1.64	1.65	1.85	1.70
Std. Error of Mean	0.05	0.13	0.07	0.08	0.15	0.28	0.46	0.27	0.33	0.13
Std. Deviation	0.11	0.29	0.16	0.17	0.34	0.62	1.03	0.61	0.73	0.30
Kurtosis	-2.74	-2.36	-0.91	-2.05	0.91	-0.66	-0.25	-0.10	0.39	0.85
Range	0.24	0.67	0.41	0.41	0.94	1.59	2.53	1.49	1.89	0.74
Minimum	2.23	1.71	1.88	2.18	1.25	1.00	0.12	0.75	1.05	1.24
Maximum	2.47	2.38	2.29	2.59	2.19	2.59	2.65	2.24	2.94	1.98

Scores of positive and negative social behavior of one surveyed child with a complex disability strongly stood out among results of other surveyed children (see Fig. 2).

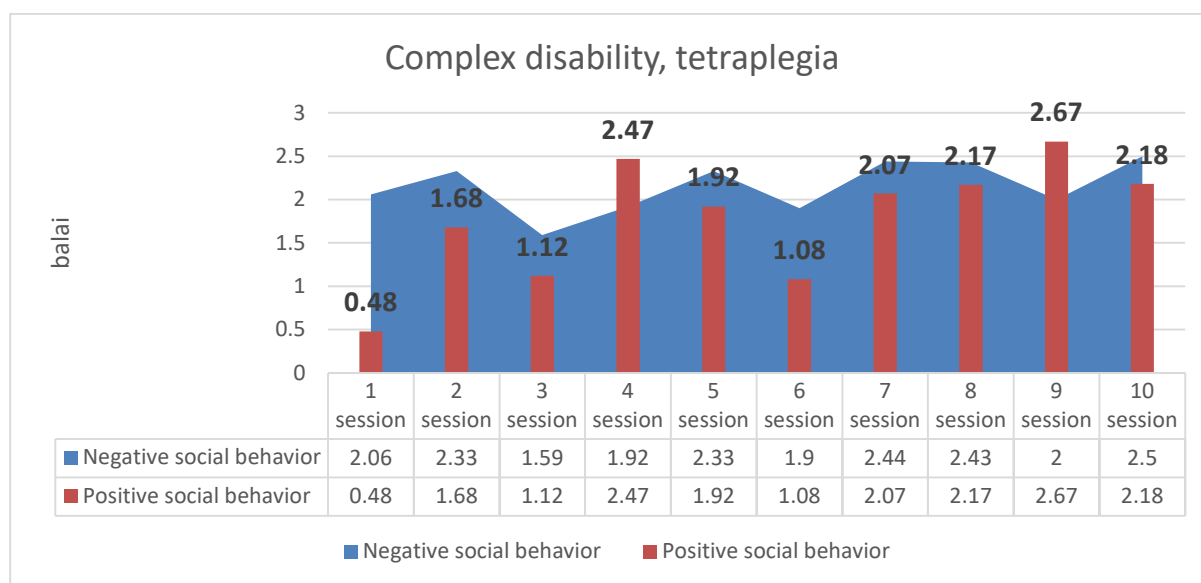


Figure 2 Positive and negative social behavior of a participant with a complex disability

Figure 2 demonstrates that negative social behavior increased, like positive one did, too. Whereas the narrative analysis revealed that parents both two weeks and one month later mentioned a very high benefit of the dolphin-assisted therapy program: “now he obviously holds his head more stably, sialorrhoea is no longer as intense as it was earlier, epilepsy attacks decreased twice and the child himself changed the most, became as if more adult: started expressing his own opinion, it became obvious he wanted to participate in a conversation with other family members, smiled more often” (001). Interesting to note that, on the contrary, the negative social behavior recorded in the Chandler Psychosocial Session Form

manifested positively in the case of this child, i.e. observed contradiction or opposition to the specialist was evaluated by parents (or specialist) as child's "awakening" from constant condition of passiveness; therefore, one month later, parents mentioned that epilepsy attacks which would be evoked by any sensory stimulus (light, touch, barking of a dog, laughter etc.) decreased due to increased tolerance and child's activity level, i.e. the child more consciously observed environment, communicated, smiled.

Discussion

All families who participated in this research evaluated dolphin-assisted therapy program as "very effective" two weeks and one month after DAT. All families raising children with autism spectrum disorder mentioned lower occurrence of sensory-related issues, such as: better motor coordination and planning, lessening emotional crisis and tantrums, openness in social interaction etc. Families raising children with cerebral palsy and complex disability reported noticeable change in motor sphere: better head-holding position, less involuntary saliva occurrence, longer engagement time for tasks, etc.

Our research results coincide with the findings of research works conducted by other scientists, where a positive effect of the dolphin-assisted therapy on children with disabilities is found (Breitenbach et al., 2009; Dilts et al., 2011; Griffioen & Enders-Slegers, 2014; Md Yusof & Chia, 2012; Stumpf & Breitenbach, 2014). The authors emphasize that after application of the dolphin-assisted therapy speech, communicative behavior, motor functions of children with disabilities improve. In the course of the dolphin-assisted therapy or after it a child with a disability becomes braver, more relaxed and self-confident, able to better concentrate and retain attention, also verbal expression, ability to keep an eye contact improve, a child is more keen on communicating with other children, more involving in performance and life of own family in general (Breitenbach et al., 2009; Stumpf & Breitenbach, 2014). The families that took part in the research mentioned that their interaction inside family changed the most. Other scientific research studies, such as Kreivinienė, Vaičekauskaitė (2010) and Breitenbach et al. (2009), also supplement the findings of this investigation. For example, Breitenbach et al. (2009), having investigated changes in children with a complex disability after DAT, obtained that no statistically significant changes were found; nevertheless, the most significant changes took place in family coherence and parents–children relationships, i.e. parents stated that they understood their child, one's glance, sound etc. better.

When talking about the changes in the autism spectrum group, it is important to note that the problem psychosocial behavior usually holds the symptoms of sensory disorders. Therefore, when applying the dolphin-assisted therapy

accompanied with sensory integration, the most visible change is reported. In the cases of all children of the autism group, an interesting deviation is reported during the sixth session, i.e. the increase of negative social behavior and the decrease of positive behavior are observed. This is not statistically significant; however, it is an important practical instance because children underwent the dolphin-assisted therapy for 2 weeks including a two-day break, i.e. the research results demonstrated that during the session that was held after the break positive features of social behavior were expressed poorer in comparison to the fifth session. Later, the features progressively increased.

To sum up the obtained results, after the dolphin-assisted sessions those children's functions which could have been impacted by good psychoemotional environment, elements of physical therapy in water, tactile contact with a dolphin improved: sensomotor condition, sleep, social behavior, self-sufficiency improved the most; sensitivity to tactile stimuli decreased. These are the features which are highly important for child's socialization. Optimal psychoemotional environment is created for a child not only during the sessions but also after them.

A family taking part in the dolphin-assisted therapy applied to a child with disability improves their mutual interaction, and these changes are maintained and become the fundamental for further development of that child.

The respondents underlined that the changes after the sessions with dolphins usually manifested 1 week after the dolphin-assisted activities, and the changes linked to the dolphin-assisted therapy are noticed to the present day.

Conclusions and implications

1. Dolphin-assisted therapy is applied as a holistic approach where program is individualized according to the special needs of a participant. Previous as well as the present research prove that the most effective therapeutic results are achieved when DAT is applied together with complementary methods. Statistically positive changes have been found in psychoemotional and behavioral patterns in all surveyed children. All families filling in an open-ended feedback form mentioned that there could be much more complementary methods applied together with the dolphin-assisted therapy. Qualitative results brought to the light:
 - a) motor (better head-holding position, less involuntary saliva occurrence) in cerebral and complex disability;
 - b) psychoemotional/ psychosocial and sensory (increased social understanding and social interaction, less opposing behavior, speech understanding, she is much more calm and listening to instructions, etc.) in the autism case; and

- c) psychosocial and cognitive (more active verbal speech, he got lots of sensations, betterment in social interaction, he said first verbal words, much more shows initiatives what to do, increased social activity, very much motivated to say sentences, started to sing melodies, playing much longer and more complex games) in Down syndrome related changes 2 weeks and 1 month after application of the dolphin-assisted therapy.
2. Mostly deferrable reactions were measured for children with cerebral palsy, complex disability, and especially autism. Parents observed a much greater positive psychosocial and behavioral change in comparison to the specialist. Especially a great change was measured in decreasing occurrence of negative symptoms during the last dolphin-assisted therapy sessions. Neither specialist's nor parental evaluation revealed any statistically important changes in psychosocial session form for children with Down syndrome; however, an open-ended questionnaire revealed their change in the social life and cognitive development.
3. Families perceive the dolphin-assisted therapy as a program "recharging" and relaxation for all family members. They mention positive changes occurred not only in children with disabilities but also in all family members and increased inner sense of coherence.

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BARRIERS IN POLISH INCLUSIVE EDUCATION IN THE OPINION OF STUDENTS' PARENTS WITH SPECIAL EDUCATIONAL NEEDS

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***Abstract.** The principles of inclusive education have been orientating the ways of working with children and young people with special educational needs for many years. Nevertheless, it is difficult to change the process of modifying the teachers' thinking about a student with disabilities or deficits in the aspect of teaching him in a state school. In 2017, legal acts in Poland were modified to provide psychological and pedagogical assistance to pupils with special educational needs. However, the Ombudsman for Children received many letters from parents of students who gave examples of violations of their rights at school. Therefore, in 2018 a survey was conducted among parents on the difficulties encountered by their children while studying at school. The research results revealed some irregularities both in the aspect of teaching methods which were applied to children and the cooperation of teachers with parents and other specialists. On this basis, it was possible to identify barriers to inclusive education in Polish schools.*

***Keywords:** barriers, parents, school, special education needs, students*

Introduction

The views on the education and teaching of sick children, those with disabilities or developmental disorders change from time to time in special education. In accordance with current trends and the state of the art, the most important are their educational and development needs, which can only be satisfied through appropriate conditions and social support. In Poland, as in other countries, fighting for the right of students with special educational needs to be taught in public schools is more and more intense, emphasizing the numerous qualities of such an educational solution. From September 2017, school employees were obliged, on the basis of a modified provision, to provide psychological and pedagogical assistance to pupils with SEN according to specific rules. Nevertheless, it turns out that in school practice, the rights of these pupils are violated. Dissatisfied and disappointed with the support for SEN pupils, their parents addressed letters to the Children's Rights Ombudsman, in which they

sometimes described the tragic situation of their children in public schools. However, dozens of letters do not support the general rule, which is why the Ombudsman Marek Michalak decided to conduct a survey in 2018, in which he asked parents, among other things, about difficulties and educational barriers met in the schools where their children attend. The main aim was to identify the weakest elements of inclusive education in order to propose some innovative and more effective solutions in this area. Actions have been taken in the interest of the children with SEN and their parents who are taking great pains to educate and teach their beloved children.

The right for inclusive education for SEN children in Poland

The Convention on the Rights of the Child adopted by the United Nations on November 20, 1989 became the basis for the creation and subsequent modification of legal provisions regarding the status of the youngest Poles (Hanyś, 2015), including those concerning the right to life, education, or protection against violence. Due to the issues addressed, we are most interested in the children's right to education, which Małgorzata Kozak (2013, p. 119) defines as the natural space, determined by normative law, the processes related to the implementation of formal education within a given system of education and social life processes thanks to which an individual in a specific stage of his/her development called childhood learns to consciously develop themselves, their knowledge, abilities and attitudes, in order to achieve the fullest and creative self-development and participation in social life and to build a culture of respect for human rights."

The basic normative act regulating the access of children and youth to education is included in the Constitution of the Republic of Poland of April 2, 1997 (Journal of Laws of 1997, No. 78, item 483). The following regulations are equally important: Act of 14 December 2016 - Educational Law, Act of 7 September 2001 about the education system with later amendments and the Act of 27 October 2017 on financing educational tasks. Nevertheless, when working with students with special educational needs, teachers are obliged to follow the provisions of the Regulation of the Minister of National Education of 9 August 2017 on the rules for the provision and organization of psychological and pedagogical assistance in public kindergartens, schools and facilities (OJ 2017, item. 1591). The term "special educational needs" was the first time used in 1978 by Helen Mary Warnock in the document entitled "Report of the Committee on Education in Handicapped Children and Young People", indicating that special educational needs apply to children and young people with disability, regardless of their type and severity (Warnock, 1978). Nevertheless, it was widely used after 1994 after the World Conference in Salamanca, during which it was recognized

that "every child has a fundamental right to education and should be given the opportunity to achieve and maintain an appropriate level of education" (Mayor, 1994, p. 2). This means that the school as a second place for parenting, after the family, is obliged to provide appropriate conditions for the development of children and youth with SEN. M. Kozak (2013, p. 138) emphasizes, however, that the children are exposed to educational barriers defined as "the consequences of an unfavourable situation, event or problem resulting from, among others, the situation of an individual student, from the didactic and educational situation, as well as from educational policy, which all limit or completely prevent the implementation of the child's right to participate in educational processes." Joanna Skibska (2012, p. 170-171) agrees with this view and at the same time tries to indicate the elements of the school space, the occurrence of which ensures an increase in efficiency in the support provided to pupils with SEN. She believes that in the education process of students with medical decisions and opinions, it is necessary to include the help of professionally trained teachers working at school and students with positive attitudes towards their colleagues with various disorders and dysfunctions. The whole process must be assisted by specialists who have knowledge and skills related to a specific type of disease or disability, and who cooperate with parents and teachers. All these people should have the opportunity to meet at a school with properly equipped rooms. After all, SEN pupils themselves must be prepared to study at a public school. The situation of pupils with SEN at school changes with new provisions, which requires constant monitoring by researchers. Therefore, a few months after the change of legal regulations in Poland regarding psychological and pedagogical assistance, it was checked what difficulties they encounter in the teaching and education process in public primary schools.

Methodology

The aim of the study was to get to know the opinions of parents of SEN children on the barriers they face in inclusive education in public primary schools in Poland. The survey was preceded by consultations conducted by members of the Team for the Development of Recommendations for Work with Children with Special Educational Needs, appointed by the Ombudsman for Children's Rights. Its members included: special pedagogues and psychologists, members of non-governmental organizations acting to support children with disabilities and developmental deficits, as well as research and teaching staff and parents of students with special educational needs. The team developed a questionnaire for parents of pupils with SEN. The employees of the Office of the Ombudsman for Children' Rights made a deliberate selection of a research sample (parents of students with SEN from primary schools), and then drew 76 schools from all over

Poland (from towns and villages). In March-June 2018, pedagogues and psychologists employed by the OOCR conducted a survey among 445 parents who agreed to express their views on inclusive education for their children. Questionnaires for parents of SEN students were sent by post to their correspondence home addresses provided by school heads. The authors of the article were commissioned to prepare a report on the results obtained. To this end, the project manager applied percentage calculations adequate to the nature of the collected data. Statistical analyses were carried out in the SPSS for Windows program.

Research results

Based on the information obtained from parents participating in the survey, it was found that the average age of students with special educational needs in randomly drawn primary schools was 11 years and 3 months. This means that the subjects studied mostly described the experiences of students from younger classes. 69 % of children had a medical opinion from a psychological and pedagogical center, and 33 % - a medical decisions on the need for special education. The other students had decisions about the need for individual schooling (9 %) and opinions about the need to include them in an individualized educational path. The largest group of students were those with specific learning difficulties, with behavioral or emotional disorders, with educational failures, with intellectual disabilities and autism spectrum disorders. Statements of parents of pupils with SEN made it possible to identify barriers to the education and upbringing of their children in Polish public schools in which the survey was conducted. It turned out that 22 % of students did not attend the schools closest to their place of residence, which indicates that parents had to take care of their travel to and from school. In addition, it should be assumed that children were forced to get up early in the morning to attend classes. Commuting comfort could also be different, which is not desirable for some children due to their health condition. Commuting probably required parents to spend more money on educating their children. The basic question in this area concerns the causes of children's travel to schools located far from their place of residence. One of the reasons may be that about one third of parents have received suggestions from psychological and pedagogical centers or a school on changing the form of child's education. They were told that a special school, an individual tuition or an integration school is a better solution for their children. Some parents could be persuaded by specialists to move their children to another school located much further from the place where they lived. 10 % of parents decided to change school for their children, while 17 % did it due to the lack of implementation of recommendations contained in the medical decision or opinion and difficult relations with teachers or the

school's head. Primarily, the school is a place where the child should have its educational and development needs satisfied. However, the theory does not always coincide with practice and everyday life. Therefore, parents were asked to evaluate certain aspects of supporting their children at school.

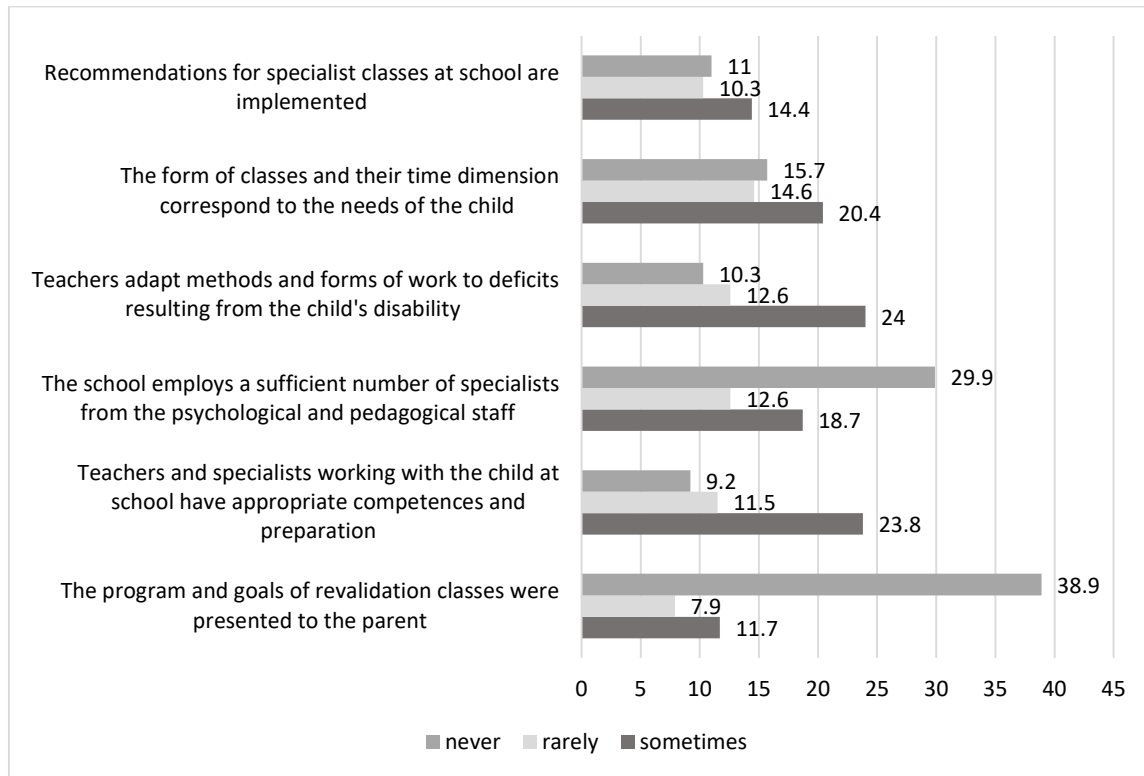


Figure 1 Opinions of SEN pupils' parents on providing psychological and pedagogical assistance in schools (%) (own study)

The data contained in Fig. 1 show that many parents did not have the opportunity to learn about the program and goals of teaching their children, and the number of specialists employed at the school did not correspond to the real needs of their children. In addition, almost 30 % of parents pointed out that the form of classes and their time dimension are not sufficient, and 20 % of them claimed that rarely or never do the school in which their children learn employs competent teachers, properly prepared to work with SEN students, who adapt methods and forms to deficits resulting from their disability during specialized classes recommended by psychological and pedagogical centres. The conditions under which teachers support their pupils are very important, which is why parents had the opportunity to assess them (Figure 2).

A dozen or so percent of parents met with the fact that their children had the time period of specialized classes reduced or they were refused to have them at all due to the lack of financial resources for this purpose. In addition, nearly 70% of

pupils with SEN, in the opinion of parents participating in the survey, did not have access to a calm-down room other a substitute room. Half of them learned in schools in which there was no space suited to their needs or rooms in which individual classes could take place. 1/3 of them did not have the opportunity to move safely around the school.

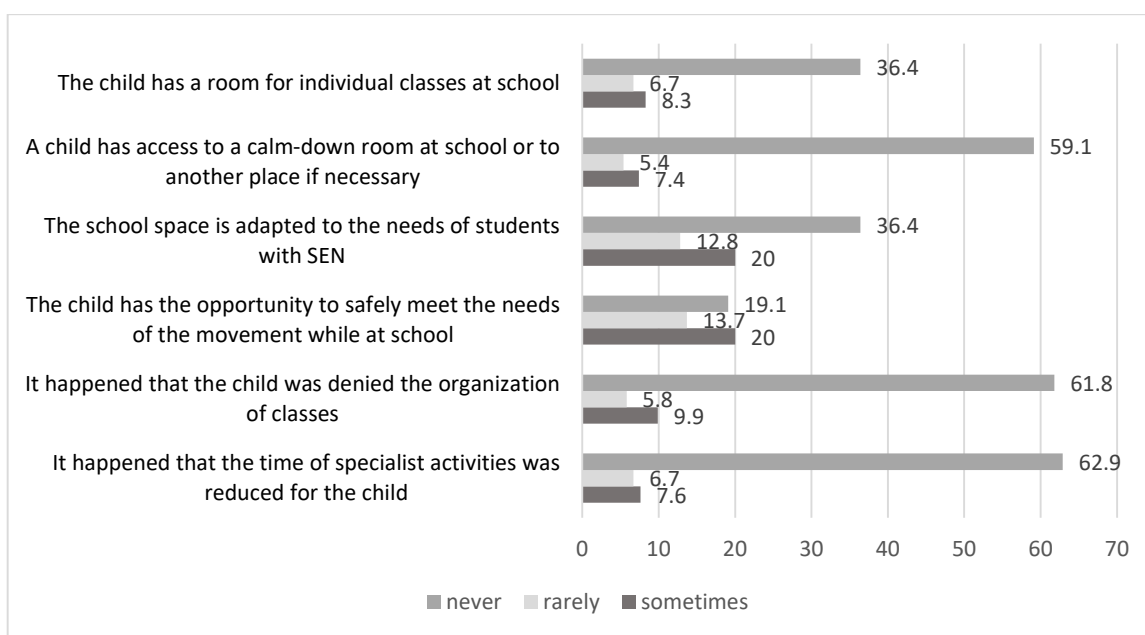


Figure 2 Opinions of SEN pupils' parents on the terms of providing psychological and pedagogical assistance in schools (%) (own study)

We often forget that the school does not only have didactic but also upbringing functions. Therefore, it was decided to check how often pupils with special educational needs experience violence in school in the opinion of their parents.

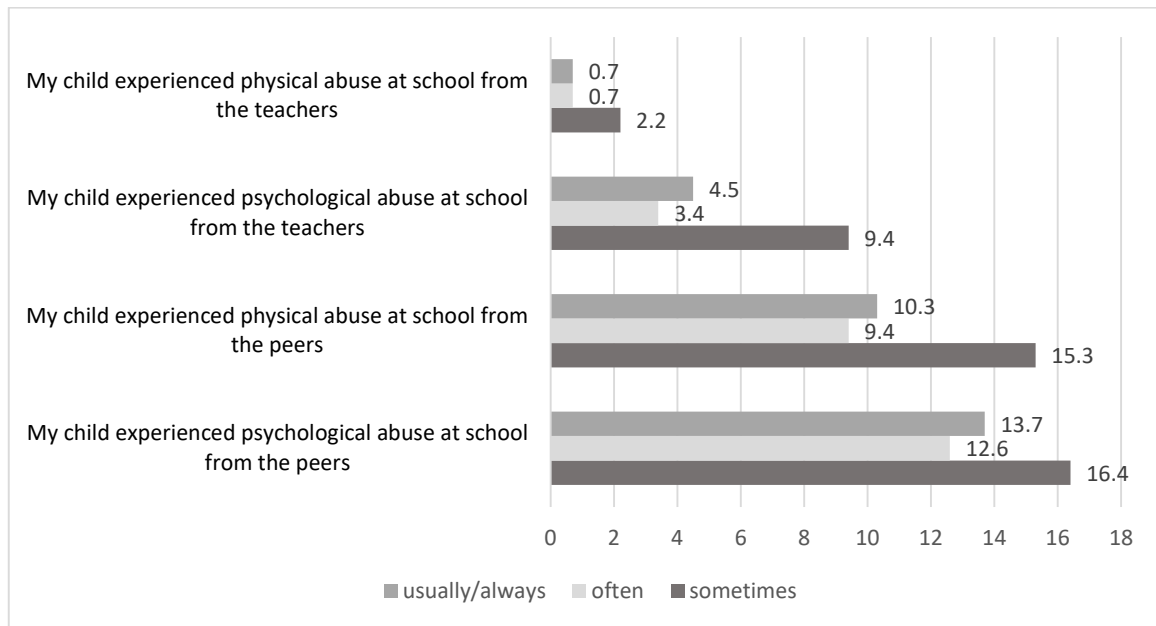


Figure 3 The experience of school violence by SEN pupils in the opinion of their parents (%) (own study)

According to parents' knowledge and their statements on the subject, their children more often experienced both psychological and physical violence on the part of their peers than teachers, although the former definitely dominated in both relations. In general, according to the surveyed people, 56 % of pupils with SEN never experienced or rarely experienced psychological violence and 64 % - physical violence on the part of their peers and 83 % psychological and about 96% physical violence on the part of their teachers. This means that a large group of students were victims from other members of the school community. The pedagogics faces a recent problem, which is difficult to remedy, i.e. should the school be a place where adults adapt the student to the prevailing norms, despite the deficits and disorders or the symptoms of illness or disability they have? 79% of parents thought that teachers should try to put their children in the so-called role of a polite student by all means, which can be very difficult for those who have been diagnosed with the spectrum of autism or behavioral and emotional disorders. In addition, more than 1/3 of parents gave teachers permission to immobilize a child when it is aggressive and threatens to itself or other students, and less than 20 % to temporarily isolate him / her from the group. The question that arises here is whether teachers actually use parents' permission to do so to their students.

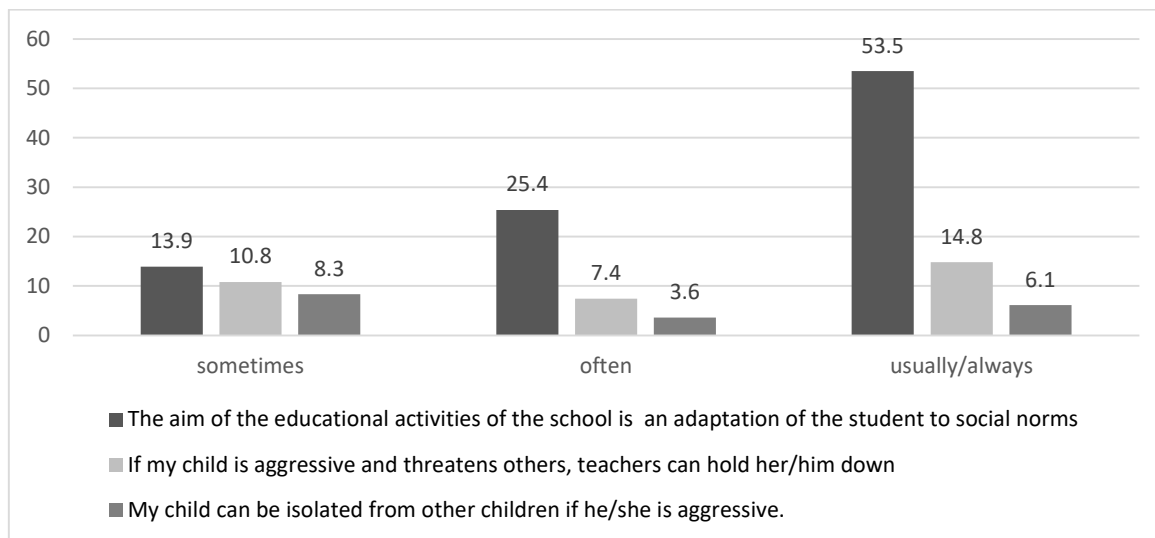


Figure 4 Parents' opinions on the purposes and acceptable behavior of teachers in difficult situations (%) (own study)

Every student, regardless of the difficulties he/she must face, should be provided with appropriate conditions for social development, which is based on frequent contacts with peers, e.g. occasional events, discos, trips etc. In connection with this, parents of children who have medical opinions and decisions issued by psychological and pedagogical counseling staff were asked whether they have the opportunity to take part in them.

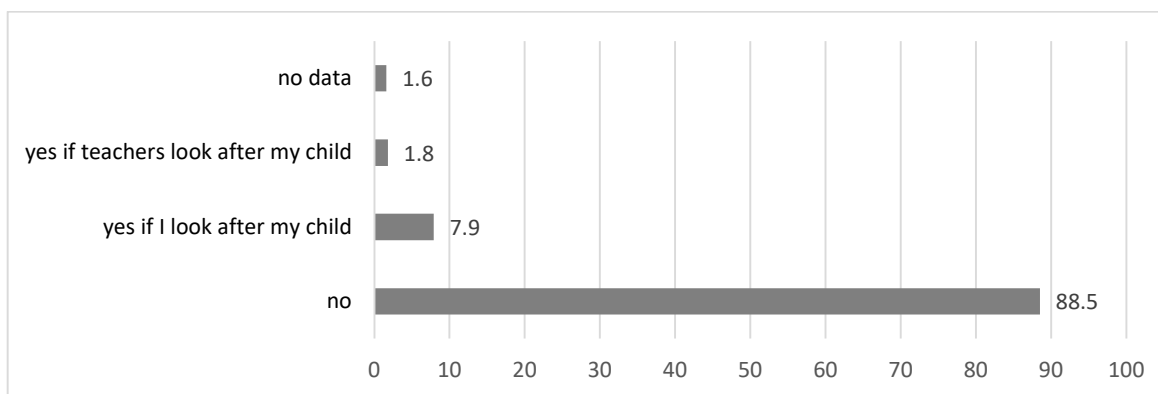


Figure 5 Child's participation in school life in the opinion of parents (%) (own study)

According to the information obtained from the respondents, nearly 90 % of students with SEN did not participate in important school events (trips and school celebrations), which violated their basic rights and prevented the satisfaction of basic social needs. 8 % of parents took part in these celebrations together with their child, as it was a condition for granting him/her permission to be with other students at a school party. Only about 2 % of students integrated with colleagues

during informal school events, with care provided by school staff. A good communication, based on warm relations between teachers and other specialists and the parents of children with disabilities, disorders or illnesses is extremely important. Such an assumption was the basis for another question addressed to the respondents, concerning the difficulties they face in contact with teachers.

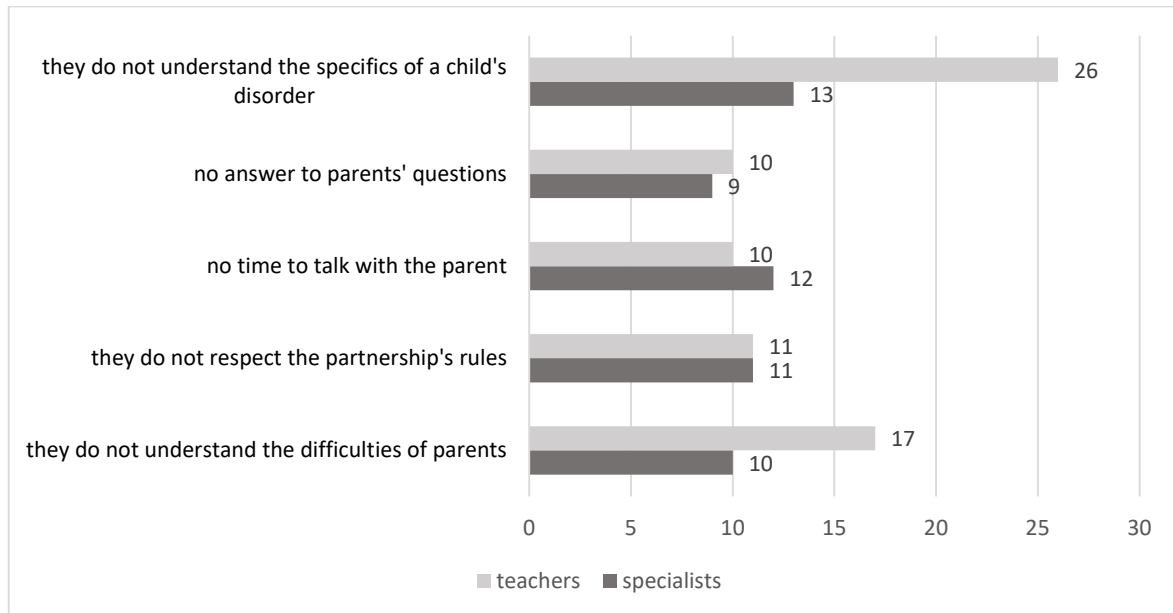


Figure 6 Difficulties of parents of children with SEN in communication with teachers and specialists (%) (own study)

In the opinion of parents of children who have medical opinions or decisions, it was a bit harder to communicate with teachers than other specialists working with their children. Over a quarter of them believed that they did not understand the specificity of the disorder their children have and 17 % did not understand the difficulties they face when raising children with SEN. About 10 % of respondents claimed that both teachers and other specialists did not answer them important questions about dealing with children, their upbringing and teaching, they did not have time for talks and did not treat them as equal partners who have knowledge and skills that allow for partnership cooperation.

Conclusions

Parents of children with medical judgments and opinions issued by psychological and pedagogical centers, of those attending public primary schools shared their opinions on the difficulties faced by pupils with SEN in the teaching and upbringing process. On the basis of the information obtained, it is possible to identify several different groups of barriers in inclusive education in Poland.

These are:

- organizational barriers (e.g. related to the place of learning, forms and time of specialized classes);
- didactic barriers (e.g. forms of work with pupils with SEN);
- educational barriers (e.g. ways of working with aggressive students);
- personal barriers (concerning attitudes of teachers and specialists towards the idea of inclusive education and pupils with SEN).

It is also possible to divide inclusive education barriers differently, i.e. based on the areas of human development. Therefore, it can be concluded that students with SEN in Polish schools encounter restrictions on their:

- physical development (e.g. lack of space for free movement);
- emotional development (e.g. experiencing violence);
- intellectual development (e.g. the lack of suitably qualified specialists to work with pupils with SEN);
- social development (e.g. lack of opportunities to participate in school events) as a result, comprehensive development is impossible (an important role in this respect is played by parents' cooperation with teachers and specialists). It should be emphasized that in the Polish educational system, there have been favorable changes in the legislative provisions, but there is still much to be modified in the practical measures undertaken in schools in such a way as to meet the needs of pupils with SEN to the maximum extent and respect their right to education. This means that we need to continue research on the weakest areas of inclusive education and carry out improvement activities.

Acknowledgement

We would like to thank Mr. Marek Michalak, the Ombudsman for Children's Rights, for conducting a survey that aims to respect the rights of students with SEN and to improve their situation at school, as well as all parents who shared their opinions with us about the barriers faced by children and youth in inclusive education in Poland.

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RELIGIOUSNESS AND SPIRITUALITY IN COPING WITH A DISABILITY OF THE RELATIVES: QUALITATIVE STUDY

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Abstract. *The diagnosis of disability is always a critical and negative life event both for individual and family members. In many cases, this leads to complex psychological problems. The aim of this research was to add more understanding of the domain by using a interactional ethnographic approach to learn do (and how) spirituality and religion help individuals impacted by the relative person's disability survive and cope successfully with their lives in spite of overwhelming despair. Interactional ethnographic approach was chosen for this research. The results revealed that spirituality and religion help in creating emotional well-being, in finding and keeping hope. They help to make sense of disability and accept the disability. While participating in religious communities adds much to the emotional well-being and gives support from the community.*

Keywords: *disability, interactional ethnography, religion, spirituality, spiritual practices.*

Introduction

The diagnosis of disability is always a critical and negative life event both for individual and family members. Negative health outcomes, where positive outcomes include well-being, happiness, hope, optimism, and gratefulness, and negative outcomes involve depression, suicide, anxiety, psychosis, substance abuse, delinquency/crime, and marital instability might follow negative health outcomes (Koenig, 2012). Care for those with disabilities in the West has its roots within monasteries and religious communities (Koenig, 2005). Religion, medicine, and healthcare have been related in one way or another in all population groups since the beginning of recorded history (Koenig, King, & Carson, 2012). Despite the negative views and opinions held by many health professionals, research examining religion, spirituality, and health has been rapidly expanding (Koenig, 2012).

Nevertheless, it is argued that research within the domain of critical life events, coping, and adaptation has been mostly fragmented, outcome-oriented, and neglectful of individual differences (do Rozario, 1997). Although literature on coping in families with disabled persons can be found, little is known about do people use spiritual beliefs to establish meaning for and respond to life with the disability of relative person. The aim of this research was to add more understanding of the domain by using a interactional ethnographic approach to learn do (and how) spirituality and religion help individuals impacted by the relative person's disability survive and cope successfully with their lives in spite of overwhelming despair.

Though there are many definitions, notions, and descriptions of religiousness and spirituality authors refer to the definitions used by P. Corrigan et al (2003), whereas religiousness is defined as participation in an institutionalized doctrine while spirituality is framed as an individual pursuit of meaning outside the world of immediate experience.

Literature review

B. Johnstone, B. A. Glass and R. E. Oliver notice that over the past decade interest has increased in relationships among spirituality, religion, and health in both the mainstream media and scientific literature. In general, research has concluded that religion and spirituality are linked to positive physical and mental health outcomes. Most religion and health research has focused on populations with life-threatening diseases (e.g., cancer, cardiovascular disorders, AIDS) with minimal attention to persons with chronic, life-long disabling conditions such as brain injury, spinal cord injury, and stroke. However, religion is used by many individuals with disabilities to help them adjust to their impairments and to give new meaning to their lives (Johnstone, Glass, & Oliver, 2009). Research report that that 86 % of older disabled patients used religion as a coping resource for medical illness and disability. Among those patients who use religious activities, 98 % prayed, 94 % put their faith in God, 75 % read the Bible, 38 % were active with church friends, and 19 % attended church activities (Ortiz, 2006; Ayele, Mulligan, & Gheorghiu, 1999; Koenig, 2012). In another study, 1,824 people with serious mental illness completed self-report measures of religiousness and spirituality. They also completed measures of three health outcome domains: self-perceived well-being, psychiatric symptoms, and life goal achievement. Results showed that both religiousness and spirituality were significantly associated with proxies of well being and symptoms (Corrigan, McCorkle, Schell, & Kidder, 2003).

This is why spirituality appears with increasing frequency in the research literature, and a paradigm involving mind-body-spirit interaction is emerging. The

relationship of spirituality to disability and illness is at the center of a growing body of knowledge. A comprehensive literature review supported spirituality as coping method among individuals experiencing a variety of illnesses including hypertension, pulmonary disease, diabetes, chronic renal failure, surgery, rheumatoid arthritis, multiple sclerosis, HIV/AIDS, polio and addictive illnesses. Additionally, spirituality is a resource when dealing with critical illness as well as terminal illness and end of life issues, and it is utilized by both patients, and family members (Kaye & Raghavan, 2002). Furthermore, among various reports are descriptions of how religion and spirituality helped people to cope with a wide range of illnesses or in a variety of stressful situations. These include people dealing with general medical illness, chronic pain, kidney disease, diabetes, pulmonary disease, cancer, blood disorders, heart/cardiovascular diseases, vision problems, neurological disorders, HIV/AIDS, systemic lupus erythematosus, irritable bowel syndrome, musculoskeletal disease, psychiatric illness, bereavement, and end-of-life issues. In the overwhelming majority of studies, people reported that R/S was helpful (Koenig, 2012).

Previous researches revealed that religion and spirituality when facing disability help creating some positive emotions. Positive emotions include well-being, happiness, hope, optimism, meaning and purpose, high self-esteem, and a sense of control over life. Related to positive emotions are positive psychological traits such as altruism, being kind or compassionate, forgiving, and grateful (Koenig, 2012). Moreover, family members of adults with disability agree that spiritual beliefs stabilized their lives, providing meaning for the experience of disability, assistance with coping and other benefits (Treloar, 2002).

Participation in religious and spiritual activities may be personal (informal) or participation in formal activities. It was reported that participation in formal religious activities was important. Participants of the study highly valued the support they received from religion community as well. Moreover, participants were highly satisfied with these activities and support. A significant relationship was found between frequency of attendance, amount of support, and satisfaction with activities and support. Only in the case of formal ceremonies was the frequency/satisfaction relationship not significant (O'Hanlon, 2013). Support from the community was highlighted in another study as well. This study explored the relationships between spiritual meaning and social support from the religious community and problem behaviors, anger and depression in 128 dementia caregivers. The results suggest a mediating role of anger in the relationship between the appraisal of problem behaviors and depression. Support from the religious community is directly and negatively associated with anger, but the relationship between spiritual meaning and anger is mediated by caregivers' appraisals of problem behaviors, suggesting that spiritual beliefs might help caregivers to find meaning in caregiving experiences and thus appraise care

recipients' behavioral problems as less stressful (Marquez-Gonzalez, Lopez, Romero-Moreno, & Losada, 2012).

However, religion is also used to make meaning of the diagnosis of disability. God is imagined as active, benevolent, and interventionist. Religion helped to find hope in the beliefs, people felt supported by God and related religion to their motivation to adhere to this treatment plan (Grossoehme et al., 2010).

Research suggests that spiritual beliefs and organized religion were both beneficial as a stabilizing force, helping parents to cope with psychological and physical stressors of parenting. Furthermore, it was highlighted that due to its personal nature, spirituality is perceived as a stronger source of support than organized religion by parents of children with intellectual disabilities (Pillay, 2010).

Nonetheless, despite a long history of the impact of disability on a person's religiousness and spirituality studies, most research efforts have focused on conceptualizing and measuring disabled individuals' religiousness and spirituality (Poston & Turnbull, 2004) with drawing attention to the religiousness and spirituality of the relatives of disabled persons only recently. Hence, in order to better understand spiritual needs of the relatives and draw the strategies for better coping with the diagnosis more research is needed.

Methodology

Interactional ethnographic approach was chosen for this research. The logic of interactional ethnography guides the outsider (ethnographer) as he or she seeks to develop understandings of what insiders need to know and understand (Green & Bridges, 2018). Ethnographic studies are a good way to really understand insiders and the challenges they may face while going about their everyday lives.

Contextual interviews where the researcher was interacting with the participants while observing them going about their everyday tasks were held. The interviews were held in a natural environment, so as not to feel too formal. The researcher was observing the participants of the study going about their everyday tasks and asked questions to gain insight. Thus, interviewing was guided by interactional ethnographic principles and included a life history, a walk-along conversation, and participant observation.

Study sample consisted of four participants facing the disability of their family members. In order to keep the anonymity of the research participants, the study report uses their nicknames. Short description of research participants is provided in Table 1.

Table 1 The characteristics of research participants

Nickname	Gender	Age	Living area	Disabled relative	Disability
Violeta	female	44	city	daughter	mental disorder
Nuta	female	33	small town	daughter	developmental disorders, optical vision disc subatrophy
Kvietka	female	44	city	uncle	mental disorder
				son in law	
Giedre	female	46	rural	both parents	cancer

Data analysis was held to generate domains and categories. The research team read interview transcripts and reviewed notes to identify text segments that appeared eligible and able to answer the research aim.

Limitations of the study. The research questions focused on the understanding do (and how) spirituality and religion help individuals impacted by the relative person’s disability survive and cope successfully with their lives in spite of overwhelming despair. We believe it was entirely appropriate to use interactional ethnographic approach given the exploratory nature of our research. The major limitation in terms of describing the impact of spirituality and religion to the individuals impacted by the relative person’s disability was participants from a wide range of spiritual and religious backgrounds were not included in the research. We did not recruit participants according to diverse spiritual backgrounds, nor did we ask participants to indicate their spiritual or religious affiliations. Though it was clear from comments that most of the participants were Christian.

Another limitation is the translation of responses into English. Some relevant information might have been lost during the translation process. In order to avoid lost of information, two independent interpreters translated the responses, and the research team summarized the information.

Research results

Themes resulting from participants’ answers and comments were organized into six domains (Different kind of meditation, Hope, Making sense of disability, Acceptance of disability, Participating in church service, and Support from religious community). Participants’ comments concerning spirituality generally fell into three main categories: (a) spirituality for the personal emotional well-being, (b) religion for getting answers about fate, and (c) participating in religious

communities.

Spirituality for personal emotional well-being

Some participants talked about spirituality and did not have in mind any religion, but certain state of mind, psychological state and calmness. It is agreed that emotional well-being can be reached when using different practices.

Different kind of meditation

People agree that when they are desperate, hopeless, and sad they look for some activities that are somehow ceremonial, ritual and need concentration.

“When I despair when I find it very difficult, I go to my garden. I'm talking with flowers, weeds, hugs, and fruit. This makes me feel better. This is my best meditation” (Giedre)

Sometimes there is a need to find unusual practices.

“When I learned my daughter's diagnosis, there were many emotions. I realized I had to deal with them because I had to be strong for both of us. I started looking for practices that would help me to calm down and concentrate. So I found meditation, breathing exercises, incense. This helps me feel better” (Violeta)

Natural elements work well also.

“When I look to the fire - candle or fireplace - it is so calming. I talk with the fire and ask to take my pain away. I can say the same about the wind and big water” (Nuta)

Hope

Participants spoke about the importance of having hope and believing in something greater than themselves. They indicated that hope gave them strength.

“I like walking by the sea. Sometimes it is very wavy and sometimes calm and quiet. So when my negative emotions rise and I feel desperate, I know and I am full of hope that they will calm down and everything will be fine again” (Nuta)

“The girl is growing, learning, and doing well. That is what I say that God sends difficulties, but gives hope” (Violeta)

“I have prayed heavily for the surgery. We have been waiting for a long time, but the date is already set. I know for sure that God will not leave us now, that everything will be good” (Kvietka)

Religion as getting answers about fate

For many families with disabilities religion plays an important role. It helps make sense of disability and accept the disability.

Making sense of disability

Religion helps families to understand the meaning of disability, and some consider life with the disabled person as a gift.

“My daughter taught me so many things...” (Violeta)

“I say... if God destined you can not do anything against God. If God has given it so, it will be so, no one else can change it” (Kvietka)

“You can read in the Bible that Jesus suffered. And his relatives suffered too. We all suffer in certain way. My way, probably, is this...” (Giedre)

“Some people are destined to suffer and live a life with the disability. But they couldn't do it alone. Therefore, God places the test of life to raise a child with a disability or take care of the disabled person only to the strongest and most loyal people” (Kvietka)

Acceptance of disability

Religion often refers to reconciliation with destiny. This provision helps people accept disability of a relative person.

“It is God who has given them a great burden to carry in this life” (Kvietka)

However, it is indicates that acceptance of disability often comes after great anger.

“When I learned that my daughter had a developmental disorder, I got extremely angree on God. I asked why he had chosen my family for such a misfortune. Why we can't live a happy life. But later, when I saw my daughter's smile, when I realized how deeply can love a disabled child, I realized that we are different but very happy” (Nuta)

Participating in religious communities

Participants of the study also talked about participation in official activities of the religious communities. Most toldl about participation in the religious service and the support from community.

Participating in church service

Participating in church service is seen as the escaping from everyday life.

“Taking care for the disabled old person I call as a chronic burden of care. Simetimes I just need to do the break. Going to the church service is contemporary escaping out of my fate” (Kvietka)

Participating in church service adds much to the emotional well-being as well.

I left my mother in the hospital. I felt very lonely and hopeless. I went to church. Service just began. It was just me sitting in a row. I was listening to the prayers, choir singing, and organ music. And I felt better. And there is a piano in that church. After the service I went to that piano and start playing. I played my feelings. Few people came back to me to thank” (Giedre)

Support from religious community

Support from the religious community plays great role in helping people also. The support can be both - emotional and physical.

“My religious community gave me great emotional support” (Giedre)

“There is a certain social stigmatization for the people with disabilities. But our the community of our church wants to escape it. It provides emotional support for disabled person and his/her relatives, organizes social activities to cheer everyone a little bit, offers social service few hours a day, etc. This support means a lot for me. I do not feel alone with my problems and concerns” (Kvietka)

Conclusions

Interactional ethnographic approach was chosen for this research. And it seems to be the right choice for the developing of understanding do and how spirituality and religion help in coping with life for persons who are impacted by the disability of the relative person.

It needs to be mentioned, that spirituality is not always related to religion. It is a state of the soul associated with the search for spiritual peace. Nevertheless, spirituality and religion help in creating emotional well-being, in finding and keeping hope. They help to make sense of disability and accept the disability. While participating in religious communities adds much to the emotional well-being and gives support from the community.

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COOPERATION BETWEEN SPEECH AND LANGUGAGE THERAPIST AND FAMILY TO PROMOTE READING SKILLS IN FIRST GRADE PUPILS

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Abstract. *Reading skills are one of essential skills to acquire literacy and be successful in everyday life in school and after it. Literacy skills are complicated for pupils with speech and language disorders, it is responsibility not only of speech and language therapists, but also of family to help these children to become literate. Situation in Latvia is different in different educational institutions, but we have to try our best to involve parents/family to be a part of pupil's everyday activities.*

The aim of the article is to state the necessity of cooperation and to explore what kind of cooperation is effective in acquiring reading skills in first grade pupils. Based on the scientific literature theoretical framework is updated and method of questionnaire is used, analysis of the collected data is presented.

Main conclusions – cooperation with family improve the results of acquiring reading skills in the first grade pupils with speech and language disorders and promote the reading interest.

Keywords: *cooperation, first grade pupils, reading skills, speech and language therapist.*

Introduction

Children are our future – what it will be – that depends on all of us, but especial responsibility is on families. It is an environment, which child enters, environment where first steps are made and first words, thoughts and statements said (Allen & Marshall, 2011; Bondere, 2014). Family is the first environment with an educational function (Frydkova, 2013). Especially important this environment is for children with speech and language impairment. Tendency to imitate is natural for children (Kalēja, 2016), but without stimulation it will not develop and there will be difficulties for a child to acquire new skills.

Speech therapist is working mostly with a child twice a week; therefore cooperation with family is necessary. Their efforts, care, energy, and involvement are a great impulsive force for the development of a child.

Cooperation is viewed from different perspectives, but in general it is common action, a process where exchange of intellectual values is going on; the development of experience is promoted (Černova, 2003); mutual exchange of

knowledge (Neubauer, 2012) and values (Frydkova, 2013) is present. Thus the development of a child in all areas will be successive in school (Lazarevič & Kopas-Vukašinič, 2007) and everyday life. Positive cooperation between family and speech therapist will be able to develop on mutual confidence and step by step solving tasks to reach common goals.

Research aim is to state the importance of cooperation between family and speech therapist to promote reading skills in first grade students.

Research methods: scientific literature analysis on actual issues, questionnaire for family and data analysis from pupil's speech therapy evaluation.

Theoretical framework

Reading skills are not innate, we have to learn and acquire them sequentially and purposed. If a child has speech and language impairments, the acquisition of reading skills becomes more complicated and it is not successful without struggle and speech therapist's intervention. It is especially for children with phonological impairment and developmental language disorders (DLD), because undeveloped phonematic perception (analysis and synthesis) is one of the most important barriers in acquiring reading skills. Phonematic perception is highly developed skill (Филичева, Орлова, & Туманова, 2015; Чиркина, 2002) to analyse phonemes and their relevance in words; skill to synthesize phonemes in syllables and syllables in words (Lüse, Miltiņa, & Tūbele, 2012; Weinrich & Zehner, 2017). These skills are not always highly developed in first grade students and speech therapist's help is needed. As mentioned before, speech therapist's sessions mostly are carried out twice a week and it is not enough to fortify newly acquired skills. Teacher and especially family support is needed. Without encouragement and advice family doesn't know what to do, how to support and train a child; therefore the task of a speech therapist is to promote this activity.

One of the possibilities is to have a conversation; for this adequate environment, conditions and mutual involvement is needed. Some authors have investigated this topic and created several stages for productive communication between family and speech therapist (Бачина & Самородова, 2009), but they are revised according to other researchers (Allen & Marsall, 2011; Frydkova, 2013; Rozenfelde & Čarkeviča, 2016; Чиркина, 2002).

- Look for the contacts on the first meeting, be patient, tolerant and follow ethical aspects; more listen to parents, you will speak later.
- You can discuss, what are the aims to reach; to develop taking into account child's individuality; if it is necessary, you can gently talk about unacceptable behaviour.

- You can state common demands in the upbringing process; you have to listen carefully about parent's point of view, even you think it is wrong; don't say, that these methods are incorrect, but give your suggestions and help.
- You have to strengthen the cooperation to gain common goals; you have to precise the possibilities and responsibilities, tasks; quarrels, different opinions can be, but it must not influence the further cooperation.
- Individual approach will be realised; speech therapist is not the king, you have to talk about difficulties, doubts; ask advice to parents and listen to their storey.
- The improvement of pedagogical cooperation is going on during all process and is based on conversations, questionnaires and all possible research and action course.

There are different forms of cooperation with family: conferences, parent meetings, sport activities, concerts, class parties, individual consultations, discussion clubs, participation in the class or school board, "open door" events, participation on speech therapy sessions, information on report desks, cooperation copybooks, and other (Černova, 2003; Lūse et al., 2012; Rozenfelde & Čapkeviča, 2016; Бачина & Самородова, 2009; Филичева et al., 2015). Not all possibilities were used, choice depends on real situation, parent's engagement and speech therapist's personality.

Research Results

This research was carried out to emphasize the effectiveness and importance of cooperation in intervention process to promote reading skills in first grade students with speech and language impairment. Questionnaires for parents/families were used and evaluation of pupil's phonological awareness and reading skills was carried out.

28 first grade students with phonematic perception disorders were selected and evaluated. Criteria for phonematic analysis and synthesis were used, and the results of evaluation before intervention and cooperation and after intervention and cooperation are presented in figure 1 and figure 2.

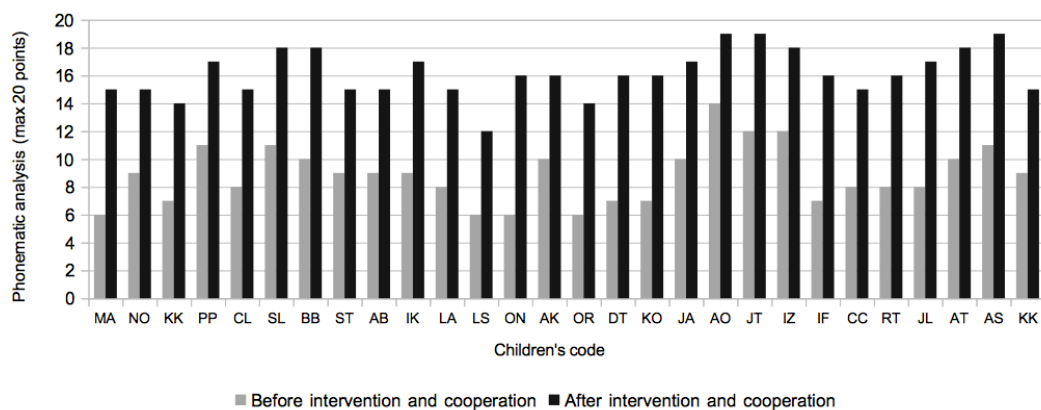


Figure 1 Phonematic Analysis

There were different tasks to evaluate phonematic concepts and phonematic analysis: to recognise specific word among other words; to recognise specific speech sound among other sounds; to determine the first sound in the word; to split the word in syllables; to define the speech sound sequence in the word. There are more tasks and exercises, but only some of them are presented here. Points for each task are 4, one point, if a child has difficulties to perform the task; two points, if a child can do the task with strong help; three points, if a child can do the task with small help; four points, if a child can perform the task by himself. The maximum for these tasks was 20 points, the minimum 4 points. The lowest performance was 6 points (in four children), but only one child performed pretty high level – 14 points. After intervention and cooperation activities level was higher in all children, nevertheless the maximum points were not reached.

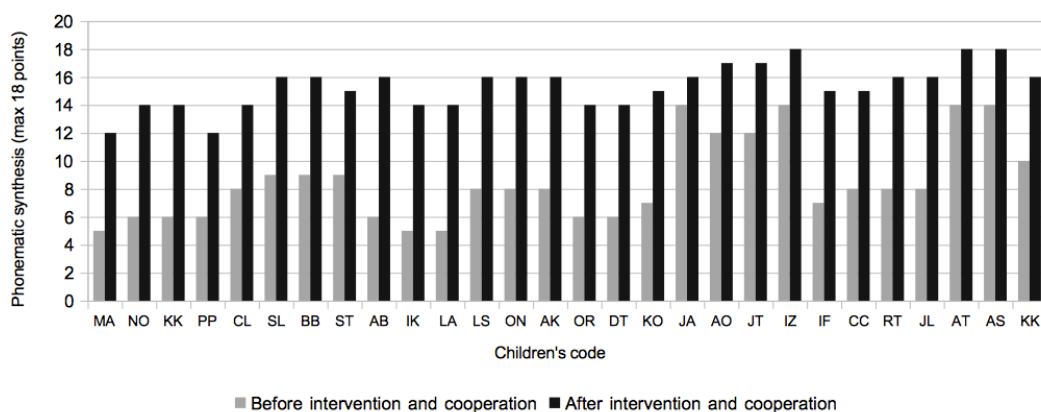


Figure 2 Phonematic Synthesis

Phonematic synthesis was evaluated by 3 tasks: to merge speech sounds in syllables; to merge syllables in words, and to merge speech sounds in words. For each task maximum points were 6, and minimum one point. This was complicated task for these children; 5-6 points from 18 reached 9 children, it is one third of all

participants. Phonematic synthesis is crucial indicator for acquiring reading skills. After intervention and cooperation results are good, three children reached maximum – 18 points and 12 children got 16-17 points.

Some aspects of reading skills were evaluated: reading technique, reading fluency, and reading comprehension (figure 3, figure 4 and figure 5).

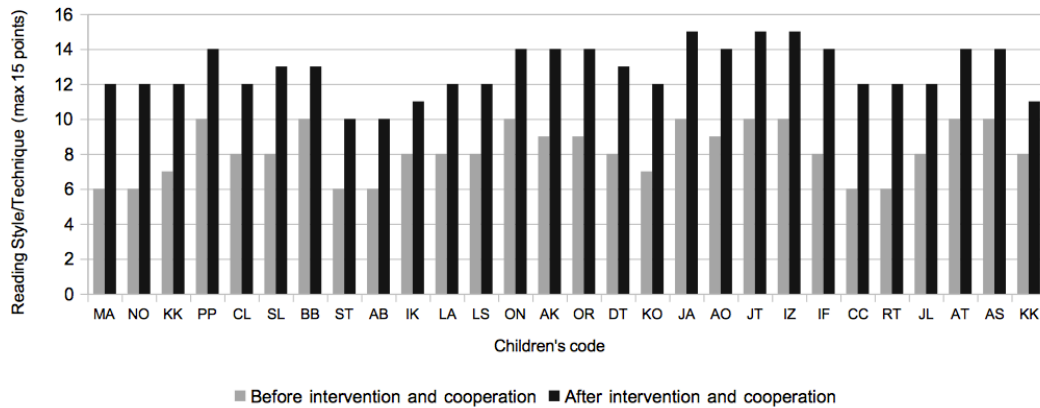


Figure 3 Reading Techniques

As we can see, reading technique is not on a high level and observed mistakes are mostly on phonological basis according to their oral speech difficulties. Children’s reading style and propriety was observed; in these indicators minimum 2 points and maximum 15 points were given; before intervention and cooperation children got 6-10 points. After intervention and cooperation some children reached high level and their reading is almost without mistakes.

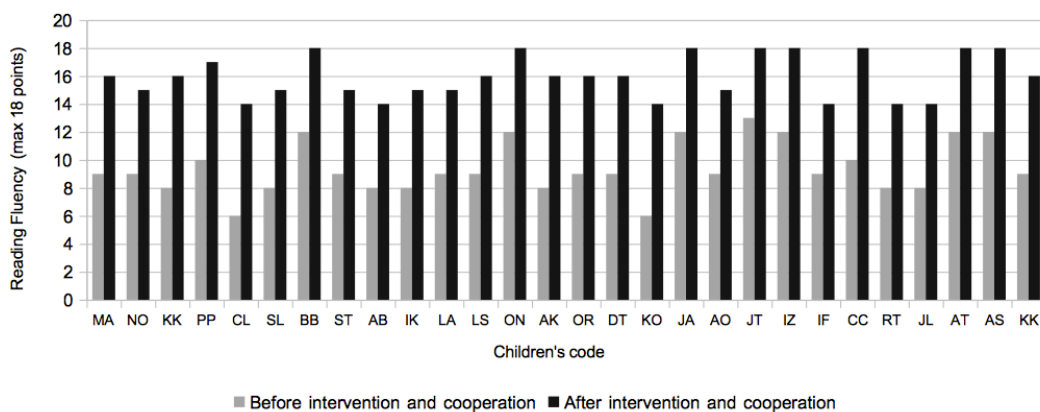


Figure 4 Reading Fluency

Observation of reading fluency gave children 6-13 points before intervention and cooperation, it is low level, because these children mostly read letter by letter, only some of them read by syllables and more complicated words they still read

letter by letter. After intervention and cooperation their reading fluency is better, and 8 children have reached very high level – 18 points.

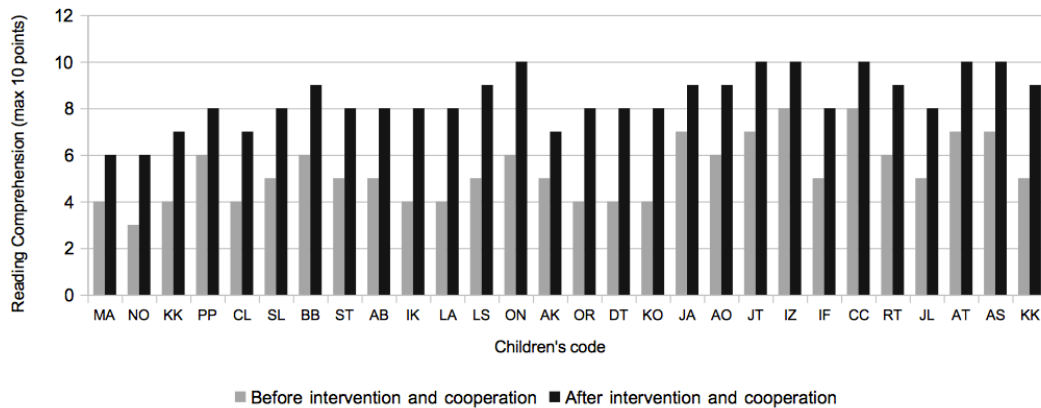


Figure 5 Reading comprehensions

Points for reading comprehension were given for possibility to retell the text, if no – answer to the questions or point to the appropriate picture. No one of these 28 children could retell the text, only answers on questions were performed and these answers were regarding the content; no hidden ideas were revealed; results were 3-8 points out of 10. After intervention and cooperation some of children started to retell the text, and answers on speech therapist’s questions were with full sentences and also some (6) revealing hidden idea.

Questionnaires for families were distributed among all 28 involved students, but there were only 23 answers.

There were questions about awareness about their children’s speech and language development (5 noticed problems in pre-school, but did nothing; 7 were attending speech therapist’s sessions, but were not involved in process; 8 didn’t notice anything; 3 were told, that there are problems, but they didn’t take it into account). Unfortunately these children didn’t get adequate intervention and their situation is not very good. They have mistakes in reading as well as in writing.

There was a question about the willingness to cooperate (4 told, that they have no time; 12 – they would like to do something, but they don’t know how and what to do; 7 – will participate and want to help their children). So 19 families wanted to be active participants and cooperate with speech therapist.

There were also questions about family members, age, and other experience (it is not analysed in this article). And then question about the time family is spending with their children and what are activities. Answers were very different – sports, cinema, video games, excursions, cooking and dancing. Only 4 families told, that they are reading together.

Cooperation and intervention

Based on this, cooperation copybooks were created and there were different tasks for families. Some of these tasks were given for the development of phonological awareness, some of them for reading.

As it is stated, that reading interest is one of the crucial components in acquiring reading skills and developing them, there were tasks for parents to find books or stories in which their children are interested in. They had to read them together, talk about it, make some paintings or other activities to share interest.

For those children, whose phonological awareness (analysis and synthesis) was on lower level, language games were presented (find the first sound; split the word on syllables, sounds; connect letters or sounds to create syllables, words etc.).

After these activities another questionnaires were distributed and there were questions about the time spent together with their children. All 23 families responded positively and two more families participated, because of conversations among participating parents and children. The evaluation of 28 first grade students showed the improvement of phonological awareness and also improved reading skills. The activity of first grade students was fantastic and during sessions they wanted to speak about their home tasks and deal with the activities at home with their families. Family members also responded, that from now they will follow up their children's activities and achievements; and they will participate in different activities, play language and other games, and reading will be a part of their daily activities.

Speech therapist's activities were based on the tasks stated for children with phonological impairment and reading. Due to the length of article, only steps will be presented: specification of articulation; differentiation of sounds mixed by pronunciation; development of phonological awareness – analysis and synthesis; reading tasks. Intervention of phonological analysis and synthesis was carried out in the form of games, handouts, working sheets, and tasks. Time was devoted also to speak about activities at home with parents or other family members. In total this research was carried out in a period of 7 months.

Conclusions

Speech therapist's work with children with developmental language disorder and reading problems is necessary and important. Specific help is needed for these children.

Cooperation with family improves the outcome and child's involvement in intervention process.

Phonological awareness and reading skills developed, and from observations – children want to read and deal their success with family.

Family involvement makes family stronger, raise the responsibility about child's development and achievements in school and everyday life.

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ŽESTI KĀ KOMUNIKĀCIJAS ĪPATNĪBA BĒRNIEM AR VALODAS SISTĒMAS NEPIETIEKAMU ATTĪSTĪBU

Gestures as a Communication Feature in Children with Developmental Language Disorder

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Abstract. *Gestures as non-verbal communication allow us to express our attitude, emotional state, and it functions unconsciously. The verbal communication appears in the life of a child about 2 years of age and gradually replaces the non-verbal communication. However, children with DLD (Developmental Language Disorder) at the age of 3 and more do not speak or speak using separate sounds and combinations of sounds in their speech and use gestures broadly; it helps them to communicate with others.*

The aim of the article is to explore what kind of gestures as non-verbal communication are used by children with DLD in order to communicate with peers and adults. Based on the scientific literature of the research, the methods used are pedagogical observations, processing, and analysis of the collected data.

Main conclusions – the children with DLD use gestures as a tool for communication and interaction. These children mainly use directional gestures during a communication act.

Keywords: *DLD (Developmental Language Disorder); gestures; non-verbal communication.*

Ievads

Introduction

Viens no neverbālās komunikācijas veidiem ir žesti, kas palīdz cilvēkam paust savu attieksmi, emocijas un jūtas. Pieaudzis cilvēks izmanto neverbālo komunikāciju neapzināti, kā palīglīdzekli, kas piešķir runātāja teiktajam vairāk emocionalitātes, saglabājot verbālās komunikācijas prioritāti.

Bērns līdz divu gadu vecumam arī plaši izmanto neverbālo komunikāciju kā sazināšanās līdzekli. Pakāpeniski neverbālās komunikācijas loma tiek samazināta, un verbālā komunikācija ieņem savu vietu bērna dzīvē.

Mūsdienu sabiedrībā pieaug to bērnu skaits, kuri trīs vai pat četru gadu vecumā vēl nerunā, vai runā tā, ka viņus ir grūti saprast. Skolotāji logopēdi šajā

gadījumā runā par logopēdisko slēdzienu – valodas sistēmas nepietiekama attīstība (VSNA) I runas attīstības līmenis. Lai sazinātos ar vienaudžiem un pieaugušajiem, šie bērni plaši izmanto žestus, kas palīdz viņiem komunicēt ar pasauli.

Raksta mērķis ir izpētīt, kādus žestus kā neverbālās komunikācijas veidu izmanto bērni ar VSNA, komunicējot ar vienaudžiem un pieaugušajiem.

Pētījuma metodes: zinātniskās literatūras analīze, pedagoģiskā novērošana, datu apkopošana un analīze.

Valodas sistēmas nepietiekama attīstība *Developmental Language Disorder*

Bērnu runas ontogēnēze kā normā, tā patoloģijā ir sarežģīts un daudzpusīgs process, kura rezultātā bērniem jāapgūst leksiski gramatiskie likumi, skaņu izruna, vārddarināšana, zilbju struktūras veidošana, teikumu veidošanas likumi. Pakāpeniski bērns apgūst valodas standartus, un viņa runa kļūst saprotama gan no fonētiskā viedokļa, gan no leksiski gramatiskās puses, proti, viņa valodas kvalitāte tuvinās gramatiski pareizai valodai. Šis process notiek, kad bērnam tuvojas četrus gadus vecums, kas ir apliecinājums verbālās komunikācijas iemaņu attīstības normai (Ambridge & Lieven, 2011; Aoyama, Peters, & Winchester, 2010; Волкова, 2009; Краузе, 2012; Микляева, 2006; Визель, 2005).

Mūsdienu sabiedrībā ir daudz bērnu, kuri līdz trīs četrus gadus vecumam nerunā vai runā tā, ka apkārtējie, izņemot tuvus radniekus, nevar saprast šos bērnus. Statistikas dati liecina, ka 2016. gadā pirmsskolas izglītības iestādes apmeklēja 37 447 bērnu trīs līdz četrus gadus vecumā. Starp tiem ir pirmsskolas vecuma bērni ar speciālām vajadzībām, kuru kopējais skaits ir 4 904 bērnu. Pirmsskolas vecuma bērnu skaits ar valodas traucējumiem starp bērniem ar speciālām vajadzībām ir vislielākais – 2748, kas ir 56% bērnu (Centrālā statistikas pārvalde, 2018). Statistikas datu apkopojumā valodas traucējumi netiek precizēti, bet var pieņemt, ka, starp 3 – 4 gadus veciem bērniem ar valodas traucējumiem, ir bērni ar VSNA.

Bez logopēda palīdzības tāds bērns neiemācīsies runāt, atdarinot pieaugušos, kā parasti tas notiek runas attīstības procesā. Šim bērnam ir sarežģīts runas traucējums – valodas sistēmas nepietiekama attīstība (VSNA), un, lai bērns apgūtu verbālās komunikācijas prasmi, viņam ir nepieciešama profesionālā palīdzība. VSNA ir dažādi sarežģīti runas traucējumi, kad ir nepietiekami attīstīti visi valodas sistēmas komponenti: fonētika, fonemātika, leksika, gramatika, saistītā runa, bet ir saglabāta dzirde un intelekts (Lūse, Miltiņa, & Tūbele, 2012; Волкова, 2009; Краузе, 2012). Logopēdijā tiek noteikti runas traucējumi, izmantojot divas klasifikācijas:

- klīniski pedagoģiskā klasifikācija, kas runas traucējumus iedala divās grupās: mutvārdu runas traucējumi un specifiski rakstīšanas un lasīšanas traucējumi;
- pedagoģiski psiholoģiskā klasifikācija, kur arī ir divas grupas: sazināšanās līdzekļu traucējumi, kuru sastāvā ir fonētiskie traucējumi, fonemātiskie traucējumi, fonētiski fonemātiskie traucējumi, valodas sistēmas nepietiekama attīstība (VSNA) un traucējumi sazināšanās līdzekļu lietošanā (stostīšanās).

Valodas sistēmas nepietiekama attīstība kā viens no sazināšanās līdzekļu traucējumiem ir aplūkota pedagoģiski psiholoģiskās klasifikācijas ietvaros. Šim sazināšanās līdzekļu traucējumam ir pazīmes, pēc kurām šo traucējumu var nošķirt no pārējiem runas traucējumiem:

- viena no galvenajām pazīmēm – neatbilstība starp runas attīstību un psihisko attīstību;
- vēls runas sākums (pēc trīs gadu vecuma);
- runa ir disgramatiska, fonētiski fonemātiskā joma ir nepietiekami izveidojusies;
- bērni ir neaktīvi runas ziņā, un ir novērojama tendence – jo vecāks kļūst bērns, jo viņš mazāk runā;
- domāšanas īpatnības (zema atcerēšanas aktivitāte, pazemināta verbālā atmiņa u. c.);
- atpalcība kustību jomā, kas izpaužas lielās un sīkās motorikas attīstības traucējumos;
- vislielākās grūtības sagādā kustību izpilde pēc vārdiskas instrukcijas (Bishop, Snowling, Thompson, & Greenhalgh, 2016; Tūbele & Lūse, 2012; Волкова, 2009).

Valodas sistēmas nepietiekama attīstība ir logopēdiskais slēdziens, kuru savā praksē lieto skolotāji logopēdi Latvijā. Pirmo reizi logopēdijas terminoloģijā šo jēdzienu izmantoja un ieviesa R. Ļevina, kura piedāvāja apzīmēt sarežģītu runas traucējumu, kas skar visu valodas sistēmu ar definīciju VSNA – valodas sistēmas nepietiekama attīstība, (krievu val. *ОНР – Общее недоразвитие речи*). Šis runas traucējums tiek skatīts pedagoģiski psiholoģiskās klasifikācijas ietvaros, un tas tiek dalīts trīs runas attīstības līmeņos, kur katram līmenim ir noteikti parametri (Левина, 1969). Bērna runas iemaņas pēc runas attīstības līmeņiem tiek dalītas šādi:

- bērnam ar I runas attīstības līmeni sazināšanās līdzekļi ir ierobežoti – bērns vai nerunā nemaz, vai savā runā lieto skaņu kompleksus;
- bērns ar II runas attīstības līmeni var sazināties ar vārdu palīdzību, bet viņam ir daudz rupju kļūdu gramatisko konstrukciju izmantošanā;

- bērnam ar III runas attīstības līmeni ir raksturīga izvērsta runa ar fonētiski fonemātiskās un leksiski gramatiskās jomas nepietiekamas attīstības elementiem (Tūbele & Lūse, 2012; Нищева, 2009; Жукова, Мастюкова, & Филичева, 2011; Краузе, 2012; Волкова, 2009; Лалаева, 2001).

Rakstā tiek uzsvērtas tādu nerunājošo bērnu komunikatīvās īpatnības, kam ir logopēdiskais slēdziens – VSNA I runas attīstības līmenis.

Žesti kā neverbālās komunikācijas veids *Gestures as a way of non-verbal communication*

Neverbālā komunikācija ir viens no komunikācijas veidiem, kuru cilvēks izmanto ikdienas saziņā. Katrs no mums apzināti vai neapzināti izmanto neverbālās komunikācijas komponentus, sākot no dzimšanas brīža.

Bērns aug, pakāpeniski pielāgojoties tai videi, kurā viņš atrodas. Viņš uztver pasauli un mēģina izpaust savas vēlmes un jūtas apkārtējiem, komunicējot ar viņiem. Tā kā verbālās komunikācijas līdzekļi mazam bērnam ir ierobežoti, viņš plaši izmanto neverbālo komunikāciju (Ewing, Callow, & Rushton, 2016; Guidetti & Colleta, 2012; Fleeer, 2010). Savukārt vecāki, sazinoties ar mazo bērnu, arī lieto visādus neverbālās komunikācijas paņēmienus, lai viņam atvieglotu verbālās informācijas uztveri un apgūšanu. Starp vecākiem un bērniem veidojas īpaša komunikācija, kas vēlāk ietekmē bērna iztēli un pašapziņu (Trevarthen & Delafield-Butt, 2013; Gillen, 2003). Pakāpeniski mainoties komunikācijas kvalitātei, neverbālās komunikācijas līdzekļi nezaudē savu aktualitāti pat tad, kad bērns jau ir apguvis verbālās komunikācijas pamatus – tie kļūst par komunikācijas palīg līdzekļiem, kas ienes emocionalitāti un izteiksmīgumu runas procesā. Bērns izmanto mīmiku, žestus, emocijas, komunicējot ar vienaudžiem un pieaugušajiem.

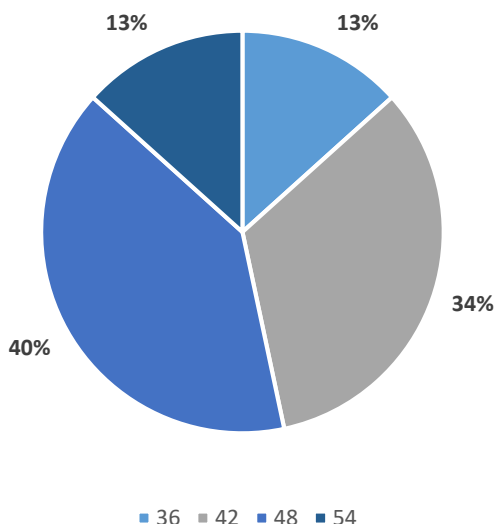
Neverbālā komunikācija palīdz bērnam paust savu attieksmi, emocionālo noskaņojumu un pārsvarā tas notiek neapzināti. No agras bērnības līdz 2 – 3 gadu vecumam bērni bieži izmanto neverbālo komunikāciju, īpaši žestus kā galveno sazināšanās līdzekli (Визель, 2016). Pēc tam bērna dzīvē ienāk verbālā komunikācija, kas pakāpeniski aizvieto neverbālo komunikāciju.

Metodoloģija *Methodology*

Pētījums tika veikts divās pirmsskolas izglītības iestādēs, kur viena ir speciālā pirmsskolas izglītības iestāde bērniem ar runas un valodas traucējumiem, bet otra ir privātā pirmsskolas izglītības iestāde. Pētījumā piedalījās 15 bērni ar logopēdisko slēdzienu – VSNA I runas attīstības līmenis. Tas nozīmē, ka visi

pētījuma dalībnieki ir vai nu nerunājošie, vai slikti runājošie bērni, kas, sazinoties ar citiem bērniem vai pieaugušajiem, plaši izmanto neverbālās komunikācijas paņēmienus.

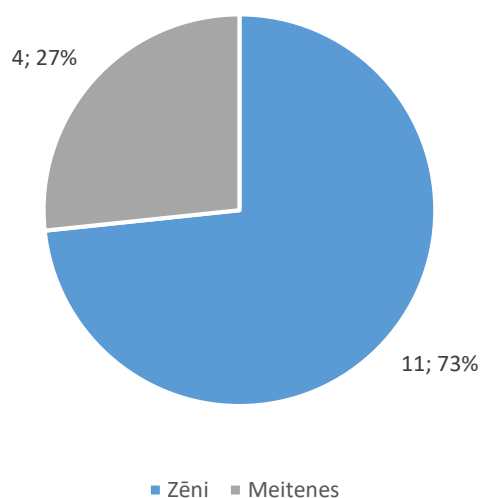
Astoņi bērni apmeklē speciālo logopēdisko pirmsskolas izglītības iestādi, septiņi bērni ir privātās pirmsskolas izglītības iestādes audzēkņi. Bērnu vecums ir (sk. 1. att.) no 36 līdz 54 mēnešiem. Vidējais pētījuma dalībnieku vecums ir 43 mēneši.



1.attēls. *Bērnu skaits sadalījumā pēc vecuma*
 Figure 1 *Children Enrolments by Age*

34% bērnu vecums ir trīs gadi, bet viņu runas prasmes un iespējas ir stipri ierobežotas. Satraucoši ir arī tas, ka 13% 48 un 54 mēnešus veciem bērniem ir nepietiekams runas prasmju līmenis un viņu sazināšanās iespējas nav tādas kā viņu vienaudžiem.

No kopējā bērnu skaita ir četras meitenes un vienpadsmit zēni, kas procentuāli ir parādīts 2. attēlā. Šī informācija pētījuma ietvaros liecina, ka starp nerunājošiem, vai slikti runājošiem bērniem zēnu skaits ir lielāks.



2.attēls. *Bērnu skaits sadalījumā pēc dzimuma*
Figure 2 *Children Enrolments by Sex*

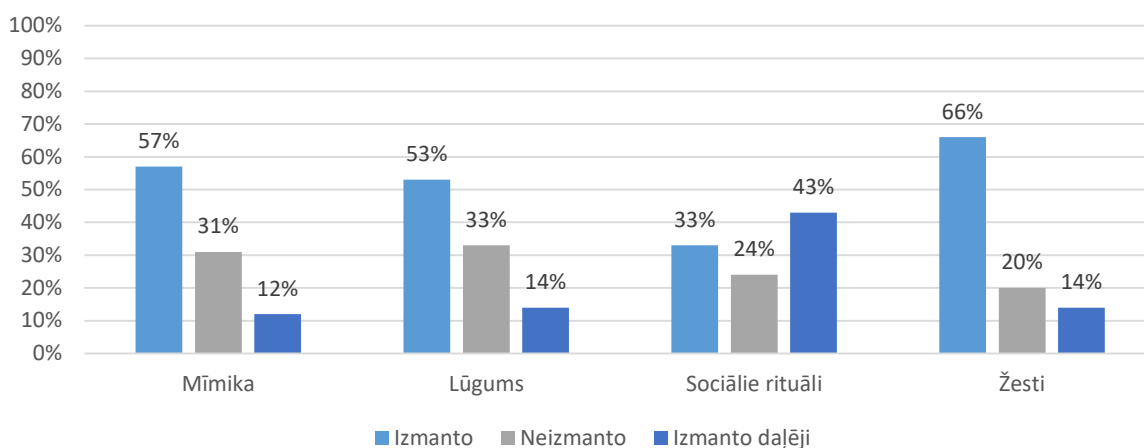
Pētījums tika veikts periodā, kad nerunājošie bērni izmantoja neverbālo komunikāciju, kā galveno komunikācijas līdzekli, apmēram 2 mēnešus pēc runas attīstības pārbaudes un koriģējoši attīstošās darbības sākuma. Tajā laikā tika novērtētas un analizētas bērnu verbālās un neverbālās komunikācijas prasmes.

Rezultāti *Results*

Mācību gada sākumā – septembrī – tika veikta runas attīstības pārbaude visiem bērniem abās pirmsskolas izglītības iestādēs. Tiem bērniem, kuri tajā laikā nerunāja, tika piedāvāti uzdevumi, lai pārbaudītu bērna runas sapratni. Pārbaudes laikā tika novērots, ka nerunājošie bērni izmantoja neverbālās komunikācijas līdzekļus, lai komunicētu ar logopēdu.

Lai pārbaudītu neverbālās komunikācijas iemaņas, tika izstrādāti pārbaudes kritēriji, kuri palīdzēja saprast, kā nerunājošie bērni sazinās ar apkārtējiem. Kritēriji tika sadalīti četrās grupās: mīmika, lūgums, sociālie rituāli un žesti. Pētījuma laikā skolotājs logopēds novēro, kā bērni izmanto neverbālās komunikācijas prasmes. Lai precīzāk noteiktu, kādiem neverbālās komunikācijas paņēmieniem nerunājošie bērni dod priekšroku, katrs kritērijs tiek aplūkots pēc vērtējuma skalas. Vērtējums “jā” nozīmē, ka bērns bieži izmanto kritēriju, sazinoties ar apkārtējiem. Savukārt vērtējums “daļēji” ir rādītājs tam, ka bērns praktiski neizmanto doto kritēriju komunikācijā, vai izmanto to reti. Vērtējums “nē” nozīmē, ka bērns vispār neizmanto kritēriju, sazinoties ar pieaugušajiem vai citiem bērniem.

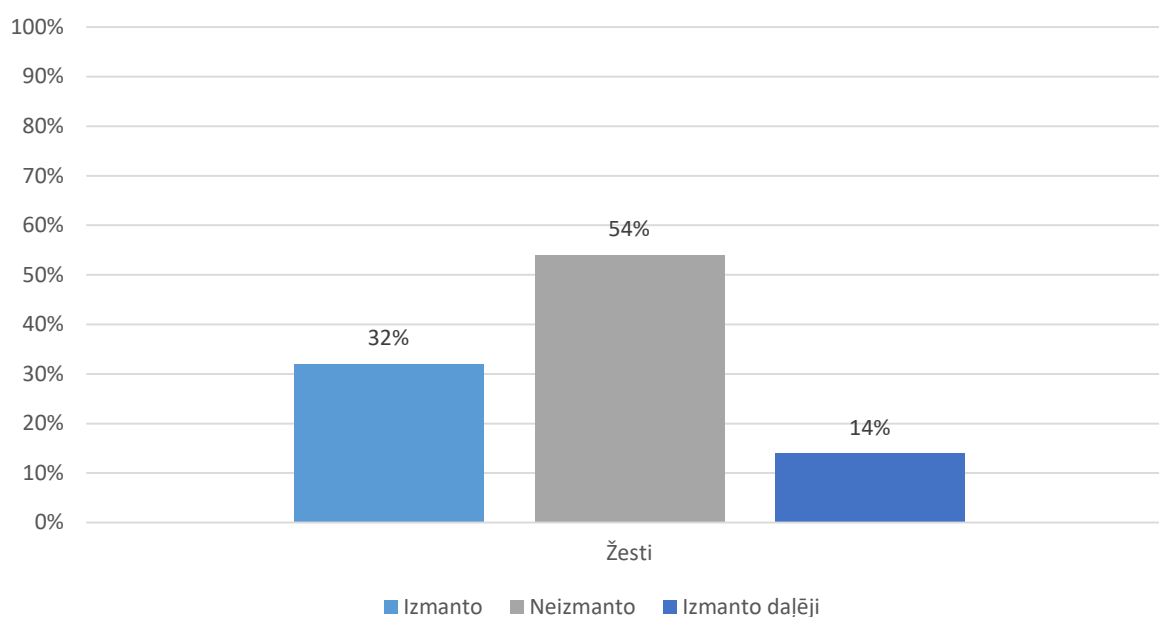
Mācību gada sākumā no visiem kritērijiem (sk. 3. att.), pārbaudes laikā 66% bērnu izmantoja žestus. Visvairāk bērni izmantoja norādāmos žestus ar abām rokām vai ar vienu pirkstu, lai parādītu to, ko gribēja paņemt. Norādot uz pazīstamo priekšmetu vai attēlu pēc logopēda uzdevuma, bērni arī izmantoja norādāmos žestus. Vērojot bērnus rotaļnodarbības laikā, sporta un mūzikas nodarbībās, tika secināts, ka bērni plaši izmanto žestus arī šeit. Savukārt komunicējot ar vienaudžiem, vairāk tika izmantota mīmika, kaut gan žesti, īpaši norādāmie žesti arī tika izmantoti, lai nodotu kādu informāciju saviem draugiem.



3.attēls. *Neverbālās komunikācijas pārbaudes kritēriji (septembris)*
 Figure 3 *Test Criteria of the non-Verbal Communication (September)*

Aptaujājot vecākus, tika noskaidrots, ka visi bērni, komunicējot ar vecākiem un citiem radniekiem, bieži izmanto žestus, lai parādītu kaut ko, pievērstu uzmanību, palūgtu vecākiem kaut ko. Vecākiem tas ir bijis liels atklājums un pārsteigums, ka viņu bērni tik lielā mērā izmanto neverbālās komunikācijas paņēmienus, jo viņi nepievērsa tam uzmanību. Tas liecina, ka nerunājošiem bērniem, kuri piedalījās pētījumā, žestu izmantošana sadzīves situācijās ir paradums.

Pēc runas attīstības pārbaudes tika uzsākta koriģējoši attīstošā darbība. Ar nerunājošiem bērniem logopēds strādāja 4 reizes nedēļā pa 15–20 minūtēm ievērojot katra bērna individuālās kognitīvās attīstības īpatnības. Pedagoģiskās novērošanas rezultāti rāda, ka pēc koriģējoši attīstošās darbības sākuma bērni mazāk izmanto žestus kā komunikācijas līdzekli – 32% pret 66% bērnu septembrī (sk. 4. att.). To bērnu skaits, kas daļēji izmantoja žestus komunikācijai ar citiem bērniem un pieaugušajiem, nav mainījies.



4.attēls. Neverbālās komunikācijas pārbaudes kritēriji (oktobris)
Figure 4 Test Criteria of the non-Verbal Communication (October)

Oktobrī nerunājošie bērni, komunicējot ar vienaudžiem un pieaugušajiem, saskarsmes laikā izmantoja ne tikai žestus, bet arī vokalizēja – mēģināja izteikt savas domas verbāli ar atsevišķu skaņu vai skaņu savienojumiem, ko var uzskatīt par verbālās komunikācijas sākumu.

Secinājumi Conclusions

- Nerunājošiem bērniem ar logopēdisko slēdzienu –VSNA I runas attīstības līmenis – neverbālā komunikācija aizstāj verbālo komunikāciju, kas palīdz viņiem sazināties ar apkārtējiem cilvēkiem un nodot nepieciešamo informāciju.
- Vecākiem jāpievērš uzmanība komunikācijas paradumiem ģimenes lokā, jo tie ietekmē bērna runas attīstību.
- Pēc pētījuma datiem var secināt, ka neverbālās komunikācijas laikā bērni izmanto žestus vairāk nekā citus neverbālās komunikācijas paņēmienus.
- Veicot korigējoši attīstošo darbību ar nerunājošiem bērniem, neverbālā komunikācija ātri pāriet uz verbālo komunikāciju.

Summary

One of the types of non-verbal communication are gestures that help people to show their attitude, emotional state, feelings; in most of the cases, gesturing happens

unconsciously. When children learn to speak, they also use a lot of non-verbal communication as a method of communicating. When children grow, the non-verbal communication is gradually replaced by the verbal communication – in this process, the language quality of a child improves, and the language becomes the main communication tool.

Sadly, not all children up to the age of 3–4 years are able to learn the laws of their native language and learn to speak. Nowadays there are many children who do not speak until the age of 3–4 years. In order to communicate with others, these children use the methods of non-verbal communication.

During the research, the communication characteristics of nonverbal children were explored. 15 children participated in this research: all of them had the conclusion of the speech therapist – Developmental Language Disorder (DLD). The children were in ages from 3 to 4,6 years (from 36 to 54 months), eleven boys and four girls.

In September the speech development of the children was tested. During the test, it was observed that nonverbal children used methods of non-verbal communication to communicate with the speech therapist. In order to test the skills of non-verbal communication, test criteria were elaborated to provide a better understanding of the ways how the nonverbal children communicate with others (Table 1). Data of the research show that children use gestures very often. During observations of children during other activities (organized playing, sports activities, music, walking, playing with other children), conclusions were made that also in these situations children use gestures very often. Conversations with the parents showed that also in the family setting children communicate with the relatives using gestures.

During the analysis of the data of the research, conclusions were made that:

- a child with I level of DLD uses gestures as a communication method very often, especially directional gestures;
- in order to help the child to gradually change from non-verbal communication to the verbal communication, there is correction developmental intervention that needs to be done with the non-verbal child on a regular basis;
- the speech development of the child is facilitated if parents are interested and involved in this process and the help of speech therapist is available.

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SUPPORTING THE SPEECH DEVELOPMENT OF CHILDREN STAYING IN FOSTER CARE

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Abstract. *The aim of the article was the analysis of the problem of speech development in care and educational institutions and family-run children's houses. Speech plays an important role in our life. The ability of speaking properly enables people to form interpersonal communication. Due to our speech, we can express our thoughts, feelings and experience. Thus, it is crucial to stimulate a child's verbal communication from the earliest years. Speech development, which has a genetical basis and depends on innate attributes, is possible only in the context of the social environment. The aim of the study was the analysis of the problem of verbal communication in care and educational institutions and family-run children's houses in the Lublin province.*

The material for the article was created as part of the project "Education, levelling developmental and educational deficiencies of children under the care of family-run children's houses as well as the educational care centre". The project was implemented by the Department of Pedagogy of Higher State School in Biała Podlaska.

There were used two methods in the research: diagnostic survey and study of individual cases. The following questionnaires were used: proprietary questionnaires for charges, interview questionnaires with educators of educational care centres and family houses, an observation sheet and interviews with coordinators and directors of the examined institutions.

The occurrence of numerous problems refer to the development of verbal communication both in care and educational centers and family-run children's houses. This function is performed more advantageous in a family home.

Keywords: *communication, foster care, speech, speech development*

Introduction

The presented article concerns the problem of speech development in children staying in care-educational facilities and family foster homes. Differences in the rate of speech development are associated with the quality of

the educational environment. Numerous studies (e.g. Stefan Szuman, Maria Przetacznikowa) (Dołęga, 2003) conducted among infants and young children who were raised in different environments, indicate the differences in the development of speech. Children who reside mainly in institutional environments often experience delays in speech development (Dołęga, 2003). In these particular cases, when the child's biological parent does not take care of that given child, the country's task is to organize foster care. The current regulations allow a child abandoned by natural parents, to be covered by a given form of institutional or family care (Act on the promotion of the family and foster custody system of 9 June 2011 - Journal of Laws of the Republic of Poland 2011/ 149 p. 887). The family custody consists of: foster family and family child home, while the institutional one consists of: care-educational establishments, regional care-therapeutic establishments, interventional pre-adoption centres.

The importance of family in a child's speech development

Speech or sound communication of people plays a vastly important role in the life of every human. It allows to establish interpersonal contacts, formulate thoughts, feelings, experiences. We can name three functions, which are provided by speech in a human life, namely:

- the representative function (substituting things and pointing at them)
- the expressive function (expression of feelings)
- the impressive or social function (encouraging the listener to reaction) (Słodowik-Rycaj, 2000).

Speech development, which is determined genetically and depends on the innate properties of the human body, is possible only in the context of the social environment. Speech is a concept that applies to the issue of language and communication of efficiency skills acquisition, that is, speech perception, mastery of grammar principles, language production, understanding language expressions and pragmatics (the ability to use speech in different social situations) (Kielar-Turska, 2003). Speech development is highly connected with the overall development of a child. A condition for the emergence of speech is appropriate physiological development. The course of the prenatal and perinatal period very often is an indicator of proper articulation. The diligence of the future parents and especially, of the mother, about the child's health condition is of great significance. The diseases, which a mother suffers from while being pregnant can cause disorders of the central nervous system of a foetus, and thus affect the emergence of a speech disorder.

It is very important that a child who learns to talk heard speech in the initial period of their life in their environment. Under the influence of this stimulation,

the areas that control speech development in the brain cortex of the usually left hemisphere, that steer speech development are shaped (Sadowski, 2005).

The most important environment to develop thinking and speech of the child is a family. The subsequent mastery of language is generally a repetition and modification of the earliest verbal behaviour, speech and mind interaction endured in childhood (Czelakowska, 2005).

Research on the social determinants of speech development show a relation:

- a) between the level of development of speech and emotional constraints within the family and between the family activity in speech therapy and its results;
- b) between the development of speech and behavioural styles in the family;
- c) between the development of speech and behavioural interactions and sociocultural properties of a family (Dysarz, 2003).

It is very important to detect in a child, as early as possible, any irregularities that may contribute to the emergence of speech disorder. Speech problems should be diagnosed as soon as possible so that a child can begin speech therapy. We can agree that: one must realize that a 3 years old and an older child, directed to a speech therapist has gone through the golden age of speech development and during this period we can only improve formed and persisted irregularities. We can no longer evoke numerous features, and by stimulation in infancy period, we can lead to the development of speech as far as possible by a child" (Dysarz, 2003).

Parents need to pay attention to the method of feeding children. Natural feeding or breastfeeding better contributes to the improvement of the lips and tongue than artificial feeding. Breastfed baby's orbicularis is better reinforced, a tongue sets vertically, it exercises jaw, perpetuates breathing through the nose. If a child is fed artificially – if you want to prevent shortcomings of occlusion, which contribute to the articulatory defects – one should, as soon as possible, transfer to feeding with spoon and cup, by giving up the bottle. Parents should pay attention to a child not to suck its thumb, because this action may contribute to the formation of occlusion defects.

In the interest of correct speech, parents should find support of the family doctor, speech therapist, then the teacher. An important role is played by a paediatrician as a doctor of the first contact with a child. It is them who should pay attention to the anatomical conditions in the mouth, facial reflexes relevant for the development of articulation, stress the importance of breastfeeding and breathing through the nose, development of pre-language vocalizational functions – cooing and babbling. In the event when they find irregularities, the child should be directed to a speech therapist.

It is necessary for parents to support their children in the process of the acquisition of speech. The attitude of parents stimulating a child to speak, and correct language pattern are vastly important. Prevention of occlusion defects, if necessary, correcting irregularities, the proper way of feeding foster the development of speech. Expression of the environment should be correct in terms of sound. You should talk to the child clearly and naturally. So-called "the word bath" that is, surrounding a baby with sounds is very important. This has the importance of stimulating speech. One should talk a lot to a child. Encourage the child to communicate with the environment. The conscious work of parents on forming the correct articulation, which should be carried out in different ways is important. Parents should talk about objects which can be seen and about the currently happening events, using short, simple sentences, and repetitions. The child must be engaged in different activities (language is best to be learnt in practical lessons), parents should create opportunities for communication. As noted by Dołęga: children, who are present in the environment of adults, emphasizing development stimulation, and build longer verbal expressions and richer in content, than kids who spend most of their time alone or with their peers. In this second group, speeches are shorter, poorer lexically and semantically (Dołęga, 2003). As Vasta, Haith, Miller note (Vasta, Haith, & Miller, 1995), encouragement by parents, which consists of the repetition and expansion of statements, asking questions, paying attention to the content and grammatical expression correctness, enhancing the language skills of the child.

Support of the speech development of children living in foster care in the area of Lublin province – the results of empirical research

Researched territory and researched sample

A study for the purposes of the present publication was conducted in Educational-Pedagogical Institutions and Family Foster Homes in the selected districts of the Lublin Voivodeship located in the Eastern part of Poland. Their execution was planned in the framework of the project "*Education, levelling developmental and educational deficiencies of children under the care of family-run children's houses as well as the educational care centre*" implemented by the Department of Pedagogy of State School of Higher Education in Biała Podlaska.

The test site presented for publication is the Lublin Voivodeship – with the area of 25122.46 km². According to data from the CSO in 2017 it was inhabited by nearly 2.14 million people (CSO, 2017, p. 34-35). It is the easternmost region in Poland and consists of 4 sub-regions:

- Lublin sub-region covering 1 city with district rights and 4 districts: Lublin, Lublin county district, Świdnica, Lubartów, Łęczyn;

- Biała Podlaska sub-region covering 1 city on district rights and 4 districts: Biała Podlaska, Biała Podlaska county district, Radzyń, Parczew, Włodawa;
- Chełm-Zamość sub-region covering 2 cities with district rights and 6 districts: Chełm, Zamość, Chełm county district, Zamość County District, Hrubieszów, Biłgoraj, Tomaszów Lubelski, Krasnystaw;
- Puławy sub-region covering 6 districts Puławy, Łuków, Ryki, Opole Lubelskie, Kraśnik, Janów Lubelski.

The research was conducted in each of the above sub-regions of the Lublin Voivodeship. From the sub-region of Lublin, the pupils from nursing-educational facilities from Lublin the county district of Lublin attended the study. In Biała Podlaska sub-region the study was participated by the charges of Włodawa and Biała Podlaska country district facilities. Chełm-Zamość sub-region was represented by the facilities from Chełm and Krasnystaw district, and in the last sub-region - Puławy district – the research was carried out in the facilities from Łuków and Kraśnik. It should be noted that the research was realized only in those schools in which the directorate has expressed willingness to cooperate and participate in the research. The distribution of the examined facilities has been presented in table 1.

Table 1 The number of examined students in the various forms of care

Type of foster care	Lublin Voivodship		Warmińsko-Mazurskie voivodship		Świętokrzyskie Voivodship		Total	
	Form of care	Number of examined children	Form of care	Number of examined children	Form of care	Number of examined children	Form of care	Number of examined children
Institutional custody	13	109	12	124	5	50	30	283
Family custody	5	13	1	1	4	18	10	32
Total	18	122	13	125	9	68	40	315

As it results from CSO data, 25 nursing-educational facilities of socialization type function in Lublin Voivodeship, further to 12 family-run foster care institutions and 11 family foster homes. This study involved 18 facilities including 122 charges aged 10-25 years, i.e. 1/3 of all establishments operating in Lublin Voivodeship.

In the study the triangulation of research methods and techniques was applied, since the surveys were connected with the qualitative case studies. Within the framework of the survey, a survey for children aged 10 years and above, and

an interview questionnaire with educators were used, while in the case studies qualitative interviews, partly structured with the heads of nursing-educational facilities, were carried out.

Speech disorders of the examined children

Based on the conducted studies, speech disorder were found among 12 children remaining in foster care.

Among children having communication problems, there was a 12-year-old girl, who was diagnosed with mutism. The girl does not talk, although the construction and operation of articulatory organs are both normal. There was also no intellectual disability found, cerebral dysfunction is excluded. The examined girl was diagnosed with functional mutism because the causes are strong mental experiences, long-lasting stressful situations. The girl lived earlier in the dysfunctional family.

A very serious problem in communication can be observed in the girl, who was diagnosed with hearing damage on a deep level. The examined girl does not communicate verbally with the environment. Upon arrival at the resort, she was covered by systematic therapy for the hearing impaired people and started to communicate using sign language.

In 2 children, delayed speech development was found. This type of disorder occurs when the process of shaping and development of speech in all or some of its aspects (phonetic, grammatical, lexical or expressive) is delayed and is not in accordance with the standards provided for a given age group (Jastrzębowska & Pelc-Pękala, 2003, p. 346). Language competences have developed adequately to achieve effective communication with others. In addition, the articulation and grammar of expression are impaired. Distortion of phonetic construction of words occur. As a result of substitution (replacement), elision (omitting) and metatheses (conversion) of sounds or syllables, the sounding of words is distorted. There are also reductions in the consonant group. Also, the scope of children's vocabulary is significantly reduced. Disorders relate both to the act of speaking and understanding.

Two people were found with delayed speech development due to moderate intellectual disability. The first of them is a boy, aged 18. The scope of general knowledge of the examined is very poor and the knowledge of the principles and socio-moral standards – very low, indicating a very poorly developed social intelligence and low self-reliance and resourcefulness in task-involving situations. Based on the performed speech therapy study, the difficulties in the acquisition and implementation of communication, pragmatic and language competences were found. While a boy, 12 years old understands and performs simple tasks, complex commands must be repeated many times, due to the distributed attention

and excessive motility. The examined boy points the basic objects, actions, repeats and pronounces simple, two-syllabic words, constructs simple sentences. Clarity of expression is limited, as in common speech the vowels are not properly implemented – numerous substitutions (replacing sounds) and elision (leaving sounds). The physical and phonemic hearing is correct.

Two more people having problems with speech: a 15 years old girl and an 11 years old boy were diagnosed with multiple dyslalia. In addition to the articulatory disorders, the main reason behind which is invalid construction and small efficiency of articulatory organs, there are difficulties in terms of synthesis and auditory analysis and fonemic hearing impairments.

In addition, in 5 tested charges lisp, which is caused by an invalid construction of articulatory organs (bad occlusion) was observed.

Speech therapy

Children, which have been found to have a disorder of speech were covered by speech therapy only after arriving in nursing-educational facilities or family foster homes. Most often only then was the speech defect diagnosed. Currently, children who have a speech disorder attend speech therapy. The children can find the help of speech therapist at school, kindergarten, psycho-pedagogical clinic. One of the children, having a lisp is working with a speech therapist-volunteer and a private speech therapist. Caregivers of children staying at family foster homes declare that they regularly continue to practice speech therapy at home. But children in nursing-educational establishments most often repeat the exercises asked by a leading speech therapist on their own. All caregivers have found that there was an improvement in verbal communication since the adoption of the children to their home.

Supporting of the speech development, in the opinion of the respondents

To learn about the communication activity of caregivers, they were asked how much time they devoted to talking with their child.

The data contained in table 2 indicate that parents typically spend 0.5 hours during the day talking to their kids – such an amount has been declared by 52 interviewed persons.

Table 2 Time devoted to conversations

No.	Time devoted to conversations	N
1.	1 hour	49
2.	2 hours	16
3.	3 hours	3
4.	4 hours	2
5.	0,5 hour	52
	total	122

Source: own research

Charges of the nursing-educational and family foster homes state that parents usually talk with them on the current topics and issues related to education. 18 people admit that discussions are related to contacts with their peers. While a small group of children believes that they talk about what is important and valuable in life and their future.

Table 3 The issues discussed in the conversations (in the opinion of surveyed charges)

No.	Conversation with a child most often relates to:	N
1.	current affairs	101
2.	education	68
3.	contacts with their peers	18
4.	future of the child	12
5.	What in life is valuable, important	8
6.	child's problems	41

Source: own research

The examined charges admit that mostly they talk to their parents when they ask something or after returning from school.

Table 4 Time of conducted conversations (in the opinion of surveyed charges)

No.	When do they talk with their parents most often?	N
1.	during common meals	28
2.	when we watch TV together	17
3.	when I get home from school	32
4.	while driving a car	19
5.	when I ask for something	68

Source: own research

In order to encourage a child to a conversation, the examined parents most often ask questions – this has been declared by 78 people. The next communication strategy to be used in order to sustain a conversation is showing

interest in the problems of the child – this was noted by 18 parents and sometimes parents tell something interesting to encourage the young person to take part in the dialogue. However, 9 examined persons claim that it is not necessary to sustain a conversation because the pupil expresses interest in conversation with their parents by himself.

Table 5 Communication strategies applied in order to sustain the conversation

No.	Communication strategies applied in order to sustain the conversation	N
1.	Asking questions	78
2.	Showing interest in the problems of the child	18
3.	Telling something interesting	13
4.	Other strategies	4
5.	It is not necessary to maintain a conversation	9

Source: own research

Conclusions

By analysing the research executed among educators and students in nursing-educational institutions and family foster homes in the selected districts of the Lublin Voivodeship located in the eastern part of Poland, one may observe:

1. Some serious issues with verbal communication.
2. Disorders that most often occur among children include delayed speech development and dyslalia.
3. Most children had a diagnosed speech disorder and were covered by the systematic speech and language therapy only after placing them in foster custody.
4. Caregivers of children staying at family foster homes declare that they regularly continue to practice speech therapy at home.
5. Children in nursing-educational establishments most often repeat the exercises asked by a leading speech therapist on their own.

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SOCIĀLĀ PEDAGOĢIJA
Social Pedagogy

POLISH SOCIAL WORKERS, POSITIVE ORIENTATION AND THEIR READINESS TO CHANGE

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Abstract. *The author has researched the relation between social workers' positive orientation and their level of readiness to change. The study included 103 Polish social workers from social welfare centres in Lublin Province, which is classified as one of the poorest administrative regions in the EU. Random sampling of cases for the study was used. Lublin, Poland, is a city in which the prevalence of social assistance provided by social workers is on an average level compared to the entire country. The aim of the presented studies was to verify the correlation of the positive orientation of social workers employed in Lublin, Poland, with their readiness for change. The results of the research have revealed that most subjects presented a low level of all the traits which were analysed and which define the readiness to change. The study also revealed statistically significant correlation between the positive orientation and the readiness to change in general and in the following traits: confidence, drive, optimism, and resourcefulness.*

Keywords: *change, positive orientation; readiness to change; social worker.*

Introduction

Well-being of social workers at work is currently becoming the main subject of interest of international psychosocial literature. Most of the research conducted to date focused on negative aspects of social work (e.g. work-related stress, professional burnout, professional dissatisfaction were analysed), while only few diagnoses included positive effects (including health-related ones) of the profession (Aiello & Tesi, 2017, p. 73-84). The perspective of professional coping with social issues in terms of deficiencies or pathologies (Davies, 2012). One can notice a shortage of research on the capital of persons who provide social services, while at the same time, the need for such research. Analyses focused on the search for resources among social workers make it possible not only to better understand the regularities governing their occupational functioning but also to enforce those of their competences which have so far been marginalised or even left unnoticed. Polish practice of the support for social workers stressed the reduction of negative effects of various obstacles and shortcomings in the quality of their professional life, while the attempts at recognising any potentials have been made rarely.

Social workers' professional activity frequently bears an emotional burden as they are committed to a difficult relation with persons on a dire predicament. Furthermore, Polish social workers, on the one hand are, required a high level of professional competence conditioned the requirements of formal professional qualifications. On the other hand, a systematic supervision conducive to professional development is now only being introduced (Czechowska-Bieluga, 2013).

International Federation of Social Workers defines social works as a profession that promotes social change, social cohesion, and the empowerment and liberation of people. From its very beginning, the practice of social work has focused on the fulfilling human needs and developing human potential (<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work>). At least these two issues emerge from this definition. Firstly, theoretical and empirical analyses must be directed towards broadly understood potentials. Secondly, factors that distinguish social work from other welfare professions, i.e. categories of change as its main object of interest, must be taken into account. Social workers should be able to cope with changes. Skills related to the readiness to change have yet to be the subject of research. The aim of the presented studies was to verify the correlation of the positive orientation of social workers employed in Lublin, Poland, with their readiness for change.

Literature review

Previous research on social workers mainly dealt with the level of professional burnout (Aielo & Tesi, 2017; Hamama, 2012; Tae Kuen, Salomon, & Jang, 2012; Kim, Ji, & Kao, 2011), experience of stress (Wu & Pooler, 2014; Wagaman, Geiger, Shockley, & Segal, 2015), or depression (Siebert, 2004). Only few analyses had a form of positive diagnoses but they dealt with the satisfaction from social work (Fleury & Bamvita, 2017; Czechowska-Bieluga, 2013).

A current research, conducted after the year 2000, covered social workers registered in California (N = 406). It analysed the correlation between professional burnout experienced by social workers and their physical health, using the data gathered from 3-year long longitudinal study. The results showed that social workers with higher initial levels of burnout voiced more complaints about their physical health. Moreover, a higher level of burnout lead to a more rapid deterioration of physical health within one year (Kim, Ji, & Kao, 2011, p. 258-268).

Similar analyses examined the correlation between professional burnout with demographic features of social workers (age, family status, education, and job seniority), external and internal work conditions as well as social support from colleagues, immediate superiors and directors of the organisation. The subject of

the study was the sensation of professional burnout in 126 social workers who work directly with children and young people. The results showed the a moderate intensity of burnout in social workers who directly cater to children and young adults. Burnout was significantly negatively correlated to age, job seniority, internal (psychological) working conditions and social support in the organisation. On the other hand, support from a colleague and a protector significantly contributed to the explanation of the differentiation of professional burnout intensity (Hamama, 2012, p. 113-125).

The research on the level of professional burnout are, undoubtedly, important, for example, due to their correlation to the will to leave the job. Further diagnoses revealed that a higher level of professional burnout experienced by social workers was correlated to a stronger will to quit the job. A higher level of organizational justice in social welfare centres, in turn, correlated with a reduced intention to quit the job. More importantly, organizational justice weakened the effect of professional burnout on the social workers' intention to quit the job (Aiello & Tesi, 2017, p. 73-84). Authors of subsequent studies analysed the effect of organizational justice on the Korean social workers' intention to leave the job. In particular, they focused on the moderating effect of organizational justice on the correlation between professional burnout and resignation form work. The authors studied 218 first contact social workers from 51 Korean social welfare centres. The researchers used a linear mixed model to analyse a multi-level data structure. The results of the study confirmed that a higher level of professional burnout among social workers was related to a stronger intention to leave the job, whereas a lower level of burnout was related to a higher level of organizational justice. Organizational justice in social service centres was also found to weaken the effects of professional burnout on the intention to change the job (Tae Kuen, Salomon, & Jang, 2012, p. 31-39).

Empathy, which constitutes the subject of the research by Wagaman, Geiger, Shockley, & Segal (2015), is a tool assisting in overcoming the issue of professional burnout and STS. It was hypothesised that higher levels of empathy, which is the combination of physiological and cognitive processes, would be related to lower levels of professional burnout and STS and with higher levels of satisfaction from compassion. The results suggest that the elements of empathy may prevent or alleviate professional burnout and STS, at the same time increasing the satisfaction from compassion and that empathy should be included in training and education programmes for an entire duration of the social worker's career (Wagaman, Geiger, Shockley, & Segal, 2015, p. 201-209).

One of the studies, the results of which may be used in practice, deals with the areas of Social Workers' Caregiver Identity and their feeling of stress. The results show that there is an increase in distress along the increase in the level of Social Workers' Caregiver Identity. Furthermore, self-esteem (as an internal

resource) and social support (as an external resource) offer protection against dysfunctions of professional identity. Those scholars have concluded that low self-esteem and a low level of social support increase social workers' vulnerability to experience negative effects of their realisation as caregiver. Helping social workers to develop and maintain high self-esteem, as well as good social support may be beneficial not only to the social workers but also to entities and families whom those workers support (Wu & Pooler, 2014, p. 237-249).

On the other hand, D. C. Siebert's research (2004, p. 30-40) analysed depression among social workers. The researcher analysed potential negative professional consequences - i.e. impairment - and personal and professional variables related to depression. The study included anonymous testing of one thousand social workers in North Carolina. The study revealed that 19 % of the subjects attained the result above the threshold – in the depression scale measuring depressive symptoms, 16 % seriously considered suicide at some point of their lives, 20 % were taking antidepressants at the time of the study, and 60 % assessed themselves as depressive - at the time of the study or at some point in the past. The results of the study are alarming, but it is worth mentioning that both professional and personal variables were related to depressive symptoms (Siebert, 2004, p. 30-40).

The study by Fleury and Bamvita (2017, p. 1-12) took a slightly different dimension compared to the previously presented ones. The researchers identified many social, professional and team variables concerning efficiency, based on the Input-Mediator-Output-Input (IMOI) model and tested their relation to job satisfaction for three categories of mental health professionals, including social workers (nurses, psychologists / psychotherapists). Independent variables were broken down into four categories: 1) Socio-occupational characteristics; 2) Team attributes; 3) Team processes; and 4) emotional commitment to the team. The variables were successively entered into a hierarchical regression model. The results show that team processes, including team support, brought the greatest number of variables into occupational satisfaction. Social workers' satisfaction with their job was related to a greater level of commitment to the decision-making process and with lower levels of conflicts within the team (team processes), knowledge sharing (team processes) and emotional commitment to the team (Fleury & Bamvita, 2017, p. 1-12).

Summing up, high risk of professional burnout is well known but little is known about the correlation of social workers' physical health with professional burnout (Kim, Ji, & Kao, 2011, p. 258-268). Social workers are exposed not only to the risk of professional burnout but also to secondary traumatic stress (STS) due to the characteristics of their work and contexts within which they work. Little attention has so far been paid to the factors which may prevent burnout and stress experience as well as increase social workers' compassion satisfaction

(Wagaman, Geiger, Shockley, & Segal, 2015, p. 201-209). Results of numerous studies suggest that decision-makers and team leaders should provide adequate support to social workers, get them involved in the decision-making process as well as implement procedures and mechanisms conducive to the prevention or settlement of team conflicts with a view to improving the level of job satisfaction in this category of workers (Fleury & Bamvita, 2017, p. 1-12). Moreover, Monnickendam, Savaya, & Waysman (2005, p. 21-30) suggest the introduction of social worker computer support systems which should be designed so as to help social workers think out cases, in particular atypical ones.

Methodology

In recent years, human development potential, satisfaction from life, happiness and health have been stressed in human sciences. The development of sciences, possible thanks to analyses conducted in a positive dimension, including those of pedagogy and psychology, has yielded the conceptions which constitute the foundations for research on the most adaptive methods of psycho-social functioning and its pedagogical conditions (Łaguna, Oleś, & Filipiuk, 2011, p. 47; Czechowska-Bieluga, 2013).

Positive orientation theory is one of the theories which are based on this direction. "Positive orientation is the basic tendency to notice and to attach importance to positive aspects of life, experiences and the self. It is to a great extent responsible for adaptive functioning as it means natural inclination towards a beneficial assessment of the self, high level of satisfaction from life and high rating of the chances for the achievement of goals, which translates into commitment to life's endeavours and high rating of the quality of life (Łaguna, Oleś, & Filipuk, 2011, p. 48).

The aim of the presented studies was to verify the correlation of the positive orientation of social workers employed in Lublin, Poland, with their readiness for change. Readiness to change was analysed in terms of resourcefulness, optimism, adventurousness, drive (understood as having a passion), adaptability, confidence, and tolerance to ambiguity.

Participants and Data Collection

Social workers in Poland can be employed in social welfare centres which, in some regions of Poland, are called family assistance centres (nursing homes, homeless shelters, shelters for domestic violence victims), adaptive nursing facilities, penitentiaries, residential medical care facilities, community centres, nursing homes for the elderly and the intellectually disabled, addiction treatment centres, refugee centres, and support centres.

Data were gathered in the Municipal Family Support Centre in Lublin, Poland, which, in 2017, was staffed with 190 social workers who constituted 36.40 % of the total staff of the centre. 179 of them performed social work in a community, performed family community interviews, and received a monthly allowance (*Sprawozdanie z realizacji zadań Miejskiego Ośrodka Pomocy Rodzinie w Lublinie za 2016 rok*, [Report on the performance of the tasks of the Municipal Family Support Centre in Lublin for 2016, unpublished materials]). The staff of the Centre, performing tasks under the act on social assistance which governs the principles of social assistance in Poland (Act of 12 March 2004 on social assistance, J. of Laws of 2004, No. 64. Item 593), is composed mainly of social workers (including those employed at various positions, e.g. senior social workers, social work specialists, and senior social work specialists). 122 employees were subjected to the study, 103 of which completed the sets of questionnaires correctly. Lublin is a city in which the number of social assistance beneficiaries who are social workers' clients is average compared to the entire country.

Measures

Positive Orientation Scale (P Scale) was used for the study (Łaguna, Oleś, & Filipiuk, 2011, p. 52) and Readiness to change questionnaire by Kriegel and Brandt (Paszowska-Rogacz & Tarkowska, 2004, pp. 209-215).

Positive Orientation Scale (P Scale) was developed on the basis of the positive orientation theory. The P Scale is used for research aiming to verify which aspects of human functioning positive orientation is related to, and what is its adaptive significance (Łaguna, Oleś, & Filipiuk, 2011, p. 52).

Readiness to Change Questionnaire by Kriegel & Brandt (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215), translated by A. Paszowska-Rogacz, makes it possible to check strong and weak points of an entity. It has been assumed that a person's readiness to change may depend on the nature of the changes themselves. The questionnaire is composed of 35 questions which the subject answers by means of a six-grade scale, which makes it possible to identify the seven traits: resourcefulness, optimism, adventurousness, drive, adaptability, confidence, and tolerance to ambiguity.

Resourcefulness, as the first of the trait examined, is understood as being effective at making the most of any situation and utilizing whatever resources are available to develop plans and being able to do "something from nothing". Resourceful persons are characterised by the capability of finding proper sources and resources which offer the possibility to implement their own plans. They believe that every problem can be solved and obstacles constitute a value and a challenge. They are able to notice various strategies of action, and have a creative

approach to stereotypical issues (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215).

Optimism, another of the traits in the Readiness to Change Questionnaire, is correlated with the readiness to make changes. Persons with high intensity of this trait are characterised by a positive, or even enthusiastic attitude towards change. They do not focus on obstacles, but see various possibilities. Moreover, they believe that passage of time is beneficial for them and they interpret the reality as beneficial as well.

Adventurous persons – persons with high intensity of this trait see life as an adventure. They are characterised by movement and unrest. They do not like the feeling of security and stagnation. They prefer challenges, while they get bored by repetitive and routine activities. They are the most frequent change initiators, acting efficiently in an stimulating environment (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215).

Drive, as another trait, is a kind of potential which reinforces all other traits. Persons with high intensity of this trait get tired less frequently, but a very high score may be related to being obstinate for an unjustified reason and may be conducive to a rapid professional burnout. While performing difficult tasks, people with drive are full of energy and are full of enthusiasm more often than fear.

Adaptability, analysed by means of the Readiness to Change Questionnaire, covers two components: flexibility, which allows for an easy adaptation to the changing environmental requirements, and resilience, thanks to which people do not get overcome by adversity, but rather learn from mistakes. Flexibility allows an entity to avoid disappointments and frustrations if the plan needs to be changed, taking into consideration options prepared beforehand. Besides, flexible persons set themselves realistic goals. Resilience, on the other hand, is a trait of people who do not attach much importance to their own status and functions which they perform, but rather they live for today and by the future, not by the past (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215).

Confidence, the penultimate trait, characterises people who trust their own capabilities and possibilities. High score on this scale characterises people with high self-esteem and the conviction that they are in control of their own lives. If it is not possible to change the surrounding reality, they try to use it to the fullest. Moreover, they believe that mastery cannot be achieved if there are no defeats, so they learn from mistakes.

Tolerance to ambiguity, the last trait on the Readiness to Change Questionnaire, characterises people who believe that nothing is certain. Those persons claim that they can be easily surprised while implementing any plan. They are patient and do not make hasty judgments as they do not expect quick fixes (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215).

Research results

The results of the study have revealed that most subjects presented a low level of all the traits which were analysed and which define the readiness to change, which is shown in Figure 1. Low level of tolerance to ambiguity characterised as much as 95.15 % of the workers subjected to the study, 88.35 % of the subjects are characterised by low level of propensity to take risks, whole 82.52 % of the responders are characterised by low level of adaptability. The analysis of the percentage of the subjects presenting low level of the consecutive traits revealed that as much as 76.70 % of the subjects are characterised by low level of Drive, 66.99 % - by low level of Adventurousness, 66.99 % by low level of Confidence. The subjects achieved much better scores in Resourcefulness - the final trait. Its low level characterised over a half of the subjects (58.25 %).

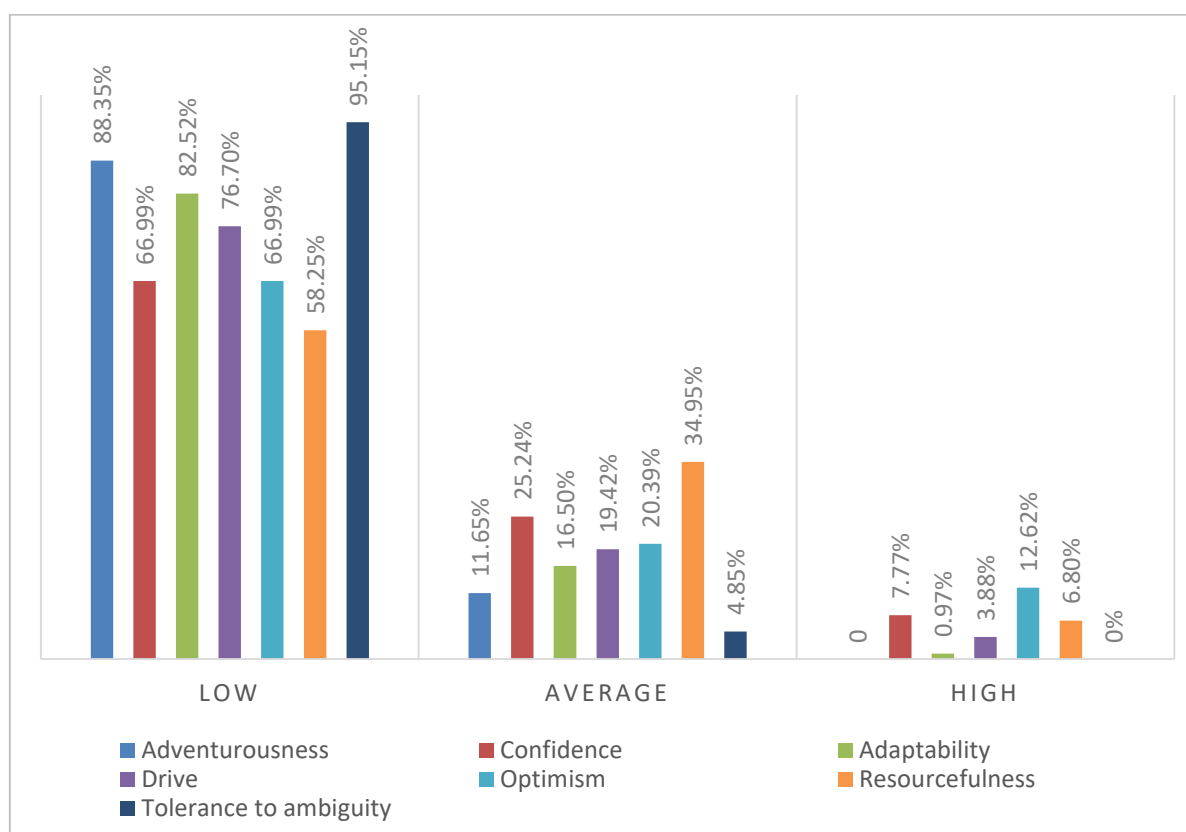


Figure 1 Readiness to change – percentage of social workers with low, average, and high level of all the traits highlighted

The results of the study revealed a statistically significant correlation of positive orientation with the level of the readiness to change ($r=0.5293$; $p<0.000$). The subjects who scored higher on the SOP scale (more positive attitude) also scored higher on the general Readiness scale. Statistically significant correlations of positive orientation of the social workers subjected to the study were also

revealed within the scope of four scales: Confidence ($r=0.498$; $p<0.000$); Drive ($r=0.217$; $p<0.05$); Optimism ($r=0.390$; $p<0.000$) and Resourcefulness ($r=0.477$; $p<0.000$). Social workers subjected to the study who were characterised by more positive attitude were also more confident. This means that they trusted their own abilities and capabilities, had higher self-esteem and more profound conviction that they were in control of their own lives. Furthermore, those more positively oriented are less prone to tiredness, and are full of energy, feeling more enthusiasm than fear while performing difficult tasks. Correlations with the subsequent two traits suggest that the subjects who are positively oriented are also more resourceful, i.e. they are capable of using every possibility to achieve their own goals and are capable of doing “something from nothing”. Moreover, they are characterised by the capability of finding proper sources and resources which offer the possibility to implement their own plans. They believe that a problem can be solved. They can see various strategies and are creative about stereotypical issues (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215). Positively oriented subjects are more optimistic, which means that they are characterised by positive, or even enthusiastic attitude towards change. Furthermore, they do not focus on obstacles, but see various possibilities. Moreover, they believe that passage of time is beneficial for them and they interpret the reality as beneficial as well (Paszowska-Rogacz & Tarkowska, 2004, p. 209-215).

Table 1 The correlation of positive orientation with the level of the readiness to change. r-Pearson correlation coefficient

	Readiness in general (scale average)	Adventurousness	Confidence	Adaptability	Drive (passion)	Optimism	Resourcefulness	Tolerance to ambiguity
SOP total	.529	.099	.498	.027	.217	.390	.477	-.001
p	.000*	.322	.000*	.785	.031*	.000*	.000*	.989

*The difference is statistically significant in this item.

Source: own research

$n=103$

Conclusion and recommendations

The results of the analysis show a prevalent low level of readiness to change in terms of all traits analysed among social workers subjected to the study. The study also revealed statistically significant correlation between the positive orientation and the readiness to change in general and in the following traits:

confidence, drive, optimism, and resourcefulness. The need for taking actions for stimulating those traits in the study group has been highlighted. These data become meaningful in the context of a special kind of assistance actions taken by social workers, which are conditioned by the very level of the readiness to change (Miller & Rollnick, 2010, p. 8-16).

Based on the presented results, it can be suggested that social work teachers focus in their classes on competences related to the readiness to change and positive orientation. Persons who prepare for providing social assistance in a formal education process can be encouraged to increase their positive orientation by developing positive attitudes towards self, towards those who need help and towards the world. As the readiness to change is very important for good professional functioning, one can suggest teaching the significance of its role to social workers.

Teachers can explain changes taking place in social life and that social workers must react to them in a knowledgeable way so they can cope with work-related challenges. In Poland, neither social work students nor social workers are educated to understand how hard it is to take care of oneself and how to do it. The presented research suggest that devoting time to lessons concerning the mastering of a sound concept of how to shape the concept of self as a social worker which includes positive orientation and the readiness to change, may improve the quality of social workers' lives.

Undoubtedly, it would be worth conducting further, more in-depth research on the readiness to change and positive orientation among social work students and professionally active social workers.

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GENDER IN EDUCATION OF VOLUNTEERS

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Abstract. *The study focuses on the possibilities and importance of eliminating gender inequality and gender stereotypes in the area of voluntary activities in social area. The aim of the study is to show that gender inequality and gender stereotypes have negative impacts on work in volunteering in social sphere, and to show the possibilities of education of trying to improve the current state of the problem. These negative phenomena are manifested especially in the behaviour towards clients, in communication and solving critical situations. The study brings results of our own research in this area.*

Keywords: *education, gender, gender sensitive education, volunteering, support of volunteers, NGOs.*

Introduction: education for gender sensitivity

The idea to include a problem of gender sensitivity into a comprehensive system of volunteer education was created during the volunteer activities of the author of this text in the Center Nádej, the Bratislava Crisis Center for Victims of Domestic Violence. The content and extent of the educational project and its individual modules were profiled gradually, during the training of another "generations" of volunteers. Our goal of the research was to identify and analyze possibilities of volunteer education in selected areas of gender issues, which subsequently formed the content of the forthcoming Manual for NGOs. To achieve this goal, we chose a qualitative research design, specifically a semi-structured interview method. The described research phases in this text refer to the realization of interviews, processing and analysis of the data obtained. Finally it is the interpretation of the data and the formulation of recommendations for voluntary practice, that were used in the preparation of the Manual for volunteers and NGOs. The manual is currently being implemented and available on the author's profile within the Researchgate website.

Gender inequality and gender stereotypes in the social sphere – education for gender sensitivity in social sphere

It is clear that gender stereotypes contribute to reducing the quality of life of man (women and men), they can even be the accelerators of sociopathological phenomena from the social science point of view. In our opinion, gender stereotypes are often possible causes of family crisis, high amount of divorces, domestic violence, delinquency and crimes; in latent form may also participate in phenomena such as poverty, homelessness, prostitution, bullying, truancy, behavioral and learning disorders, and other sociopathological phenomena at school (Dončevová, 2013). Their effect is to disrupt the harmony of personality and to launch an avalanche of unfavorable sociopathological phenomena. The foundation of negative social phenomena is based on unfavorable conditions in the educational environment of the family, school or community involved in the daily transmission of gender stereotypes and the maintenance of gender inequalities. We consider these unfavorable conditions of education to be one of the main causes of social problems, also due to gender inequality and gender stereotypes.

This not only poses a new challenge to social policy, but also raises the need for intensive social change and some changes in the theory of education. There are two approaches to this issue in Slovakia. The first is the concept of "decline of the family" - fear of the neglect of "traditional" values: the traditional ancestral arrangement of the household, the strict sexual morality, the strict place of women in the family. This opinion is held by political, religious, and civic representatives of Christian conservatism (also many experts on topics of education), and their criticism of the feminist emphasis on women's and men's individual rights and the rejection of the concept of gender equality. The second, in our view more perspective approach, accepts current changes in family and partner relationships in the wider social context and emphasizes the idea, that current family life doesn't "fall apart", but instead turns to new forms, to a greater diversity (Dončevová, 2015). This opinion is based on the idea that family values remain strong, the Slovak population considers the family to be important and maintains positive attitudes towards marriage and parenthood - but it also recognizes the process of change as an opportunity to "shift" the family as a phenomenon into the direction of new challenges and contexts, that are necessary for the world of today.

The work itself in the social sphere appears to be gender - insensitive and stereotyped. Social workers carry out their work according to the standards forced by society, and that's why it often leads to problems in social work. Society is still experiencing stereotypes inside, common (written and unwritten) norms and value orientations, that can easily become discriminatory for some groups of people.

Discriminatory can also be the social work itself, which relies on deterministic ideas, according to the Code of Ethics of the Social Work adopted in 1997. This code is more or less outdated and doesn't take in account the internationally accepted documents. The Social Work Code of Conduct should be in line with the values of the European Union and the legislation, that is part of the Amsterdam Treaty. Non - stereotypical, gender - sensitive social work can only be promoted through the respect for human rights and norms, social justice and anti - discrimination (Mareková, 2014).

Education of gender sensitivity is education that respects the individuality of every person and rejects gender stereotypes, which make gender imbalances in the private and public spheres. Essential roles include tolerance, understanding, respect and dignity, respect for human rights and freedoms. All of the above-mentioned educational goals exclude gender inequality. Theory, dealing with the origins and development of gender differences, initially focused only on the family environment as the primary element of forming the child's personality (Karsten, 2003). They tried to find out, why girls and boys have different behaviors in pre - school age, different interests and devote themselves to different leisure activities (Przybysz - Zaremba, 2014). And although their focus was primarily on childhood and youth, they focused only on family and parents. The impact of other people or the media on the development of gender identity has also begun to be examined in the recent period. At the same time, it has been confirmed that psychological, biological and sociological theories dealing with this issue can not achieve a complex explanation in isolation, without respecting the factors of the other theories.

We are used to the fact, that the presence of gender stereotypes and inequalities in our lives are somehow "natural", and each of us is more or less successful with them, nevertheless. Success in this case means, that the individual is able to promote his needs and interests despite the negative connotations associated with his gender. And here we go back to the start of everything: to the education. At present, more than ever, we encounter such an educational approach (of some parents, teachers or educators), that clearly indicates the future of the education process with regard to gender issues: the approach to children with respect for their own identity, enabling them to live freely.

Gender issues in the education of volunteers - research

The education of volunteers is a relevant part of their activation. The need for education is given by the educational function of a volunteer center (VC) and is duty of VC to ensure, that this process covers all the essential areas of knowledge. As a relevant part of the education of volunteers, we consider also the

knowledge of gender issues. Based on our present knowledge and experience, we will try to present further reasons in the following text.

Education for gender sensitivity has its social and personality dimension. The volunteer is the person who shall contribute with his behavior, attitude, and opinion to improve the status or situation of the client. However, this can not be done if the behavior of the volunteer is discriminatory and stigmatizing for the client. Under the principle of equal opportunities, all members of society have the right to equality before the law and equal approach, regardless of race, religion, gender, social origin. Success should be determined by the capabilities and merits of the individual, not his/her origin (Jarkovská, 2005).

For the needs of our research, we have formulated the following partial objectives:

- finding out the possibilities of implementing the gender issue in the field of volunteer activities,
- determining the contribution of the implementation of the principles of gender studies to the improvement of the working conditions of volunteers,
- preparation of the structure and content of the manual of educational content aimed at the implementation of gender issues in the work of volunteers.
- The research tasks follow the partial objectives, for our needs we formulated the following:
 - Research task no. 1: to find out in which areas of voluntary work is the implementation of gender studies principles necessary.
 - Research task no. 2: to find out what is the experience with the implementation of the principles of gender studies in the education and activities of volunteers,
 - Research task no. 3: to find out what are the expectations from the manual aimed at the implementation of gender issues in the work of volunteers and also from gender-sensitive education for volunteers.

Research method

For the research, there was a concept chosen called grounded theory. It is a theory inductively derived from the exploration of the phenomenon it represents. This means, that it is revealed, created and temporarily verified by the systematic collection of data on the phenomenon examined and the analysis of these data (Strauss & Corbinová, 1999). The choice of research design was related to the intention of our work: to enrich the theoretical knowledge about volunteering, about the analysis of the problem of the presence of gender inequalities and

stereotypes in the work of volunteers, also about empirical knowledge obtained from the daily experience of workers with volunteers.

The core of the qualitative methodology is the method of in-depth interviewing. In our research, we used a semi-structured interview, taking into account the specific characteristics of the selected research sample. This is a method with which have we been monitoring the presence of gender stereotypes and inequalities in working with volunteers, of their intensity in various fields of volunteering, the views and experiences of youth workers in the field of volunteering, opinions and ideas about the education of volunteers in general and about gender issues, about expectations from the gender manual for volunteers and about the importance of education for volunteers in this topic.

Stated research questions make up the basic concept of interview (their order and choice we adapted to a particular respondent, depending on the development analysis of investigated phenomena during open coding).

The research sample

The final research sample was made up of 6 respondents, youth volunteers in the field of volunteering. Table 1 represents the composition of the research sample, with respect to the age and gender of the respondents.

Table 1 Composition of the research sample

age	men	Women	together
20 - 30 years	1	1	2
30 - 40 years		2	2
40 - 60 years	2		2
together			6

We had an idea to focus on both Slovak and non-European space, as we considered it appropriate research data for a comparison on a wider scale. Part of our respondents were, therefore, selected from another continent (South America). A different mentality and lifestyle, but the same problem: gender inequality and gender stereotypes in the field of volunteering. We wanted to know, how the people perceive this phenomenon in another social system and the social environment, what are the pros and cons in the view of different social problems, demands and expectations.

The method of selecting respondents was intentional: for the needs of our research, it was relevant to obtain data from the respondents who work with youth, specifically in the field of volunteering, and have at least basic knowledge of

gender issues (passed a basic level of education). The final number of 6 respondents was given by the saturation of the research data after the sixth interviewing open coding and, therefore, the end of the collection of research data.

Data collection and processing

The research data collection took place in the form of interviews conducted with the respondents (three of which were held in person and three were conducted via the Skype internet service). Before this phase, we made a gradual selection of respondents, depending on how the data collection and analysis were developed in the open encoding process.

The process of collecting data in the "grounded theory" goes hand in hand with the open coding process, the basic analytical procedure for obtaining primary research data. This process is followed by the analysis of a constant comparison carried out by the means of two analytical techniques, axial and selective coding. Through open coding, we have differentiated the text of the research interviews into individual categories and their subcategories. After each recorded and overwritten conversation, based on open encoding, we analyzed the captured and unrecognized real data, so we were able to adapt the wording and the progress of the interview every time we returned to the surveyed field, depending on what data we still needed to find out. Data collection and encryption are therefore parallel processes terminated at a time, when the data is sufficiently saturated.

Analysis and interpretation of research findings

In the initial phase of the open coding (after the first three interviews, we analyzed), based on the primary data of research, we defined a basic general hypothesis: the current volunteering is strongly affected by the undesirable stereotypes. These have a negative impact on the performance of volunteers, the situation of clients, and the resulting efficiency of work of the sending organization. For example: there is a gender stereotype that reproduces the expectation that empathy, social skills and solidarity are attributes called "women attributes" (they are a part of the so-called soft skills i.e. "women competencies"). This fact has negative consequences for volunteerism: lack of male patterns (e.g. in work with children and youth), lack of physical strength (e.g. in volunteer activities that explicitly require necessary physical fitness), lack of gender balance in activities (almost absolute presence of female element only represents nihilization of the whole area within the public opinion), a potential candidate/man is a suitable candidate just for being a man (hence, it is often not verified, whether or not, he has the appropriate competence for volunteering). In addition, there are stereotypes, that negatively affect volunteer's activity

(communication, interaction with the client, the choice of a suitable strategy) and negate their ultimate effort. Overall, barriers in the form of gender stereotypes and inequalities (from the outside environment or individual) have a negative character in the case of the resulting efficiency of the work of the sending organization.

At this point, we should mention at least a few replies from the respondents (given the limited options), to support our research codes (identified during the open coding): "many social problems are directly caused by gender inequality, so it is certainly on point" (Emanuel, 56), "surely, yes, social policy is about social solidarity and diminishing social inequalities in society, which are closely intertwined with the ideas of gender issues" (Dana, 36), "we all have some level of gender stereotypical behaviour and thinking" (Dana, 36), "male patterns in our facility were always missing, but now it's really bad" (Ivan, 29), "there are conflicts, unambiguously determined by gender stereotype or inequality, but they are often overlooked and degraded" (Emanuel, 56), "we also have cases that we have to deal with, but with a rather unprofessional solution, because our psychologists or social workers have little knowledge of gender ... for example we are becoming aware, that volunteers, who do prevention at elementary schools, are detecting bullying on the basis of sex, or the children speak up about sexual violence. And that's the problem because we all know what it is ... but if we don't know what is the context or the recommended procedure, the outcome of the intervention is often uncertain ..." (Eve, 32), "volunteers are often the first persons to meet with the client's problem, that stems from gender stereotype or inequality, and they can give the client the first important impulse ... or stigmatize it even more, if they don't know how to react properly ..." (Dana, 36), "to help to understand the essence of violence - that it isn't the problem of a particular couple, but of the whole society" (Eve, 32), "understanding the essence of structural violence, how it arises and what its consequences are" (John, 26), "we would certainly know, what we don't know about many social phenomena, and that would explain many phenomena in practice we see that, with some problems, we work only within old algorithms, but we need new alternatives and challenges" (Dana, 36), "at least in order for stereotypes to be "broken" and not to be passed on to the next generation" (José, 48), "I think it could be beneficial to a normal life, not just our volunteers but in general" (Emanuel, 56).

After the ending of the open coding, and defining the categories and their subcategories, we have undertaken a secondary analysis of the research data, resulting from analytical techniques following the open coding, axial and selective coding. The paradigmatic model lists the main categories in relationships and contexts (see Table 2 Paradigmatic model showing the result of axial coding). Our paradigmatic model reflects the occurrence of the most important phenomena in the volunteer field that are related to gender determination.

Table 2 Paradigmatic model showing the result of axial coding

Causal conditions	Phenomenon	Context	Intervention conditions	Interaction strategies	Consequences
The presence of the gender stereotypes and gender inequalities	An opportunity to a gender-sensitive education	The role of the volunteer	A social background, organization environment and space for volunteering	A choice of the strategies to address the specific (gender-based) situations	The role of the clients

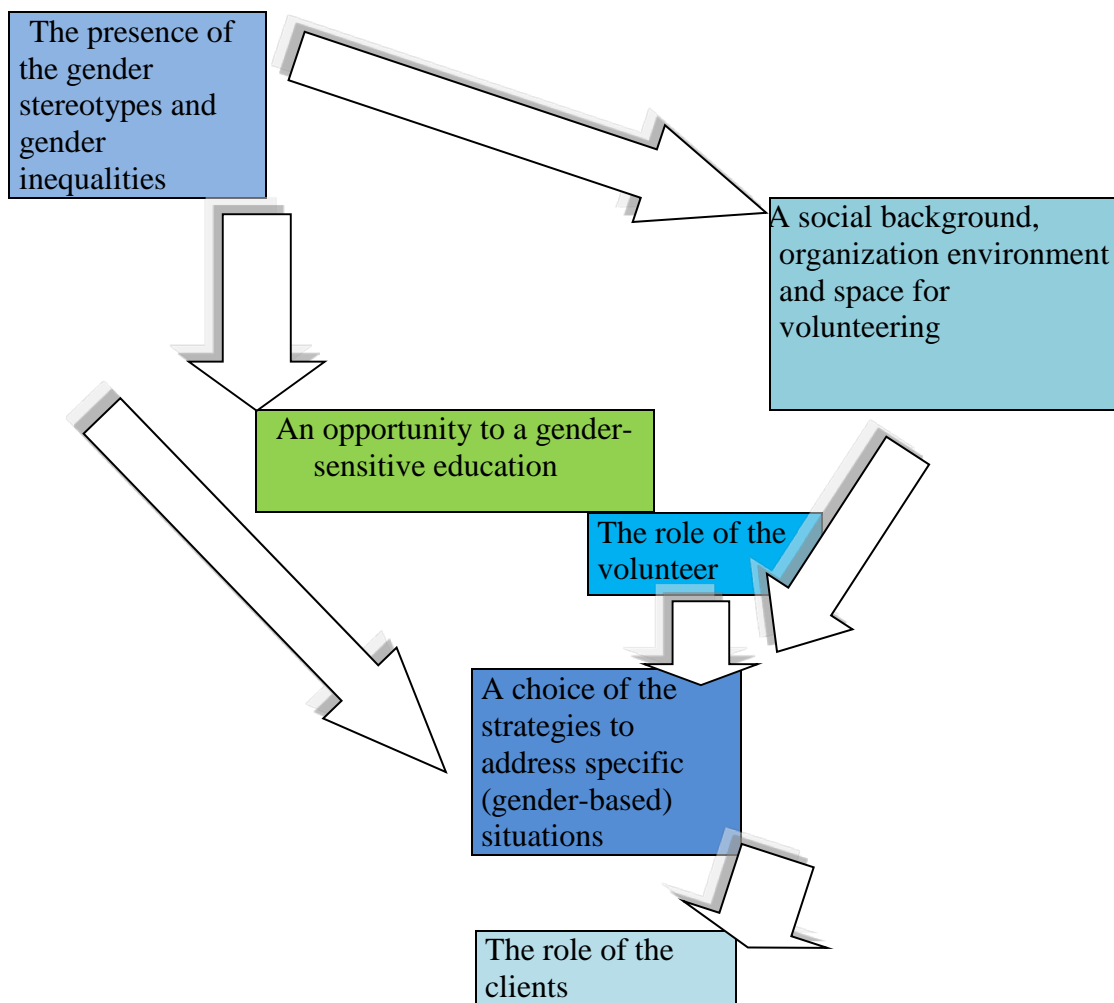


Figure 1 Central Category and Subcategory

After we formulated the relationship of the main categories, we applied the second analytical technique, that helped us determine the central category and formulate the basic analytical story. This story tells us about new aspects of the original theory, which are embedded in research data, which aims to define new

key claims and focus them around the core category. The central theme of our research is the opportunity for gender-sensitive education, which, according to our findings, should have an important place in the concept of volunteer's education. The next step is to indicate the central category in relation to the other categories listed in the paradigmatic model (see Figure 1 Central Category and Subcategory).

At this stage of the research process, we attempted to formulate the following requirements:

- **Variables and their relationships:**
 - **The presence the of gender stereotypes and inequalities** is a causal condition, that affects all the categories: *the external conditions* (social, created by the organization and especially those, which the volunteer enters during his activity), *the role of the volunteer* (his behavior, interpersonal interaction, intensity of speech as a personality, immediate reaction in a crisis situation, etc.), *its choice of the strategy in solving a specific situation*, and of course *the role of the client*. This all is ultimately a reason for creating an opportunity for gender-sensitive education.
 - **The social background, the environment of the organization and the scope for volunteering** is an important factor that shapes (positively or negatively) the role of the volunteer, his/her professional and social competencies, expectations and demands for this activity. The public opinion, social and cultural development of the society also manifests itself in the micro-environment of the volunteer organization - organization bears full responsibility for how it prepares the volunteer for the performance, but also for strategies of the volunteer in solving normal and critical situations.
 - **The role of the volunteer** is a combination of (various) social and personal determinants - and it is important, that there exists a way to continue shaping it. It is necessary to capture every such individual and "invest" to him/her in such a way that he/she could use all his/her potential for the good of others. It is important to offer an opportunity for quality education, which also includes education about gender sensitivity.
 - The previous paragraph is very closely related to **the choice of volunteer strategies**. These are dependent on the present knowledge and experience of the individual. It is important to know the context and to control the algorithm of good practice, which is only possible with a thorough knowledge of the problem.

Since the base of many sociopathological phenomena are the existence of gender stereotypes and inequalities, this part of education cannot be omitted. Ignoring it is counterproductive.

- **The role of the client** in this partnership has specific determinants, that aren't the topic of this research. Important is the result of interaction - and the knowledge about principles of gender studies could be essential for it.
- **An opportunity for a gender sensitive education** - this is an opportunity that a sending organization can provide to a volunteer within an educational package in an attempt to improve his/her competencies. We consider this concept to be very important, as it is increasingly shown, that the gender perspective is not only the modern idea of a small group of enthusiasts, but a real accelerator of social pathology. This concept can have a positive impact for the forming of the volunteer role, and also for choosing of the strategies to address ordinary or specific situations
- **A central analytical story**, that is necessary to identify new aspects of current voluntary theory and practice, and will be taken into account when formulating recommendations for volunteering:
 - Creating opportunities for gender sensitive education of volunteers can positively change the work perspectives of all involved actors: volunteers, organizations, clients, whole society. The volunteer enters the volunteer activity with the expectation, that the organization will provide him with the best possible conditions. These include a concept of education, that should include all the necessary areas of theoretical knowledge and practical experience (these should reflect the realities in the volunteer field), as well as the support of the organization based on the more complex and unified discourse about common and specific situations and problems.
- **Hypothetical assertion about relations between variables:** gender - sensitive education reflects the real state of existence of gender stereotypes and inequalities in the social space, responding to the problem of their presence in social pathology. If this concept is included in the comprehensive training of volunteers, then:
 - it can help the volunteer in better orientation in gender - based social problems and better to decide on the choice of strategies,
 - it can have a positive impact on his or her job, as well as on the status and solution of the client situation,

- it brings good results to an organization that, as a part of a nonprofit sector, needs good results of helping activity to assure its formal survival
- at the end of the process, there are social benefits for society, because society needs third-sector organizations, that often supersede the public sector's work and its ability to satisfy the needs of socially disadvantaged citizens or citizens in a state of emergency or crisis.

Results and recommendations

If reality shows the presence of any phenomenon, that may impair the performance of the volunteer, adversely affect his or her solution of the current situation and situation of the client, the obligation of the organization is to prepare the volunteers for it. It is certain, that the presence of gender stereotypes and inequalities in the social environment could have negative impact on the living conditions, especially for those people who are in a difficult life situation. Gender stereotypes and gender inequality are reducing the comfort of many families and individuals, in terms of material, social and psychological, contribute to women's unemployment and poverty, to aggressive behavior and domestic violence, marginalization and social exclusion (however, that also applies to men). These people are often clients of nonprofit organizations, which need the help of volunteers.

Our research has been focused on gender-related issues and volunteering. Based on the well-known facts and data, gender mainstreaming is also a problem for the social area, in which the volunteers most frequently operate. That is why we asked, whether and how this is reflected in their activities. We found out that:

- the presence of gender stereotypes and gender inequalities in social area is not about isolated situations, but about everyday situations of NGO clients,
- gender stereotypes and gender inequalities, that determine the social sphere, have a negative impact on volunteer performance, interaction with the client, choosing of strategies to deal with normal and demanding/specific situations, which are ultimately limiting their capabilities,
- a very important factor is the creation of conditions for the performance and support of the sending organization, especially in areas that we may call problematic or risky. The problem is that gender issues (although serious and undoubtedly important) are not yet considered to be that serious. Gender issues are still considered, in this sector, to be an

interesting alternative but also a marginal issue for several enthusiasts, and therefore, it is not considered important to promote them in a volunteer education,

- gender - sensitive education has only a very weak support, despite the experience from other countries, and the whole issue becomes a thin discourse of a narrow circle of experts. Although, there is a will and interest, it is not enough to make the issue more visible. In this situation, the manual, textual educational tools could help, which would be beneficial for the entire volunteer area and ideal for self-study (assumption is based on the fact, that it is more effective to offer the candidate the finished text document, on how to expect to find the problem himself).

On the basis of the analyzed theoretical knowledge and the captured research data, we can finally conclude that:

- the presence of gender stereotypes and inequalities in the sphere of volunteering is most pronounced in the social field, which is closely related to the existence of many phenomena of social pathology,
- voluntary activity is a phenomenon, without which many non-governmental / non-profit organizations cannot exist,
- gender stereotypes and gender inequality occur in the behavior of all of us, even in volunteering, therefore, it is necessary to draw attention to the elimination of these phenomena,
- the most appropriate way of eliminating gender stereotypes and inequalities is, undoubtedly, the education of gender sensitivity - a concept aimed at detecting these undesirable phenomena in our behavior and identifying the causes and consequences in personal and social life,
- the obligation of organizations using volunteering is to provide volunteers the best conditions for realization, as well as the service necessary for the efficiency and addressing of their activities,
- good conditions also mean preparing for the performance of an activity, that requires education in the necessary areas - also in gender issues,
- the same is necessary for the volunteer service, should their service be helpful (e.g. supervisor should be oriented on the gender perspective);
- this of course requires full consensus of the attitudes towards gender issues in the organization, because organization has to make a support for volunteers in normal and particularly challenging situations,
- for us, this is a challenge to create a manual for non-profit organizations which would map all the necessary areas for easy orientation of volunteers in gender issues.

These facts are our starting point for the final formulation of the recommendations addressed primary to the volunteer area. The aim is not only to increase the visibility of undesirable gender phenomena, but to improve the work of volunteers, their coordinators, the work of the sending organization and, as one of our respondents expressed, the education of the whole society to gender sensitivity. The fact is, that the social reality is gender specific, the occurrence of gender stereotypes leads to gender inequalities and this has a negative impact on the emergence, development and solution of many sociopathological phenomena. That's why is necessary to:

- be, in context of the practical training of volunteers, more consistent, both in the selection of educational areas and also content,
- introduce the concept of gender-sensitive education in the complex of education and practical training of volunteers,
- implement the following areas within the concept of gender-sensitive education:
 - sex and gender,
 - gender stereotypes in our life,
 - gender inequality and social pathology,
 - gender socialization in childhood,
 - fatherhood and motherhood,
 - the myth of beauty,
 - gender policy and family law,
- From the point of view of the methodology, to choose the active and experiencing forms of lectures and trainings:
 - workshop: use of brainstorming, mental map, analysis of specific situations etc.,
 - teambuilding: through outdoor activities, it is possible to practice and develop competencies that are important for volunteering and at the same time, strengthening relationships in the volunteer group,
 - interaction lectures: not only monologues,
 - situational dramatization and storytelling: volunteers get into simulated situations in which they have to react and act,
- to create and distribute a Gender Handbook of Volunteer, that will cover all of the above-mentioned areas of gender issues, and which will be used as a tool for educating new volunteers,
- integrate gender issue into the overall concept of a non-profit organization, its status, objectives and roles, structures and organization,

- adopt gender issue as a solid part of the non-profit organization philosophy.

We understand, that these aspects can not be supported without the participation and consent of all involved in this process. On the other hand, we do not see why not to, at least, try. We have the experience, that children in early school age have no problem with understanding the basic principles of the gender issues and with the training of acceptance and tolerance of otherness (these are the key topics of a preventive program, aimed at preventing violence at elementary schools). Therefore, we believe, that it is primarily about the will and interest of those, who have the opportunity to help to change the social reality through enthusiasm and altruism, together with volunteers.

Conclusion

At the end of the discussion, we will try to formulate new aspects of the current theory of volunteering: since gender stereotypes and gender inequalities are also closely related to the volunteer field, an appropriate attitude has to be taken. It could consist of two levels:

- the integrated concept of volunteer education to gender sensitivity,
- and adequate support of the sending organization, which is dependent on the unambiguous consensus of workers.

Of course, without this consensus, the whole discourse has no meaning: as in other areas, it is not possible to stand on the opposite ends of the opinion hierarchy or to adopt a neutral attitude. Should the organization support its volunteer in eliminating gender inequalities and stereotypes, this support must be 100 %. And this, again, requires the education and discovery of new possibilities.

The US Volunteer Support Platform without age limit, *Volunteer Match*¹, has released its own gender guide for the gender diversity, which describes two main reasons why it is important for volunteers to have a sensitivity for gender:

- gender diversity increases the awareness and understanding of the normal range of gender variations in children, adolescents, and adults by providing family support, building community, increasing community awareness, and improving the well-being for people of all gender identities and expressions,
- gender diversity provides support and resources to both transgender individuals and to families raising transgender and gender non-conforming children. Through our support groups, referral services, and community building conferences and events, we provide the tools needed to engage in healthy decision-making with respect to gender

¹ https://www.volunteermatch.org/search/org536249.jsp#more_info_tab

identity and overall well-being. Gender diversity promotes a culture of acceptance and understanding by offering a wide array of professional and educational opportunities, resulting in a broader network of support for the gender non-conforming communities.

Platform for support of Volunteer Programs for Women's Rights, Go Overseas, also presents:

- despite ongoing progress in the fight for equal rights, women remain at an economic, social, and political disadvantage in many areas of the world. Gender issues volunteering is a broad term for volunteering activities meant to help victims of gender - based discrimination and violence, including transgender women,
- gender inequality is a fundamental issue: it affects half the population of the world, yet is firmly embedded in most cultures. With women's issues being an increasingly hot topic in the West, many volunteers are turning to other places around the world, where there is even more work to be done, and are achieving incredible results.

In literature, it is possible to find criticism of women's increasing participation in the labor force, and the rise of divorce and nontraditional family forms, such as singleparent families (Putnam, 1996), which may be seen by some as closely linked to one another. But these critics are generally silent on the question of how women's disproportionate family responsibilities might interfere with their efforts to be active in the community (Taniguchi, 2016). There are studies which ask about disproportion between intensity volunteer activity of man and women (e.g. Why Don't Men Volunteer as Much as Women?²). There are no titles or studies, however, which would strictly say "no" to the development of gender sensitivity in volunteering. Probably it needs time - future will show, what is the best journey for volunteering in this topic.

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² Why Don't Men Volunteer as Much as Women? <https://priceconomics.com/the-altruism-gender-gap/>

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WARMING UP THE SCHOOL CLIMATE - PERCEPTION OF THE SCHOOL ENVIRONMENT AND PEER AGGRESSION

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Abstract. *The article sought answers to questions about the significance of subjectively perceived conditions of the school environment for students experiencing cyber aggression. The theoretical framework of the study was comprised by the socio-ecological concept of school environment (Bronfenbrenner, 1986) and the concept of resilience explaining the phenomenon of positive adaptation of children and young people (Garmezy, 1985). The research was carried out as part of a wider project oriented at introducing changes in schools and using a diagnostic survey. Participation was attended by: schools' representatives, a local institution dealing with social prevention, and a researcher in the person of the author of the article.*

Keywords: *cyber aggression, school environment, peer aggression, diagnostic survey, preventive activities*

Introduction

Various motives and perspectives have been applied to explain aggression and violence occurring at schools. For many years, research and literature have primarily focused on individual factors (Klewin, 2006; Olweus, 1997; Salmivalli, 2010; Smith, Pepler, & Rigby, 2004). Currently, several studies highlighting the importance of the context in which peer aggression emerges come to the fore (Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996; Salmivalli, 2010; Salmivalli, Voeten, & Poskiparta, 2011; Rigby, 2010). Additionally, an increasing number of studies confirm the role played by the perception of the environment or existing relations with regard to the prevalence of undesirable behaviours (including peer aggression) in this environment (Brand, Felner, Shim, Seitsinger, & Dumas, 2003; Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004).

This article undertakes the problem of aggression experience in the perspective of school environment perception as an element of a broader social context, exerting a significant effect on adolescent development and socialisation processes (Eccles & Roeser, 2011). It focuses on three forms of aggression, including cyber aggression, given the fact that this form of violence is much less investigated. The conducted analysis is an element of a wider project, whose

purpose was to introduce changes preventing risky behaviours among adolescents to the social environment of six secondary schools. School representatives, a representative of a local institution and a representative of the academic community (the author of this article), acted as equal partners and the schools they represented were regarded not only as the research area, but also as a place of significant impact on aggression intensification, important from the perspective of undertaking preventive activities.

The article analyses questions concerning the perceived level of aggression experienced in the school environment by the examined subjects. However, the research of peer aggression focused on its three forms. These were: verbal aggression, physical aggression, and cyber aggression. The social-ecological approach, emphasizing the importance of relations between the human being and the environment on changes occurring in an individual, was considered the leading concept. It emphasizes the crucial role played by the type and quality of relations between people, institutions and organizations, as well as within families, schools and the local community (Bronfenbrenner, 1986). This is a transactional model of relations between man and the environment. Mutual interactions can favour or upset the development of individuals, e.g. by provoking aggressive behaviours or the experiencing of such behaviours. However, what is of greater importance is not so much objective factors but a subjective reception of reality, and in the context of the research presented here, this refers to experiencing features of the school environment, also known as the school climate (Kulesza, 2007). This term, used for the first time by Kurt Lewin to describe a specific type of psychological field in which a person is located, has gained various meanings (Anderson, 1982; Cohen & Geier 2010; Gaziel, 1997; Kulesza, 2007; Tableman, 2004).

A consensus as regards the final definition of school climate has not been reached. It includes a “series of indicators, both objective and subjective, which include the general feeling or impression made by the school on the individual” (Thůściak-Deliowska, 2014, 144). The viewpoints presented refer to areas indicated by Krzysztof Ostaszewski (2012, 26-27), such as: quality of social relations, learning environment features, emotional and physical safety and physical environment characteristics.

The theoretical framework of the entire project is supplemented by the resilience concept, emphasizing the role of various individual and environmental features on increasing or decreasing the risk of student exposure to various negative phenomena or for showing risky behaviour by students (Mastern & Powell, 2003). The reference here is made to an initiative oriented investigating the range and the specificity of various problem behaviours, as well as the level of protective factors and risk factors, using a multi-dimensional analysis, followed by designing and introducing relevant changes. This is all the more important

since, e.g. the results of analyses presented in the paper were used for creating and, further on, for implementing adequate corrective activities in the environment of the examined institutions.

Research procedure

The research was conducted as a diagnostic-verification study. It was a survey carried out on the total population (Babbie, 2005, 268-282). It was carried out using an original research tool, as the range of the examined issues was established by way of consultations held with participations of three entities implementing the project. The research analysed three crucial questions: What is the students' perception of the school environment? What is the range of the occurrence of aggression among students, taking into consideration its forms and manifestations? Is there any relation between school climate perception and aggression experience?

The study subjects included 1,086 students attending 40 first and second classes from six middle-schools in Olsztyn in Poland.

Table 1 Numbers of examined students in individual schools, taking into account the division into sexes and the class (N=1086)

Middle-school	Sex			Class		Total
	No data	Female	Male	Class I	Class II	
1	5	111	87	116	87	203
2	1	80	78	81	78	159
3	3	61	84	94	54	148
4	0	16	13	15	14	29
5	7	110	109	117	109	226
6	4	150	167	160	161	321
Total	20	528	538	583	503	1086

In view of the assumptions and the aim of the entire project (part of which was to carry out the study described in this paper), it was decided to conduct the research on the full sample. It was intended to create the best recommendations possible for preventive activities for students of individual schools and classes. It was equally important to identify certain general tendencies, as well as those which were typical of smaller groups.

Analysis of Research Results

The results of the research concerning perception of school environment are presented below. In a further part, the paper investigates the extent of three peer aggression types. Finally, the relations between the above-mentioned variables are examined.

Perception of the school environment

School climate perception was determined through the application of a model used in all-Polish studies carried out by a team under the supervision of dr A. Komendant-Brodowska (2011, 2014). The studies assumed that perception of school climate could be determined with the use of two components, i.e. perception of school atmosphere and feelings related to going to school. Students expressed their opinions with reference to thirteen sentences assigned to those constructs. The same method was followed in the research described in this paper. After examining the correlations between individual items and constructs, it was decided to reject the three statements with the lowest correlation (Pearson correlation coefficient for those items was $r=0.399$; $r=0.394$; $r=0.289$). Finally, for the purposes of further analyses, the following statements were used within the first construct (1-5): “In my school I feel completely safe”, “My school has a friendly and free atmosphere”, “I willingly go to my school”, “We can freely express our opinion during classes in my school”, “I like spending time in my school, even after classes”. The framework of the second construct was composed of ten statements (1-10): “I have true friends at school”, “I really develop at school”, “I like going to school”, “I am interested in lessons”, “I feel appreciated at school”, “Going to school makes me happy”, “I am afraid of some lessons”, “I feel nervous about going to school”, “At school I feel insecure”, “I am afraid to go to school”.

Results summarizing “rather yes” and “yes” vs. “rather no” and “no” responses are presented below.

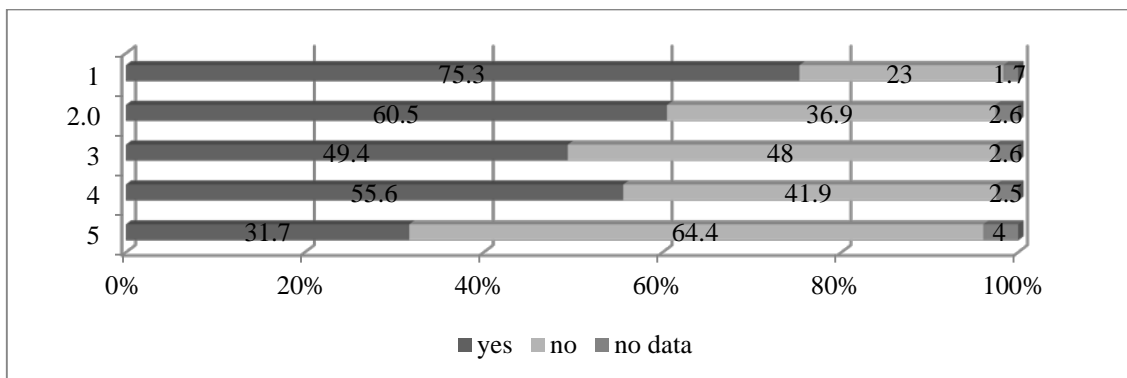


Figure 1 School atmosphere (I) in students’ opinion (including “no data” responses)

The results show that more than a half of the examined students had a generally good opinion on school atmosphere, and every third student willingly spent time at school, even after classes. However, almost every fourth student provided a negative response to the statement “In my school I feel completely

safe”. What should also be emphasized is the fact that up to 42% of students believed that they could openly express their opinion during classes.

Three-fourths of the examined subjects believed that they had true friends at school (See Chart 2). On the other hand, 65% felt that they were developing at school, although only 40% liked going to school and 45% felt appreciated.

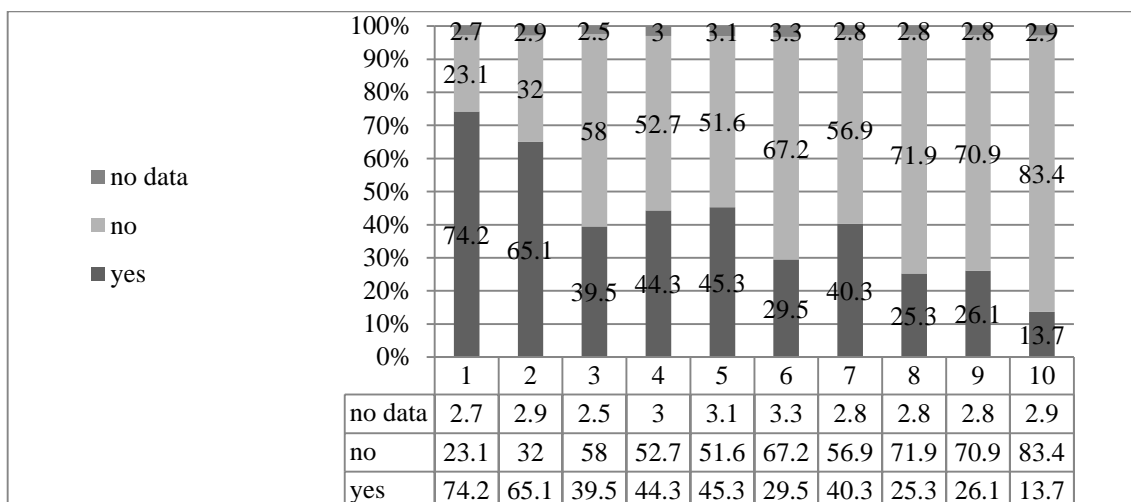


Figure 2 Feelings related to going to school (II) (including “no data” responses)

What should be considered alarming is that as many as 40% of the respondents agreed with the statement “I am afraid of some lessons”. Every fourth of the examined students felt insecure at school and felt nervous about going to school, and almost 14% of the respondents were afraid to go to school.

The extent of aggression

The following forms of aggression were included: cyber aggression, physical aggression and verbal aggression. The students answered whether (and if so, with what frequency) they experienced its specific forms in the year preceding the study. It was found that only every fourth respondent (24.86%) did not experience any form of peer aggression in the year preceding the research.

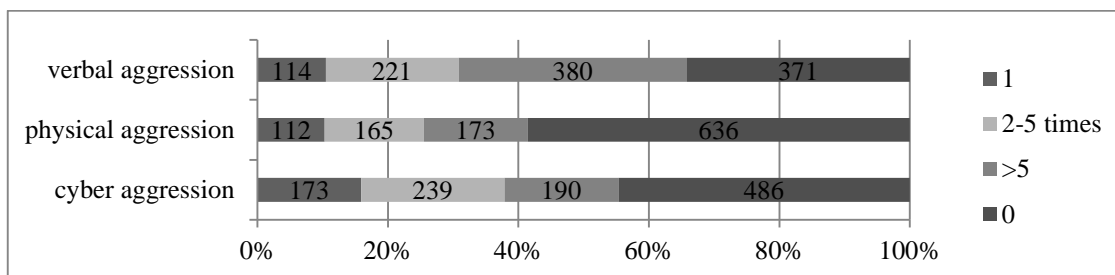


Figure 3 Extent and frequency of specific forms of aggression

The most common form was verbal aggression. The range included the following experiences: (1) threats (2) humiliation, taunting, (3) calling names, insulting (4) using rude names (5) saying insulting things about one's parents.

Table 2 Frequency of experiencing verbal aggression, including attitude towards its specific types (items)

Experiencing violence	item					Sum	%	% without zero values	Median	Mean
	1	2	3	4	5					
0	11	10	25	14	16	76	1.40%			
1	867	699	532	612	616	3326	61.25%	62.12%	616	665.2
2	115	151	182	204	181	833	15.34%	15.56%	181	166.6
3	39	110	145	127	119	540	9.94%	10.09%	119	108
4	54	116	202	129	154	655	12.06%	12.23%	129	131
						5430	100.00%	5354		

0-no data; 1-did not experience; 2-experienced once; 3-experienced 2-5 times; 4-experienced >5 times.

The most common form of verbal aggression is calling names and insulting. It is experienced by almost a half of students (48.8%, i.e. 529 children) including 347 who experienced it at least twice, and 202 who experienced it over 5 times. Almost 35% of the examined subjects, (377 students) were victims of humiliation or taunting, and rude names were used towards 22% of the respondents.

Table 3 Frequency of experiencing cyber aggression, including responses concerning its specific types (items)

Experiencing violence	item							Total	%	% without zero values	Median	Mean
	1	2	3	4	5	6	7					
0	4	5	13	13	4	3	4	46	0.61%			
1	691	978	870	904	810	1018	948	6219	81.81%	82.31%	904	888.428571
2	182	67	140	112	125	48	77	751	9.88%	9.94%	112	107.285714
3	118	17	38	26	76	3	27	305	4.01%	4.04%	27	43.5714286
4	91	19	25	31	71	14	30	281	3.70%	3.72%	30	40.1428571
								7602	100.00%	7556.00		

0-no data; 1-did not experience; 2-experienced once; 3-experienced 2-5 times; 4-experienced >5 times.

The level of cyber aggression occurrence was examined using the following statements (items): (1) being an object of photos or recordings without consent, (2) distribution of embarrassing recordings featuring the victim, (3) hacking a

profile or account (e.g. Facebook, e-mail), (4) impersonating using the account of the victim (e.g. on Facebook or e-mail), (5) posting insulting comments, taunting with the use of the Internet or cell phone, (6) creating a profile on social media, a blog or a website in order to ridicule or insult someone, (7) blackmailing or threatening to publish embarrassing photos or recordings.

Almost 10% of the examined subjects, i.e. 103 students, experienced dissemination of compromising recordings featuring them. In turn, more than 12% (134 students), were blackmailed or threatened with publication of embarrassing photos or recordings, and 15.6% experienced identity theft involving their account (e.g. Facebook, e-mail etc.). Other types of cyber aggression attacks were experienced by at least every fifth student. Students were most frequently objects of pictures or recordings made without their consent. Over the past school year, victims of this form of cyber aggression accounted for 36.1% of the respondents (391 students) of which 209 experienced this form of aggression more than once.

The table below presents the results of victimization intensity as regards physical aggression. The investigated types included: (1) hitting, (2) pulling and (3) pushing.

Table 4 Frequency of experiencing physical aggression, including responses concerning its specific types (items)

Experiencing violence	item			Total	%	% without zero values	Median	Mean
	1	2	3					
0	10	10	26	46	1.41%			
1	885	766	694	2345	71.98%	73.01%	826	781.6667
2	94	163	150	407	12.49%	12.67%	157	135.6667
3	46	78	118	242	7.43%	7.53%	98	80.66667
4	51	69	98	218	6.69%	6.79%	84	72.66667

0-no data; 1-did not experience; 2-experienced once; 3-experienced 2-5 times; 4-experienced >5 times.

The results show that every third student was pushed and almost every tenth was pushed more than five times. As many as 17.6% of them were hit.

School environment perception and aggression

The final part of the paper examines the key issue under investigation, which was to determine the importance of the subjectively perceived condition of the school environment for the occurrence of aggressive behaviours in students.

Table 5 Descriptive Statistics

	Mean	Std. Deviation	N
School atmosphere (I)			1086
Feelings (II)	17.68	6.62	1086
Cyber aggression (CA)	8.99	3.197	1086
Physical aggression (PA)	4.38	2.288	1086
Verbal aggression (VA)	8.5	4.064	1086

Data obtained from the analysis using Pearson's linear correlation coefficient are provided below.

Table 7 Pearson's linear correlation results for key factors

	Sex	I	II	CA	PA	VA	A
Sex	1						
I	-0.057	1					
II	-0.044	,594***	1				
CA	0.011	-,171***	-0.025	1			
PA	,162***	-,252***	-0.055	,444***	1		
VA	0.058	-,326***	-,103**	,501***	,562***	1	
A	,081**	-,311***	-,080**	,794***	,761***	,883***	1
Mean (Max Score)	-	16.17(20)	17.68(40)	8.99(28)	4.38(12)	8.50(20)	21.87(60)
Std. Deviation	-	4.12	6.62	3.20	2.29	4.06	7.87

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

I - School atmosphere; II - Feelings; CA - Cyber aggression; PA - Physical aggression; VA - Verbal aggression, A - Aggression (CA, PA, VA)

Generally, both school climate perception constructs are negatively correlated with peer aggression experience. This may indicate that there is a lower aggression prevalence rate with better perception. This can be determined only after performing a regression analysis.

Correlation coefficient values were very significant ($p < 0.001$) for examination of the relations between school atmosphere perception and experiencing peer aggression and its individual types. No correlation was found between the second school climate construct and experiencing cyber aggression and physical aggression, while a low value of this coefficient was found for verbal aggression.

In the next step, a multiple regression analysis was performed, with the aim of determining the effect of school atmosphere perception and feelings related to

going to school (independent variable) on the aggression experience intensity (dependent variable). The assumed significance level was $p < 0.05$.

Table 8 **Regression analysis for the examined factors**

Ln (CA)								
	B	Std. Error	β	t	Sig.	R2	$\Delta R2$	F (dfs)
sex	-0.003	0.016	-0.005	-0.157	0.875	0.041	0.044	12.47 (4, 1085)***
I	-0.017	0.004	-0.251	-4.11	<0,001***			
II	0.004	0.002	0.099	2.268	0.024*			
a Dependent Variable: Ln (PA)								
	B	Std. Error	Beta	t	Sig.	R2	$\Delta R2$	F (dfs)
sex	0.118	0.023	0.148	5.132	<0,001***	0.101	0.104	31.50 (4, 1085)***
I	-0.027	0.006	-0.264	-4.467	<0,001***			
II	0.011	0.003	0.166	3.923	<0,001***			
a Dependent Variable: Ln (VA)								
	B	Std. Error	β	t	Sig.	R2	$\Delta R2$	F (dfs)
sex	0.041	0.024	0.049	1.721	0.086	0.117	0.12	36.09 (4,1085)***
I	-0.04	0.006	-0.364	-6.225	<0,001***			
II	0.006	0.003	0.092	2.184	0.029*			
a Dependent Variable: Ln (VA)								
	B	Std. Error	β	t	Sig.	R2	$\Delta R2$	F (dfs)
sex	0.046	0.017	0.076	2.687	0.007	0.126	0.129	40.053 (4, 1085)***
I	-0.03	0.005	-0.378	-6.488	0			
II	0.007	0.002	0.135	3.231	0.001			

I - School atmosphere; II - Feelings

The analysed independent variables affected the dependent variable $F=12.47$, $p < 0.001$, $R^2=0.041$. It can be concluded that both school environment perception constructs significantly affect and even predict the level of aggression experience and its types. This particularly refers to verbal aggression. For this analysis, sex is not a differentiating variable.

Discussion

The conducted research aimed at establishing the level of experiencing peer aggression by students, as well as their perception of the school environment. The survey data clearly show that a significant number of students perceive school to be a place evoking fear and a feeling of insecurity and these aspects are of crucial importance for experiencing peer violence and aggression (Gower, McMorris, &

Eisenberg, 2015). In a survey concerning school climate perception, particular attention should be given to negative responses to the statement: “In my school I feel completely safe” (23%, in which 9.7% - “definitely not”) and positive responses to statements: “I am afraid of some lessons” (40.3%, in which 24.8% - “definitely yes”), and “I am afraid to go to school” (13.7%, in which 9.2% - “definitely yes”). With reference to the first of those statements, it seems obvious that data concerning specific reasons for such an attitude are missing. It would be recommended to include this aspect in further studies.

The next research question concerned the extent of the occurrence of aggression among students and it included its forms and manifestations. Out of the three investigated types of aggression, the most common proved to be verbal aggression, which confirms the general tendency reported in other studies (Komendant-Brodowska, 2014; Przewłocka, 2015). Moreover, the most commonly occurred form of verbal aggression was calling and insulting. It was also found that girls slightly more often experience various types of cyber aggression (although differences are not statistically significant). At the same time, it is worth emphasizing that the examined female students much less frequently fell victim to traditional types of peer aggression¹, which confirms a general tendency (Health Behaviour in School-aged Children, 2016). The most common manifestation of cyber aggression was spoofing someone's Facebook or e-mail account.

Examination of factors leading to peer aggression experience is of particular importance when searching for adequate methods to counteract it. Perception of the school environment is much more frequently analysed in the context of violence and bullying than aggression. Research results show that both perpetrators and victims of violence are usually less attached to school, have the weakest relations with teachers (McNeely & Falci, 2004; Wilson, 2004; Raskauskas, Gregory, Harvey, Rifshana, & Evans, 2010; Han, Zhang & Zhang, 2017) and they perceive the school atmosphere in more negative terms (Barboza, Schiamberg, Oehmke, Korzeniewski, Post, & Heraux, 2009; Loukas, Suzuki, & Horton, 2006).

The principal task in the study described in this paper was to describe possible relations between individual forms of aggressions and the perception of the school environment. The question was whether they would be visible in relation to cyber aggression, in which most attacks take place outside school (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett 2008; Agatston,

¹In the case of physical aggression, a clear disproportion is found, i.e. 27% to 40%. Boys also more frequently became victims to all specific forms of verbal aggression and sexual aggression. As results from research conducted on experiencing the so-called traditional forms of aggression, girls more often than boys were only victims to relative aggression, including fabrication and/or spreading gossip and false information about them (242, i.e. 45.8% versus 210, i.e. 39%) and exclusion from the group - 18.9% versus 17.6% of boys.

Kowalski, & Limber, 2007). It was assumed that in view of a low number of studies, there is no certainty whether the climate prevailing in schools affects its prevalence (in comparison to traditional aggression types). As results from the analysis conducted, both school environment perception constructs significantly affect and even predict the level of aggression experience and its types. This is true for all three forms of aggression (including cyber aggression) and the relationship is particularly strong for verbal aggression.

The conducted research, a fragment of which is presented in this article, was an element of a broader project oriented towards the introduction of appropriate and adequate changes in the school environment. The results obtained confirm the importance of work on improving the school climate in the perspective of preventing peer aggression (although its importance in preventing other risky behaviours of young people should also be stressed here) (McNeely & Falci, 2004).

Consistent development and implementation of a common vision of school, including, in the first place, establishing interpersonal relations promoting improvement, help to build a friendly atmosphere at school. This is a particularly difficult challenge in the perspective of cultural conditions, postmodernism (Śliwerski, 2003), liquid modernity marked with omnipresent variability, impersonal organization of social life, depersonalization of relations and the disappearance of community relations. As Z. Bauman writes: “we live in times of pure individualism and the pursuit of the good life, (where) interpersonal relationships are not combined with responsibilities and do not involve any obligations” (Bauman, 1996, 7), also pointing to the need to develop dialogue skill, which in educational practice is disappearing or even dying out (Mizerek, 2018).

However, in Polish conditions, the instability of the educational system, resulting, e.g. from its continuous reforms, creates certain barriers. The need to adjust to subsequent far-reaching changes significantly impedes work on improving the quality of relations at school. Other important aspects include: a tendency to perceive preventive activities as an action-based short-term task, as well as low awareness concerning the importance of school environment perception for the occurrence of risky behaviours in adolescents. This is confirmed by the conversations taking place in the study preparation phase, during which teachers from individual schools did not understand the validity of including questions concerning the perception of the school environment in the survey. Additionally, most of them expected that the research would result in designing a short programme, which would help to significantly lower the peer aggression level.

The study described in this paper is a continuation of the research trend of analysing the importance of school environment perception. The obtained results

confirm the need to shift the focus in the prevention of problematic behaviours in adolescents. It is worth emphasizing that the mere inclusion of the issue concerning school climate perception into research on peer aggression, as well as communicating its results, can be treated as an element of increasing the awareness of school communities, and as the first step towards building motivation to undertake specific prevention activities.

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EDUCATIONAL EMPOWERMENT OF BATTERED WOMEN: WHAT KNOWLEDGE DO THEY REALLY NEED?

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Abstract. *When most women seek independence, self-realization and responsibility for their own destiny, battered women tend to be dependent, passive and seek for emotional and physical support. To achieve positive changes in private lives of battered women, providing social, legal and psychological help is not sufficient. Helping women to reject the position of a „victim“, educational empowerment is needed as well.*

One of educational empowerment dimensions – empowerment by education, underlines that educational empowerment takes place by providing a person with knowledge, meanings, abilities and competences that are necessary to build one's life. In a case of battered women, educational aim could be as follows: to empower battered women „to live differently“, by providing knowledge, meanings, abilities and competences needed to „break free“ from a situation of abused victim.

Educational assistance is usually provided for women at intervention centres that are governmental organizations or NGOs. However, following question has not been adequately discussed: what knowledge the battered women really need? This question define the research problem of the article. In order to reveal what kind of education for battered women takes place at support institutions, a qualitative study with in-depth interviews of 10 employees from support institutions (educators) and 4 interviews of battered women was conducted during March, 2016 – January, 2017.

Keywords: *battered women, educational empowerment, educational environment, intervention centres.*

Introduction

Domestic violence is commonly referred to as a hidden phenomenon. Its prominent latency is manifested when violence victims are liable to suppress the experienced domestic violence and its harmful effects. Even if women are ready to terminate the relationship with violent men, they consequently face economic difficulties, problems of residence and child care, broken social relations, public pressure as well as emotional difficulties due to the separation with the violent men (Boeckel, Blasco-Ros, Grassi-Oliveira, & Martinez, 2014; Yamawaki, 2012; Dirsiene & Reikertiene, 2008; Adams, Greeson, Kennedy, & Tolman, 2013). The outcomes of experiencing violence caused by a person with whom they were/are

in close relationship resulted in suffering from fear in public spaces: they are unable to control their personal lives, they limit their public relations and communication because they trust themselves less and less (Berry, 2000; Oliveira, Cardoso, Almeida, Cardoso, & Gutfilen, 2014; Ali & Naylor, 2013; Gelbūdienė, 2018a, b).

Thus comprehensive help and prevention must help women refuse the position of 'a victim' or avoid becoming victims. Helping women to reject the position of a 'victim' and educational empowerment is needed as well (Berry, 2000). As Kasturirangan (2008) points out, a wide range of institutional support means for battered women has been developed. Although developed social programmes mention the term empowerment, it is sometimes identified with the provision of social, legal and psychological support, actions taken for the benefit of the victim so that to ensure her security. The methods of support are standardised, the partnership between the specialist and the woman is replaced by a defined support model regardless of the unique characteristics of the victim, the environment and expectations (Goodman et al., 2014). The true meaning of empowerment is lost; to the contrary, the opposite process of the victim's disempowerment takes place (Kasturirangan, 2008). Empowerment is not the result of provided social, legal and other services. It does not take place with provision of service only. Engaged in the process of empowerment, women can themselves feel that they have control over their lives. Empowerment of women means not only access to resources, but most importantly, acquiring skills to more effectively solve the problem of violence in future (Gelbūdienė, 2018b).

One of educational empowerment dimensions – empowerment by education, underlines that educational empowerment takes place by providing a person with knowledge, meanings, abilities and competences that are necessary to build one's life. In a case of battered women, educational aim could be as follows: to empower battered women „to live differently“, by providing knowledge, meanings, abilities and competences needed to „break free“ from a situation of abused victim (Gelbūdienė, 2018b).

The aspects outlined above comprise the research *problem* of this paper: *what knowledge battered women really need? The aim of the research is to outline the necessary knowledge for battered women in the process of educational empowerment.* In order to reveal what kind of education for battered women takes place at support institutions, a qualitative study with in-depth interviews of 10 employees from support institutions (educators) and 4 interviews of battered women was conducted during March, 2016 – January, 2017.

Educational empowerment of battered women

Empowerment of battered women as empowerment in general, can be understood as both a process and a result (Cattaneo & Chapman, 2010). For example, a woman-victim could take up certain actions to ensure her security. Having evaluated her efforts, she could notice that to ensure her security, certain resources (financial means, residence and other) are needed. Then a battered woman will put efforts to obtain those resources and with progress assessment will set further goals. Within this scenario recurring steps of needs assessment and action planning takes place. Nonetheless, during this process, one could pose a question: to what extent does a woman-victim feels empowered (what is the result of each stage)? (Cattaneo & Goodman, 2015).

Kasturirangan (2008) notes that in seeking for empowerment of battered women, firstly it is necessary to emphasize empowerment as a process in which women themselves take part. Empowerment cannot be treated as a result of social, legal and other services provided. Women involved into the process can feel that they can control their own lives. The process may differ depending on the individual features of each woman and the context. It is necessary that during the process there was access to all needed resources.

Educational empowerment is the process which is performed by an individual who is entitled with power and shares it with others and also seeks to provide these others with opportunities to increase knowledge, abilities, and competence of lifelong learning and to participate in the decision making processes that relate to their current and future professional performance and to the control and creation of their own personal lives (Jucevičienė & Vizgirdaitė, 2012).

Jucevičienė et al. (2010) characterise empowering educational environment of this kind of learning by the following parameters:

1. Educational aim;
2. People's needs for the fulfillment of the educational aim;
3. Learning capacity of the learners;
4. Educational content relevant to the educational aim;
5. Educational content as presented information, methods of its communication and means (material and virtual);
6. Physical space and its objects corresponding to the educational aim and conditions of its fulfillment;
7. Unpredictable factors.

In the case of battered women, the *educational aim* could be as follows: to empower the battered women 'to live differently' by providing knowledge, meanings, capacities and competencies needed to 'break free' from the situation of the abused victim.

Educator has a great importance in creating an educational environment. Educator not only helps to solve the problems, but also creates a climate of respect, trust, cooperation, support, and engagement in the process of creating common goals. According to Jucevičienė (2013), educator is a person who creates educational impact and provides purposeful information related to educational aim. He is a learning consultant who helps battered women to try out the various variants of the information and the channels for receiving it. As Fantini (2001) maintains, by personalising educational content, the educator is no longer a provider of knowledge; rather, he becomes an assistant and intermediary supporting battered women to reach resources needed. In other words, s/he becomes a case manager. *In general, personalisation becomes a key principle in the whole process of educational empowerment of battered women, for successful learning of every woman* (Gelbūdienė, 2018a, b).

Battered women are not a homogeneous group. However, institutions providing support to battered women operate by a standard manual of services. The latter most often corresponds to the mission carried out by the organisation and does not meet unique circumstances of battered women and future objectives. Thus, in the process, the priority should be on the needs of a victim and not on the services of an institution (Cattaneo & Goodman, 2015). The educational content should correspond to the educational aim and be suitable for each participant of that environment. *The educational content should be adjusted to the educational level of the battered women, their needs and the educational aim.*

Thus one could maintain that, for the sake of successful learning of each battered woman, it is essential that *the educational content is personalised with regard to each individual case.* In general, personalisation becomes a key principle in the whole process of educational empowerment of battered women when seeking successful learning of each woman. Therefore, one could state that educational empowerment of battered women has to be case-based educational empowerment.

Battered woman will actively engage in the learning process when she is encouraged to control her own learning process, and choose *different learning methods* that are adjusted to her educational level. Educational content should be presented in an interesting, involving different activities. In the process of educational empowerment, it is recommended to rely on authentic real-life contexts to adapt knowledge and skills to real life situations.

When it comes to the physical space of working with battered women, at least a minimally comfortable environment that meets the needs of the learner and the educator is essential to ensure content availability. The modernity of the necessary tools is important. The environment should be learner-centered, women should be able to choose and pursue their individual learning goals. The physical space must not contradict the fundamental principles of working with battered

women (Berry, 2000; Dugan & Hock, 2006; Kurst-Swanger & Petcosky, 2003): security, respect, privacy, accessibility and equality.

As Jucevičienė, et al. (2010) has noted, the educational process is not absolutely "purified" and does not work under "closed lab" conditions. It takes place in a variety of life factors in an open environment. These factors can be predetermined or unforeseen. Naturally, all these factors can also affect the battered women's educational empowerment process: inappropriate, uncomfortable rooms; strangers can hear a private conversation; calls and messages from violator, children's needs, and many other predicted or unforeseen factors.

Research methodology

A qualitative research study was conducted in March, 2016 – January, 2017 in five support institutions for battered women in three Lithuanian cities: Vilnius, Kaunas and Klaipėda.

Partly structured interviews were conducted with ten employees from support institutions, five of which were managers and the rest were consultants, psychologists and social workers. The first six research participants were selected by the principle of convenience, improbability sampling, and the remaining four were selected by using "snow ball" method.

Partly structured interviews were also conducted with four women, who live in Intervention center. The research participants were selected by the principle of convenience, improbability sampling.

Research participant were asked structured questions, which were supplemented by specific questions, or by changing their sequence, depending on answers provided by a respondent. The questions were based on parameters describing empowering educational environment. The duration of interviews was from 19 minutes to one hour and 38 minutes. Principles of ethics were respected during the research: goodwill, respect to person's dignity, fairness, confidentiality and right to get accurate information.

Interview data analysis was carried out by using MaxQDA software. The software enabled to compile matrixes of categories and subcategories, the frequency of subcategories recurrence was distinguished in the answers of respondents, i.e. which research aspects were given most focus. Next, research data were analysed by content analysis and were divided into categories and subcategories and illustrated with supporting statements.

Knowledge provided to battered women

Based on the answers from research respondents (**employees from support institutions**), the knowledge provided to battered women could be divided into (see Figure 1):

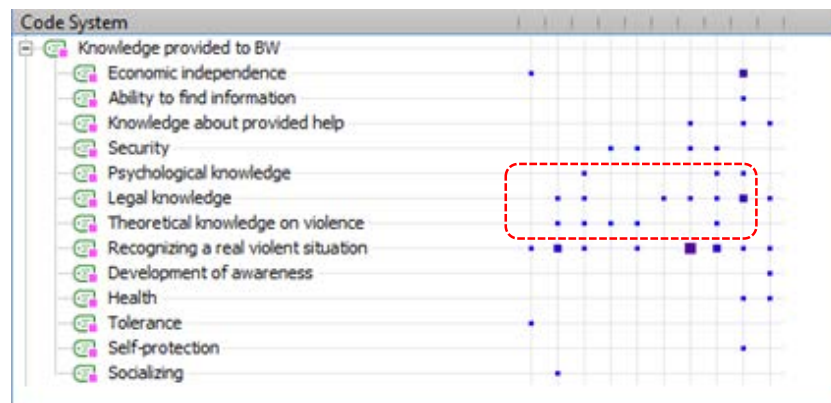


Figure 1 Frequency of subcategories recurrence in category “Knowledge provided to BW”

The most emphasis was given to the *knowledge of identifying a real violence situation, theoretical knowledge about domestic violence and legal knowledge*. In addition, there is a significant aspect of *economic independence*.

The key knowledge that was emphasized by the respondents during interviews – identification of a real domestic violence situation: “... *during the first meeting we are dealing with the question: explaining to them that they are being abused. We take them through this process of discovering it together, in particular, together, that this is not a conflict, this is violence, and they are physically abused...*” (7).

As the research participant state, it is very important to stress to women that having identified violence, they can look for ways to avoid it: „*To find out in what situation they are, where they are, in what condition they are..*“ (1). When a battered woman recognizes a violent situation, a battered woman stops blaming herself: „*And when she can see and read that this can really be experienced, then they have no doubts – yes, that was violence! As sometimes they think and blame themselves: me!*“ (2). Battered women have to understand that violence in intimate environment will repeat again: „*...of course, during the conversation we already warn them, that this will not end. As they think this has happened only once or twice and will stop. We know from our experience that it will not.*“ (5).

Alongside with practical knowledge about domestic violence, the women get theoretical knowledge – what domestic violence is, what kinds of it exist, how dangerous it is: („*What violence is, what of that, that it is not safe to be in a*

relationship like this, to bear with it... “ 8); how to identify different kinds of violence: „...to help, that what happens to you is psychological abuse, which is penal as well... “ (3). Another group of knowledge indicated by the respondents – security of battered women. It has to be emphasized to them that when a threat of violence occurs, they have to call police: „...we always encourage them to call police if something starts developing. This is a thing that we repeat over and over again, that the first your action is a call to the police. That they must come... “ (4); Knowledge needed to guarantee the security of battered women is closely related with knowledge about possibilities of provided help to battered women. Battered women must know that they can turn to organizations of specialized support, what kind of help they can get there and what help they can get in other institutions that support organizations can help them to get in touch with: „...our principle is to provide help, not to pat on the shoulder, but to name to her what is taking place, to say explicitly that this is a danger to her, her health, her children, and what particular services we can provide. It happens, we do say that we do not provide accommodation, but we can be intermediaries, we do not pay any benefits, we cannot represent them in the court of law, but we can provide the initial consultation...“ (7). Among the key knowledge emphasized by the respondents is legal knowledge – “...the woman has to know how the Law on Domestic Violence works. What will happen to that man...“ (6); what the rights of a battered woman is, if she decided to divorce or not to with the abuser: „... women don't know many things, they think that children support can be received only in the case of divorce.. “ (2); „ Most often it is better than may seem, our laws are not that bad, after all... “ (7). Battered women are informed that psychological abuse is also prosecuted: „...what is done to you by psychological abuse. It is also prosecuted. Yes, it is difficult to prove it, but you can make a complaint, a talk with a lawyer, who answers all concerns in the light of her situation, it gives a lot of strength. “ (10).

To be empowered to independently solve a domestic violence situation, battered women have to learn to find needed information themselves and to use it: „... to teach them to find information and to be able to use that information in life. And we sometimes make our clients so super socially active, who consult others and bring other clients to us, one says I am working and I can see that this is your client, they becomes a sort of experts. Not only in a sense of problem identification, but also in a sense of solving it.“ (10).

As much important aspect for the respondents was developing economic independence in battered women: „...how to survive with little money, how to shop at a low cost, how to cook at a low cost... “ (9), „...perhaps a person needs education, many of them have basic or secondary education. They go to get vocational training as well. A person has to be independent in the labour market...“ (9).

The respondents also distinguish the development of battered women's awareness – the woman has to understand why she experiences certain feelings, why she feels like this when she is around the abuser, and so on: „...to expand that knowledge so that she knew why she had certain emotions, why she feels like this, why she cannot recall something, if she is viewing herself as an object, why she is experiencing those feelings, or why she gives that power to the abuser, that he is so powerful, if she is building her relationship in the right way, why she cannot build relationships with other people. Education is very wide here you just keep talking about it and illustrate with the facts from her own experience...“ (10).

Battered women claimed they have acquired a lot of knowledge on domestic violence: “There is a lot of about domestic violence. When we were back here for the second time, there was no physical abuse anymore ... Oh God, just try to hit me – you will go to the prison!” (4), learnt to communicate: “I am still learning to communicate...Because I was afraid of people. And now I learn to rely on people...” (3) and make decisions: “I have learned to make decisions: that you have to think before you do something ... because I have made so many mistakes... Yes...to think about all your steps...” (1) Acquired certain practical skills: “...here are very good attitudes: how to manage your everyday life...” (4), parenting skills: “Parenting classes are held here...” (2). However, respondents emphasize that the essence of all the gained knowledge is to empower them.

Respondents revealed a few approaches that were adopted. As far as individual and group consulting is concerned, the women emphasised that individual communication with the educator is more acceptable for them: “Well, better individual. Because there is still something to say from your heart when the other people are sitting and you don't know them - you can just superficially say something, and what's inside you is still better individually...” (1). However, at the same time respondents also stressed the value of group sessions. Research participants distinguished between the following methods: reading literature on violence, watching educational broadcasts.

Discussion of the Research Results

Therefore, two entities (the empowerer and the empowered) clash in the battered women empowerment process prior to the problem situation and try to solve it through the equal interaction, in the space of horizontal relationship (Jurevičienė & Šapelytė, 2011). Considering the unique manner of each situation, new knowledge has to be created and new solutions have to be sought. Empirical research revealed that the equal relationships between the educator and women victims of domestic violence, individual attention to each woman and to the uniqueness of their situation, creation of the conditions that enable women to

learn, the aim to restore battered women's power, autonomy, self-confidence, commonality with other people and control over their lives in the context of life changes are the main "axes" of the educational empowerment of battered women (Gelbūdienė, 2018a).

Summarising results of the interviews it is difficult to distinguish the specific need for knowledge provided for battered women in individual cases. It is critical to mention the diversity of women. Each of the respondents had different life experience and resources. Each of them pursued different personal goals. The findings confirm the results of the scholarly literature analysis, which stated that each case of domestic violence required an individual approach (Berry, 2000; Dugan & Hock, 2006; Hamby, 2014; Wiemann et al., 2009). So the essential criteria determining the amount and nature of the knowledge becomes woman's individual goals. Certain elements of the educational content may be common, but each unique case of a battered woman is bound to bring changes in the content – it will have to be individualised depending on the typology of the battered woman and her educational abilities (Gelbūdienė, 2018b).

It is important to take into consideration that knowledge provided for battered women must be both – theoretical (understanding of the concept of violence, the dynamics of violence) and practical (women must be able to recognize the violence in a real life situation, and know that there are ways to avoid it). Woman must be aware that domestic violence will recur, so living in a violent environment is unsafe for her and her children. It is important to emphasize that by recognizing the violent situation, woman stops blaming herself. However, if battered woman chooses to live with an abuser, a special security plan must be organised: the woman must be prepared in advance to respond quickly to the emerging threat of violence. The woman should also know that she can contact the specialized institutions at any time.

It is important to note that during the interviews, battered women emphasized their personal inner changes: growing self-confidence, courage to make decisions, and taking responsibility for their own lives. It is also important to take into consideration that battered women mentioned and recognized the different types of domestic violence, recognized the dynamics of violence, which leads to the conclusion that women are really mastering the essential theoretical knowledge.

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ĀRPUSĢIMENES APRŪPES ATBALSTA CENTRA DARBĪBAS VIRZIENI AUDŽUGIMENŅU ATBALSTAM

Action Lines of the Out-of-family Care Support Center for Supporting Foster Families

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Abstract. *Latvian foster families has an important role to play in enabling children in the family environment and learning to live there. Much of the foster parents in daily life is faced with a variety of difficulties, for example by reference to the national rights of Children of Defence Inspection Study (2016) often, municipalities are not interested in financing childcare relationships relied care and in some of the following delays of the assistance, the payment of benefits, allocation to foster families, often local authorities do not give any additional assistance in particular in the event of a number of children or children with health problems, often People who want to get foster parents status are problematic to get to the training site. In accordance with article 36.1 of the Children's Rights Protection Act, the third and fourth subparagraphs, which enter into force on 1 July 2018, provide for the establishment of relationships relied care support centers. As the idea of building a relationship relied, care support Center is new, it is important to highlight its scope. According to the method of the survey, a entrusted of difficulties has been identified in the daily analysis and evaluation of the results of the out-of-family care center action plan.*

Keywords: *foster family, out-of-family care support center.*

Ievads

Introduction

2010. gadā ANO Ģenerālā asamblejas 64. sesijā tika pieņemta rezolūcija 64/142 "Pamatnostādnes par bērnu alternatīvo aprūpi". ANO Konvencijas par bērna tiesībām (Convention on the Rights of the Child, 1989) 20. pants visām dalībvalstīm uzliek par pienākumu bērnam, kuram īslaicīgi vai pastāvīgi nav savas ģimenes vai kuru viņa paša interesēs nedrīkst atstāt ģimenē, ir tiesības uz īpašu valsts aizsardzību un palīdzību. Dalībvalstīm bērnam ir jānodrošina alternatīva aprūpe, ja ģimenē to nav iespējams realizēt. Bērna alternatīvai aprūpei ir jābūt veidotai saskaņā ar visām citām bērna tiesībām uz izglītību, veselību, ģimenisku vidi un nediskrimināciju (Guidelines for the Alternative Care of Children, 2009).

Ir veikti LR Bērnu un ģimenes lietu ministrijas pētījumi (2008), ir sabiedrības un speciālistu zināšanas, viedokļi par audžuģimenēm, problēmām utt., bet jāatzīmē, ka šīs virspusējās zināšanas par atsevišķām problēmām ne vienmēr spēj rast risinājumu situācijai ar audžuģimenēm. Tāpēc ir būtiski, ka pētnieki no dažādām nozarēm sadarbotos ar sabiedrību, ar ģimenēm, ar valsts iestādēm, lai kopīgi dalītos katrs savās zināšanās, viedokļos, pieredzē un tad kopīgi rastu risinājumus. Kopīgi jāanalizē situācija, jāapzina grūtības un jāizstrādā darbības plāns.

Projekta “Droša ģimenes vide bērniem Latvijā” pētījuma kontekstā ir jāpiemin “Latvijas Nacionālā attīstības plāna 2014.-2020. gadam noteiktās vadlīnijas, kurās viena no prioritātēm ir cilvēka drošumspeja jeb spēja pielāgoties mainīgiem apstākļiem. Šīs prioritātes rīcības virziens “Stabilai tautas ataudzei” paredz īpašu uzmanību un kompleksu pieeju ne tikai ģimenes stiprināšanai, bet arī ārpusģimenes aprūpes attīstīšanai, palielinot bērnu, kuri ir palikuši bez vecākiem un ģimeniskās vides, iespēju dzīvot nevis ārpusģimenes aprūpes iestādēs, bet aizbildnībā un audžuģimenēs” (Sociālo pakalpojumu aģentūra, 2016).

Kā norādīts Metodiskajā materiālā (2018), atbalsta centra mērķis un uzdevums nav veikt audžuģimenes vai specializētās audžuģimenes kontroli vai uzraudzīšanu dzīvesvietas apsekojuma laikā, bet gan pēc iespējas apzināt nepieciešamā atbalsta sniegšanas nepieciešamību un tās sniegšanu (Metodiskais materiāls, 2018).

Sociālās problēmas visos laikos ir bijušas sarežģītas neatkarīgi no konteksta, lokācijas. Mūsdienās viena no tādām ir audžuģimeņu atbalsta trūkums. Nepieciešams skaidri noteikt audžuģimeņu grūtību cēloņus, to atrisināšanas metodes un virzienus, iezīmēt skaidru darbības plānu, balstoties uz profesionālu un veiksmīgu audžuģimeņu pieredzi, vienlaikus samērojot to ar faktiskajām iespējām.

Pētījuma mērķis: ārpusģimeņu aprūpes atbalsta centra darbības plāna izstrāde, balstoties uz noskaidrotām grūtībām, ar kurām saskaras ikdienā, audžuģimenes.

Metodika *Methodology*

Lai noskaidrotu galvenās grūtības, ar kurām ikdienā jāsaskaras audžuģimenēm, 2018. g. oktobrī, balstoties uz pieredzi saistībā ar problēmu, tika izstrādāta aptaujas anketa esošām audžuģimenēm (respondentu skaits 65). Aptaujas anketā bija piedāvāts atbildēt uz šādiem jautājumiem: Cik gadus ir Jūsu pieredze audžuģimenes pienākumu pildīšanā? Cik Jūsu audžuģimenē uz šodien ir ievietoti audžubērni? Ar kādām, grūtībām, pildot audžuģimeņu pienākumus, Jūs

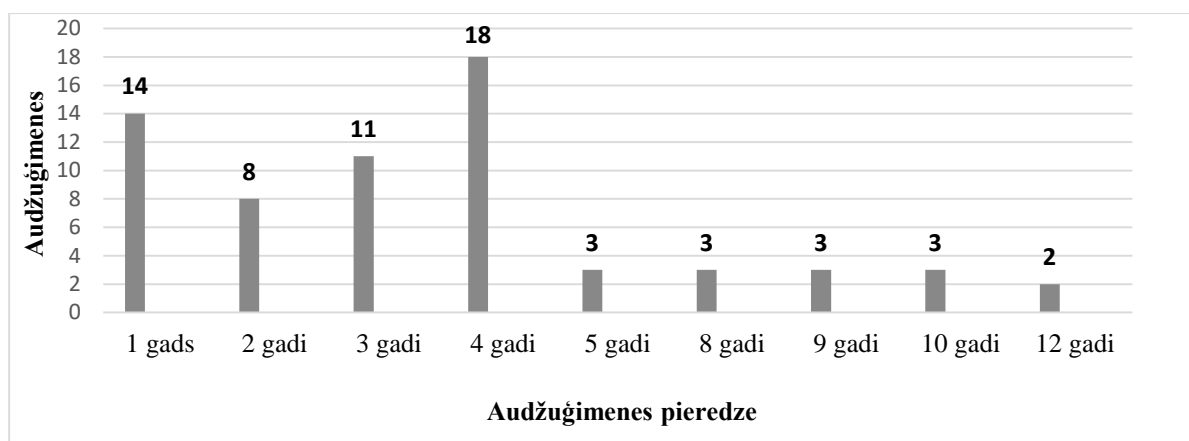
saskārāties? Kāds atbalsts Jums būtu nepieciešams no ārpusģimenes aprūpes atbalsta centra? Pētījuma rezultāti apkopoti un analizēti 2019. g. janvārī. Pētījumam ir praktiska nozīme, jo tā pamatā ir pašreizējās situācijas izpēte, izziņot galvenās grūtības, ar kurām saskaras ikdienā audžuģimenes. Pētījums ir nozīmīgs ieguldījums ārpusģimeņu aprūpes atbalsta centru kopīgo mērķu un uzdevumu izpildē.

Rezultāti Results

Izmaiņas Bērnu tiesību aizsardzības likumā paredz ārpusģimenes aprūpes atbalsta centru izveidi. Jaunizveidotie ārpusģimenes aprūpes atbalsta centri piesaistīs jaunas audžuģimenes nodrošinās apmācības un psihosociālo atbalstu, nodrošinās audžuģimenes psiholoģisko izpēti, kā arī atlīdzības aprēķināšanu, veiks citus atbalsta pasākumus” (Ministru kabineta noteikumi Nr. 355, 2018).

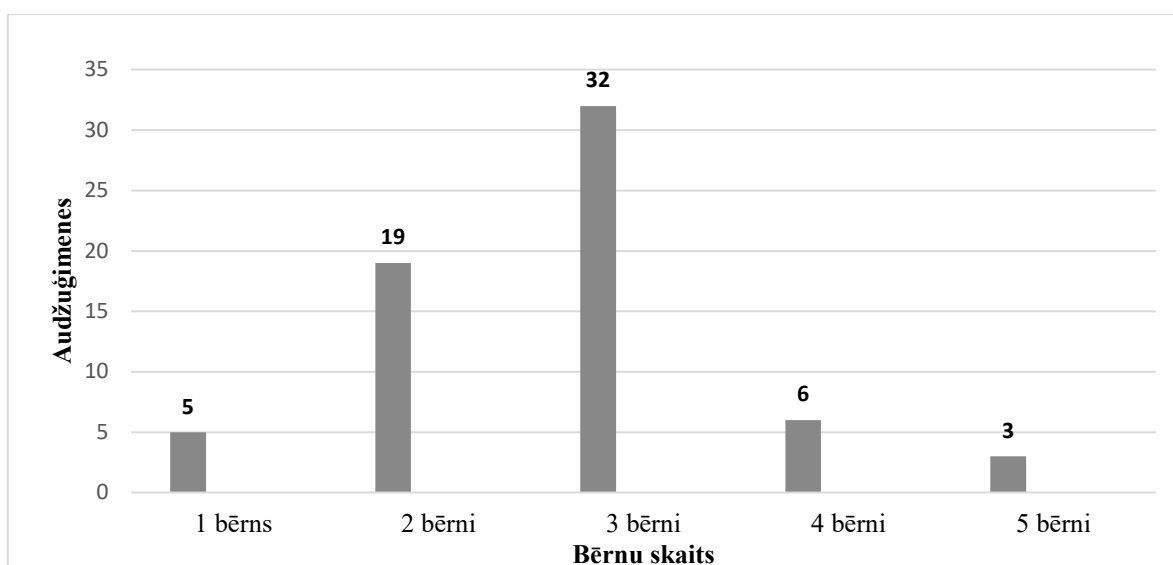
Sadarbības līgumu ar vienu no izveidotiem ārpusģimenes aprūpes atbalsta centriem parakstīja 72 audžuģimenes, kurām tika izsūtītas anketas. Pētījumā iesaistītas 65 audžuģimenes, jo no 7 audžuģimenēm atbildes netika saņemtas. Pētījumā respondentu skaits ir 65 audžuģimenes.

Pētījuma kontekstā svarīgi bija noskaidrot cik gadus audžuģimenei ir pieredze? Kopumā apskatot, audžuģimeņu pieredzi, var secināt, ka vislielākais skaits ir 18 audžuģimenēm ar 4 gadu pieredzi un 33 audžuģimenēm pieredze ir līdz 4 gadiem, 14 audžuģimenēm vairāk nekā 4 gadu pieredze. Par audžuģimenēm ar 12 gadu pieredzi, var secināt, ka tās ir pirmās audžuģimenes, kuras uzsāka uzņemt savās ģimenēs bez vecāku gādības palikušus bērnus. Dati atspoguļoti diagrammā (1. att.).



1.attēls. Pieredze audžuģimenes pienākumu pildīšanā (gados)
Figure 1 Experience in entrusting responsibilities (in years)

Pētījuma ietvaros būtiski bija noskaidrot, audžuģimenē ievietoto bērnu skaitu. Apkopotie dati liecina, ka 65 audžuģimenēs, kuras piedalījās pētījumā, kopā ir ievietoti 178 bez vecāku gādības palikušie bērni. No iegūtiem datiem izriet, ka pa trīs un vairāk bērniem ir ievietoti pieredzējušās audžuģimenēs. Piecus bērnus uzņemas pieņemot savā ģimenē tikai audžuvecāki ar lielu pieredzi nodrošinot bērniem labklājību, drošību ilgstošā laika periodā (2. att.).

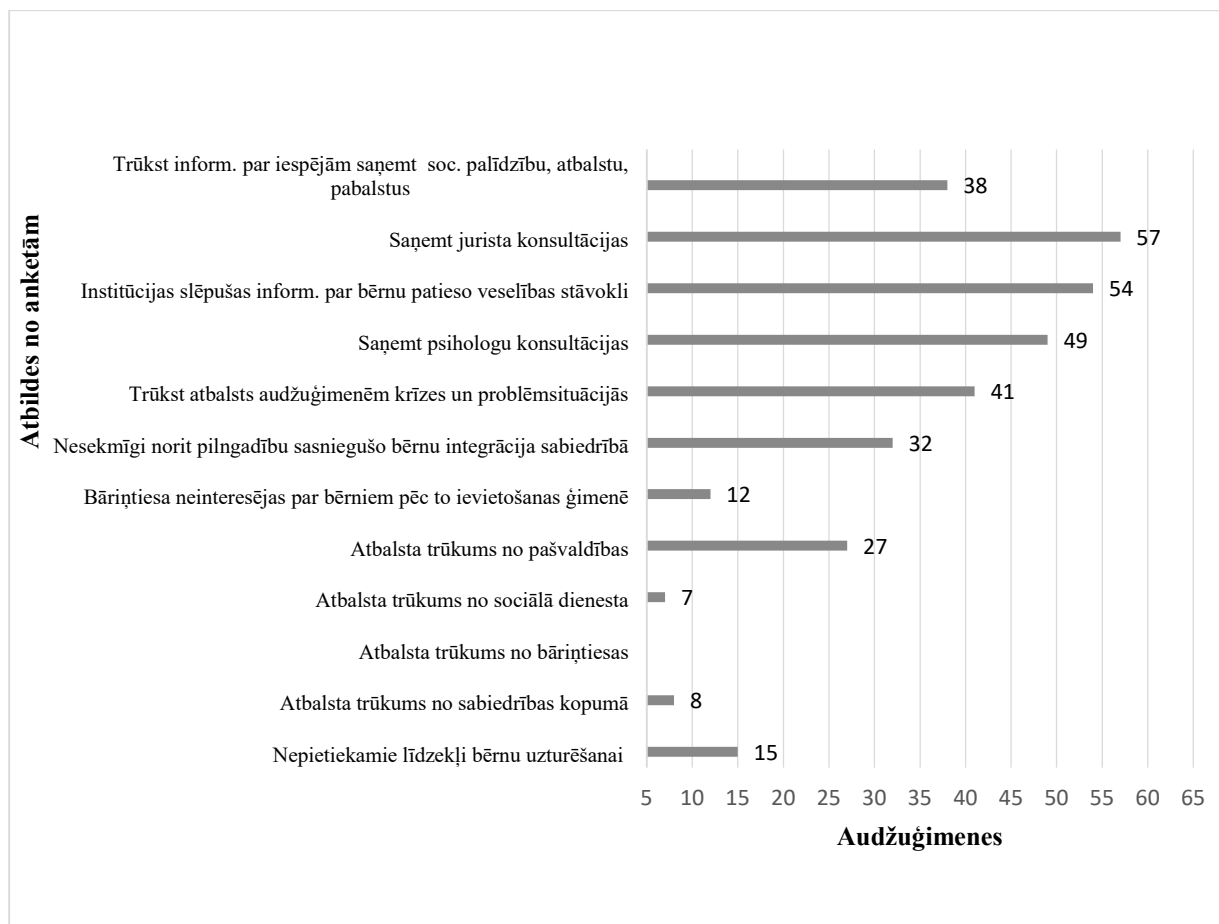


2.attēls. Ievietoto bērnu skaits audžuģimenēs (uz janvāri, 2019)
Figure 2 Number of children placed foster care (January 2019)

Pievēršot uzmanību tam, ka audžuģimeņu skaits, kuras noslēdza sadarbības līgumu ar vienu no izveidotiem ārpusģimenes aprūpes atbalsta centriem ir pietiekami liels un ievietoto bērnu audžuģimenēs skaits arī ir pietiekami liels, lai noskaidrotu jautājumu, ar kādām, grūtībām pildot audžuģimenes pienākumus, saskaras ikdienā.

Kā būtiskāko 57 audžuģimenes nosauc nepieciešamību pēc juridiskās palīdzības – dažādu juridisko jautājumu un likumdošanas izskaidrošanai. 54 audžuģimenes kā galvenās grūtības ikdienā minējušas, ka institūcijas slēpušas informāciju par bērnu patieso veselības stāvokli. Grūtības ir saņemt psihologu konsultācijas lielu rindu dēļ. 49 audžuģimenes anketās norāda uz to, ka šiem bērniem ir nepieciešama neatliekama psihologu konsultācija, bet diemžēl psihologiem ir garas rindas uz pierakstu un saņemt psihologa konsultāciju ir iespēja ne ātrāk par mēnesi. Uz to, ka trūkst atbalsts audžuģimenēm krīzes un problēmsituāciju gadījumos, norāda 41 audžuģimene. Trūkst informācijas par iespējām saņemt sociālo palīdzību, atbalstu, pabalstus anketās norāda 38 audžuģimenes. Audžuģimenēm grūtības sagādā, kad bērni sasniedz pilngadību un beigusies viņu ārpusģimenes aprūpe, pašvaldībai ir jānodrošina bez vecāku gādības palikušie bērni ar dzīvojamo platību vai dzīvokļa pabalstu. Uz atbalsta

trūkumu no pašvaldībām norāda 27 audžuģimenes, 15 pieminēja, ka nepietiek līdzekļu bērnu uzturēšanai. Katra pašvaldība nosaka pati, cik maksāt bērna uzturam, kurš ievietots ārpusģimenes aprūpē (audžuģimenē). Un dažās pašvaldībās, šī summa ir krietni zem minimuma. 12 audžuģimenes norādījušas, ka bāriņtiesa neinteresējas par bērniem pēc to ievietošanas ģimenē. 8 audžuģimenes norāda uz atbalsta trūkumu no sabiedrības un 7 audžuģimenes norāda uz atbalsta trūkumu no sociālā dienesta. 4 audžuģimenes norāda, ka bāriņtiesa, pēc bērnu ievietošanas audžuģimenē par tiem neinteresējas. Audžuģimeņu sniegtās atbildes apkopotas diagrammā (3. att.).



3.attēls. *Grūtības pildot audžuģimenes pienākumus ikdienā*
 Figure 3 *Difficulties in fulfilling entrusted duties on a daily basis*

Tika apkopotas sniegtās atbildes, izteikti priekšlikumi, pieredze par to kādu atbalstu audžuģimenes vēlētos saņemt no ārpusģimenes aprūpes atbalsta centra. Audžuģimenes no savas pieredzes norāda uz:

- atbalstīt audžuģimenes, veicinot sabiedrībā izpratni un pozitīvu attieksmi pret ārpusģimenes aprūpes pakalpojumu sniedzējiem - īpaši audžuģimenēm;

- atbalsta formas ārpus ģimenes aprūpē esošajiem bērniem, piemēram, biežāk organizējot labdarības akcijas, piesaistot sponsorus konkrētiem bērniem vai audžuģimenēm;
- atbalstīt sadarbībā ar institūcijām (bāriņtiesa, sociālais dienests, pašvaldība), kuras nevēlas iesaistīties problēmu risināšanā;
- veikt pārrunas ar pedagogiem skolās, kurās ir ievietoti audžubērni;
- atbalsts nepieciešams nokļūt audžuģimenes apmācības vietā, jo ārpusģimenes aprūpes atbalsta centrs pārāk tālu no dzīvesvietas;
- sniegt atbalstu transporta pakalpojumu apmaksā, kad audžubērns jānogādā uz kādu medicīnisko iestādi, kura atrodas ārpus pašvaldības teritorijas;
- nodrošināt vismaz telefonisku atbalstu audžuģimenēm krīzes un problēmsituāciju gadījumos;
- atbalsts, nodrošinot bērnam bezmaksas vispārējo veselības pārbaudi;
- atbalsts saskarsmē ar bērna bioloģisko ģimeni.

Izzinot, ar kādam grūtībām saskaras ikdienā audžuģimenes un kādu atbalstu viņi gaida no ārpusģimenes aprūpes atbalsta centra, tika izstrādāts ārpusģimeņu aprūpes atbalsta centra darbības plāns (1. tab.).

*1.tabula. Ārpusģimeņu aprūpes atbalsta centra darbības plāns
Table 1 Action Plan for Outpatient Care Support Center*

Nr.	Pasākums	Atbildīgais speciālists
1.	Atbalsta centra darba organizācijas, t.i., iekšējās kontroles sistēmas veidošana atbilstoši ārējo normatīvo aktu prasībām	Atbalsta centra koordinators
2.	Sabiedrības informēšana par uzņemošo ģimeņu darba specifiku un grūtībām	Atbalsta centra koordinators
3.	Organizēt labdarības akcijas, piesaistot sponsorus konkrētiem bērniem vai audžuģimenēm	Atbalsta centra koordinators
4.	Veicināt sadarbību ar institūcijām (bāriņtiesa, sociālais dienests, pašvaldība), aicinot iesaistīties audžuģimeņu grūtību risināšanā	Atbalsta centra koordinators Psihologs
5.	Dalība ģimenes atbalsta un tajā ievietotā bērna individuālās attīstības plāna izstrādē un īstenošanā	Psihologs
6.	Konsultāciju sniegšana un atbalsta grupu vadīšana audžuģimenēm	Psihologs
7.	Nodrošināt savu darbību 24 stundas 7 dienas	Operators
8.	Juridiskā palīdzība – dažādu juridisko jautājumu izskaidrošana, likumdošanas izskaidrošana.	Jurists
9.	Nodrošināt bezmaksas vispārējās veselības pārbaudi aprūpē ņemtajiem bērniem	Atbalsta centra koordinators

10.	Sniegt atbalstu transporta pakalpojumu apmaksā, gan nokļūt apmācību vietā, gan kad audžubērns jānogādā uz kādu medicīnisko iestādi (pēc izvērtējuma)	Atbalsta centra koordinators
11.	Sagatavot drukātos materiālus ar iespējami pilnīgāku informāciju par audžuģimeņu statusa ieguvi un ģimenēm pieejamo palīdzību, atbalstu, pabalstiem	Atbalsta centra koordinators Jurists
12.	Atbalsta organizēšana/pārraudzība par audžuģimeņu kontaktu veidošanu un uzturēšanu ar bērna bioloģisko ģimeni	Atbalsta centra koordinators Psihologs
13.	Popularizēt audžuģimeņu pozitīvo pieredzi	Atbalsta centra koordinators Psihologs
14.	Darbs ar skolas personālu (lekcijas, pārrunas)	Atbalsta centra koordinators Psihologs
15.	Psihologa palīdzība	Psihologs

Atbalsta centra darbībā jāpiesaista arī citi kvalificēti speciālisti, svarīgi, lai atbalsta centra darbību nodrošina speciālistu komanda, kurā katram komandas loceklim ir savi noteikti pienākumi, kompetence un atbildība.

Secinājumi **Conclusions**

2018. gada 1. jūlija Latvijā darbību uzsāk Atbalsta centri. Ideja par ārpusģimenes aprūpes atbalsta centru veidošanu ir jauna.

Izveidotie ārpusģimenes aprūpes atbalsta centri ir paredzēti, lai rastu risinājumus problēmām un grūtībām, ar kurām ikdienā saskaras audžuģimenes.

Ar jaunizveidoto ārpusģimenes aprūpes atbalsta centru sadarbības līgumu parakstīja 72 audžuģimenes.

Pētījumā piedalījās 65 audžuģimenes, kurās ir ievietoti 178 bez vecāku gādības palikušie bērni.

Audžuģimeņu pienākumu pildīšanas pieredze ir, sākot no 1 gada līdz 12 gadiem.

Ar aptaujas palīdzību noskaidrots, ar kādām grūtībām saskaras audžuģimenes ikdienā, un tās ir: nepietiekamie līdzekļi bērnu uzturēšanai, sabiedrības atbalsta trūkums, atbalsta trūkums no bāriņtiesas, no sociālā dienesta, no pašvaldības, nesekmīgi norit pilngadīgu bērnu integrācija sabiedrībā, trūkst atbalsts audžuģimenēm krīzes un problēmsituācijās, grūtības sagādā saņemt psihologu konsultācijas, kā no galvenajām grūtībām norāda, ka institūcijas slēpušas informāciju par bērnu patieso veselības stāvokli, saņemt jurista konsultācijas, nav pieejama visa informācija par iespējām saņemt dažāda veida sociālo palīdzību, atbalstu, pabalstus.

Pētījuma gaitā noskaidrots, kādu atbalstu vēlas saņemt audžuģimenes no ārpusģimenes atbalsta centra: veicināt sabiedrībā izpratni un pozitīvu attieksmi pret audžuģimenēm; biežāk organizēt labdarības akcijas, piesaistot sponsorus konkrētiem bērniem vai audžuģimenēm; atbalstīt sadarbībā ar institūcijām (bāriņtiesa, sociālais dienests, pašvaldība), kuras nevēlas iesaistīties problēmu risināšanā; veikt pārrunas ar pedagogiem skolās, kurās ir ievietoti audžubērni; nodrošināt telefonisku atbalstu audžuģimenēm krīzes un problēmsituāciju gadījumos; nodrošinot bērnam bezmaksas vispārējo veselības pārbaudi; atbalsts saskarsmē ar bērna bioloģisko ģimeni; aktuāla ir nepieciešamība pēc transporta nodrošināšanas (piemēram, nokļūšanai pie ārsta vai uz audžuģimeņu apmācībām).

Ārpusģimenes aprūpes atbalsta centra darbības plāna īstenošanai tiks piesaistīti vairāki speciālisti: atbalsta centra koordinators, psihologs, operators, jurists un svarīga loma struktūrā ir dalībnieku individuālās prasmes. Profesionālā kompetence attiecas uz cilvēku zināšanām un pieredzi. Šajā darbā iesaistīsies jau pieredzējušas audžuģimenes.

Summary

In the study of the children's and Family of Latvia (2008), the indicators showing some difficulties were faced entrusted, and the indicators were very similar in this study, unfortunately the entrusted still faces daily difficulties in receiving In their families without parents care the remaining children.

The entrusted has identified difficulties in everyday life, including: inadequate public awareness of relationships relied care providers – foster families, and the need to Incomplete cooperation with the institutions (Guardianship Court, social services, local government), inviting them to engage in foster parents difficulties; Lack of professional, competent staff of the municipality and its institutions; Incomplete exchange of information, provision of information in a timely manner (on changes in legislation, on assistance available to families, support, benefits); Often the integration of age productive children into society is not successful; Foster families is delayed assistance, payment of benefits, grant; In schools, educators are not prepared to work with orphan children, nor are they aware of foster families; Foster families is important to receive psychologists, lawyers counseling and, if necessary, foster families is not available for immediate psychological or other forms of assistance in crisis, pressures situations.

Before setting up the relationships relied Care Support Center's action plan, find out what assistance entrusted would like to receive from the Support centre. From aggregated data, you can see that what entrusted say about the difficulties faced in everyday life is that it wants to receive support.

Relationships relied Care Support Center activity will be effective only if there are affiliated professionals, providing support services for families who intend to host non-parents care children, as well as performing other functions assigned to them It is essential that professionals with appropriate knowledge and professional experience work in support centres.

Relationships relied care support centres for foster parents support are established for long-term planning-relationships relied the development of care services and improvement of quality of service.

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HOW THE FAMILY 500+ PROGRAM FACILITATES SOCIAL INVESTMENTS?

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***Abstract.** In 2016, the Polish government considered necessary to undertake public actions aimed at influencing the structure of population and the course of demographic processes. At the same time, public policies have been established to respond to the expectations of citizens resulting from the new population structure and societal changes. This article describes the Polish Family 500+ program after 2 years of its implementation. The Family 500+ program is not only a legislative means to increase the birth rate, but also represents a new paradigm in social policy, which would ensure a high level of social capital to future generations.*

***Keywords:** family support, social programs, investing social policy.*

Introduction

The "Family 500+" Program was introduced in Poland based on the Act of 11 February 2016 on the public aid of state to boost birth-rates and reduce child poverty by improving living conditions of large families (Act. poz. 1851, 2016). It was one of the most important social programs announced before the parliamentary elections in 2014 and its implementation after the won elections by the environment of the Law and Justice party was signaled. The program after electoral success of the Law and Justice was implemented very quickly and effectively.

From the beginning, the Program aroused controversy due to its significant, multi-billion charges of the budget, but also for both positive and negative aspects, which were exposed on the occasion of its affirmation and criticism (Sowa, 2016).

The Family 500+ Program introduced care benefit for the second child and subsequent children up to the age of 18. In this situation, the benefit is due regardless of income. The Family 500+ Program, which can be also a financing support of the first child in family, i.e. the only or the oldest child up to the age of 18, is dedicated only provided that basing on income criterion, which is a specific amount per one family member (The income criterion in 2018 has been set at PLN

800 netto monthly per person in the family or PLN 1200 netto per person in a family whose member is a disabled child).

Aim and research methodology

The aim of this article is to present the current scientific research and public opinion and attempt to make a certain summary - how the Family 500+ Program is perceived and evaluated by the recipients themselves as well as by experts, decision makers and practitioners, including social workers. The research was based on a systematic analysis of the scientific research and opinion polls.

The review of previous research from the last two years points out the strengths and weaknesses of the Program also in the context of implementing a social policy and a family policy. Following the main hypothesis of the article it can be assumed that from the point of view of social policy (including family policy) the Family 500+ Program has more advantages than disadvantages and from this point of view it is said about some success in implementing this Program. The analysis concerns the presentation of both researches conducted as part of scientific investigations and the characteristics of the main conclusions from public opinion polls in Poland carried out from June 2016 to December 2018.

An additional technique was the analysis of the latest data from The Main Office of Statistics (GUS) and available reports of the Ministry of Family, Labour and Social Policy (MRPiPS) from the monitoring of the Family 500+ Program.

The Family 500+ Program as instrument of an investing social policy

Undoubtedly, as we underlined in the beginning of the article, the Family 500+ Program is a social program inscribed in the long-term strategy of social investments, but it should be noted that in addition to an important social context it carries extremely important economic, political and cultural consequences in short-term, especially for the poorest families (Szarfenberg, 2017a; Hagemeyer, 2017, 11).

From the social point of view (or social policy implemented so far), the Family 500+ Program is important one, it is taken to be a program of investing in the family, which for the first two decades of political transformation after 1989 in Poland was not a subject of specific public policy (Auleytner et al., 2016). The state was not very interested in running of a pro-family policy, in fact many social tasks were transferred to the family, supported in the time of real socialism by public enterprises and the state (Grewiński, 2017). From this historical perspective, the Family 500+ Program was going to be successful one from the very beginning because it was the first major program of real support of the family

in Poland. Therefore, from the point of social policy view, it is assessed positively in the majority of cases. The economic consequences of the Program have already been assessed in a more diverse way - many economists have raised the issue of very high costs for the public budget from the very beginning, they also indicated a number of negative consequences for the labor market and deactivation of women mainly, which may have specific, negative effects on the economic situation, but also on the result of future pensions of women resigning from work due to receiving a benefit from the Family 500+ Program (IBS, 2016).

The Family 500+ Program can significantly contribute to the redefinition of the function of traditionally perceived *welfare state* also in the context of more egalitarian solutions and introduction of universal instruments addressed to socially marginalized groups as well as the middle class or even higher class. The Family 500+ Program can be perceived as an element of new perspective of social policy - an invest social policy (Grewiński, 2015).

The main function of the investment approach in social policy is investing in the youngest generation in order to prepare a new generation of citizens in the perspective of 20 years - on the one hand more independent, entrepreneurial, creative citizens, on the other more conscious, responsible and sensitive. A responsible investment in children is to contribute in the next generation of adults in the creation of high quality human, social, creative and cultural capital. The investment paradigm says, i.e. about the importance of early childhood education and investing in the education and upbringing process of children, as well as investing in family services and activation policies.

Young people should be provided with vocational training preceded by an appropriate social and professional-social pre-orientation in order to use the best-diagnosed skills and competences in the labor market of the future.

Very important are also transgenerational transfers that invest in the young while securing extended services for the elderly.

Also reconciliation of social and professional roles of men and women along with appropriate time management for the family and for their own development are the core of an invest social policy (Morel, Palier, Palme, ed., 2015). It seems, that the Family 500 + program with its family support functions in the educational and care process of children can be considered as a redistributive financial investment instrument of social policy (Grewiński, 2016).

A Review of Research and Analysis - Strengths and Weaknesses of the „Family 500+” Program

When analyzing research on the Family 500+ program and the main conclusions thereof, it is worth noting that one of the first surveys carried out after several months of the operation of the 500+ Program was a study conducted by a

team of researchers from the Pedagogical Korczak University, who by means of a diagnostic survey, conducted surveys among families covered by the Program and social workers who were paying out the benefits from the program funds in the social welfare centers (Auleytner et al., 2016). The research was carried out in the Silesia region and included 100 family representatives and 145 workers of social assistance institutions. The research, among other things, aimed to answer the question whether the Family 500+ Program will affect the quality of life of the recipients of the benefits. It turned out that for 40% of survey respondents (families) the Program will certainly help to raising the standard of living, which will also affect the quality of daily existence. Only 6% of respondents felt that it would not influence over the quality of family life at all.

For other people, the Program should help to improve the quality of life, but without a special change. When asked for families about what the resources of the 500+ Program they will allocate the benefits, the following objectives were mentioned: additional sports and cultural activities (67%), additional extracurricular educational activities (58%), purchase of school materials (45%), electronic equipment (28%), nursery or babysitter (13%) (CBOS, 2016b).

Quite other indications were made by social workers during the survey, who claimed that according to their experience and observation, families spend the funds of the 500+ Program mainly for the purchase of consumer goods such as household appliances, consumer electronics, and also for the purchase of food products, including unfortunately stimulants (coffee, cigarettes, alcohol).

Thus, polarization and diversified assessment appeared among families and social workers, to which the resources of the Program are allocated. It probably resulted from the fact that social workers estimate the Family 500+ Program mainly through the perspective of their social welfare clients.

From the view, however, escape the families who receive the 500+ benefit and who have nothing to do with the social welfare system. The second significant national survey which has been done after a few months of implementing of the Family 500+ program and carried out for first time in the scale of whole Poland by CBOS (the Center of Public Opinion Research) was titled "Using the Family 500+ Program", and was done in the period from 21 to 12 October of 2016 with employees- care givers of children who are up to 18 years of age, and who receive a benefit of the 500+ Program. In this survey, some important questions were asked, which enlarge our knowledge about the assessing the Family 500+ Program by its beneficiaries. Respondents were asked, among others questionshow important the 500+ benefit is for households in the context of their budgets. It turns out significantly as many as 30% of respondents answered that the 500+ benefit is decisive in home budgets, and for 45% it plays a significant role. Only for 4% of respondents it does not make much of a difference, because

in the home budget is a small part of the total expenditure on children (CBOS, 2016b).

In the next attempt of this survey was also made to get the answer to the question - "Is the money from the childcare benefit in some way separated from the household budget and allocated for specific purposes, or simply supply the household budget and are spent on the needs of the whole family?".

As many as 44% of the respondents answered that the benefits from the service are in no way segregated in the household budget and are spent for the whole family. 34% replied that the funds from the benefit are separated partly and allocated for specific purposes, and 21% said they were partly released and partly not, 16% of households, parents decided to start or increase a pocket money for a kid or kids.

In the case of 4% of respondents, they decided to employ a caregiver to kids or they sent a child to a nursery or preschool, another 3% of households decided to use a non-public educational institution, which they would not be able to afford without the support of the Family 500+ Program. According to the CBOS research, 500+ funds are allocated mainly for the following products or services: clothing (31%), footwear (29%), vacations (22%), educational aids (22%), additional activities for children (20%), school trips (17%), food (17%), sports and cultural activities (17%), purchase of medicines (15%), renovation of an apartment (11%), purchase of electronic equipment (8%), purchase of a bicycle, roller balls and other similar items (8%), purchase of furniture (7%) (Grabowska et al. (ed.), 2017, p. 100).

One of the first effects of the Family 500+ Program discussed in Poland was supposed to be its potential impact on activity, or actually the professional deactivation of women in the labor market. Introduction of the Program may cause the professional deactivation of a large part of women in Poland which may have negative consequences for the labor market and the economy, but also it may have a long-term effect on women themselves, who will be limited to a lower retirement in the future because of shorter periods of employment (IBS, 2018). Approximately 40-55 thousand of women dropped out the labor market, probably due to the implementation of the Family 500+ Program, which provided a group of economically inactive people (Brandt, Kiełczewska, & Magda, 2018). Mostly, women with primary and lower secondary education, who usually have low incomes and who were employed in simple, unqualified jobs, have withdrawn from the labor market (Kryńska, 2017, 37). There are the simulations that as a result of the 500+ Program, were around 200-250 thousand women to leave the labor market(Mycka, 2016). Based on recent gus studies, the impact of the program is not so significant (GUS, 2018).

Most experts agree that while the Family 500 + Program may have a negative impact on professional activity, mainly women, it certainly contributes to the

reduction of poverty and social exclusion. The latest data of the Main Statistical Office (GUS, 2016), obtained during the survey of household budgets indicate that a significant decline of the range of extreme poverty and relative poverty in Poland is noticeable.

As regards individual households poverty rates have clearly decreased, especially among children aged 0-17. In 2015, the poverty rate amounted to 9%, and in 2016 - 5.8%. In the case of a family with at least four children, there is a decrease from 18.1% till 14%. In the case of families with three children - it ranged from 9 percent up to 4.7 percent. In the case of families with two children there was from 4 percent up to 2.7 percent (GUS, 2016).

A significant decrease in poverty between years of 2015 and 2016, like before and after the implementation of the 500+ Program was observed especially among such groups as large families with three or four or more dependent children (13.5% to 9%), households with a disabled person (from 9.1% to 7.5%), rural residents (from 11.3% to 8%), city populations in the cities below 20,000 (from 5.4% to 4%).

The level of people living at the subsistence minimum level also decreased - from 5.5% to 4.9%. The number of people benefiting from social assistance decreased by over 9%, which may be the result of both the 500+ Program and the improving situation in the labor market (unemployment in Poland in 2017 is the lowest since 27 years and reached about 6%). Moreover, the number of social assistance benefits paid decreased - for example, by 50,000 as well as the number of periodic benefits paid decreased - from 459 thousand to 408 thousand (Bojanowska, 2017, 245). According to the latest CBOS survey conducted in 2017 on a sample of over 3,000 parents who receive a benefit of the 500+ for 30% of the surveyed parents this benefit is a very important part of the household budget (CBOS, 2017)

From other CBOS surveys called "Family 500+ Program Evaluation after almost an year of its introduction", it appears that the level of Program acceptance by Poles is very high and currently amounts to 77% in contrast with 20% of social disapproval.

The percentage of respondents who link the Program's actions to the increase of the number of births (increase from 16% to 24%) increased within the year. The research shows that Poles perceive much more positives than the negatives of the Program.

According to the respondents, thanks to the Program, Polish families have more opportunities to manage their money more freely, the marital and family relationships have been improved as well as more time parents can spend with their children. However, a lot of people (14%) also can see the Program negative effects, such as wrong spending of money by some parents (CBOS, 2017).

The impact of the 500+ Program on the number of births can certainly be assessed in a perspective longer than one year, two years from the start of its operation, but the first data may give lightly moderate optimism that the fertility has moved up (CBOS, 2016a).

According to the latest ministerial (MRPiPS, 2016) data in 2016 almost 13,000 more children were born than a year earlier, and the highest birth rate is referring to the last two months of the year, i.e. children are conceived after the introduction of the 500+ benefit.

Data available from the Ministry for the first half of 2017 are even more optimistic, because they indicate that over 14,000 more children were born in this period than in the same period of last year - 2016. But it is too short term to prove an impact of the 500+ Program on increasing fertility in Poland. The number of children increase in families who wish to have offspring, because thanks to Family 500+, parents will gain financial stability, which will allow them to have more than one child, improving the quality of life of their children (Brzezińska, 2017).

It may be caused by good economical situation or the more family-friendly atmosphere at the moment and the introduction of many different family support instruments, including the development of social services (Kotowska, 2016).

„Family 500+” Program in the opinion of social workers

In the context of the assessment of the Family 500+ Program it is worth to indicate that very often people who are skeptical about the implementation of the Program belong to the group of employees of social assistance centers.

Social workers point to the fact that resources from 500+ benefit do not belong into the household income, which results in the fact that many families still use the social welfare system and other social benefits despite using the funds of the Family 500+ Program.

The research carried out by the Janusz Korczak Pedagogical University shows that these employees have the following opinions on the possible consequences of the implementation of the Program: "Some parents/caregivers may become dependent on social benefits (75% of respondents), a large part of parents may withdraw from their professional activity (86%), the program may stimulate the domestic economy (31%), the economic potential of Polish families will be strengthened (27%), the program will cause the return of immigration of Poles living abroad (3.4%) (Auleytner et al., 2016, p. 16).

What is interesting, social workers generally believe that the Family 500+ program will not fulfill the care and educational function of family because, according to their opinion, financial means (cash benefits) do not necessarily help better performance of parenting or caring roles, even assuming that some parents

will give up their jobs and will have more time for the family (Auleytner et al., 2016, p. 17).

However, it is worth to remember here that social workers make assessments regarding the Family 500+ Program in the light of their clients of the social welfare system, who, however, consisting of no more than 10-15% of all recipients of the Family 500+ Program, which is addressed to all families with children regardless of the income of parents and the financial situation of the family.

In addition, for some employees of the social welfare system, who are generally poorly paid in Poland, the direct allocation of significant amounts of cash benefits also to dysfunctional families is certainly frustrating in the context of their low socio-professional status (Grewiński & Zasada-Chorab, 2013).

According to the Nationwide Remuneration Survey, the average salary on which the MOPS (the City Center of Social Help) employees can count is PLN 2,700 gross. Every second social worker receives a salary from PLN 2,330 to PLN 3 249. 25% of the worst paid social workers earn less than PLN 2 330 gross. Wages over PLN 3 249 gross can be counted by a group of 25% of the best-paid social workers¹. Many insiders emphasize that the Family 500 + Program gather the negative (unintentional) effects of social activities. First, it eliminates, due to formal restrictions, some people who need this kind of support.

From July 2017, for a self-dependent parent to receive PLN 500 for his child, there must be proved that a parent is a single and a self-dependent. Therefore, such a parent must attach to the application for the benefit of the Family 500+ Program a court-issued document or approved by the court, confirming the establishment of the alimony for the child from the other parent.

Parents who are raising a child alone have to watch out an income limitation. In practice, this means that a single parent cannot earn more than PLN 1,600 per hand.

Secondly, in many families preserved the so-called "Syndrome of learned helplessness", namely the abandonment of active participation one of adult family members in the labor market, and the financial benefits of the program cause to making decisions that permanently remove some of the parents (especially women with a low level of education) from the labor market.

Resignation from work by some parents, especially in poor families, is associated with the risk of "inheritance" of passivity and a certain socio-professional status of the next generation based on the parents' life model, where a professional work is not perceived as a significant value.

Benefits under the "Family 500+ Program" are not included into the income of people applying for other types of social benefits, especially for the poorest.

¹https://wynagrodzenia.pl/kategoria/zarobki-w-branzach_1

By combining various welfare benefits, families receive significant amounts in quite the short term which cause the feeling of satisfying their needs in a very short period of time too. Thirdly, it reduces the possibility of real social work, reducing the chance of working with families. Social workers observe the lack of motivation to change the situation, especially in those households where significant financial resources originating from the program appeared.

Relative satisfaction of the current standard of living, especially that the 500+ program is primarily intended for current consumption, raises the quality of life in households of all its members (CBOS, 2017).

In the CBOS survey, it is noted that most households funds are merged and the benefits of program are not separated from household budgets (44%) or only in part 21% (CBOS, 2016b).

Conclusion

Summarizing the analysis of various research presented above, both those conducted by scientists, even those conducted in the framework of opinion polls (CBOB, 2017), as well as analyzing the latest the Statistical Main Office (GUS, 2018) and Ministry (MRPiPS, 2017) data, it can be concluded that most of them indicate that after more than two years of implementation of "Family 500+ Program" the overall social rating is more positive than negative (Rymsza, 2018). On the other hand, the issue of deactivation in the labor market is perceived negatively, especially women who decide to leave work due to the inclusion of their families by the Family 500+ program (Rozwadowska, 2017). Furthermore, long term program's prenatal impact cannot be assessed and requires further monitoring.

At the same time, there are some concern that have been indicated by the insiders of the social welfare system, including social workers. They are an increase of the illegal economy shadow sphere where there are some tries to lower income in families with 1 child, to be covered by the Program, or spending funds contrary to the purpose - mainly in dysfunctional families. The Family 500+ program will require adjustments and additions to other impacts in the area of public policies: the labor market, care services, protection of young children, education.

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EDUCATIONAL CAPITAL AS A CONSTITUTIVE FACTOR OF THE CONTEMPORARY SOCIO-MORAL ORDER

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***Abstract.** Modern societies need mainly extensive educational resources for their development. The basic educational need in this area is the possibility of establishing contacts between groups of cooperating people and in this way building educational capital. Simultaneously, increasing role of education is accompanied by its crisis, which is said to be overcome by changing paradigms in social structure. In the face of formal education crisis, processes of building educational capital are transferred informally to social websites. The resource which is educational capital is one of the key factors determining the disposition of a given society for the development and maintenance of socio-moral order, based on democratic principles of social life. The cult of education begins to develop as a panacea for pains of the transforming society. Access to educational services becomes more and more important and even more significant than other human rights. As far as social development is concerned, role of technocracy (possession of knowledge) loses its significance and role of educracy - ideology of pervasive education - is growing (ability to make use of acquired knowledge). The conducted analysis attempts to answer the question of whether and to what extent educational capital is a constitutive resource of social and moral.*

***Keywords:** education, educational capital, resources, society, social development, socio-moral order.*

Introduction

Development of communication technologies still generates civilization changes that take place more quickly than ever before and are perceived by the society as a breakthrough. Contemporary man lives in the state that changes due to restructuring of the role of social capital resources. Some of the capitals become subject to degradation, they become less and less important and cease to develop, other ones are developed and become dominant in the new type of social, economic and political statehood that is created. Transforming structures of capital resources affect the processes of keeping social and moral order of the society that secures social coherence and ensures coordination of individual activities for the purpose of collective actions. It prevents conflicts that may destabilize social life and destroy social ties.

Nowadays, developing democratic states are commonly characterized as civil societies where the supreme principle is primacy of individual and his or her rights and freedoms, and common good is to be the sum of goods of the individuals who constitute particular community. Under the influence of this tendency, contemporary culture has been shaped, which has a tendency to emphasise excessively human rights to freedom without any limitations. Consequently, a transformation of social and moral order is inevitable.

Social and moral order means such an organization of personal and social life that is founded on a particular set of principles, norms and rules determined by common life conditions. They are stable and coherent in relation to one another and they are simultaneously, in longer perspective, susceptible to changes that cause a loss of balance of this state. Apart from the established social and moral order within the scope of particular axiological and normative system, there is also a social and moral order that really functions and results from actual way of behaving of individuals and institutions, which can be far from the intended one. Jan Szczepański (1972) defines these two forms of social and moral order as formal and informal. The first one is related to functioning of a state as a formal organization, which means codified system of regulations, positions, roles, sanctions and institutions established by the law and legally guaranteed. Whereas the second one results from spontaneous patterns of behaviour of mutually connected and socially involved members of informal groups, which organize life beyond formalized imperatives and norms. In the face of ongoing processes of individuation of values and lifestyles, the manning of informal social and moral order is increasing. However, the foundation of proper functioning of democratic society is appropriate correlation between formal and informal social-moral order, which is achieved by political and economic negotiations on the basis of the sphere of mutual social influence. The place for such negotiations in contemporary society is the network of educational involvement. Therefore, it is socially, economically and politically desired to build L³ community, where individuals are focused on Life Long Learning. The basic educational need within this scope is the possibility to initiate contacts between groups of cooperating people to build educational capital in this way. Educational capital is a dense network of mutual, social influence, expanding self-awareness of social and civil collective behaviours that influence public and private perspectives.

The objective of this article is theoretical analysis of the hypothesis and practical issues related to development of social capital in new technological and social conditions. At the same time it will allow to answer following questions: first – Is there any relation between educational capital and social-moral order?, and second – To what extent educational capital is a constitutive factor in establishing social and moral order?

Environment for development of educational capital

The processes of interpersonal communication underlie educational processes. Therefore, development of communication technologies does not pass over education, which is stronger and stronger based in the space of new media. Determinants of these educational changes are phenomena related to development of a new society, which is characterized by:

- change in personality of pupil,
- re-evaluation of educational priorities,
- longer education period,
- educational mobility.

These new conditions become stimulators that generate new needs determining efficiency of educational processes. Educational success is not any longer determined by the ability to collect knowledge, but by the ability to find it, verify and share it with others. Many researchers of social behaviours indicate that the basic need in the contemporary society is the possibility to initiate contacts between increasing groups of cooperating people in order to build in this way whole communities of learners.

Nowadays, Internet has become a basic medium for sharing information. New Internet applications has been developed, which allow even better functioning at interpersonal, group and social level. Popularity of Internet results from the fact that its use does not violate norms typical of young generation (Tapscott, 2010): freedom, credibility, cooperation, entertainment, fast pace, innovation. Simultaneously, it ensures constant self-control over the course of gaining knowledge and feeling of active participation in the process of education, which is a result of disappearing differences between the consumer and the producer of information, and often even combining these two roles. Therefore, availability of information which is ensured by the development of communication technologies and the development of media is a decisive factor in the development of education. On the other side, the process of exponential growth of available resources of information, which exceed perception possibilities of the individual, has established a new type of social dependence. The development of the individual as well as the whole society depends on the access to Internet and the ability to use information in all spheres of educational activity. Jerzy Jastrzębski (2011) after Konrad Paul Liessemann writes that constant learning become necessary, however nobody precisely knows which and what for one should learn.

Popularization of the access to unlimited information resources became paradoxically the reason for crisis of formal education, which we are facing in the 21st century. Overproduction of information causes problems for institutionalized

education. School in the present form lost its exclusivity for possessing knowledge. It is currently only one of many sources in the whole crowd of contents available everywhere. The excess of information, fast pace of its devaluation and, consequently, pressure of changes questioning current values became the reason for systemic insufficiency of education. John Holt underlines in his book *Zamiast edukacji* (Holt, 2007) that undertaken attempts to fix the system of education does not make sense and they are doomed to fail. He postulates also the necessity to shift educational paradigms, which is possible thanks to development of new technologies of education.

Nowadays an individual assumes responsibility for own education and looking for and constructing own social and moral order. This search is not rather directed towards school, where almost everything is standardized: knowledge, skills, competencies and patterns of behaviours (norms and values). Even though building the order is an educational problem, looking for it takes place in the system of references: are we the same and in which scope? what makes us different and what are the differences? Answers to these questions are found through participation in various social groups. In current conditions the field of such searching become Internet social networks, which have recently been more and more popular.

The use of social networks is a necessity for a young person, which results from natural willingness to look for friends. It is a need which is at the top of the hierarchy of goals because it supports achieving life satisfaction. Popularity of social networks in recent years is a consequence of psychological development of young generation. Internet is no longer a resourceful information library, but it becomes, above all, a place to meet other people. The basic advantage is communication openness and, on the other hand, comfortable and safe anonymity. In the web it is easier to initiate contacts also if somebody lack social competences. Hence, the use of social networks can be a way to improve communication functioning. Therefore, many young people (younger and younger – it refers even to children) transfer significant part of their activity to virtual space. These online activity has some specific features. Paul Levinson (2006) describes it as a market of ideas, where relations becomes less formal and more interactive thanks to specific feedback in the process of transferring ideas between users and creators of information in the network.

The majority of social networks is equipped with mechanisms of socializing their members. These are such tools as, for example, blogs, wiki, podcasts, discussion fora, chats. All of them aimed at activating participants in the process of contributing to creation of the service and combining them in self-educating groups. However, as underlined by Krzysztof Łuszczek (2011), participation in social networks is not educationally neutral. It can influence formation of particular attitudes and lifestyle.

Educational capital as a tool of social involvement

From the point of view of constructivism, in particular connectivism, the process of education can be defined as time-space sequence of events (not always conscious) that can be characterized by three features (Pęczkowski, 2012):

- purpose of activities undertaken by participants;
- participants' activity in creating and developing own knowledge;
- interactivity ensuring mutual influences between participants.

The process of learning characterized in this way adopts currently a form of open Internet space to share the content. Henry Jenkins (2007) calls this process the culture of participation because in the era of digital media and digital communication technology the recipients have a significant impact on the flow of the content. Interactive media are particularly useful in this process, as they are no longer only a didactic means, but become a means-method of developing educational capital.

The new approach to development of educational capital requires of course self-discipline and involvement of the community of learners. A new formula 3J is applied (just enough, just for me, just in time), that allows to realize the new approach to education (Hyla, 2003). A pupil learns as much as he or she needs at a given moment. New value of educational capital is also removing barriers of space and time. Education with the use of social networks becomes possible at any place and at any time with unlimited access to knowledge provided. This sense of decision-making (chance to access any information at any place and at any time) fulfils educational needs of youngest people. The point of gravity in social networks is shifting to accessibility of the knowledge base.

The resources of educational capital influence effectiveness of teaching through participation and ability to initiate communication with other participants of the process of education. Figure 1 shows example of the resources of educational capital in conditions of participation.

The diagram presents typical reciprocity, which can be characterized as obtaining content from other participants, combining new elements in a new whole, introducing changes and sharing results with others. All participant have equal positions and each one can to the same extent develop his or her own personality, realize own ideas and concepts and share them with other teachers and pupils. In this way the communities are created that are equipped with educational capital, where their members participate in the process of group learning in particular field, can help one another and motivate one another to work on a common problem. Everyone, without exception, can not only publish the material he or she has prepared, but also can comment the content placed by other members of the community. Thus, the cooperation in education in social networks

supports mutual development – dual-subjectivity of the process of education is created, which supports socialization of the participants.

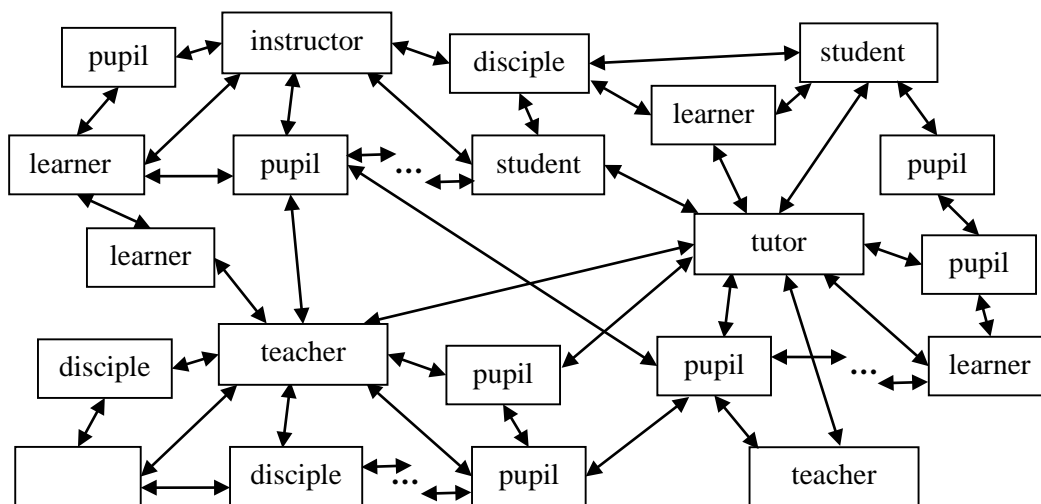


Figure 1 Educational resources in conditions of participation (Juszczuk-Rygallo, 2013)

Appropriately managed social networks are a perfect tool to create space for educational capital. James Paul Gee (2005) defines such space as so called affinity space – place of informal education, which is much more attractive and effective than the formalized one. However, to allow such conditions to exist, the educational resources created in the social network must be characterized by freedom and optionality.

Educational capital as a constructor of social and moral values

Social theories treat the state of modern society as a following stage of its development, where global information is an intangible good and has status equal to or even higher than tangible goods. Such a society has been called postmodern civil society. The basis for development of social capital resources in the civil state is educational capital. In this context Józef Zabielski (2009) mentioned following three social features as the most important: justice, solidarity and love. Catholic Social Teaching contains what is most significant for presented analysis, namely the idea of common good, which is realized in the form of capital resources both by an individual and by the community (Mariański, 2007). The order, as an arrangement of community relations, occurs in activities referring to social, political, economic and cultural life (Koperek, 1995). The activity within the field of the resources of educational capital models such elements of social features like trust, reciprocity, involvement, solidarity, honesty and justice, which are necessary to form social and moral order as a superstructure to social

resources. In the 21st century people started to use expression knowledge society instead of postmodern society, underlying in this way the importance of knowledge and creativity in the development of economy, for which education became a value-creative resource. In new economic realities it is said also about economy based on knowledge. The factors that characterize such knowledge-based economy are above all:

- development of new Internet technologies and knowledge management;
- increasing role of education, both formal and informal, supplementary and constant education (lifelong learning);
- closer relations between education, knowledge and economy (innovation).

In organizations of knowledge the educational capital of employees is the most important economic resource. Therefore, the community based on knowledge is a learning organization (Nonaka & Takeuchi, 2000). A model of learning organization was created by Peter Senge. In this model learning of the organization is a process where employees are constantly adapting to changes and are sharing knowledge, which inspires them to build and manage educational capital of an organization and use it for self-development of each employee. In this way, each of them can increase personal intellectual capital, which is then brought to the community. The organization achieves its successes thanks to educational successes of its employees, therefore it requires their constant independent education, teaching others and learning from others. At the same time the hierarchy of features of the educational capital has changed. Competencies are the most important, then skills and knowledge is just at the end. Education is no longer a private matter of each person and self-esteem, which is a very important psychological need, becomes an urgent economic need – an indispensable feature to be able to adapt to more and more complex, provocative and competitive world.

It is assumed in ideology of the society of knowledge that knowledge should support development of social and moral order. However, we do not know which development it refers to and we cannot prevent its faster and faster devaluation and outdated. It refers mainly to formal education which aims at having everything described, intentional and examined at every stage of learning and, above all, coherent with formal regulations, which are called educational effects. This formalized approach does not give school education any chances in the race against the pace of multidirectional social changes. Only formation of social educational capital, which is not dependent on a fixed superior concept of its functioning, allows to identify and solve educational problems independently. In this way, education may finally become an activity that is more and more

attractive for pupils. They can locate their educational activity voluntarily and according to own preferences in the areas of personal social and moral order.

Educocracy versus technocracy

In the society of knowledge educational capital is the crucial element of social transformations. The significance of education is subject to qualitative change – it ceases to be a complement to economy and receives a new central meaning. Education becomes a strategic activity and on this background market of educational services develops dynamically because they become more and more desired good, which is used to create appropriate social and moral structures where a learning person can develop. Thus, permanent access to educational services starts to have crucial importance, even greater than other human rights.

Among the most important features that characterize civil society, the following are currently listed:

- domination of services sector in economy,
- development of finance sector and insurance sector,
- development of health care, education and science,
- increasing role of specialists and scientists in occupational structure,
- growing importance of theoretical knowledge as a source of information,
- creation of so called intellectual technologies as a basis to make social and political decisions.

The above characteristics show the tendency of social changes that can be described as transition from technocracy to educocracy. The process takes place in the context of growing density and intensity of processes of social communication (mainly thanks to the Internet), which carries processes of development of educational capital in the situation, where individuals have theoretically unlimited access to knowledge resources. The ability to make strategic use of available educational resources materializes the impact on social and moral reality and actual control over it (Brzozowski, 2009). Thus, the role of educocracy increases with reference to the use of knowledge resources and the role of technocracy decreases as far as having knowledge is concerned. Technocracy – the term used for the first time by William Henry Smyth in 1919 – is a concept of social system, where high qualified technicians, experts and managers are in power. In technocracy, as written by Jerzy Jastrzębski (2011), individual's position and value resulted from his/her professional role, and knowledge was to be, above all, useful and ready to be used in practice, preferably in production. Education lost its autotelic value and was treated just like a tool. Fundamental assumption of technocracy was the thesis that knowledge in its glory was available only to small

group of people who had the right to establish social and moral order. Access to education, decisive for social status, was often dependent on wealth and social background. Educational activity stopped at the moment of acquiring knowledge resources necessary to realize a designated social role. On the contrary, in educracy, thanks to explosively developing communication technologies, the ideology of omnipresent education becomes dominant, which is related to distribution of social information resources. Knowledge is available for everyone. In changing world it is necessary that each individual manifests increased educational activity, which must last for the whole life. Thanks to educational capital, all the people can influence social changes. As written by Mirosław J. Szymański (2014) – indeed, education cannot reconstruct social and moral order on its own, but as a result of its impact on people’s education and their competencies, it can trigger particular changes, stimulate them and implement necessary corrections.

At the market of social relations the place of technocrats is now occupied by professional educators. Current labour market is dominated by following sectors: educational and technical, and they are the main door to power. Of course, this situation creates cultural tensions at the line technocracy – educracy. Ultimately, however, technocracy, which led to communication revolution, must give place to educracy, which makes use of communication achievements of technocracy. Hence, educracy is a superstructure of technocracy.

Danuta Walczak-Duraj (2012), after Aleksander Bard and Jan Söderqvist (2006), presents the change in social and moral structure as the process of paradigm shift. The process is clearly visible on the example of New Economics, where a set of social and economic factors, goods and means of production – which means “tangible economics” – is contrasted with new notions based on immeasurable values – “intangible economics”, such as for example social and moral order. Construction of these meanings one one’s own becomes more and more important because it is the tasks of an individual. In educracy the process is placed more and more within the field of possibilities of individual educational capital. However, it can be achieved only by the individual with high educational awareness, who is reflexive, active and wants to achieve personal fulfilment. Intensified life activity of an individual is necessary in the changing world. The individual must find own way, establish priorities, focus on selected objectives, perform tasks. The biography of contemporary human being is a consequence of his or her choices, overcoming difficulties, coping with risks, which is related to the choices and activities undertaken. Thus, it is necessary in educracy to look for and construct own educational capital constantly. While social educracy is developed, educational capitals of its participants become a common good, which is developed together and for which all of them are responsible.

Conclusion

Nowadays, the Internet is basic space to establish educational capital. As set out in the article, this resource is one of crucial factors determining the disposition of particular society to social and moral development based on democratic principles of social life. A society without educational capital cannot build an organized social and moral space determined by such factors as solidarity, commitment and expectations. Such a society is inevitably aiming at passiveness and stagnation. Searching for answers to the questions raised in the introduction, it is possible to conclude that social and moral order is a state of delicate balance and it requires constant stabilization. In social life there are elements of changes that constitute some new forms of this order. Whereas developed educational capital increases the activity of individuals to form mutual relations in social community and stabilizes social and moral order. In this way, the society can exist as a whole, can achieve its objectives and can develop.

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VALUES IN THE FAMILY - THE SPECIFICITY AND TRANSFER IN THE PROCESS OF FORMING THE IDENTITY OF THE CHILD

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Abstract. *The issues of family functioning constituted and still constitute an interesting, multidimensional and integral area of learning and research for many sciences and scientific disciplines. Among them, pedagogy, psychology and sociology are the leaders. In a special way, researchers focus on the specificity of family educational and socialization processes and their axiological and normative context. Without it, all family influences as the first and primary educative environment would be half-hearted and ineffective. The family as a primary and basic social group or a natural educational environment is a collection of people who strive for common goals, constitute an autonomous separate whole, where the attitude of building its interior are direct and indirect influences and a system of norms and values. A family understood in this way has a strong, mutual, long-lasting emotional-emotional bond; personal, direct saturation with the emotions of contact between family members; internal consistency and high involvement in activities for other members; informal, spontaneous way of organizing life within the family, community of residence, name, property and spiritual culture, and biological continuity. The family carries out the most important process for the development of the individual, namely education and socialization (Tyszka, 2001, 15). Education and socialization in a family saturated with a specific normative dimension directly contribute to the optimal development of the individual in all areas of its functioning and effective fulfillment of various functions in social life. The aim of the research was to learn about the system of values in the family, which significantly contribute to shaping the identity of a child brought up in a professional foster family acting as a family emergency. I draw attention to the fact that I considered this process in a dualistic perspective, i.e. I also took into account the quality of the primary impact of families of origin of children staying in foster families in the context of educational activities of families serving as family emergency services. The presented material is a part of the research project "Foster family - an opportunity for a better future for the child" carried out at the University of Szczecin at the Faculty of Humanities. In the research process, I used a triangulation research model, i.e. I combined survey studies with a qualitative case study. The techniques used in the survey are: questionnaires for foster care coordinators, social workers, family assistants or other people supporting educational and socialization activities towards children growing up in family emergency. However, as part of a case study, qualitative interviews with foster parents and family observation were conducted.*

Keywords: *values, upbringing and socialization in the family, identity, responsibility, love, goodness, altruism, tolerance.*

Introduction

Values should be defined from different points of view, because there is no unambiguous and only correct understanding in the multiplicity of sciences and scientific disciplines. Values refer to various processes and phenomena, hence it is reasonable to interpret them in the light of different theoretical concepts. Every discipline, for example - philosophy, sociology, psychology, pedagogy or economics - shows values in its own individual way while making a specific analysis. Values are objects and beliefs that determine relatively similar psychic experiences and actions of individuals. In the cultural sense, values are commonly desirable objects in the society of symbolic character and commonly accepted existential-normative judgments (value orientations). A value system is a set of values arranged according to the degree of importance. Relations between values are not linear. The disclosure of the hierarchy of values usually takes place in a conflict situation, when it is necessary to choose and abandon the given values. The value can be any subject, idea or institution, which the individual attributes an important role in life, and striving to achieve it is treated as a necessity due to the satisfaction of the individual's needs. The external manifestation of values is observable behavior. Values fulfill the role of criteria for selection of general social aspirations, they are a standard of integration of the individual with the society, they differentiate the social sphere of the human personality. Values are qualities that constitute the outstanding qualities of someone or something (Kazubowska, 2010, 42-50). M. Łobocki, by values, understands everything that is meaningful to the individual and is valuable and therefore desirable. Therefore, values are a reference point for recognizing something as positive or negative (Łobocki, 2005, 96). On the other hand, according to K. Denek, values are a specific causative force that occurs in human life in the form of a compass that sets the direction of its behavior (Denek, 1999, 29). Psychologist Cz. Matusiewicz argues that values direct human behavior in social situations, constituting criteria or principles of choosing specific alternatives. They also enjoy a certain attractiveness, which means that they are not indifferent emotionally, and people respond positively or negatively to them. Values valued by an individual are often treated in terms of motivation variables, affect the attitude to the world, assess the past, and choose the purpose and direction of action in the future. Thus, values occupy an important position in the construction of an individual's personality and give it an individual dimension (Matusiewicz, 1975, 5-6). In the area of axiology, there are two basic orientations of values: subjectivist and objectivist. The first assumes that man is the creator of values and these are the result of the process of evaluation that is constantly happening in the unit itself. The second (objectivist), on the other hand, defines values as elements independent of the

subject that are objectively objective, which man should consider (Oleś, 2002, 53-57). Very interesting for the needs of this study is the theory of values according to S.H. Schwartz, who considers values as cognitive representations of three types of universal human requirements: biological based on the needs of the organism, social interactions and social demands for the good of the group and survival. The thesis concerning the structure of values related to two traits - continuum and circularity, conformity and incompatibility is the key to the theory of this author. The author distinguished ten basic values: self-management, stimulation, hedonism, achievements, power, security, tradition, adaptation, kindness, universalism (Schwartz, 1990, 878-891).

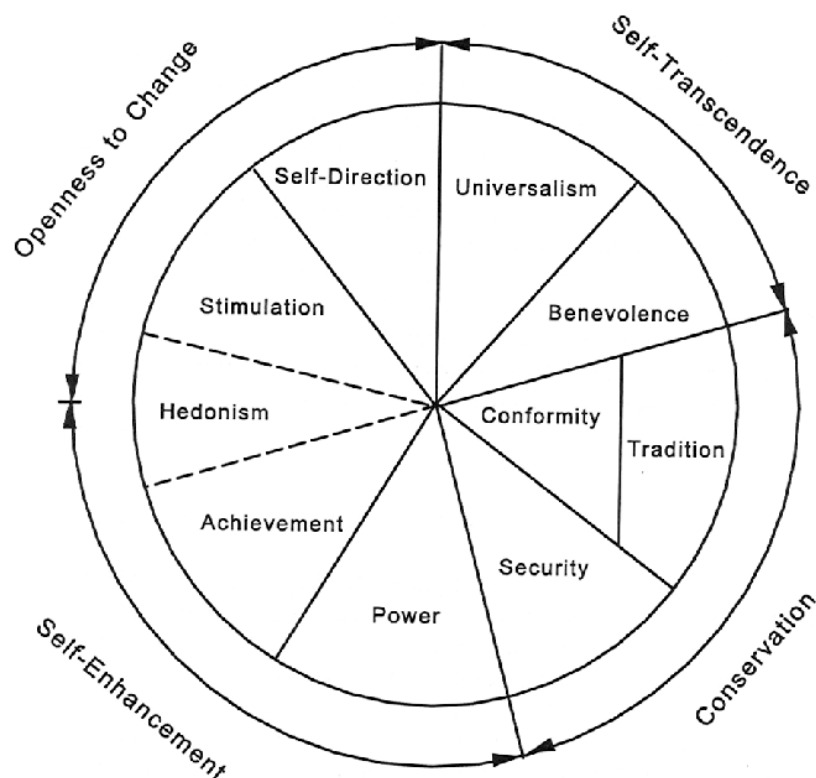


Figure 1 The circle of values according to Schwartz - the classic model

The subject of this article has been the system of values in the family, its specificity and the process of transferring it in the family educational and socialization processes. It should be reminded that it is about the specificity of family values perceived in a dualistic way, i.e. values in the biological family of a child residing in foster care and values in the foster family itself, which periodically replaces the biological family of a child in the implementation of educational and socialization processes. The aim of the research was to get to know the system of family values and the way they are passed during the process of upbringing and socialization in a foster family, which significantly

contributes to shaping the child's identity. It is about the holism of direct and indirect actions taken by foster carers and other supporters, such as foster care coordinators, family assistants or social workers as part of a multidimensional reintegration work with family and children.

Methodological basis of research

Research for the purposes of this publication was carried out in the family form of foster care, that is in professional families serving as family emergency services in the city of Szczecin, West Pomeranian Voivodeship (Poland). I realized them as part of the project "Foster family professional - a chance for a better future for a child" affiliated in the Department of Social Pedagogy of the Institute of Pedagogy of the University of Szczecin.

Szczecin is a city with powiat rights, the capital and the largest city of the West Pomeranian Voivodeship, located on the Szczecin Coast, on the Odra and Dąbie Lake. It is the third in terms of the area occupied (300.55 km²) and the seventh in terms of population in Poland. According to GUS data from December 2018, Szczecin has 403.3 thousand residents. The city of Szczecin is the seat of the authorities of the West Pomeranian Voivodeship. West Pomeranian Voivodeship is located in the north-western part of Poland, on the coast of the Baltic Sea, covers an area of 22,892.48 km² and is inhabited by 1703.0 people. It consists of 18 poviats, including 3 cities with powiat rights: Szczecin, Koszalin, and Świnoujście. The Zachodniopomorskie Voivodeship is a specific area because there are the biggest caring needs in Poland, as evidenced by even the percentage of extramarital births, the infant mortality rate, high divorce rate or the number of children in foster and institutional care. Having deep awareness of the complexity of these phenomena, I carried out research on foster families in the city of Szczecin.

Among the surveyed foster families there were: 9 professional families, 3 professional specialist families, 16 professional families performing the functions of family emergency. In total, 28 foster families were examined, in which there were 182 children. The respondents were also family custodians of 6 persons as well as 6 social workers working in the city of Szczecin at the Municipal Family Assistance Center in Szczecin and 6 family assistants. For the purpose of this article, I have analyzed signaling data concerning professional families of a family emergency.

Triangulation of research methods and techniques was used in the research because the diagnostic survey method with the qualitative dimension of the case study was used. The use of triangulation methods gives the opportunity to acquire a richer material and a wider interpretation spectrum of the problem under investigation. As part of the diagnostic survey, I used a questionnaire

intended for coordinators of foster care, social workers, family assistants. However, as part of a case study, I used an in-depth qualitative interview with foster parents acting as family emergency services. The material obtained through the interview was supplemented with the observation technique, which allowed me to determine ways of implementing the educational and socialization processes in the studied foster families and to describe the relationships of children raised there with carers and their biological parents.

Values in the family, their specificity, transfer and meaning in the process of forming the child's identity in the light of own research

Values in the family - outline of the problem

Parents are the most important educators in the child's life. Mother and father are the first and the most significant teachers and educators for children, they teach them behaviors accepted by society, thus creating a system of certain hierarchies of behaviors and life values. It is the parents who are with the child from the moment of birth, accompany him, support him and constantly create the specific involvement of the educational and socialization processes. They convey the values and norms necessary for a dignified and full life. The child takes values from parents through everyday relationships and interactions. On the one hand, it is a conscious, because it is based on the educational ideal possessed by parents, and at the same time unconscious, spontaneous and drawing from the surrounding social reality, complex, long-term and marked by normativism. Parents are the first and key transmitters of values for the child that by imitating and identifying build up the internal world of the child and the world of his relationship with other people.

A great part of the personal value system is gained by the child during the process of upbringing and socialization in the family. Almost everything we have in the possession of our mature personality is built above all on a family foundation, based on a sense of security, trust and dialogue with the world of adults. In the process of upbringing and socialization in the family, the child gains a variety of knowledge about the world around him, learns the system of values and norms passed to him by his parents, and then in the course of the development process he learns the acceptance of this system of values and the art of living according to them. Through the process of upbringing and socialization thus understood in a family whose integral component is dialogue and conversation, the child's humanity develops and at the same time it improves the level of parental education awareness. It is not strictly about the knowledge about the values conveyed in the family dialogue, but about the fact that in the dialogue with parents, the child experiences acceptance from their side, experiences that it really is the most important for parents and gives

meaning to their life. It learns from them the perception and understanding of the world around them, and builds its own system of values, integrally resulting from the system of values preferred by parents. Values in the family and the process of their formation, hierarchization in the course of life are closely related to the process of forming the child's identity (Kazubowska, 2010, 45).

Identity and the process of its formation in the family

Identity includes in its scope what is constant, repetitive in a human being, and at the same time it signals what is different, unique, changing in it, which is still becoming. It contains the dialectic of identity and difference, hence in the context of human development it becomes a value opposite to the dangerous totality and disambiguation, which is why it raises cognitive expectations. Identity describes the functioning of man as an integrated system, constituting a specific contrapoint to external forces that disrupt this integrity. He indicates the need for self-awareness, constant reflection and has the potential of creativity, that is, it opens the possibility for man to collide in it what is identical to the world, group or community and what is different, unique. A. Giddens, a great expert on identity, states that it is a problem of modernity, and its origin is in the individualistic concepts of man and its development, and at the same time integrally associated with the perception of man as a social being, always entangled in social life (Giddens, 2001). Identity is never completed, it is a reflexive project first of the parent as the first educator, and on this basis the child constantly learns to design himself in the course of his family process of upbringing and socialization. The identity of the child and its creation in the family is a continuous oscillation between the conscious, already known past and being a great question mark of the vision of the future. It is a dynamic process of reconstruction of the past and "reconciliation" of its meanings from the point of view of the requirements of the subjective perspective of the future. As A. Brzezińska notes, identity is a structure that is mentally composed of characteristics of social, external and internal origin (Brzezińska, 2006). As a result of the self-activity of the individual, it includes, above all, the superior values governing the behavior of the individual and his thinking about the surrounding world. These values, passed on in the family during the process of upbringing and socialization, give the child a unique opportunity to create their identity. The above-mentioned author points to an integral model of identity, distinguishing personal identity, social identity and integrated identity in it. Personal identity is a set of self-concepts by means of which an individual describes his own person, differentiating between self and others. Social identity, on the other hand, is a set of self-concepts by means of which the individual describes his own person, differentiating between us and others.

Integrated identity is understood as a specific type of relation between personal and social identity, in which the developmental superiority of social identity is emphasized and it also emphasizes the equivalence of both identities and the performance of separate functions. Next, Brzezińska lists the stages of the child's identity development. The first is childhood as a time of being in a community with your parents (or legal guardians), other close relatives. Then the "natural" identity is formed, connected with the family processes of the sense of separateness from others and collecting basic information about yourself, eg gender, age, insight, physical properties of skills and skills. At this stage there is a very clear distinction between the world of the inner individual and the external environment. The next stage in the development of the child's identity is the period of growing up. In its first phase, it is time to develop a "role identity", also known as "group identity". Then the individual assimilates the symbolic generality of basic social positions, first in the peer family and peer group, and later in the wider social environment. The next stage of adolescence is characterized by the intensification of the influence of individualization. This is the time of forming the "identity of the ego". Its basic feature is the recognition and presentation of itself as an autonomous being, independent of the immediate environment, as well as maintaining the consistency and reliability of proceedings in conflict situations. At that time, the individual also gains the ability to interpret traditions or cultural phenomena. For the needs of my research, I pay particular attention to the key meaning of the first years of a child's life as a time of shaping the basic determinants of his identity, both individual and social, sense of physical and mental separation from other people, sense of belonging to a specific gender, age group, family, neighborhood, religious or cultural. The child acquires in the family home with the active participation of parents basic information "placing" him in a specific social space and allowing him to feel like one and at the same time different from other people. In order for this process of differentiation to take place correctly, the child must gather a variety of experiences enabling him to make these comparisons and to master appropriate cognitive, linguistic, moral and cultural competences. In this process, the parents accompanying the child, creating in his everyday life appropriate educational and socialization situations, enriching his world with his knowledge and skills or passing the preferred normative system support him in the process of forming his identity.

A system of values in a foster family of a family emergency and its role in the process of forming the child's identity

The family system of norms and values in a dominant way determines the process of shaping the child's identity in the family and adopts the nature of

objective and subjective interactions. The objective aspect of this interaction is based on established, universal values, while the subjective dimension of these activities consists in perception and internalization of objective axionormative constructs and adapt them to their own needs and then build their own system of values. For the needs of my research, I took the view of K. Denek for the key classification of values. He distinguished the following values: transcendent (God, holiness, faith), universal (good, truth), aesthetic (beauty), cognitive (knowledge, wisdom, reflexivity), moral (heroism, dignity, honor, love, friendship, responsibility, justice, modesty, honesty, honesty, altruism, loyalty), social (democracy, patriotism, the rule of law, solidarity, tolerance, family), vital (strength, health, life), pragmatic (work, smartness, talent, resourcefulness), prestigious (career, fame, power, property, money), hedonistic (happiness, sex, fun) (Denek, 2000).

In the studies I carried out, I first focused on what values foster parents consider important and how they communicate them to the children entrusted to their care. I presented the researched parents with a cafeteria above the listed values asking them to exchange the ones they consider the most important. Of the 16 foster families who perform the functions of family emergency services operating in the city of Szczecin, all foster parents, above all, mention the family as primary. According to all the foster parents surveyed, the family is a timeless value, a value in itself, which should be pointed to the child, as it allows him to satisfy his most important needs, especially those related to a sense of security, love, belonging. In the family, according to foster parents, the child can develop the most in accordance with the natural course, get to know the surrounding world with the help of parents and learn to interpret it. The family through the fact of raising in it and being influenced by the processes it implements, allows the child to systematically build himself as a person, his humanity and shape his identity. For the foster parents themselves, the family is a mainstay to which they are always willing to return, because it gives them a sense of security, joy, happiness, experiencing love and the possibility of giving it to others. They think that without a family, man's life would be empty and meaningless. On the other hand, they approach the value of the family of biological parents of children staying in the examined foster families in a slightly different way. In their opinion, only a few biological parents of the children entrusted to them consider the family the most important (only 10 families from the group of 45 biological). Above all, they value freedom, relieve themselves of responsibility for their children and tend to become hedonistic and value a comfortable life without obligations and sacrifices. This can be confirmed by even the lack of contact with the child during the stay at the family emergency service, their sporadic nature or total lack of interest in the child. It should be noted that unfortunately biological parents are very often affected by various disorders,

even alcohol abuse, which they are even addicted to, manifest in a narrower or wider range of diverse violence and also suffer from various types of mental disorders. There are cases where parents of biological children often get into conflict with the law and are in prisons or detention centers. Also, the reason for the lack of contact with the child of a biological parent is closed treatment, e.g. psychiatric institutions or in the form of addiction treatment. Parents of biological children generally do not value the family as a value in themselves and often consciously give up taking care of their children, believing that in a foster family the child will have better. A similar attitude of resignation from caring for their children was shown by the parents who had already been examined by me, who, being former children of the children's home after founding their own family, often renounced the opportunity to raise a child and gave them back to forms of foster care. For more information on the functioning of the families of former children from an orphanage, see my work entitled "Own Families of Children's Home" from 2006 (Kazubowska, 2006). Similar phenomena are also confirmed by the studies of J. Basiaga who, analyzing the process of child care in family emergency services, saw the attitude of the absence of a biological parent in the life of his child or a fragmentary presence (Basiaga, 2014). In my research, however, there appears a "light of hope" in the opinion of foster parents - in the case of 10 biological families, frequent contacts with the child can be said, interest in its development and striving to change their lives to create a chance to return the child to a natural family.

Another value mentioned by the studied foster parents is altruism. It is one of the invaluable values that absolutely should be passed on to children and youth, to teach them altruism and show why it is worth entering it into the canon of life values. The term altruism was first used around 1830 by August Comte. It means caring for the good of a particular person or a group of people. This concern usually consists in doing someone some favors in a conscious, selfless and voluntary manner (Łobocki, 2004, 14-35). Altruism in the family can be equated with bringing various kinds of help or support to one or several people, becoming aware of the need to show them their care, the unselfishness of providing various types of services and their full voluntary service. All foster parents surveyed highly value altruism and try to teach him to the children entrusted to their care. It manifests itself by giving them kindness and understanding, interest in their problems, readiness and support in every situation. Therefore, altruism in the spectrum of educative and socializing influences can occur in many spheres, even material, bodily, informative, moral, motivational or emotional.

Next favoured value by foster parents in the family is tolerance. By tolerance it is generally understood a tendency to agree to thinking, acting and feeling other than ours or giving others the right to own views, to a specific

behavior and lifestyle different from ours, or even contradictory or low-rated, religious beliefs, professing faith and beliefs. In general, tolerance of an intellectual, moral and religious nature can be mentioned. According to the foster parents surveyed, tolerance is an expression of respect for the opponent's autonomy, thus granting the other the right to decide about oneself. Above all, tolerance means recognizing the right of other people to express their own views different from our way of understanding the surrounding reality. However, the tolerance shown to biological parents has some limitations in the opinion of foster parents, this applies even to their harmful actions towards their children, cheating them, "playing with" their feelings. Foster parents teach children altruism by showing a person-oriented attitude, helping them, giving goodness and kindness in everyday life.

Presenting values chosen by respondent foster parents in the family, it is worth indicating a responsibility. According to R. Ingarden, we have a responsibility when: someone is responsible for something or, in other words, is responsible for something; someone takes responsibility for something; someone is held accountable for something; someone acts responsibly (Ingarden, 1987). Responsibility in the most general sense is a conscious and voluntary commitment to bear the consequences of its behavior in a specific space-time of a legal, moral and family nature (Kazubowska, 2010). Responsible parents regard responsibility as a value primarily in the moral, legal and criminal categories. In considering moral responsibility, they realize the need to create optimal conditions for child development, to satisfy their needs, so as not to blame themselves for causing a fault or negligence towards the child during the process of upbringing and socialization. Parental responsibility is a very important value in the family because it involves a dual process. The first ground of responsibility in the family can be understood from the perspective of the parent-guardian, because he is responsible for everything that happens with the child in the family, that is, he is the perpetrator of all actions towards the child. The second ground of responsibility in the family is the process of teaching child by parents in every situation, which is assigned to the educational role. This type of dualistic responsibility learning model is approved by the surveyed foster parents. They also talk about the necessity of learning, education towards / for parental responsibility of parents of biological children staying in the family forms of foster care. They believe that it is imperative to work in multiple ways with biological parents of children placed in family forms, so that as many children as possible can return to their home, and if this is absolutely impossible then they should be implemented as soon as possible in family foster care procedures. Referring to the ways of teaching children responsibility, foster parents in family emergency emphasize the role of pets, which can perfectly help in the implementation of accountability. Another sphere of learning

responsibility in foster families is the organization of daily activities performed at home, even related to taking care of order in the room, assistance in preparing dinner, etc.

Analyzing values in a family recognized as important by the surveyed foster parents, they also state freedom. It is important from the pedagogical point of view to be aware of the distinction between two kinds of varieties of freedom, namely "freedom from something" and "freedom to something". The first of these is tantamount to negative freedom, consisting in minimizing various external conditions including freeing yourself from any external control as well as self-control. The second is a positive freedom, aimed at realizing the socially and morally desired goals (ideals). Thus, "freedom to something" is a testimony to taking full responsibility for your behavior and guiding it in accordance with the sense of moral obligation. Meanwhile, "freedom from something" can sometimes suggest uncontrollable freedom, including misappropriation of basic values. Therefore, the latter should not be a subject of soliciting her in the process of upbringing and socialization in the family according to the opinion of the foster parents surveyed. Freedom, in their opinion, never means freeing oneself from the tasks and duties of a man towards another, on the contrary, in its spectrum there is always another person and his good.

Taking into account the theoretical model of the family value system proposed above, the surveyed foster parents also drew attention to other equally important values in the family process of upbringing and socialization. They are: justice, dignity, goodness, wisdom, love, happiness, friendship, empathy, honesty, reflexivity, truth, health, faith. I pay attention to the latter because, in the parents' opinion, it is very important for the child, because it allows him to build humanity more fully in all phases of development and to better deal with various life problems.

The respondent foster parents also talked about how they communicate values to children in the family. They do it constantly, on many levels, intentionally and spontaneously and, as they themselves point out, above all with great commitment, perseverance, passion and the need to help others. Most often it is a continuous conversation, characterized by patience, love, wisdom during which they show the child how to behave and why. This is constant translation, explanation, indicating the correct behavior and justifying why this should be done. They pay attention to the culture of language, polite phrases, respect for the rights of others, empathy and truthfulness. They apply an individualized system of rewarding and punishing a child, through which they implement them to build knowledge about themselves, and thus to create a personal and social identity appropriate to their developmental time. In the educational and socialization process, foster parents pay attention to the celebration of holidays and important days or events in the child's life, eg

Christmas, birthdays, holy communion, promotion to the next class, etc. They attach great importance to the model and manner of eating meals by children and learning how to behave in various offices or other public places. The surveyed parents, raising a child in the family systematically care for his good health, teach pro-health attitudes. Analyzing, for example, the ways in which the system of values is passed to children growing up in a family emergency, their attention, perspectivity and awareness of the significant role of a substitute parent in the child's life and its impact on the further years of his life are noteworthy. Deeply convinced by all foster parents surveyed by me is the certainty that everything that fills up the process of upbringing and socialization in foster families with the character of a family emergency significantly influences the creation of the identity of the child given to them for care. They try their best to fulfill their tasks and duties, in order to create an opportunity for better development and functioning of children entrusted to them in the future. Also the surveyed foster care coordinators, social workers and family assistants creating their areas of work and supported by the child and his family indicate the need to constantly saturate the educational and socialization processes in the family with values because they guarantee optimization of personal and social development of children and youth, which in turn significantly will affect the child's identity. All of them are deeply convinced that the family as the most important and unique educational environment in human life influences the optimal development of the child. However, if it functions in an abnormal way, it should be holistic to support and extract from it possible resources, so that children even temporarily staying in the foster care system have a chance to return to the biological family. In this activity, family foster families play a significant role.

Conclusions

The material I gained from my research is very interesting and multidimensional, although it requires even deeper interpretation. From this stage, the following conclusions can be drawn from it:

- 1) There is a need to conduct holistic work with the family through all agendas and sectors for this task, using all family resources and creating their community dimension.
- 2) Placement children in the family forms of foster care is a necessity, if possible, trying to leave them in the family while working with the whole family system to make a constructive change.
- 3) When the child is already in the family foster care, they need to conduct a holistic reintegration work with the biological family of the child so that he can return to the family home as soon as possible.

- 4) Adequately prepare candidates for parents in foster care to undertake this difficult task, and support it to prevent professional burnout during broadband.
- 5) During a child's stay in a foster family, foster parents should encourage parents of biological children staying in their family to participate in the child's life in an optimal way, to prevent them from experiencing a sense of loneliness, loneliness and orphanage unpleasant to them.
- 6) To create the opportunity to improve and develop the educational competencies of foster parents while taking care of children entrusted to them with an emphasis on the axiological dimension of their work and its importance in creating the identity of children.
- 7) It is necessary to conduct a multi-faceted education for the reflective parenthood among the younger generation, in order to optimally implement the educational and socialization tasks for their children.

Summary

Considerations briefly presented in this study do not exhaust the problem of the meaning of family values, their specificity and importance in the process of shaping the child's identity. This subject requires further thorough research and multidimensional analyzes. The pre-presented material allows even for M. Kulesza or J. Brągiel or B. Górnicka to state that parenthood as a task and challenge today requires a holistic theoretical and research approach (Kulesza, 2017; Brągiel & Górnicka, 2017). Consideration of it in such a dimension will allow effective support for families in their optimal functioning, so that the children growing up in them can enable full development (Szymanowska, 2014; Biernat, Malinowski, & Wasilewska - Ostrowska, 2015; Kazubowska, 2017) and create a chance for a better future.

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SOCIAL SUPPORT AND DECLARED AGGRESSIVE BEHAVIOUR AMONG YOUNG PEOPLE

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Abstract. *Aggression is a behaviour seeking to defuse anger or displeasure on people or things. It is an offensive, enemy, and aggressive attitude toward someone.*

The purpose of the study is to analyse the relationship between perceived social support and aggressive behaviour of students of secondary schools. Field (quantitative) research was conducted among students of third and fourth grades of secondary schools. To collect the data the following research tools were used: Aggression Questionnaire by A. Buss and M. Perry (Amity version), Interpersonal Social Support Scale (Scale ISEL College 48 Version), Author's questionnaire.

The study showed statistically significant correlation for belonging to clusters and sex of respondents, their place of residence and membership in organized social groups.

High social support affects low aggressiveness of youth in all subscales: (A- anger, PA- physical aggression, VA- verbal aggression, H - hostility)

The highest aggressiveness in the form of A- anger, PA- physical aggression and VA - verbal aggression - is characteristic of people with an average level of social support.

The highest-H hostility is characteristic of responders with the lowest social support.

Keywords: *aggression, social support, young people.*

Introduction

Social support consists of the external environment features, which can prevent the occurrence of stress, reduce the frequency of transformation of distress into chronic stress and encourage more efficient dealing with stressful situations. Support can come from “natural” social ties, that is, the family environment or the communities created by a man, establishing relationships with others in his or her environment (Jelonkiewicz & Kosińska-Dec, 2007, 171-193). There are studies showing relationships existing between support perceived and received from various groups and behaviours conducive to health (Zadworna-Cieślak & Ogińska-Bulik, 2011, 73).

Małkowska and Woynarowska postulate that children and young people of school age should be provided with support by parents, teachers and peers. Students aware of social support learn more efficiently, have the pleasure of going to school, more joy of life, and are also less likely to put their health at risk (Małkowska & Woynarowska, 2004, 36-47).

The phenomenon of aggression, although known and studied for a long time, is still pervaded with the lack of a clear definition. This may be indicated by the fact that the concept of aggression is very complex (Wilczek-Różycka, Perek, & Pełatko, 2007; Hemphill, Kotevski, & Herrenkohl 2010; Strykowska, 2012; Vetulani, 2013; Jianghong, 2004; Adamowski, 2009). The Polish Language Dictionary defines “aggression” as “behaviour aimed at defusing dissatisfaction or anger on people or things; enemy, aggressive, malicious attitude toward someone“(Szymczak, 1993, 17). In the Pedagogical Dictionary “aggression” is defined as “action against people or objects causing human dissatisfaction or anger. The aim of aggression is causing damage to the subject of aggression“(Okoń, 2001, 15).

The problem of aggressive behaviour of children and young people of school age is illustrated by studies conducted in primary schools, junior high schools and high schools. The results showed that the expression of aggression and violence was experienced by 26 638 people, which accounted for 44.8 % of all respondents. The most common acts of aggression were threats (25.4 %), thefts (17.8 %) and beatings (11.5 %), the least common form was extortion. Analysing aggressive behaviour in correlation with the age of respondents it was found that the most frequent group which experienced acts of aggression were high school students, while the aggressor was most often a stranger, older than the victim (Hornowska, 2007, 147-163).

The presented study implies that social support (or lack thereof) - as one of the environmental resources - can be associated with aggressive behaviour of young people (Pospiszyl, 2008, s. 110-111).

Literature review

Past research results show that students who receive social support achieve better results at school, are more satisfied with going to school and with life, and are less likely to be exposed to risky behaviours, including aggressive behaviours (Małkowska & Woynarowska, 2004, 36-47).

The research results presented by *Hunter* showed that girls more willingly and easily than boys asked for help. In addition, girls perceived support as a chance to stop aggression and violence, and also the examined women receiving social support felt better than their male friends. The surveyed students were more willing to ask for help when they knew that their request would not remain

indifferent and they could achieve something in this way (Hunter, James, & Boyl, 2004, 375-390).

In relation to the aggression of men and women, significant differences were also confirmed by the research conducted by *Buss and Perry*. In studies carried out on a group of 641 women and 612 men aged 18-20 years, the authors confirmed that aggression was greater among males, but, for the overall level of aggression the effect achieved by sex was moderate. Significant differences were perceived in the case of verbal and physical aggression, as well as in the case of hostile behaviours (Buss, & Perry, 1992, 452-459). Comparable results were obtained by other authors who with their research confirmed the existence of significant differences in the level of aggressiveness conditioned by the sex of responders. The authors demonstrated that the most significant differences occurred, similarly to the results obtained by *Buss and Perry* as well as in own study presented (Moffitt, Caspi, & Rutter, 2001; Williams, Conger, & Blozis, 2007, 1526-1542), in the case of physical aggression. *Grażyna Poraj*, comparing aggressive behaviour among high school students from the city and young people from rural areas, has proven that young people living in the city were more aggressive in terms of latent aggression, hostility, indirect and verbal aggression in comparison to young people from rural areas. It was also found that the male part of the study group frequently manifested undesirable behaviours. Similar results were obtained when comparing boys living in urban and rural areas, and there was no difference between the overall syndrome of aggression. One can talk about the difference in the case of specific scales, i.e. hostility, indirect and verbal aggression, also to the disadvantage of boys living in the city. An interesting finding was that the examined people from rural areas showed a significantly greater control of aggressive behaviour (Poraj, 2009, 251-274). In the case of our own research a statistically significant difference ($p=0.0359$) between belonging to clusters and the place of residence of respondents was reported. It was observed that in the third cluster there were nearly two times more people living in rural areas compared to those living in the city, which means that respondents coming from rural areas perceived the received social support on a lower level than their peers from the city.

As evidenced in the research by *Thuczek-Tadla* there were forgotten and unused ways of preventing violence among young people. These included social involvement of young people, which could take place not only at school but also outside of it. Participation in such ventures created the opportunity to shape the competences necessary for constructive actions at the occurrence of aggression and violence. The skills acquired in the course of social activity, i.e. negotiation, cooperation with others, compromise, became a guarantee that conflicts would not be resolved by a means of aggression or violence but for the benefit of all

parties they would be resolved through dialogue and understanding (Tłuczek-Tadla, 2013, 193-209).

Methodology

The aim of the study is to analyse the relationship between perceived social support and aggressive behaviour of students of secondary schools.

Field (quantitative) studies were conducted among students of third and fourth grades of secondary schools from the Biała Podlaska County, the Lublin voivodeship. The study was conducted with the use of the audit questionnaire supervised by the researcher. Students were tested during educational lessons. Research has been carried out from September 2012 to May 2013. The inclusion criteria for the study were as follows:

- consent of the school headmaster to carry out research,
- obtaining the consent of students to participate in the study and,
- age of respondents, over 18 years of age.

Participation in the study was anonymous and voluntary.

The implementation of the study was approved by the Bioethics Committee of the Medical University of Białystok (Resolution No: R-I-002/244/2012).

To collect the data used were the following research tools:

Aggression Questionnaire by A. Buss and M. Perry (Amity version);

Interpersonal Social Support Scale (Scale ISEL College Version 48);

Author's questionnaire consists of questions about the family situation and the data about the respondent.

Survey data were coded and analysed in statistical package STATISTICA v. 10. In the statistical analysis χ^2 Pearson independence test was used to evaluate the relationship between the variables of a qualitative and ordinal nature. Values <0.05 were considered statistically significant. In order to assess the relationship between different categories of support and levels of aggression, the agglomeration method was used to determine the similarity of ratings of this scale.

Research results

The statistical analysis includes 417 correctly completed questionnaires (rates of return of 95.8 %). Among them, more than a half were women (54.7%) and rural residents (56.8 %). Most people (86.1 %) did not belong to any organized group and at their home there were not any addictions (78.4 %) (Table 1).

Table 1 Traits of surveyed students

Variable	n	%
<u>Sex:</u>		
Women	189	45.3
Men	228	54.7
<u>Place of residence:</u>		
Rural areas	237	56.8
City	180	43.2
<u>Addictions at home:</u>		
No	327	78.4
Yes	90	21.6
<u>Membership in groups:</u>		
No	359	86.1
Yes	58	13.9

In order to isolate the three homogeneous groups the cluster analysis with the use of the k-average method was conducted. Four subscales of aggressiveness were defined as grouping variables (A - anger, PA - physical aggression, VA - verbal aggression, H - hostility) and four subscales of social support (T - material support, B - membership support, A - cognitive support, and S - appreciation support). All variables were found to have a statistically significant influence on the analysis of grouping (Table 2).

Table 2 Analysis of variance of grouping variables

Variable	Analysis of variance					
	Among SS	df	Int. SS	df	F	Rel. p
A	5184.21	2	8873.20	414	120.94	0.000000*
PA	9542.43	2	15727.22	414	125.59	0.000000*
VA	1060.44	2	4229.31	414	51.90	0.000000*
H	4234.44	2	10940.85	414	80.11	0.000000*
T-ISEL	4593.35	2	6817.55	414	139.46	0.000000*
B-ISEL	10179.21	2	8238.15	414	255.77	0.000000*
A-ISEL	5774.38	2	13090.48	414	91.31	0.000000*
S-ISEL	2832.80	2	9520.66	414	61.59	0.000000*

* - Significant variation at $p < 0.05$

The first cluster was formed by 163 (39.1 %) of respondents characterized by the lowest coefficient of aggression in each of the scales: namely, A - anger (15.8), PA - physical aggression (17.7), VA - verbal aggression (14.9) and H - hostility (20.7) as well as the highest social support, including T - material

support (30.6 %), B - membership support (27.9), and - cognitive support (26.9), and S - appreciation support (22.6).

The second cluster consisted of 152 (36.5 %) people having a high coefficient of aggression in three of the four analysed scales: namely, A - anger (23.9), PA - physical aggression (28.7) and VA - verbal aggression (18.5) and average H - hostility (26.8 %) and average social support, including T - material support (39.2), B - membership support (27.2), and A - cognitive support (26.0), and S - appreciation support (21.8).

In the third cluster there were 102 (24.5 %) cases with the lowest social support, including T - material support (22.4), B - membership support (16.1), and - cognitive support (17.9) and S - appreciation support (16.2) and average aggression in three of the four scales: namely, A - anger (20.1), PA - physical aggression (23.0) and VA - verbal aggression (16.2) and the highest H - hostility (27.6).

The study shows statistically significant influence of sex of responders on belonging to individual clusters ($p = 0.0024$) in favour of women. Namely, almost half of women (48.2 %) was in the first cluster characterized by high social support and low aggressiveness. In the case of men, belonging to the first cluster was determined by only 31.6 % of respondents (Figure 1).

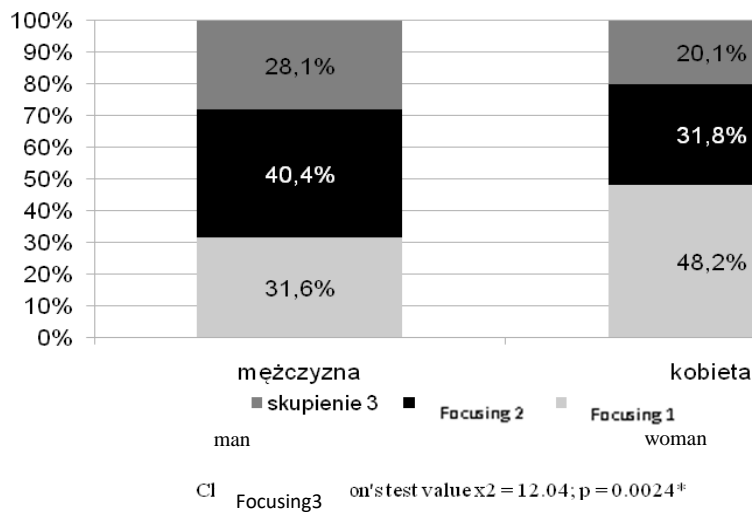
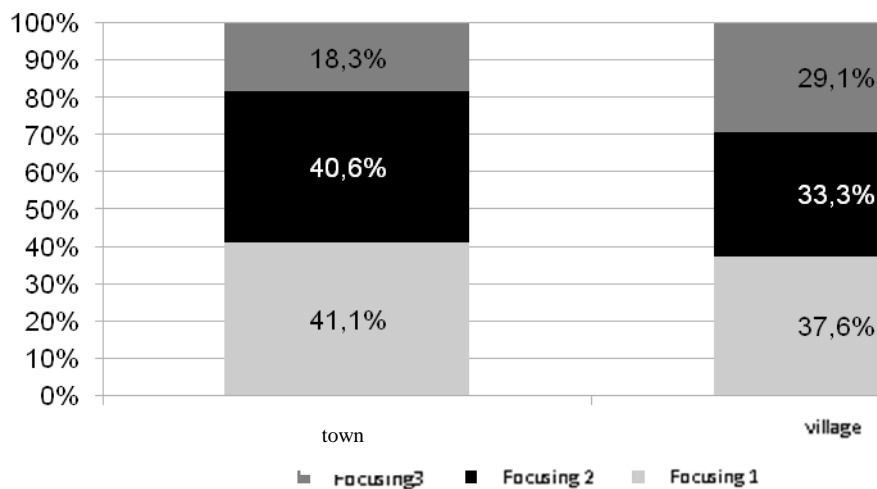


Figure 1 Belonging to clusters taking into account the sex of respondents

* - Significant variation at $p < 0.05$

A statistically significant correlation in belonging to clusters and place of residence of respondents ($p = 0.0359$). Namely, among people living in rural areas it was almost twice as many people in cluster three than among the people living in the city (Figure 2).



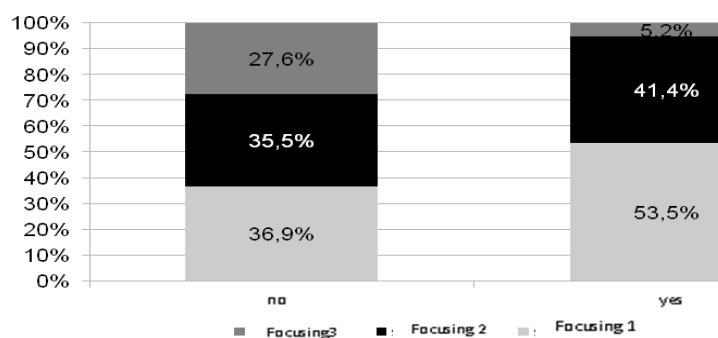
Chi Pearson square test value: $\chi^2 = 6.66$; * $p = 0.0359$

Figure 2 *Belonging to groups taking into account the place of residence of responders*

* - Significant variation at $p < 0.05$

There was no statistically significant effect of the occurrence of bad habits at home on membership in various groups ($p = 0.1040$).

The statistical analysis showed a significant influence of belonging to organized groups on belonging to individual clusters ($p = 0.0008$). Persons belonging to groups in the majority (53.5 %) belong to the first group (Figure 3).



Chi Pearson square test value: $\chi^2 = 14.21$; * $p = 0.0008$

Figure 3 *Belonging to clusters taking into account belonging to groups*

* - Significant variation at $p < 0.05$

Our own research results showed that almost half of women (48.2 %) demonstrated high social support and at the same low level of aggressiveness. Different test results were obtained by *Kurpas* claiming that lower levels of

social support in women may be due to a greater demand for support of women or objectively higher level of support given to men (Kurpas, Piotrowski, & Marciniak, 2014, 941-960).

Conclusions

- High social support affects low aggressiveness of youth in all subscales: (A- anger, PA- physical aggression, VA- verbal aggression, H - hostility)
- The highest level of aggressiveness in the form of A- anger, PA- physical aggression and VA - verbal aggression - is characteristic of people with an average level of social support.
- The highest-H hostility is characteristic of responders with the lowest social support
- The cluster with the highest social support and lowest aggressiveness has the greatest number of women, city residents, people at whose home there are no addictions and who belong to organized groups.

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ФАКТОРЫ АГРЕССИВНОСТИ У ОБУЧАЮЩИХСЯ В ПОДРОСТКОВОМ И ЮНОШЕСКОМ ВОЗРАСТАХ

The Factors of Students' Aggressiveness in Adolescence and Youth

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Abstract. *The article is devoted to the study of the actual problem of the aggressiveness of students within the walls of educational institutions, as evidenced by the growing statistics of tragic incidents in Russian schools and colleges in recent years. The subject of the research is the personal factors students' aggressiveness from senior classes. The purpose of the research is a comparative study of personal factors, the focus of aggressiveness and the level of a conflictness of students in adolescence and youth.*

A theoretical basis of the study is classical approaches to the understanding of aggressiveness as a personal construct of factors that determine readiness for aggressive manifestations of negative and positive orientation. For an empirical study 158 adolescents and young people (14–17 years old) were selected.

The method of organizing the investigation is an ascertaining experiment. The empirical data collection was carried out using the method of "Personal aggressiveness and conflictness" (E.P. Ilyin & P.A. Kovalev).

The results obtained allowed us to give a comparative description of the personal factors of aggressiveness, its focus and students' conflictness levels in adolescence and youth. On the basis of the assumptions put forward about interiorization and socialization as two mechanisms for the development of aggressiveness, the author identified the most important aspects of psychological and educational prevention of aggressive behavior.

Keywords: *aggressiveness, factors of aggressiveness, students, adolescence, youth.*

Введение

Introduction

В настоящее время во всем мире наблюдается рост молодежной и, в частности, подростковой агрессии, что может проявляться как в незначительных проступках, так и в тяжких преступлениях.

Всемирная организация здравоохранения регулярно проводит исследования агрессивности подростков с 11 до 15 лет (Global status, 2014). Согласно статистическим данным, в Венгрии живут самые жестокие девочки, а в Чехии самые жестокие мальчики. 32% венгерских девочек и 69% чешских мальчиков за год участвовали хотя бы в одной драке. Самые мирные подростки живут в Финляндии. В России самые агрессивные дети

живут в многонациональных регионах и в мегаполисах, а самый высокий уровень агрессии отмечается у московских подростков.

Агрессивность подростковой среде была всегда – в 70-е в ПТУ, в 90-е на улицах (вандализм телефонных аппаратов, остановок общественного транспорта и пр.). В последнее десятилетие отмечается новая тенденция публичной агрессии – в стенах образовательных организаций в различных формах (буллинг, моббинг, хейзинг). Критическим же событием стало массовое убийство обучающихся двумя старшеклассниками в американской школе «Колумбайн» (штат Колорадо) в 1999 году, послужившее затем прообразом других подобных событий во всем мире, и в том числе, в современной России. По данным агентства ТАСС, только с 2017 года в стране зафиксировано 16 инцидентов с пострадавшими и жертвами. Среди них наиболее резонансными в 2018 году стали трагедии в образовательных организациях г. Перми, г. Шадринска, в Челябинской области (п. Смольное), Бурятии (г. Улан-Уде), Башкирии (г. Стерлитамак), Крыму (г. Керчь). По количеству пострадавших от стрельбы в школах и колледжах 2018 год обогнал пять предыдущих (Случаи нападений, 2018).

По оценкам ученых и практиков образования, агрессия в школе стала новой эпидемией современности. Это делает актуальным теоретическое осмысление проблемы социально опасного поведения обучающихся в образовательных учреждениях и экспериментальное изучение факторов их агрессивности.

Предметом исследования выступили личностные факторы агрессивности обучающихся старших классов. Цель исследования – сравнительное изучение личностных факторов, направленности агрессивности и уровня конфликтности обучающихся в подростковом и раннем юношеском возрастах.

Обзор *Overview*

В современной психологической науке теория агрессии с ее общепринятым определением и природой еще формируется. Чаще всего агрессией называют деструктивное, т.е. противоречащее нормам поведение, направленное на причинение вреда, а агрессивностью обозначают личностное свойство, характеризующееся враждебностью.

Агрессия и агрессивность разносторонне изучены в зарубежной психологии: в рамках бихевиористического подхода (Buss, 1961), психоаналитического подхода (Freud, 1961; Lorenz, 1963), этико-гуманистического подхода (Allport, 1960; Rogers, 1995.), теории социального научения (Bandura, 1983), теории фрустрации (Berkowitz, 1993;

Dollard, 1939). Экспериментально наиболее подтверждены фрустрационная теория агрессии и теория социального научения, согласно которым человек проявляет агрессию в ответ на блокирование его актуальных потребностей либо как усвоенный способ реагирования на внешние стимулы.

В российской психологии детально описаны виды, особенности, формы агрессивности (Ильин, 2014; Налчаджан, 2007; Сафонов, 2003, и др.), а также факторы ее развития (Реан, 1996; Фурманов, 1996; Сенько, 2002; Семенюк, 1996, и др.). Многочисленные исследования показывают, что агрессивность как свойство личности формируется и проявляется преимущественно в период ранней социализации - в детском и подростковом возрасте (Кириенко, 2014; Кобзева, 2006). В основном склонны к насилию дети в возрасте от 13 до 16 лет. К 15-16 годам каждый третий школьник выступает зачинщиком агрессивных действий.

Агрессивность личности обусловлена внутриличностными факторами, формирование которых происходит под значительным влиянием внешних условий. Возможно, именно подростковый и ранний юношеский возрасты являются сензитивными для формирования разных направленностей агрессивности - у одних она закрепляется как форма причинения вреда и ущерба (негативная агрессивность), а у других - как вынужденный ответ на внешние угрозы с целью психологической защиты и адаптации (позитивная агрессивность).

Описание исследования *Research methodology*

Исследование проводилось в 2018 году на базе шести городских школ Республики Марий Эл (Россия). Выборку эмпирического исследования составили 158 обучающихся подросткового и юношеского возрастов. В подростковую группу вошли обучающиеся 9 классов в количестве 109 человек в возрасте 14-15 лет. Группу раннего юношеского возраста составили обучающиеся 11 классов в количестве 49 человек в возрасте 16-17 лет.

Метод организации исследования – констатирующий эксперимент. Сбор эмпирических данных проводился с помощью методики Е.П. Ильина и П.А. Ковалев «Личностная агрессивность и конфликтность» (Ильин, 2013), в которой при выявлении склонности субъекта к агрессивности и конфликтности выделено восемь личностных факторов: вспыльчивость, мстительность, нетерпимость к чужому мнению, подозрительность, обидчивость, неуступчивость, бескомпромиссность, наступательность поведения.

Сумма баллов по шкалам «склонность к наступательному поведению» и «неуступчивость» даёт показатель «позитивной агрессивности», сумма баллов по шкалам «мстительность» и «нетерпимость к чужому мнению» - показатель «негативной агрессивности». Сумма баллов по шкалам «бескомпромиссность», «вспыльчивость», «обидчивость», «подозрительность» даёт обобщённый показатель конфликтности.

При обработке полученных в двух возрастных выборках данных с целью проверки достоверности различий применялся метод математической статистики t-критерий Стьюдента.

Результаты Results

Изучение соотношения личностных факторов агрессивности в подростковой группе (рис. 1), показало, что доминирует свойство бескомпромиссность (39% выборки имеют ее высокий уровень и 50% - средний). Это характеризует опрошенных подростков как чрезмерно категоричных в суждениях, непреклонных в своих взглядах, отношениях и оценках, не нацеленных на равноправные переговоры и взаимовыгодные решения.

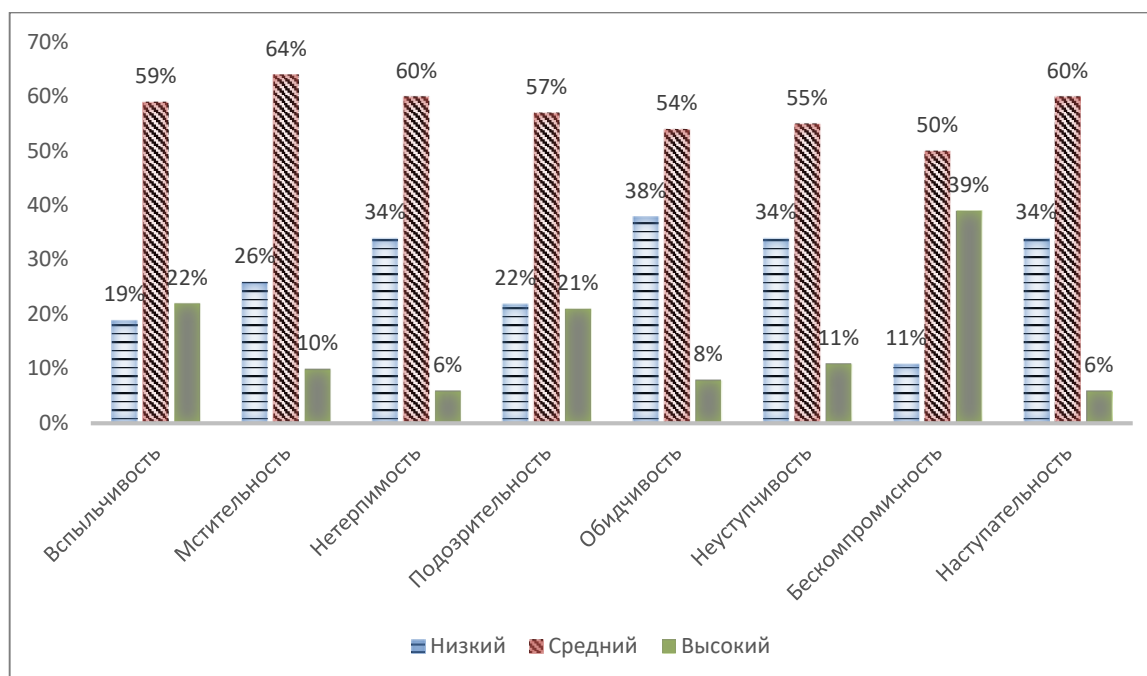


Рисунок 1. Соотношение личностных факторов агрессивности у обучающихся подросткового возраста

Figure 1 The ratio of personal factors of aggressiveness among students of adolescence

Восемь из десяти подростков демонстрируют высокий (22%) и средний (59%) уровни вспыльчивости, то есть склонность к неадекватным реакциям эмоциональной несдержанности, взрывной раздражительности и предрасположенности к гневу.

На третьем месте среди личностных факторов агрессивности у подростков находится подозрительность (78% выборки с высоким и средним уровнями ее выраженности), что проявляется в недоверии к окружающим, перманентном ожидании обмана с их стороны и безосновательном приписывании враждебных намерений.

В меньшей степени у подростков выражены нетерпимость, наступательность, обидчивость, а также неуступчивость.

Разграничивая агрессивность на положительную (здоровая агрессивность как самозащита и волевые действия) и отрицательную (спонтанная неуправляемая возбудимость), можно сказать, что подростки в равной степени могут проявлять позитивную и негативную агрессии в зависимости от актуальной ситуации.

73% подростков характеризуются высоким и средним уровнями конфликтности как совокупного проявления бескомпромиссности, вспыльчивости, подозрительности и обидчивости (рис. 2).

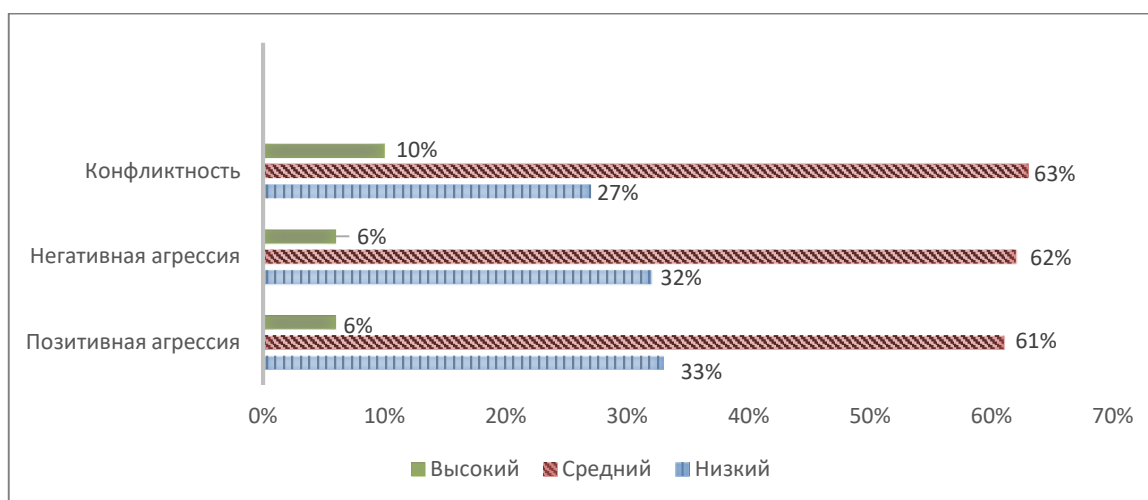


Рисунок 2. Соотношение конфликтности и направленности агрессивности у обучающихся подросткового возраста

Figure 2 The ratio of conflictiveness and the focus of aggressiveness among students of adolescence

Изучение соотношения личностных факторов агрессивности в выборке обучающихся раннего юношеского возраста (рис. 3), показало, что у старшеклассников доминирует фактор обидчивости (37% выборки имеют ее высокий уровень и 47% - средний). Это сложный психоконкомплекс готовности

запускать и переживать чувство обиды с различными целями - привлечение внимания, психологическая защита, манипулирование другими и прочие. Менее всего в данной возрастной группе обучающихся выражены мстительность, неуступчивость и бескомпромиссность.

Почти 8 из 10 старшеклассников (78%) демонстрируют позитивную направленность выявленной склонности к агрессивности, которая проявляется как инструментальное качество, актуализирующееся в ситуациях, требующих «здоровой» агрессивности, то есть продиктованной разумными и рациональными причинами.

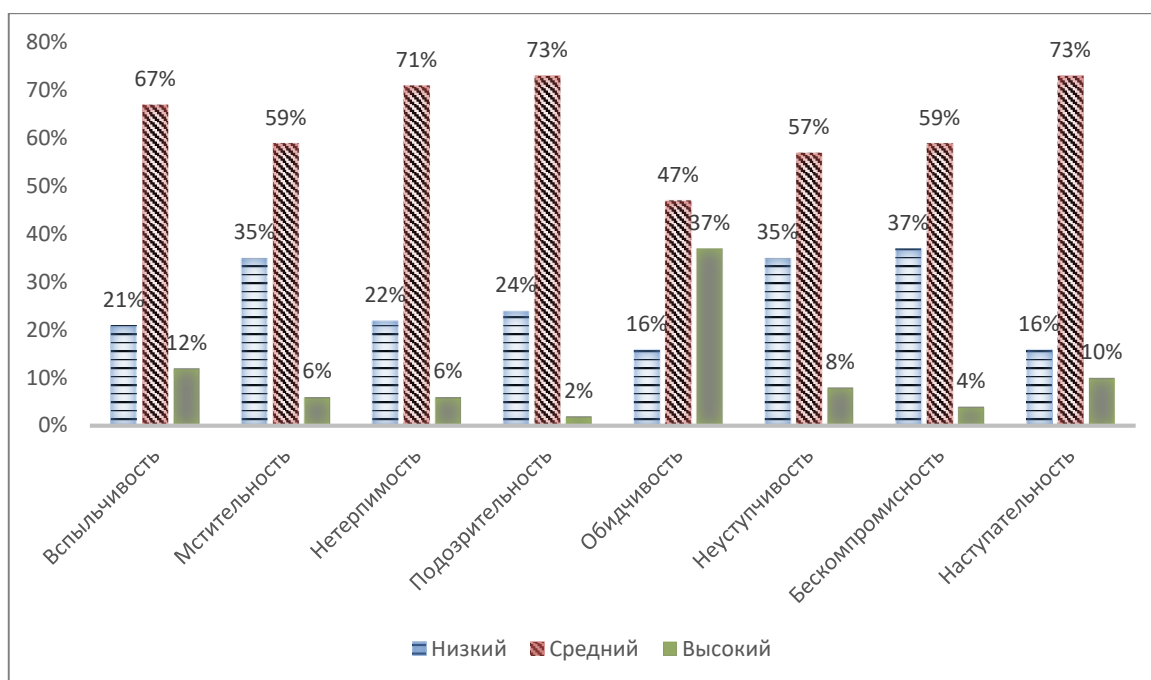


Рисунок 3. Соотношение личностных факторов агрессивности у обучающихся раннего юношеского возраста

Figure 3 The ratio of personal factors of students' aggressiveness in youth age

Только 2% имеют высокий уровень негативной направленности агрессии. 98% опрошенных обучающихся раннего юношеского возраста характеризуются средним и низким уровнями конфликтности (рис. 4).

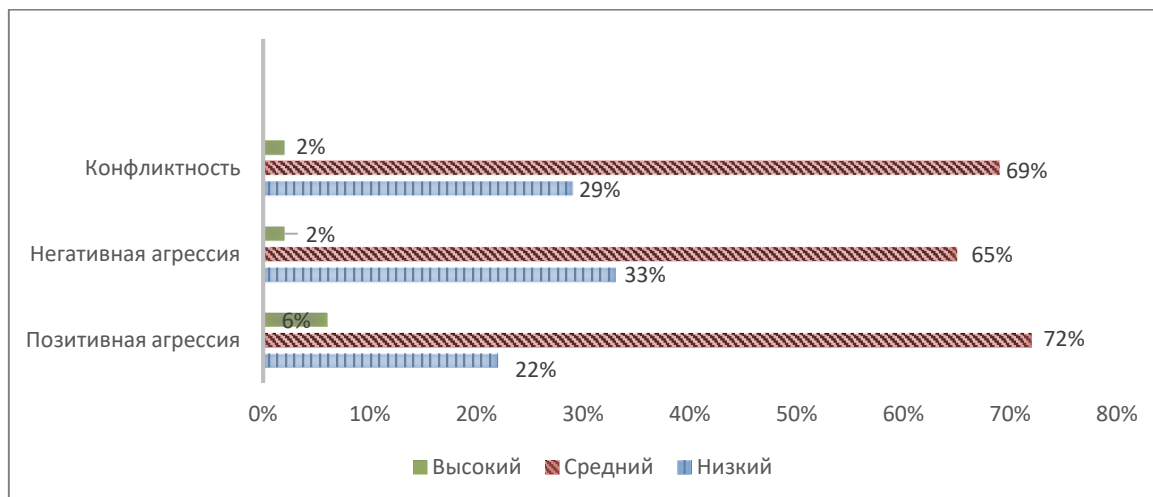


Рисунок 4. Соотношение конфликтности и направленности агрессивности у обучающихся раннего юношеского возраста
Figure 4. The ratio of conflictiveness and the focus of aggressiveness in youth age

Сравнительный анализ личностных факторов, направленности агрессивности и уровня конфликтности у обучающихся подросткового и юношеского возрастов показал следующее:

1. Переход из подросткового в юношеский возраст приводит к смене факторов агрессивности от внешне наблюдаемых (бескомпромиссность $t_{эмп}=6.1$ при $t_{кр0.01} \leq 2.61$, подозрительность $t_{эмп}=2.2$ при $t_{кр0.05} \leq 1.97$ у подростков), на внутренние (обидчивость $t_{эмп}=5.8$ при $t_{кр0.01} \leq 2.61$ в юности), однако с сохранением реакций эмоциональной несдержанности (вспыльчивость $t_{эмп}=0.8$ при $t_{кр0.05} \leq 1.97$).
2. У подростков в равной степени представлены позитивная и негативная направленности агрессивности, в то время как в юности увеличивается положительная и уменьшается отрицательная направленности агрессивности.
3. Среди подростков достоверно больше обучающихся с высоким уровнем конфликтности, чем в группе ранней юности.

Выводы *Conclusions*

Основными личностными факторами агрессивности у подростков являются бескомпромиссность, вспыльчивость и подозрительность. Обучающиеся этой возрастной группы характеризуются несговорчивостью, непокладистостью, непримиримостью, чрезмерными эмоциональными

реакциями и недоверчивостью. Это определяет высокий риск подростковой конфликтности и агрессивности, направленность которой во многом ситуативна и может проявляться как принципиальное поведение, самозащита, либо в форме разрушительных действий с нанесением ущерба другим людям, предметному миру и даже себе. Во многом это объясняется возрастными особенностями психики подростков, которые в условиях образовательных учреждений нередко игнорируются и подавляются, порождая тем самым еще более выраженные протестные реакции.

Личностным фактором, определяющим склонность к агрессивности у обучающихся в ранней юности, является обидчивость, которая может свидетельствовать о чувствительности, ранимости, неуверенности либо выступать формой совладающего поведения, формирующейся в социальной ситуации перехода из детства во взрослость. При этом в юности отмечается рост позитивной агрессивности, обеспечивающей необходимую самозащиту, сопротивление давлению и преодоление препятствий. Достоверно снижается число обучающихся с высоким уровнем конфликтности, что свидетельствует о появлении в ранней юности социальной гибкости и ответственности.

Предпринятое изучение личностных факторов агрессивности составляет основание для предположений о механизмах ее развития в подростковом и юношеском возрастах:

1. Интериоризация личностных факторов агрессивности, когда их демонстрационный характер в подростковом возрасте смещается во внутренний план переживаний в юности;
2. Социализация склонности к агрессивности, благодаря чему ее амбивалетная направленность в подростковом возрасте изменяется на позитивную агрессивность в юности.

Несмотря на то, что указанные механизмы нуждаются в проверке и детальном изучении в рамках отдельного исследования, тем не менее, они определяют важнейшие аспекты психолого-педагогической профилактики агрессивности:

- в подростковом возрасте особое внимание необходимо уделять контролю за ситуативным контекстом, способным вызвать протестные реакции, негативную агрессивность и высокую конфликтность обучающихся;
- в ранней юности следует создавать условия для формирования объективной рефлексивности как основы самоуважения личности.

Summary

The main personal factors of aggressiveness in adolescence are uncompromising, hot-tempered and suspicious. The personal factor youth' aggressiveness is touchiness.

An undertaking study of aggressiveness propensity factors is the basis for a hypothesis on mechanisms of their development, which is connected with the following:

1. The interiorization of aggressiveness personal factors, when their demonstrative character in adolescence shifts to the inner experience in adolescence;
2. The socialization of the propensity to aggressiveness, so that its ambivalent orientation in adolescence changes to positive aggressiveness in youth .

Despite the fact that these mechanisms need to be tested and studied in detail in a separate study, however, they determine the most important aspects of the psychological and educational prevention of aggressiveness:

- special attention should be paid to monitoring the situational context that can cause protest reactions, negative aggressiveness and high conflict of students in adolescence;
- conditions for the formation of objective reflexivity as the basis of self-esteem should be created in early youth.

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PROBLEMS OF WOMEN WITH HIGH RISK OF ABANDONMENT OF A NEWBORN

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Abstract. *The research focuses on the identification of types of social and preventive work with women in women's consultations and maternity clinics to prevent abandonment of a newborn. The purpose of the research is to identify typical problems and needs of mothers in risk of abandoning a newborn. In the article, authors describe results of in-depth interviews of mothers who have been, or are at high risk of abandoning a newborn. Identified problems authors grouped into two main groups: psychological and social problems. In addition, the authors conducted a series of focus groups with health workers in delivery departments and women's consultations, and as a result - suggested a categorization of factors influencing on abandoning a child in the first two years. These factors were grouped by the authors into two main categories: "personal" and "reference" factors. Further, based on expert survey of social workers, the authors developed recommendations for providing various social and preventive services to mothers who are willing to abandon a child. Developed recommendations reflect the following types of support: psychological support, social-pedagogical support, medical support and rehabilitation.*

Keywords: *abandonment of a newborn; early motherhood; infancy; motherhood; prevention of child abandonment; social prevention; young child.*

Introduction

A woman's abandoning from her newborn is one of the form of deviant behavior. Although this phenomenon is a widespread, but so far, it is poorly studied socio-psychological one, which became extremely relevant in Ukraine due to the deterioration of the socio-economic situation, complicated by military actions in the East.

The need to research the causes of such abandoning, and further - development and implementation of measures for social prevention of this phenomenon, dictated by the concern of children's doctors, an increase in the number of children abandoned by mothers at an early age. As well as social workers due to the negative consequences for health and the fate of the early separation for the child from the biological mother, the growth of orphanhood.

Social prevention of abandonment among female infants with such a risk is relevant area of social work in Ukraine. In order to implement qualified and effective social prevention of this phenomenon, it is necessary to identify the problems and needs of women who are at risk of abandonment of a newborn.

Literature review

A study of the problems of mothers who are at risk of abandonment a child in early stages is a concern for many scholars.

David L. Ransel (2014) made a historical analysis of socio-economic causes of mother's failure from children in Russia.

Research team (Miller, Miceli, Whitman, & Borkowski, 1996) noting that the woman's willingness to become a mother effects on development of a child after birth. In addition, researchers emphasize the importance of women's awareness and willingness to fulfill the role of mother, the influence of conscious parenting on the emotional and intellectual development of the child.

The authors of the study «Cognitive readiness to parent and intellectual-emotional development in children of adolescent mothers» (Mangeli, Rayyani, Cheraghi, & Tirgari, 2018) determine relationships among prenatal maternal knowledge and attitudes about parenting.

Margaret M. Coady in research «Feminism and the Development of Early Childhood Education in Australia. Feminism(s) in Early Childhood» (2017) considered the impact of the emergence of childcare services on early childhood on feminist views and maternity.

In the study Yookyong Lee «Early motherhood and harsh parenting: The role of human, social, and cultural capital» (2009) emphasizes the relationship of early motherhood with rigid parenting behavior. The scientist draws attention to the importance of implementing preventive programs in schools.

I. Sjöstrand (2018) in article «The "Baby box", an issue or solution to child abandonment in South Korea» presents the results of a dissertation study that examines the impact of the "Baby box" in Korea on the abandonment of unmarried mothers from young children.

Most foreign researchers point out that women with a risk of abandonment of young children have problems with psychological health, social problems (low material income of the family, lack of relatives or their support, lack of own housing or proper living conditions in an existing home).

Methodology

The study is conducted in the Kyiv and Khmelnytsky region of Ukraine, and is aimed to identify the following:

1. Needs and problems of women who have been, or are at risk of abandoning a newborn (through in-depth interviews with women who had, or are at risk of abandoning a child after birth);
2. Key factors influencing women to abandon a newborn (through focus group with 20 health professionals of delivery departments and women's consultations);
3. Types of social support to be provided for women who intend to abandon a child at early stages (through expert interviews with social work professionals).

At the first stage of the study, we conducted in-depth interviews in Kyiv and Khmelnytsky region of Ukraine with 60 women who have been, or are at risk of abandoning a newborn. This made possible to identify their needs and problems that lead to the abandonment of a child. Respondents participated in depth interviews through telephone and oral invitations from social workers at the Centers for Social Services for Family, Children and Youth and personal letters to women who intend to abandon the child. The interview was based on open questions, the topics of which concerned the establishment of causal relationships between the needs and problems of respondents and their decision to abandon an early childhood.

All questions were united into two parts: psychological and social.

The psychological part included questions about the definition of: psychological infantilism and social maturity (expressed in the delay in the formation of personality, when human behavior does not meet age requirements; difficulties arise mainly in the emotional-volitional sphere: the inability to adequately manage their own emotions, behavior, identify and express feelings, make independent decisions, in general - the preservation of children's qualities of the individual); the locus of control (the tendency to shift responsibility for the situation to others, to avoid solving problems); level of psychological traumatism; level of self-esteem; level of stress resistance; predisposition to alcohol and / or narcotic substances.

The social part of questions was determined by: the financial situation of the family; availability of permanent work; support for relatives; availability of own accommodation, or proper living conditions; level of educational potential of a woman (experience of taking older children from the family due to improper performance of duties of child retention and upbringing); registration, presence of documents certifying the identity of a woman, in particular passport, birth certificate, etc.).

Encoding occurred at the same time as the data was collected. The initial encoding was open and close to the text, which means that the codes are designed in such a way as to accurately reflect respondents' actions and thoughts using their

own words. The subsequent coding of the interview was the current use of benchmarking, which made it possible to identify such codes in categories.

Table 1 Information about respondents: women

n=60	
Age range (%)	From 16 to 17 – 12 (20%)
	From 18 to 19 – 18 (30%)
	From 20 to 22 – 16 (26,67%)
	From 23 to 25 – 14 (23,33%)
Education (%)	Secondary education – 25 (41,67%)
	Vocational and technical education – 29 (48,33%)
	High education – 6 (10%)
Risk of abandonment of a newborn (%)	Women who risk the abandonment of a newborn – 47 (78,33%)
	Women who are at risk of abandonment of a newborn – 13 (21,67%)
Marital status (%)	Married – 6 (10%)
	Single – 54 (90%)

At the second stage of the study, we conducted a focus group of 20 maternity health care workers and women's counseling to determine the factors of abandonment of a child at the early stages. Respondents were attracted to the focus groups through official letters addressed to the directors of medical institutions. Respondents were offered a series of open questions that prompted an exchange of views on the reasons for the abandoning of women from young children established by healthcare professionals when counseling such women or their care. The responses were thoroughly analyzed and some minor changes made.

Table 2 Information about respondents: health care workers

n=20	
Age range	23-55
Gender (%)	Male – 4 (20%)
	Female – 16 (80%)
Represented institution (%)	Maternity hospital – 7 (35%)
	Women's consultation – 13 (65%)
Education (%)	High education – 20 (100%)
Professional Experience, years (%)	From 1 to 5 years – 2 (10%)
	From 6 to 10 years – 4 (20%)
	From 11 to 14 years – 9 (45%)
	From 15 old and over – 5 (25%)

In the third stage, we conducted an expert interview with 72 social work professionals of Centers for Social Services for Family, Children and Youth, which specialized social services, counseling points) to identify the types of social support that women most in need of abandoning a newborn child. Respondents were interviewed through suggestions in their personal invitations to social service directors.

Table 3 Information about respondents: social workers

n=72	
Age range (%)	From 23 to 28 years – 8 (11.11%)
	From 29 to 33 years – 10 (13.9%)
	From 34 to 38 years – 16 (22.22%)
	From 39 to 43 years – 14 (19.44%)
	From 44 to 48 years – 17 (23.61%)
	From 49 to 53 years – 7 (9.72%)
Education (%)	High education – 72 (100%)
Position and represented institution (%)	Psychologists, obstetricians and gynecologists who work at counseling centers in city and regional maternity hospitals – 23 (31.94%)
	Leading Social Workers and Psychologists at Centers for Social Services for Family, Children and Youth – 22 (30.56%)
	Social educators, psychologists, teachers-rehabilitators of Centers for mother and child health – 19 (26.39%)
	The specialists of institutions of social protection – 8 (11.11%)

Research results

At the first stage of the study we conducted with 60 women who had or are at risk of abandoning of child in two regions of Ukraine: Kyiv and Khmelnytsky. They began with questions about personal data.

The question about official status of women staying in marriage gave us the following results: 90 % (54 persons) of the respondents were officially unmarried, among them: 28 persons (51.85 %) - were in a sexual relationship with one partner, 16 persons (29.63 %) – lived in a civil marriage, 10 persons (18.52 %) – became pregnant from a casual partner.

By examining the personal data of respondents, we determined that 45 % of women were from residential institutions; 30 % – were brought up in incomplete families; 25 % – of full families.

Concurrently, at the time of the decision to abandon of child, 80 % of women did not have a permanent place of residence (66.67 % lived in the rented

accommodation, 25 % lived temporarily in their relatives, 8.33 % did not have anywhere live); 20 % of women lived with their parents.

Equally important, in our opinion, is the availability of appropriate vocational education and a permanent place of work for a woman who is preparing to become a mother. Therefore, our next question was whether women have vocational education. The answers were as follows: 41.67 % have a certificate of general secondary education; 48.33 % - received vocational education; and only 10 % indicated that they had completed a higher education institution and received a bachelor's degree. Regarding the permanent place of work, 31.67 % of people do not work at all; 35 % of people - change jobs almost monthly; 11.67 % - work on seasonal work; 13.33 % - are in search of work; 8,33 % - are officially employed and have permanent material income.

An analysis of the children's memories of mothers who expressed their desire to abandon the child, suggests that 70 % of them had an unlucky childhood, were constantly subjected to emotional and physical violence by relatives. Such assertions show that from childhood these women form a kind of behavioral matrix of low tolerance to open forms of aggression, and they usually solve their own life conflicts, usually with aggressive actions, including those concerning their children.

As a result of in-depth interviews, we determined that 75 % of women have harmful habits: 83.33 % of them smoke cigarettes, 64.29 % - often use alcohol, 19.05 % - sometimes use drugs, 48.34 % - often change sexual partners. As a result of such a way of life in women there is a physiological unwillingness to carry the baby, which is accompanied by a large number of complications during pregnancy, the birth of premature, sick or injured babies.

By examining the social maturity of women in relation to the birth of a child, we can assert that this category of respondents has a fairly low responsibility for their own actions, since 11.67 % of respondents can decide on their own, and 40% translate all responsibility into the social environment.

As a result, women who have or who are at risk of abandoning a child after birth often come from unstable families (80 %) who report violations of child-parenting relationships and intra-family relationships. They stressed that they had a high level of anxiety (90 %), lack of attention (63.33 %), anger and insult to the father of a child (95 %), fear and anxiety about their own future (85 %).

Interesting, in our opinion, were women's responses to those who might influence their decision not to abandon their child. As the results of in-depth interviews show, for the woman the most important is support for the father of the child (95 %) and her own parents (11.67 %), the influence of friends is important for 13.33 % of respondents.

An important aspect was to determine who the respondents could contact in the event of a problem of abandoning their own children. Answers were as

follows: 1.67 % - would apply to the priest; 13.33 % - to friends; 31.67 % - to a gynecologist; 11.67 % - to parents; 80 % - to the father of the child; 25 % - before the psychologist; 20 % - to a social worker.

The study has given us the opportunity to identify the actual problems of women who have or are at risk of abandoning a child after her birth. We united the identified problems of women into two groups: "psychological problems" and "social problems" (*Figure 1*).

PSYCHOLOGICAL PROBLEMS	SOCIAL PROBLEMS
<ul style="list-style-type: none"> • anxiety • lack of attention • anger and insult to the child's father • fear and anxiety about their own future • low responsibility for their own actions • unhealthy lifestyle • emotional and physical abuse by relatives 	<ul style="list-style-type: none"> • lack of permanent work • unemployment • low level of general and vocational education • instability of family relationships • lack of support for a child's father • absence of permanent place of residence • absence of official registration of marriage with the child's father

Figure 1 Problems of women who have or have a risk of abandonment of a newborn

Thus, psychological problems are dominated by: anxiety (90 %), lack of attention (63.33 %), anger and insult to the child's father (95 %), fear and anxiety about their own future (85 %), unhealthy lifestyle (75 %), low responsibility for their own actions (48.33 %), emotional and physical abuse by relatives (70 %).

Among the social problems, such as: lack of permanent work (35 %) or unemployment (31.67 %), low level of general and vocational education (41.67%), instability of family relationships (80 %), lack of support for a child's father (95 %), absence of permanent place of residence (80 %), absence of official registration of marriage with the child's father (90 %).

At the *next stage*, we conducted a series of focus groups of 20 maternity health care workers and women's counseling to determine the factors of women who had or are at risk of abandoning of a newborn. As a result, the generalized answers of the respondents allowed certain groups to group the factors of abandonment of an newborn child into groups 2: personal and reference.

For *personal factors*, health workers included such as: extra-marital pregnancy (90 %); perception of pregnancy as an obstacle to self-actualization (65 %); Pregnant very young and personally immature (20 %); the expectant mother is constantly hesitant, whether to leave her pregnant or not (45 %); mother

has passed in the past or is currently undergoing psychiatric treatment (15 %); anxiety about its future incompetence in the role of mother, not the formation of the image of a real home situation after childbirth, and the associated lack of support for the immediate social environment enhances anxiety (80 %); pregnant woman has a high risk of having a child with a disability (15 %); a woman is incompetent in the role of mother through obvious emotional problems (70 %); a woman is incompetent in the role of mother through reduced intellectual capacity (5 %); unrealistic expectations from the child (25 %).

The *reference factors* included health care workers as: lack of support from the parent of the child (95 %); mother in childhood suffered from ill-treatment by parents or neglect (70 %); mother has frequent changes of place of residence a year before delivery (more than two for 12 months) (65 %); unwanted pregnancy, unstable marriage (10 %); the expectant mother did not visit doctors during pregnancy (75 %); the pregnant woman had already given up her children or they were educated in boarding schools (30 %); A woman during her pregnancy is as if ignoring her condition (she is very active, changes sexual partners, is observed regularly at a doctor, uses alcohol) (75 %).

Medical professionals have suggested that at least 70 % of women do not know who to seek for qualified help and social support at all. The obtained results give us reason to assert that at the level of the territorial communities still there is not enough educational work to inform women (spouses) about the types of social support and social services that women are entitled to.

At the third stage of the study, we conducted an expert interview with 72 specialists working in Social service centers for families, children and youth, advisory posts at city and regional maternity hospitals, social centers for mother and child, social welfare institutions) to define types of social support provided for women who intend to abandonment of a newborn (through expert interviews with social work professionals).

During the expert interview respondents identified the types of social support that women most in need of abandoning a newborn child are most in need of (*Figure 2*).

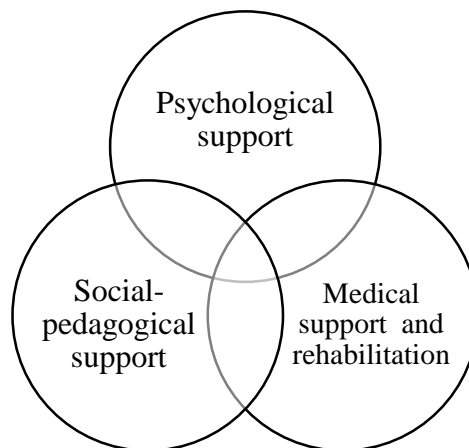


Figure 2 Types of social support for women who have or are at risk of abandonment of a newborn

First of all, it is psychological support (94.44 %), which is provided for the purpose of diagnosing the woman's psycho-emotional state, reducing her anxiety, increasing her self-esteem and self-confidence, overcoming fear, worries about her child's life, self-help learning.

There is also important material support (79.17 %) for housing and housing conditions, assistance in arranging benefits and child benefits, receiving targeted material assistance, and housing and utility benefits.

Necessary medical support and rehabilitation (63.89 %) is due to medical pre-natal and post-natal patronage, newborn child care skills, unplanned pregnancy prevention, healthy lifestyle advocacy.

Very important is social-pedagogical support (83.33 %). This is conducting vocational guidance work, assistance in finding a job, getting vocational or higher education.

The obtained results of research allow us to conclude that identify women who intend to abandon a newborn child done by:

- informing the health services of the children's service and the center of social services and support for the family, children and youth about a child that the mother did not take from a maternity home or from another health care institution;
- a personal appeal by a woman who intends to give up the child or is in difficult life circumstances that may lead to the mother's abandoning from the child;
- notices from subjects of social work with families, children and youth, bodies of executive power, bodies of local self-government, institutions, organizations and institutions of different forms of ownership and individual citizens about families (persons) who are in difficult living conditions.

Depending on the stage at which the woman expresses the desire to give up the child (at the stage of pregnancy or after childbirth), interdepartmental interaction is built up (Figure 3).

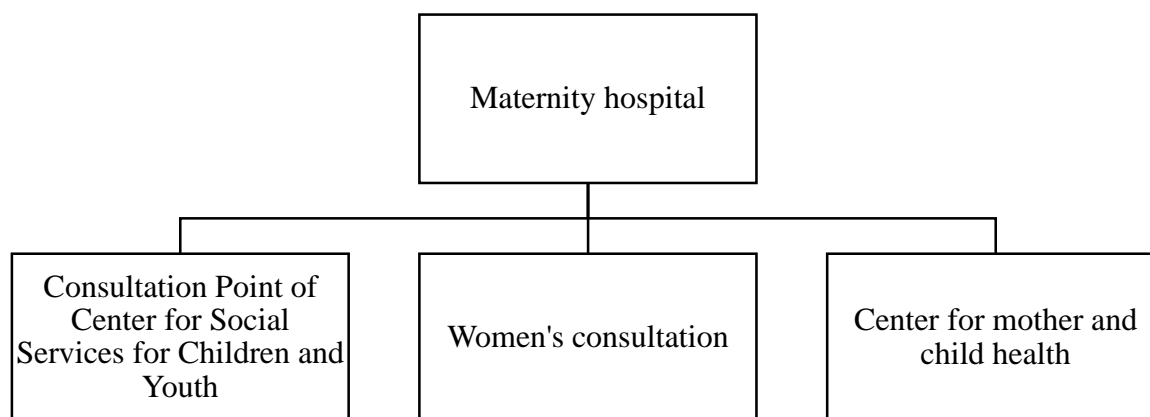


Figure 3 Scheme of interagency cooperation in case of mother's abandoning of newborn

Thus, cooperation between health care institutions, the activities of the centers for social services for the family, children and youth in maternity hospitals, and Centers for mother and child health will provide educational and preventive work among women in order to prevent early childhood abandonment.

If a woman, because of difficult living conditions (lack of income, housing, severe illness, etc.) intends to arrange a child in a residential institution, the social worker must persuade her to temporarily arrange a child in the family of a patron teacher if such an opportunity exists in the region. This will enable the child to have a family environment, keep attachment between mother and child, free women's time to overcome the difficult life circumstances in which she came through the help of specialists.

Conclusions

The study made it possible for us to identify two main groups of problems (psychological and social) of women who had or are at risk of abandoning of a newborn. In support of these problems maternity health care workers and women's counseling to determine the factors of women who had or are at risk of abandoning of a newborn. As a result, we summarized the answers of the respondents to combine the factors of women who had or are at risk of abandoning of a newborn in 2 groups: personal and reference. The received information allowed to determine the types of social support for women who had or are at risk of abandoning of a newborn: psychological, socio-pedagogical and medical support and rehabilitation. This allowed to offer the scheme of interagency cooperation in case of mother's abandoning of newborn. Therefore, established cooperation

between health care institutions, counseling centers of the Centers for Social Services for Family, Children and Youth in Maternity Hospitals, and women's consultations with Centers for mother and child health will provide effective educational and preventive work among women in order to prevent early childhood abandonment and spreading the phenomenon of social orphanhood. The proposed social support focus on the needs and problems of such women, and also take into account the factors that lead to the abandonment of newborn.

Main findings and conclusions of the study were discussed and positively evaluated by group of experts from Department of Social Pedagogy and Social Work of Institute of Human Sciences of the Boris Grinchenko Kyiv University; Department of Social Pedagogy and Social Work of the Kamianets-Podilsky National University named after Ivan Ogienko.

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RISK FACTORS FOR DEVELOPING CHILDREN AND YOUNG PEOPLE DEPENDENT ON SUBSTANCE USE BEHAVIOR

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Abstract. *A pivotal feature of the vulnerability of families, in which there are persons who use psychoactive substances, is that such persons develop dependent behavior. It leads to serious violations of physical and mental health, loss of social contacts, etc. The roots of the addictive mechanisms of any addiction should be sought in the childhood, in the peculiarities of upbringing, in the behavior of parents or one of them. The purpose of this article is to determine and substantiate the risk factors for the formation of addictive behavior in children and young people from the use of psychoactive substances. The results of the expert survey authors have joined a group of risk factors for developing children and young dependent behavior of the use of a couple of groups of "biological factors", "psychological factors", "family", "impact of peers", "impact of educational institution", "social influence" as well as proposed protective mechanisms for each of the groups. The study brings results of our own research in this area. A well-founded theory served as the basis for collecting data both at the theoretical level and at the level of processing the results of expert interviews. Determined by expert interviews risk factors for developing children and young people dependent on substance use behavior made it possible to develop a model needs assessment and decision on the future of social work with people who use psychoactive substances and their families.*

Keywords: *psychoactive substances; children; young; family; risk factor for the formation of dependence; addictive behavior; protective mechanisms.*

Introduction

Tobacco smoking, alcoholism and drug addiction is a significant social, economic, legal, medical, psychological and pedagogical problem that attracts the attention of a wide range of specialists in Ukraine. For social workers, the primary task is to prevent the use of psychoactive substances by children and young people.

The term "psychoactive substances" (hereinafter – PS) includes alcohol, tobacco, drugs, psychotropic substances, their analogues and precursors. A specific feature of addiction, which develops the use of any PS, is a close link between the clinical (medical) and social aspects. Namely, the behavior associated with the use of PS, should simultaneously be regarded as a complex of socio-psychological problems, and as a consequence of physio-chemical changes in the body (which progress over time).

Literature review

American scientists (Gell et al., 2016) define the term “addictive behavior” as an abuse by various substances (including alcohol, drugs, tobacco etc.) that alter the psychological state until they form a physical dependence.

Researches distinguish a lot of theories on what causes addiction. Some contend is genetically determined, while at other end of the spectrum, others prove that it is caused by purely environmental factors, like a turbulent childhood. The prevailing model in the United States of America named “disease model”, firstly proposed by A. Leshner (Leshner, 2002) at the National Institute of Drug Abuse (NIDA). This model defines addiction as a biological “disease” whereby the drug essentially hijacks the brain, leading to enduring biochemical changes and making addiction unavoidable. There are, moreover, several other competing theories. Some of them consider that addiction is more contingent upon dysfunctional thoughts and conditioned behaviors; that addiction is a moral or spiritual problem; or that addiction results from a lack of social connection. Nowadays, a big number of psychologists admit that addiction results from the complex interaction of many factors, including biological, psychological, social, and even (for some) spiritual factors (the Bio-Psycho-Social-Spiritual (BPSS) Model).

Research of (Kandel & Logan, 1984) is useful for understanding the choice of teenagers and young people of the PS species. Patterns of initiation, continued use, and decline in drug use are described on the basis of detailed drug histories in a longitudinal cohort representative of former New York State adolescents. Periods of highest marijuana and alcohol usage decline beginning at ages 20-21 and contrast sharply with cigarettes which exhibit climbing rates of highest use through the end of the surveillance period (age 25). The authors (Kandel, Yamaguchi, & Chen, 1992) investigate the sequential steps involved in engaging in alcohol and / or cigarettes, marijuana, other illicit drugs, and drug-induced psychoactive drugs from adolescence to adulthood in a longitudinal cohort that ranged from 15 to 35. Age of onset and frequency of use at a lower stage of drug use are strong predictors of further progression. The authors (Newcomb & Bentler, 1989) feel that it is critical to draw a distinction between use and abuse of drugs

and to do so from a multidimensional perspective that includes aspects of the stimulus (drug), organism (individual), response, and consequences. The authors (White & Pitts, 1998), (Toumbourou et al., 2007) study the effectiveness of tertiary prophylaxis of substance use and consider that harm reduction interventions are effective for young people involved in risky and injecting drug use.

Researchers (Perry & Kelder, 1992) determined the conditions for the effective construction of prevention programs for the use of PS by adolescents and youth. Likewise, in the study (Foxcroft, Ireland, Lister-Sharp, Lowe, & Breen, 2003) series of research on psychosocial and educational measures aimed at the primary prevention of alcohol abuse by young people under the age of 25 was selected. The vast majority of studies have shown evidence of inefficiency.

The authors (Stockings et al., 2016) did a systematic review of reviews with evidence on the effectiveness of prevention, early intervention, harm reduction, and treatment of problem use in young people for tobacco, alcohol, and illicit drugs (eg, cannabis, opioids, amphetamines, or cocaine).

Nowadays, increasingly, new issues in the world are emerging about the research and grouping of risk factors for the formation of children and young people at the place of residence of PS, which are developing really effective preventive interventions. However, today in Ukraine is not a unified approach to determining risk factors for developing children and young people use PS-dependent behavior.

Methodology

At the first stage of the study, we conducted a series of expert interviews with social workers. The purpose of the expert interview was to obtain the necessary information reflected in the knowledge, thoughts and assessments of the respondents who are competent persons, have practical experience in the prevention of PS-dependent behavior of children and youth. The possibility of participation was limited to social workers from the Centers of social services for the family, children and youth of Kyiv, operating in 11 districts of the city.

Respondents were interviewed through announcements posted on the site of the Kyiv City Center of Social Services for the Family, Children and Youth, as well as suggestions in a personal letter addressed to the directors of district social services.

Grounded theory, as presented in the works by K. Charmaz (Charmaz K., 2014), was the basis for data collection and for the theoretical part of the study. Following the principles of this approach, the primary set of respondents was aimed at ensuring that social workers with diverse perspectives on the need to study the risk factors for the formation of children and youth dependent on the use

of PS behavior work in the direction of social prevention of the use of PS with children, youth, families, and also, which differ by age, work experience, position. At this stage, surveys of interviews with social workers were based on open questions, and the topic was related to the factors that influence the formation of PS behavior in children and young people.

According to the methodology of grounded theory coding occurred simultaneously with data collection. Primary coding was open, but close to the text, which means that the codes were designed to reflect the actions, intentions and meanings of respondents, often using their own words. As the coding of additional interview texts took place, the current use of comparative analysis allowed to distinguish similar codes in the category.

After identifying the initial categories, the process of engaging participants was changed; now, instead of providing the most diverse sample, participants were selected that could provide an explanation for the specific problems identified in the current study. This approach is called "theoretical sampling," which enables them to formulate more specific questions for an interview. The list of topics studied in the corresponding semi-structured interview includes: "biological", "psychological", "family", "peer influence", "educational institution's influence", "social influence", "protective mechanisms".

The data collection continued in the same way until the answers to the questions in the current study were found and fully justified groups of risk factors for the formation of children` and young people addictive behavior from the use of PS.

At this stage, analysis continued along with the collection of data. At the same time, coding process was reformatted from open, encrypted coding to the theoretical encoding, which allowed to draw parallels between codes and categories, categories, and indicators followed by the search for definitions. Notes, including the development of models used to conduct comparisons. As a result, this methodology led to the development of a theoretical model for assessing the needs and the decision to further social work with the individuals who use PS and their families, as presented in this article.

For the final assessment of the validity of the results, eleven social workers (one from each center for social services for families, children and young people) who participated in the interview were invited to get acquainted with the model and give their comments. These social workers differed in terms of making decisions about organizing the process of assessing needs and deciding on further social work with persons using PS, their families and voters in general. Furthermore, eleven other social workers who were not involved in this study (also one from each center for social services for families, children and young people) were invited to review and comment. After receiving the response, they were thoroughly analyzed, as a result of a few minor changes.

Research results

Expert interviews were conducted with 55 specialists from 11 district Centers of social services for the family, children and youth of Kyiv. The interview began with structured questions about individual data (age, gender, position, level of education, length of service in the social sphere).

Table 1 Information about respondents

Age range	23-55
Gender (%)	Male – 4 (7,3%)
	Female – 51 (92,7%)
Position (%)	Head of Department – 2 (3,64%)
	Senior Social Worker – 7 (12,73%)
	Specialist in social work I category – 13 (23,64%)
	Specialist in social work II category – 20 (36,36%)
	Specialist in social work without category – 7 (12,73%)
	Methodist (supervisor) – 6 (10,91%)
Education (%)	High education – 55 (100%)
Experience in social work (%)	From 1 year to 5 years – 7 (12,73%)
	From 6 year to 10 years – 23 (41,82%)
	From 11 year to 14 years – 16 (29,09%)
	From 15 years old and over – 9 (16,36%)

According to the results of the data obtained in the course of expert interviews, we have formulated 6 groups of risk factors for the formation of children and youth dependent on the use of PS behavior ("biological" (7,6 % of respondents), "psychological" (19.1 % of respondents), "family" (2.7 % of respondents), "impact of peers" (30 % of respondents), "influence of educational institution"(30,1 % of respondents), "social influence"(10,5 % of respondents)) are presented in Fig.1

The first group - biological factors - respondents suggested the following four factors: organic brain damage; pathology of mother's pregnancy, complications of childbirth; heredity; health status; the degree of resistance of the body to certain types of PS.

So the first factor is organic brain damage. According to respondents, the problem of reducing the public danger of patients with organic brain damage to date is far from a solution. This necessitates the development of principles for building a step-by-step process of rehabilitation and medical-psychological rehabilitation, taking into account the mental condition, personality characteristics, the macro- and microsocial environment, and the adaptive-compensatory potential of these individuals.

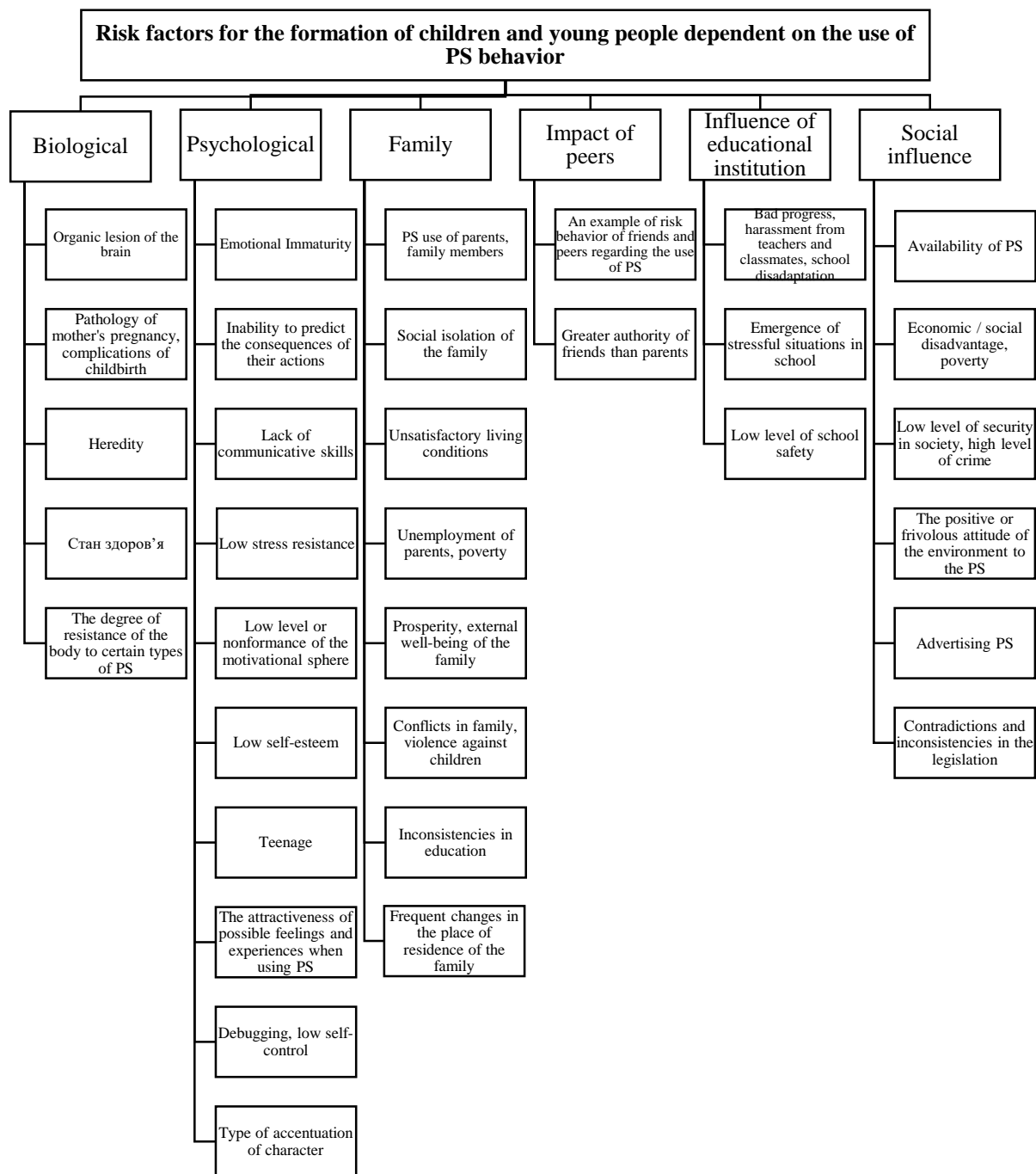


Figure 1 Groups of risk factors for the formation of children and youth dependent on the use of PS behavior

In modern terms, as noted by the respondents, the main criterion for the effectiveness of treatment and rehabilitation programs in Ukraine is the degree of the individual's ability to perform their own life support skills, maintain and improve the level of social functioning and quality of life. Respondents noted that the identification of the state of the emotional sphere is important, as emotional

violations are the basis for carrying out socially dangerous actions. This led to the choice of psychotherapeutic intervention, namely: livelihoods and working capacity, social and everyday spheres and emotional relationships of family life. It is absolutely unconditional to take into account the state of the emotional sphere, namely the level of depression and anxiety. This causes an urgent need for the formation of social and psychological rehabilitation programs aimed at optimizing the level of social functioning. The obtained data resulted in the inclusion of elements of cognitive-behavioral training on such correction of interpersonal relations in such programs.

The second indicator respondents determined the pathology of mother's pregnancy. This indicator was the most controversial as a result of the interview. Respondents insisted on *"the importance of forming the personal responsibility of future mothers for the health of the future child."* They stressed that *"lifestyle: smoking, alcohol and drug use could be an additional risk factor."*

Respondents also drew attention to other risk factors that include a family history of genetic pathologies, the history of miscarriage or the death of a child shortly after birth.

Another important aspect of the analyzed factor is the "degree of resistance of the organism to certain types of PS". Respondents noted that emotional weakness, human nature may affect the formation of behavioral and behavioral dependence in children and young people. As one of the participants of the interview noted: *"It is necessary to take into account such variables as self-esteem, motivation, developmental factors, depression, and to find their connection with the abuse of psychoactive substances."*

The second group of factors - psychological factors - respondents suggested such as: emotional immaturity; the inability to predict the consequences of their actions; lack of communication skills; low stress resistance; low level or nonformance of the motivational sphere; low self-esteem; teenage; the attractiveness of possible feelings and experiences when using PS; breakdown, low level of self-control; type of accentuation of character.

According to respondents, behavioral deviations are also risk factors that may lead to abuse of PS by adolescents. Misuse of drugs can be associated with such manifestations of problematic behavior, such as naughty behavior, rebellion, premature sexual experience and the commission of offenses. Conflict, impatient teenagers with an excited type of accentuation often suffer from negative emotions, and are looking for a way to change their mental state. Having tested the action of some psychotropic substance, they, without thinking, again and again, try to repeat the feelings that they liked. Respondents also noted that young people who use chemicals tend to be offended (theft, drug sales), anti-social acts, and negative sexual experiences. *"Problem behavior is part of the life of any*

teenager, but the use of PS increases the degree and frequency of problem actions."

The third group of factors - family - the respondents suggested the following: PS use of parents, family members; social isolation of the family; unsatisfied living conditions; unemployment of parents, poverty; wealth, external well-being of the family; family conflicts, cruel treatment of children; inconsistency in education; frequent changes in the place of residence of the family.

Respondents said that certain "family" factors could affect the fact that children in adolescence would start to use drugs. And as soon as they began to use them, individual patterns of family behavior, as well as family beliefs and beliefs, can support this habit in them.

Bad relations with parents, inadequate parental supervision, and the use of drugs by parents themselves; The weak level of discipline in the family, due to the lack of clear rules, roles and patterns of interaction, is only a few of the "family" factors that can lead to teens starting to use drugs.

As teenagers begin to use drugs, this habit can be sustained through the creation of conditions conducive to the use of drugs by parents, a demonstration of a positive attitude towards such behavior of children, and the absolute inability to ban it and the inability to properly supervise children.

The habit of using drugs can also be sustained due to the triangulation process in the family. In this case, conflicts between parents always "pass" through the child. Parents are more likely to resort to persistent and fruitless disputes over how to overcome the problem of their child rather than resolving their misunderstandings and establishing effective cooperation aimed at helping a child. If parents have insufficient knowledge about using their juvenile drug users and ways to overcome this problem, then the existing models of their relationship with children can indirectly support the latter's habit of drug use.

According to respondents, the growth of a child in an incomplete family is also considered a factor that increases the risk of early admission. As the family structure is dynamic, and it has a lot of potential active components that interact (age of child, divorce, new marriage, history of family problems, etc.), it is difficult to determine how important these background characteristics for developing addiction in adolescence. Respondents also consider conflicts between family members posing a greater risk of teenage abuse than a "destroyed family." The indirect impact of the social status of the family on later habits of abuse was also discussed as potential risk factors.

Fourth group of factors - the influence of peers - the respondents proposed two indicators: an example of risky behavior regarding the use of PS friends and peers; greater authority of friends than parents.

Respondents indicated that the first factor - an example of risky behavior regarding the use of PS by friends and peers - the impact of peers is the most

powerful motive for adolescents to use PS, also emphasized that the negative impact of friends makes the most contribution to the spread of the phenomenon of adolescent's PS use. However, the respondents note that *"... the similarity in the use of alcohol between adolescents and their friends may arise either because the adolescent falls under the influence of friends, or because the teenager chooses friends with similar values in relation to alcohol and resorts to the same acts", as well as "interest in new experiences."*

The second factor - the greater authority of friends than parents - is ensured, according to respondents, through the *"authoritarian style of parenting", "the most important thing for a teenager is that his peers are positively perceived", "poor control of the children by the parents, and inappropriate education greatly increase the risk of using surfactants "*.

Up to fifth groups of factors - the impact of educational institutions - respondents suggested the following three factors: poor performance, harassment by teachers and classmates, school exclusion; the emergence of stressful situations in school; low level of school safety.

According to respondents, *"adolescents who do not consume PS receive higher grades, rarely miss out on classes, have higher expectations of learning, consider school activities more positively and consider them important"*. At first, adolescents who do not have time at school feel losers. According to respondents, this feeling may be aggravated by the comments of teachers and parents regarding poor school ratings. As a result, teenagers, trying to escape from a stressful situation, resort to the use of narcotic substances. And then adolescents who use excessive alcohol and other drugs cease to consider it important to achieve high educational results, since the search for opportunities to use alcohol and drugs is of paramount importance.

At the same time, the respondents noted that *"negative academic achievements affect the use of PS"*.

The sixth group of factors - social impact - respondents suggested such factors as: availability of surfactants; economic / social disadvantages, poverty; low level of security in society, high level of crime; positive or frivolous attitude of the environment to the PS; PS advertising; contradictions and inconsistencies in the legislation.

Respondents drew attention to the fact that social policy, alcohol legislation and the degree of restriction of access affect their level of use. The inaction of administrative authorities (for example, the police) also *"causes the spread of alcohol among adolescents", "the violation of social stability, confidence in the achievement of the goals of life has led to a change in perceptions about the stereotypes of behavior and the spread of the use of PS"*.

Also, according to respondents, and in this they were unanimous, teenagers receive inconsistent information about alcohol and drugs from their environment.

And this deepens the problem. Respondents describe the nature of this problem in the following way: *"Teens are experts in recognizing hypocrisy and it is difficult for them to understand the policy proposed by society" Let's say alcohol and drugs "No!" When it says "Yes!" A clear number of legal drugs, as well as illegal drugs that are spread and used "*

According to the results of the data obtained in the course of expert interviews, we determined that adolescents need to develop the factors of narcosis, which are psychosocial skills: communication (46 % of respondents emphasized the low level of communicative skills), self-awareness (37 % called inadequate self-esteem), critical thinking (40 % of respondents drew attention to the high degree of conformism in adolescents), problem solving and independent decision-making (30 % of interviewed experts called the pronounced personal profile "dependent"). It is these skills that can ensure self-sufficiency of the adolescent, resistance to its environment pressure, the formation of a stable anti-drug position.

Children from families where someone is using PS is undoubtedly in need of special attention and care for their rights and needs. In addition, they are at risk of becoming consumers of such substances. Among other issues related to health and physical safety, in a family where parents abuse PS, children learn maladaptive behaviors and certain role roles. In the case of consolidating these roles, their behavior becomes inflexible, they experience difficulties adapting to life situations. Therefore, *"it is important for a social worker, when first contacting such children, to help them feel safe, indifferent, caring, appreciating their live as it is."*

Conclusions and recommendations

Consequently, the results of expert interviews show that despite the fact that risk factors and causes of PS use may be common to both adults and underage family members, the difficulties that family members will have to deal with are differentiated according to who it was precisely in the situation of dependence.

All respondents emphasized the importance of social services that can be offered by a social worker at the stage of social reintegration of PS consumers. Among them, the most important things can be: counseling (regarding planning of life, building prospects, raising legal awareness, etc.); job placement or training aid; assistance in the restoration of documents, obtaining housing; involvement in preventive and educational programs, in which develop skills of self-preservation, socialization, responsible behavior, involvement in volunteer activities.

At the same time, only 25 % of specialists assess their preparedness for anti-drug prevention as high enough; only 11 % - attended special seminars and trainings; 47 % of respondents are convinced that in their school there are no problems with the use of AD in adolescents, and so on.

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A RETROSPECTIVE PICTURE OF PARENTAL ATTITUDES IN INCARCERATED MALE RECIDIVISTS

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***Abstract.** The article discusses the issue of perception of parental attitudes in male recidivists compared to the reference group of males without criminal record. Responders answered questions from the PCR questionnaire, regarding the behavior of their mothers and fathers in relation to them, before they were 12 years old. It is a retrospective image of the attitudes of their parents, whose content depends on the global assessment of those attitudes with a strong impact on interpersonal views. A retrospective image of the attitudes of the parents is a kind of cognitive pattern that can influence current perception of the surrounding world. That perception is one of the elements of the assessment of the development of human cognitive structures.*

The obtained results of particular categories of parental attitudes perception, i.e. loving, rejecting, protecting, and liberal of the father and mother, have been subsequently subjected to statistical analysis. The aim of that analysis was to obtain an answer to the question whether the arithmetic means of those categories differentiated the compared groups in a statistically significant way.

***Keywords:** incarceration, recidivists, parental attitudes.*

Introduction

The issue of perception of parental attitudes by incarcerated individuals and by recidivists in particular is virtually absent in the literature. The research conducted so far concerns such a perception by underage perpetrators. Empirical output by Lipiński (2002) and Lipiński and Gaszewski (2012) clearly shows that the perception in the minds of minor criminals is distorted by numerous processes and has a wishful character. This fact makes efficient therapy more difficult. The author of that research, for many year a director of a social rehabilitation centre, developed and implemented a programme of making the perception of assessment of parental attitudes in minors more realistic. Only after that assessment became objective, the therapy could commence.

The objective of the research discussed in this article is finding an answer to the question of what image of parental attitudes has formed in the minds of recidivists, compared to the reference group. To achieve this, normalized and psychometrically correct questionnaires regarding perception of parental attitudes

were applied. It was assumed *per analogiam* to earlier research on minors that returning to crime was a result of inefficient rehabilitation which might have been caused by inadequate assessment of parental attitudes by recidivists. The coefficients obtained in the examined and reference groups were subject to comparative analysis with the t-Student test and “Statistica” software. The analysis allowed to determine the differences between both groups regarding all categories of parental attitudes and intensity of assessment of those attitudes using centile measuring scale.

At the same time correlational analysis between particular categories of parental attitudes in both groups was conducted. Statistically significant ($p < 0.05$) coefficients gave way to make warm, cold or mixed attitude bundles. The structure of those bundles, separate for each group was a dominant feature of the retrospective image of parental attitudes for the purposely selected group of recidivists and randomly selected reference group.

The Model of Parental Attitudes by A. Roe i M. Siegelman

Attention should be paid to the typology of parental attitudes, presented by Roe (1957) and developed together with Siegelman, as it is closely related to the PCR questionnaire. The model has been widely discussed by Polish scholars (Rembowski, 1972; Ziemska, 1975; Kołodziej, 1974; Kowalski, 1984). The classification was developed on the basis of clinical observations of mothers and fathers and their little kids. The attitudes enumerated by Roe are decisive for the development on the personality and behaviour of the children.

Collaboration with Siegelman and her own rich material made Roe present an entirely different model of parental attitudes. An interesting solution proposed by the author is attaching the six particular attitudes to more general ones, and these in turn, to two elementary attitudes: warmth and coldness.

The attitudes are as follows: *avoidance*, featured with coldness, *acceptance*, full of warmth, as well as emotional concentration on the child, resulting from parental warmth and coldness at the same time. Partial attitudes correspond with general ones. Avoiding the child may lead to *neglecting* or *rejecting* attitude, while acceptance of the child results in indifferent, casual and loving attitude. Cold and focused on the child makes a demanding attitude. Warmth and focused makes a protecting attitude (Kowalski, 1984).

Five of the six types of attitudes have been used in the questionnaire; they have been detailed below:

Love (L) – the parents provide the child with a warm climate of loving and pay much attention to him. They support the child in making important decisions, still, they do not interfere too much, as they accept them, no matter what decision is taken. If they influence the child's conduct, they do it by persuasion rather than

by threat. They apply a consistent and consequent system of awarding and punishment, they praise for good deeds and punish adequately for bad ones. Physical punishment is excluded. No sibling is ever favoured. Besides, the parents care for the correct contact with other children of the same age, so they keep inviting them home to visit their children. This kind of conduct make their children trust them and often ask them for help.

Demand (D) – the parents put overdemanding tasks of different kind: learning at school, housework or customs. They create many regulations that must be unconditionally obeyed; failing to obey them is always punished with no exceptions. The child has no time to play, as he is always engaged in "useful" activities and must do something constructive. The parents not only do interfere in important decisions of the child but also in the relations with friends. The child's feelings are of secondary importance, as the parents think they know best what is good for them. The most characteristic feature of such parents is domination, despotism and rejecting the child's own opinion.

Attention (A) – the parents concentrate on the child so that his life is as problemless and stressless as possible. They are explicit in showing their emotions and their lives are dominated by the fear of the child, so they try to protect him from possible negative experiences, which may bring disappointment, bad mood or harm. To minimize unpleasant experiences, the parents themselves choose friends for their children and are willing to meet them at their homes, but do not let their children to meet them outside the home. They also isolate the children from numerous other kids of the same age. They want to keep the children at home, they give them comfort and privileges; they are also tolerant to bad grades at school.

Rejection (R) – the parents fail to understand that the child may think and behave as he should at his age. They do not accept him as an individual, that is why they are emotionally cold with him and the relations are unwilling if not hostile. They tend to mock on his problems and the way he looks like. They ignore the child while making the plans for their future life. The child is often left alone at home. The parents make rules to avoid contact with the child. Mothers and fathers do not care how the child may feel, their own lives are most important to them. They have not grown up enough to become parents.

Casual (C) or liberal - the parents are not particularly interested in their children; they do care about them if they do not have anything else to do. They do not make efforts to educate the children and they do not make plans concerning their future life. They do not put demands before the children, make few principles, and even if they do, they are inconsequent when executing them. Such a conduct of theirs can be described as acceptance without full emotional engagement.

The concept by Roe is certainly interesting, yet its main weakness lies in the fact that only one of the presented attitudes is the positive one, i.e. loving acceptance, connected with emotional warmth. It is possible that the author used the material containing mainly the unwanted kind of behaviour, which may have turned her attention off from the positive parental attitudes. Roe's typology has been frequently used to examine the relationship between parental attitudes and young people's aspirations.

Perception of Other People

In the literature the term perception of other people occurs under different names, such as social perception, social sensitivity, assessing people, assessment, recognition, interpersonal perception. All these terms include attributions, expectations and emotions (Skarżyńska, 1981).

Scientific works distinguish particular types of perception regarding people. In human socializing the neighbourhood of other people is particularly important, since as representatives of the same species they adjust their system of perception to receive stimulation offered by that environment only. The human is at the same time an active part of it, thus creating a unique communication system (Łukaszewski, 1974).

Considering the differences between perception of people and other objects Lewicka (1985) thinks that social objects, in particular humans are indeed a bigger source of emotions and are assessed more often. The author cites Lewicki (1960) and Obuchowski (1972) and thinks that perception of oneself, as well as of another human contains two types of information: descriptive - describing another human's characteristics and affective assessing and valuating. The affective cognitive representation of a human is formed on the early ontogenetic stages, until the areas responsible for the functions of the other signalling system are created. Once the human is able to make representations of other people in the form of notions and at the same time is able to verbalize these notions, only then the ability to make descriptions of another man in its descriptive dimension may occur.

Both affectivity and descriptiveness of interpersonal perception can be regarded from the point of view of somebody's development.

While the ability of affective representation of the environment (including humans) appears early, descriptiveness of perception requires logical thinking characteristic of the formal-operational stage of cognitive development according to Piaget.

The comparison of the stages of cognitive development and of perceptual development clearly suggests that in order to obtain the ability to create a

descriptive perceptual pattern of the social environment, including humans, one needs to achieve the ability of logical, rational and abstract thinking.

Intensity of the affective and of the descriptive factor may differ, depending on the age. Still, it is possible also for adults to perceive the world and other people in extreme categories. Lewicka (1985) put a thesis that extreme and radical views are caused by the lack of cognitive maturity. Individuals who represent the affective cognitivism, with the prevailing assessment factor, make black-and-white cognitive representations and are unprepared for cognitive compromise. Lewicka also thinks that extreme affective representation does not need to mean the lack of responsibility and extreme descriptiveness does not mean the lack of maturity. The proper functioning in the cognitive sphere should be characterized by the ability to switch from one type of perception to the other depending on circumstances. The author thinks that mature functionality is expressed by flexibility of cognitive structures.

It seems worthy to make a remark here that can be important to define psychopathy, due to ability to create and making use of cognitive structures. It is known that psychopaths do not create an affective map of the environment, and of other people in particular. Their way of cognitive approach is limited to the descriptive form, which in extreme cases may take up the form of manipulation.

The problem of cognitive structures in a child is closely related to the perception of parental attitudes, which was pointed out in the works of Roe and Siegelman (1966) and of Schaefer (1965), who created measuring tools as part of their research strategy, based on perception of parental attitudes. The third type of the Questionnaire by Roe and Siegelman derives just from that scientific theory.

The mainstream psychological current, which has developed besides the problem of parental attitude perception, regards the development of information perception from the outer environment in the ontogenetic and phylogenetic process, represented by Gibson (1969). She has paid attention to the fact that already animals on the lowest phylogenetic level react in a selective way to the incoming information about the properties of the environment.

It seems that perception of parental attitudes in the children's minds is not an easy thing, which has been pointed out by Skarżyńska (1981) and Kozłowska (1985). The children make models of ideal parents in their cognitive-motivational structures and the real parents are identified with the ideal ones.

Following this way of thinking we may conclude that besides the ideal, albeit subjective parental model, the children create, based on the observation, also the real image of the parents. Emphasized should be the fact that both the ideal and the real image of the parents are made on the basis of cognitive mechanisms and they actually are informative rather than real models and they must therefore be subjective.

The problem of parental attitudes perception due to the way how the image of these attitudes are created refers to the theory of information modelling by Bernstein (1962) or the theory of cognitive dissonance by Festinger (1957) and Brem and Cohen (1962), rather than to the theory of information perception by Gibson (1969).

A more synthetic approach to the theory of information modelling can be found in the theory put forward by Puszkin (1976). His theory assumes that the objective reality creates an image of itself in the form of dynamic information models, i.e. most basic sensoric-dynamic models, as well as models on a higher organization level. Each image of the reality is reflected by a particular spatial-functional structure of cells. A distinguished physiologist Uchtomski (1950) said that a particular functional system was being created while information forming in the cortex, which can be regarded as a basic unit of mental process, adjusting one's behaviour in the external world. Referring to that, Gibson thinks that information modelling means the same as the so-called information perception in that theory.

It seems worthy to pay attention to the so-called cognitive development of values and the hierarchy of the value system, as described by Reykowski (1977). He distinguishes between "value network" - an affective map of experiences and "operational network" - a informative and descriptive map of one's experiences (Reykowski & Kochańska, 1980). The value network contains an affective characteristics of the world. Also the structures of Reykowski's value network and operational network are dynamic and relatively autonomous.

In this sense, as independent mental units they can make various functional combinations with other structures, creating new qualities. They also can be excluded from the system or destroyed by destrucuring. Any information reaching the information model is either accepted therein or rejected. Either process is accompanied by a particular emotional context.

One may suppose that this relative autonomy of information models can be the reason of a so called perceptual defence, from the incoming information that is too distant from the properties of the models. It should be said that it concerns both the information incoming from the external world (objective reality) and the internal information from subjective world of one's mentality, i.e. from other information models.

In this context we may assume that information discrepancy between the ideal and the real parental model can be the reason of emotional shade of children's attitudes to their parents and can be expressed in what scholars define as "perception of parental attitudes." Based on these thoughts one can wonder what the PCR III Questionnaire actually measures – perception of parental attitudes or rather emotionally coloured comparison between the ideal and real model of the parents' conduct to their children.

The development in other people's perception is indicated by the change of the egocentric perceptual perspective into the objective system of notions of a high stability level.

An interesting theory of representation of emotions was worked out by Maruszewski i Ścigała (1995, 1997). They proposed to denote emotional representations by a triangle whose tops illustrate three basic types of codes. The sides of the triangle illustrate the mechanisms of information recoding in both directions. Thanks to this one can get a view into different aspects of emotional process. The three types of codes: abstract, verbal and visual, gives six recombination possibilities. The conversion of visual codes into verbal ones is described by the authors as verbalization, whereas the opposite process as visualization. Changing visual codes to abstract is called symbolization, and the opposite process – desymbolization. Re Reconfiguration of abstracts to words is known as desemantization, and changing verbal codes into abstracts – semantization. The authors of this theory assume that the processes of reconfiguring develop with time, which means that in the process of ontogenesis different levels of emotional cognitive representation are created.

Such scholars as Skarżyńska (1979), Reykowski (1977), Kochańska (1976), Feffer (1970) and Selman (1971a) think that that the development of perception mechanism mean going form the egocentric perspective to the more objective one, taking into account internal condition of another human. A child functioning on the egocentric level is unable to differentiate one's own and other people's conditions, feelings and experiences (Skarżyńska, 1981).

The egocentric perceptual perspective refers to the so-called cognitive centration, which was the object of research by Piaget (1966), Feffer (1967), Elkind (1967) and Sullivan and Hunt (1967). The well-known Piaget and Inhelder's three mountain experiment (1967) has proven that children up to the age of four tend to focus on a single aspect of the observed person or situation, which at the moment dominates. This one-sidedness of cognitive perspective is characteristic of the children on the preoperational level of cognitive development. When the children reach the formal-operational stage, they are ready for cognitive orientation, known as decentration. They are able to see the observed object or person from many different perspectives in the most objective way. Skarżyńska (1979) discusses Selman's experiment (1971a) with five and six year old children whose task was to guess what another child will do to find a hidden toy. The children who were to enter the perspective of a seeking child knew where the toy had been hidden, while this information was not known for the seeking child. Based on that experiment Selman proved that the ability to enter somebody else's perspective has four stages. In the first stage the children gas no ability to distinguish their own and someone else's perspective. In the second stage the children can differentiate themselves as the observer and as the observed

persons, still the efficiency regarding their experiences is small. In the third stage the children differentiate and anticipate other persons' conduct. Their perception is still distorted by projections. In the fourth, final stage the children can distinguish themselves from the observed persons and at the same time they are able to differentiate the internal status and can anticipate the conduct of people under observation.

The development of cognitive abilities, i.e. of decentration is related not only to the ability of entering other people's perspective, but also the ability to enter another man's role. The research by Feffer (1970) entitled him to distinguishing three levels of development:

- the first level, characteristic of six-year-olds who are unable to keep continuous perception and focus on different and different parts of what they see; there is no perceptual integration and consistency;
- 2. the second level (7-8-year-olds) already has some degree of ordering and consistency between particular perspectives;
- 3. the third level (9-10-year-olds) is an integrated and consistent system of perception of other people.

Skarżyńska (1979) pays attention to the fact of substantial timediscrepancy between the ability for decentration and ability or need to apply it in the child's own conduct. There are some factors which delay decentration development and prevent to use actual cognitive abilities in solving interpersonal problems.

According to Reykowski (1977) the factors that may delay decentration include: lack of experience in interpersonal relations, high emotional level, low intellectual level.

According to Kocharńska (1976) the factors which favours decentration include: turning the children's attention of the consequences of their conduct for other people, practising perspective switch between the observer and the observed person, proper atmosphere at home.

The above shows that the level of decentration can indicate the level of social adjustment. Individuals with developed decentration abilities in interpersonal relations will be more efficient in adjusting their conduct because of the wide and objective cognitive perspective in the situation they participate in. The research regarding the relation between egocentrism and asocial or criminal conduct have shown that criminals characterize with lower level of interpersonal decentration, whereas the decreased level of criminal acts is influenced by increased decentration (Chandler, 1973).

The development and qualitative changes of cognitive structures from egocentrism to interpersonal decentration depend on individual intelligence (DeVries, 1970), moral maturity (Rubin and Schneider, 1973; Selman, 1971b), quantity and quality of family interactions by the child (Mead, 1975; Dolata, Milecki, & Samoręda, 1984) and ability to cooperate (Johnson, 1975).

Interpersonal decentration is a multidimensional variable and as Milecki (1987) thinks its particular dimensions (perceptual, cognitive and affective) may form in a different way, due to sex, age and other personal and environmental correlates. Each of these dimensions characterizes with a different dynamics because of the factors discussed above. Milecki pays attention to the fact that the research so far have been conducted on children. It turns out that individual differences regarding this phenomenon occur in adults, too. In the literature devoted to the conditions of decentration the amount of information about the correlates of interpersonal decentration within a family is scarce.

Parental Attitudes and Cognitive Development

Perception of parental attitudes plays a unique role in perception of other people. We can say that that perception of parental attitudes is certainly a primary mechanism of perception, which must have substantial influence on the cognitive and social development.

Skarżyńska (1979, 1981) discusses the research by her M.A. student. The research was conducted by Napierzyńska with the Role-Taking Test of the Questionnaire for Parents (measuring decentration level) and by Raven Test. The author selected out of a group of 227 children a subgroup of 20, whose mothers demonstrated correct attitude to them and a subgroup of 10 with the negative attitude. The results made Napierzyńska say there was a correlation between decentration and intelligence, as well as between the type of parental attitude and interpersonal decentration. It turned out that the children of mothers representing correct parental attitudes were more intelligent and characterized with the higher level of decentration than the children whose mothers manifested negative attitudes.

Interpreting the results of Napierzyńska's research Skarżyńska (1979) thinks that they clearly point out a relation between social and cognitive development and that the particular role in it is played by maternal attitudes. She writes that the proper education from the mother, i.e. cooperation between mother and child, easy contact, more flexibility and elasticity of mother's behaviour gives more freedom to the child and leads to normal cognitive development or even speeds it up. Normal cognitive development gives the foundations for gradual development of the abilities to perceive oneself and others in the objective way. It allows creating adequate expectations, which consequently leads to a better social functioning. The proper social functioning in turn reinforces parental attitudes that have been applied so far. Following Skarżyńska's way of thinking we can add that proper parental attitudes favour optimum stimulation of the intellectual and therefore also cognitive and social sphere, which eventually reinforces proper parental conduct.

Depending on particular stage of development of the child and of paternal attitude, this may generate a feedback to elevate the child to a higher level of development.

The sequence of births in the family is another factor which forms the cognitive pattern as an important part of one's perception. A research was carried out by Lewicki (1960) and based on an earlier output by Warren (1966), Rubin, Hultsch, and Peters (1971) and Cicerilli (1972). All that research clearly point out a correlation between the cognitive pattern and the sequence of birth in the family. The mechanism of producing the cognitive pattern is based on the generalization of experiences arising from fulfilment of particular roles due to the number of brothers/sisters and seniority.

A different type of cognitive pattern is therefore represented by only children, by elder brothers and by younger brothers. Interesting research regarding the relation of actual parental attitudes and perception of these attitudes by children was conducted by Matuszewska (1989). The author referred to the concept of studies of cognitive structures development of Livesley and Bromley (1973), and to the statement by Mika that the system of cognitive categories formed on the basis of experiences from home is the most important feature of the process of other people's perception. The author thinks that the perception of parental attitudes depends not only on the parents' conduct, but on the properties of children's cognitive and emotional structures as well.

Baed upon her own research, Matuszewska obtained four types of perception. The first type was an adequate perception of the correct attitude, the second an adequate perception of the incorrect attitude, the third an inadequate perception of the correct attitude, and finally the fourth one was an inadequate perception of the incorrect attitude. The author was convinced that scholars researching the influence of parental attitude on the personality of children oversimplified their conclusions, assuming that the correct attitudes positively influenced the child's personality, whereas the incorrect ones influenced them in the negative way. They kind of disregard perceptual and emotional properties of the child. According to Matuszewska, perception wa a function of both the external conditions and child's personality, hence she excluded the assumption that both correct and incorrect parental attitudes would be perceived in an adequate way. The adequacy of perception plays an important role in the context of the research of perception of parental attitudes in criminals.

A wide research of perception of parental attitudes was carried out by Lipiński (2004). It regarded socially unfit boys and girls detained in rehab centres in Poland. The results clearly pointed out inadequate perception of parental attitudes by the boys. No such inadequacy was found out in the case of the girls. Based on that research a special therapy program was developed in a rehab centre for socially unfit boys in Łódź to bring the adequate perception back. Social workers from that centre examined real parental attitudes during an interview with

their families and psychologists analyzed the perception of those attitudes in the boys themselves. All boys in whom inadequate perception was found were sent to a therapy to bring back true assessment of parental attitudes.

It can be assumed that a retrospective picture of parental attitudes in criminals is an important part of information model, formed at early ontogenetic stages from selected and optimized information coming out of objective reality in which parents were an important stimulation source. The image of parental attitudes in the minds of examined individuals is subjective, just like the whole psychological dimension of a human. It can also be assumed that the retrospective image of parental attitudes in criminals results from the inadequate perception of these attitudes.

Methodology of Research

Objectives. The objective of the research was measuring the intensity of particular parental attitudes of mothers and fathers in perception of the group of male recidivists and the reference group.

Another objective was to determine statistically significant differences between the two groups in the perception of following attitudes: loving mother's (LM), demanding mother's (DM), attentive mother's (AM), rejecting mother's (RM), casual mother's (CM), loving father's (LF), demanding father's (DF), attentive father's (AF), rejecting father's (RF), casual father's (CF).

Groups. Two groups were subject to research. The main group consisted of 109-124 male recidivists, aged 30-45. The idea of examining non-recidivists as well was turned down as it was assumed that it could include a number of individuals with big readaptational potential.

The reference group consisted of randomly selected 48-50 males, aged 30-45, who had never been imprisoned.

The Tool for Variable Measurement – Questionnaire of Parents-Children Relations for the Father (PCR-F) and Mother (PCR-M) by A. Roe and M. Siegelman in the Authorized Translation by W.S. Kowalski. PCR has two separate versions for the father and the mother, each containing 50 similar expressions describing various conduct of the parents, which can be attributed to five parental attitudes: loving attitude (L), demanding attitude (D), attentive attitude (A), rejecting attitude (R), casual attitude (C).

Psychometric Features of the PCR Questionnaire

Kowalski (1984) made the analysis of discriminatory power of particular questions in the questionnaire, which yields information of the degree to which a particular position differentiates the examined group according to a particular attitude. The coefficient between the position and the general result of the questionnaire is an operational indicator of discriminatory power. For this purpose a rank-biserial correlation coefficient (r_{bi}) was used. Particular PCR positions are characterized by a high indicator of discriminatory power, the range of the average value being estimated for $r_{bi} = 0.558 \div 0.710$ for mothers and $r_{bi} = 0.636 \div 0.789$ for fathers. The highest value of discriminatory power was found for the demanding (D) and the lowest for the casual (C) attitude.

Reliability of the test is guaranteed by its stability (it takes regard to error variance caused by time and place of testing and examined individuals) and by its consistency (inner compatibility, also taking regard to error variance caused by the test itself). The calculations confirmed satisfactory absolute stability and consistency. It should be noted that the highest parameters were achieved by the demanding attitude. The above data allow to say that the test is a reliable measurement tool.

Validity of PCR was confirmed through three verification methods. Firstly, the internal test structure was checked (scale intercorrelation matrix) – the analysis allowed to distinguish the positive attitudes: loving, attentive and casual, and the negative: rejecting and demanding. The attitudes which belong to the same group positively correlate with each other, while those from the opposite ones correlate negatively. PCR was also correlated with other tools, such as the *Child's Report of Parent Behavior Inventory (CRPBI)* by E. Schaefer. Comparing both tools proved satisfactory validity of PCR – similar attitudes show positive, opposite – negative correlation (Lipiński, 2004; Lipiński & Gaszewski, 2012; Lipiński, 2018). The indicators of reliability, accuracy and normalization of the questionnaire shows considerable psychometric credibility and correctness.

The output obtained with the PCR questionnaire was recalculated into the normalized centile scale and then subjected to Student's T-test statistical analysis. Prior to that the F –Variances and p- Variances coefficients were carefully examined and they showed that there were no obstacles to use Student's T-test statistical analysis.

Output

Table 1 Arithmetic means (in centiles), standard deviation and significance levels of mean results of parental attitude perception of loving (LM, LF), demanding (DM, DF), attentive (AM, AF), rejecting (RM, RF) and casual (CM, CO) attitude in the main (RCD) and reference (RG) groups. T-tests; Grouping: GR: Group 1: RG Group 2: RCD

	Mean 1	Mean 2	t-value	df	p	N 1	N 2	Std. Dev1	Std. Dev2	F-ratio Varian.	p Varian.
LM	42.3	50.7	-1.53	172	.128	50	124	29.00	33.90	1.367	.22
DM	33.6	49.9	-3.01	172	.003	50	124	29.42	33.54	1.300	.30
AM	47.1	65.1	-3.93	172	.000	50	124	23.21	28.89	1.550	.08
RM	34.8	43,0	-1.53	172	.128	50	124	28.84	32.94	1.304	.29
CM	71.3	70.5	.20	172	.841	50	124	22.42	24.25	1.170	.54
LF	35.4	48.9	-2.49	155	.014	48	109	30.08	31.71	1.112	.70
DF	46.9	50.1	-.60	155	.549	48	109	30.11	31.50	1.095	.74
AF	48.8	65.2	-3.14	155	.002	48	109	30.59	29.78	1.055	.80
RF	56.2	56.4	-.01	155	.992	48	109	32.03	32.74	1.045	.89
CF	54.79	56.45	-.31	155	.755	48	109	32.45	29.78	1.187	.46

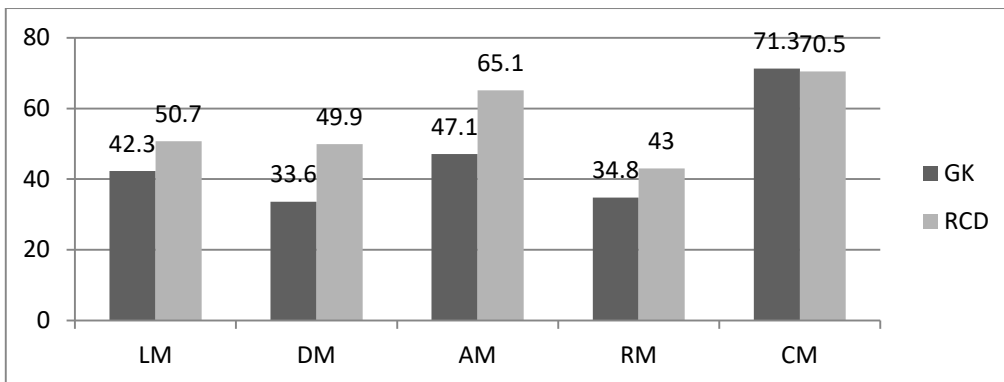


Figure 1 Arithmetic means of perception of mother's attitudes in the compared groups (centile)

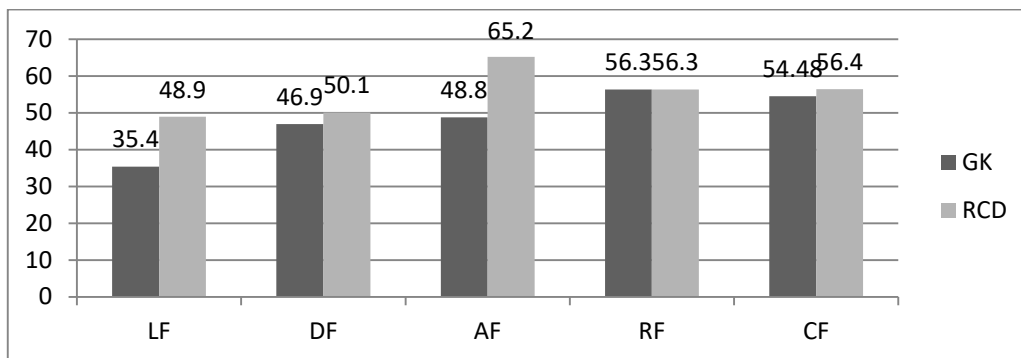


Figure 2 Arithmetic means of perception of father's attitudes in the compared groups (centile)

Analyzing the results from Table 1. we can say that p- variances > 0.05 for all categories of perception of mother's attitude, which means there were no obstacles for using the t-Student test for independent groups. Thus the results of the t-test are reliable and point out to the fact that the group of recidivists perceive maternal attitudes as significantly more demanding and attentive, compared to the reference group.

The remaining categories of maternal attitudes in the compared groups were not statistically significant. Besides, the perception of casual attitude was at a high level, in both groups. Similarly, On the lower border of high level was maternal attentive attitude, as perceived by recidivists. The remaining categories of maternal attitudes were not beyond average.

The results of the analysis regarding perception of paternal attitudes point out to the fact that there were no obstacles to using the t-Student test, at p- variances > 0.005. The test showed that in recidivists' perception their fathers were more loving and attentive compared to the reference group. The remaining paternal categories did not significantly differentiate both groups.

Table 2 *r-Pierson correlational coefficients between particular categories of maternal and paternal attitudes and the correlation of maternal and paternal attitudes in perception of the reference group. Within-Group Correlations Group: GR:GK Marked correlations are significant at $p < .05^*$*

	LM	DM	AM	RM	CM	LF	DF	AF	RF	CF
LM		-.1	.4*	-.5*	.2*	.5*	-.3*	.3*	-.4*	-.0
DM	-.1		.3*	.4*	-.1	.0	.1	.2*	.2	.2*
AM	.4*	.3*		-.0	.1	.3*	.0	.5*	-.2	.1
RM	-.5*	.4*	-.0		.4*	-.2*	.0	.2*	.4*	.4*
CM	.2*	-.1	.1	.4*		.1	.0	.3*	.0	.6*
LF	.5*	.0	.3*	-.2*	.1		-.5*	.4*	-.8*	.2*
DF	-.3*	.1	.0	.0	.0	-.5*		-.1	.4*	-.3*
AF	.3*	.2*	.5*	.2*	.3*	.4*	-.1		-.1	.3*
RF	-.4*	.2*	-.2*	.4*	.0	-.8*	.4*	-.1		.1
CF	-.0	.2*	.1	.4*	.6*	.2*	-.3*	.3*	.1	

Correlational coefficients determining the power of relation between the variables in Tables 2 and 3 allow creating a dynamic structure of retrospective image of parental attitudes in the compared groups. It is reflected by the following bundles of warm and cold attitudes in the examined group.

Table 3 r-Pierson correlational coefficients between particular categories of maternal and paternal attitudes and the correlation of maternal and paternal attitudes in perception of the main group. Within-Group Correlations Group: GR:RCD Marked correlations are significant at $p < .05^*$

	LM	DM	AM	RM	CM	LF	DF	AF	RF	CF
LM		-.2*	.7*	-.6*	.2*	.4*	-.0	.2*	-.4*	-.0
DM	-.2*		.0	.3*	-.3*	-.0	.5*	.2*	.1	-.1
AM	.7*	.0		-.5*	.2*	.3*	.1	.5*	-.2*	.1
RM	-.6*	.3*	-.5*		.1	-.4*	.2*	-.1	.6*	.1
CM	.2*	-.3*	.2*	.1		.1	-.1	.1	.1	.5*
LF	.4*	-.0	.3*	-.4*	.1		-.3*	.7*	-.6*	.1
DF	-.0	.5*	.1	.2*	-.1	-.3*		-.0	.5*	-.3*
AF	.2*	.2*	.5*	-.1	.1	.7*	-.0		-.2*	.3*
RF	-.4*	.1	-.2*	.6*	.1	-.6*	.5*	-.2*		.0
CF	-.0	-.1	.1	.1	.5*	.1	-.3*	.3*	.0	

Maternal attitudes in the perception of the reference group are correlated with the categories of maternal and paternal of the main group making the following bundles of warm and cold attitudes and they determine the structure of the retrospective image of parental attitudes in the perception of the reference group (percentage (%) of variance = $r^2 \times 100$):

1. GK LM + [AM (16%), CM (4%), LF (25%), AF (9%)] – [RM (25%),DF (9%), RF (16%)] = warm bundle
2. RCD LM + [AM (49%), LF (16%)] – [RM (36%), RF (16%)] = warm bundle
3. GK DM + [AM (9%), RM (16%)] = cold bundle
4. RCD DM + [RM (9%), DF (25%)] – [CM (9%)] = cold bundle
5. GK AM + [LM (16%), DM (9%), LF (9%), AF (25%)] – [RM (25%)] = warm bundle
6. RCD AM + [LM (49%), LF (9%), AF (25%)] – [RM (25%)] = warm bundle
7. GK RM + [DM (9%), CM (16%), RF (16%), CF (16%)] – [LM (25%)] = cold bundle
8. RCD RM + [DM (9%), RF (36%)] - [LM (36%), AM (25%), LF (16%)] = cold bundle
9. GK CM + [RM (16%), AF (9%), CF (36%)] = cold bundle
10. RCD CM + [CF (25%)] – [DM (9%)] = warm bundle
11. GK LF + [LM (25%), AM (9%), AF (16%)] – [DF (25%), RF (64%)] = warm bundle
12. RCD LF + [LM (16%), AM (9%), AF (49%)] – [RM (16%), DF (9%), RF (36%)] = warm bundle
13. GK DF + [RF (16%)] – [LM (9%), LF (25%), CF (9%)] = cold bundle
14. RCD DF + [DM (25%), RF (25%)] – [LF (9%), CF (9%)] = cold bundle
15. GK AF + [LM (9%), AM (25%), CM (9%), LF (16%), CF (9%)] = warm bundle
16. RCD AF + [AM (25%), LF (49%), CF (9%)] = warm bundle
17. GK RF + [RM (16%), DF (16%)] – [LM (16%), LF (64%)] = cold bundle
18. RCD RF + [RM (36%), DF (25%)] – [LM (16%), LF (36%)] = cold bundle

19. GK CF + [RM (16%), CM (36%), AF (9%)] = cold bundle
20. RCD CF + [CM (25%), AF (9%)] – [DF (9%)] = cold bundle

The bundles are different in both groups due to their structure. This regards all bundles, particularly of maternal casual attitude (CM) which is cold in the reference group due to its correlation with maternal rejecting (RM) and paternal attentive (AF) and casual (CF) attitudes. In the perception of the main group the maternal casual attitude (CM) positively correlates with the paternal casual attitude (CO), negatively correlates with the maternal demanding (DM) and is warm.

Conclusion

The research output points out to the fact that in the perception of recidivists in comparison to the reference group, mothers are more demanding ($p < 0,003$) and attentive ($p < 0,000$) while fathers are more loving ($p < 0,01$) and attentive ($p < 0,002$). The remaining categories, i.e. maternal loving (LM), maternal rejecting (RM), maternal casual (CM), paternal demanding (DM), paternal rejecting (RF) and paternal casual (CF) do not differentiate both groups in a statistically significant way.

The analysis of mean results justify saying that maternal demanding attitude (DM) finds itself at the top border of low value for the reference group and is average for the main group. Maternal attentive attitude (AM) in the perception of recidivists is at the bottom edge of high level and average in the reference group. The level of maternal casual attitude (CM) is high in both groups. The remaining maternal and paternal attitudes are on the average level in both groups.

Besides there are significant differences between both groups in the structure of parental attitudes which means different perception of these attitudes. Although not so spectacular, still they clearly point out that perception of parental attitudes by recidivists is strongly distorted and inadequate, due to the mechanism of idealizing their parents. The output confirms the earlier results of the research conducted with a PCR questionnaire on minor perpetrators by Lipiński and Gaszewski (2012) and Lipiński (2004). It should be emphasized there were no earlier research conducted on recidivists.

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A FAMILY WITH MANY PROBLEMS IN THE SOCIAL SUPPORT SYSTEM

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Abstract. *The contemporary family is subject to significant transformations, which forces its members to adapt in new conditions of social functioning. Changing socio-economic conditions, difficult financial situation, helplessness, occurrence of addictions and social pathologies often make families unable to properly fulfill their tasks and functions. Social support can refer to taking action in any difficult situation in which a person is - a family who can not cope independently under the circumstances. The family is one of the most important values in human life, therefore the possibilities of its support should be broad, varied and generally available. The aim of the study is to present selected aspects and forms of social support for the family, which experiences many problems in everyday functioning. Supportive activities concern, among other things: the form of social assistance that the family will receive in the light of legal acts, the types of benefits a family can get in a difficult life situation and diversified forms of assistance and support from specialists for working with family - social workers and family assistants. The study uses the method of analysis of existing data (desk research), the research has been given a diagnostic and descriptive character. In the presented article, the analysis covered the subject literature on the subject matter covered, applicable legal acts, statistics, government reports and reports on social assistance benefits. The collected material was supplemented by an expert interview conducted with social workers and family assistant. Undertaken assistance activities should support families not only in the traditional social role, but also be open to the dynamics of socio-economic and cultural changes and new areas requiring assistance. Therefore, when undertaking supporting activities, one should focus both on preventing negative phenomena that may threaten the proper functioning of the family and effectively eliminate the effects of their occurrence.*

Keywords: *family, social support, social assistance.*

Introduction

The functioning of the modern family is related to the impact of many various economic, socio-political, economic and cultural factors, the scope of which affects the conditions of everyday life to varying degrees. The result of these situations is undoubtedly the growing number of families in need of various forms of support from both aid institutions as well as specialists working with the family. The issue of social assistance is one of the most important issues both in the sphere of discussion and taking specific actions, and the forms of support and benefits provided are its inherent element. Problems and threats that

are associated with the functioning of the family thus become a platform for supportive, educational and assistance activities for aid sector employees. Granting benefits from social assistance to individuals or families is possible when there is a difficult life situation for people applying for help, while not being able to overcome this difficult situation with the use of resources and opportunities available to the family. It should be emphasized that proper implementation of tasks supporting families in a problematic situation is possible through coordinated actions of institutions that form part of the family support system in the local environment and whose actions are justified by the effect of official documents and applicable law. The aim of the study is to present selected aspects of social support that may be used by families who need multiple support in a problematic situation.

Contemporary family - changes, difficulties and threats

The family is considered the basic living environment of every human being. It has its own individuality, creates conditions for the child's development and upbringing. The family has first social contacts and mental ties between parents and children. The family has become the subject of interest for many scientific disciplines, including pedagogy, sociology and psychology, hence so much in the literature on the subject we find publications on the modern family (Tyszka, 2001; Ziemska, 2005; Kawula, 2006; Plopa, 2007; Szlendak, 2012). As Stanisław Kawula emphasized, "our interest in the family grows as a form of collective life that exerts a significant influence on the formation of attitudes, aspirations and life plans, systems of values, human personalities" (Kawula, 1999, 46). Jan Szczepański presents the family as "a small a primary group composed of people who have a marital and parental relationship and a strong inter-individual relationship, the parental relationship being considered in the broad social and legal meaning of the term, strengthened as a rule by natural law, customs and cultural context "(Szczepański, 1970, 70) In the view of other authors, "the family is the environment which, through its specificity, intimacy, individuality, and directness, creates conditions for development and upbringing." It is the place of the first interpersonal contacts, the first psychological ties of the child with parents and siblings "(Danilewicz, Izdebska, & Krzesińska-Żach, 2001, 58). Therefore, the family has specific functions and tasks for its members to fulfill, and through their proper implementation satisfies basic needs and provides a sense of security.

Nowadays, we are more and more often facing issues related to changes taking place in the family and difficulties and threats that the family experiences - among others, write about it: (Kwak, 1994; Tyszka, 2001; Ziemska, 2005; Kawula, 2006; Ładyżyński, 2009; Majkowski, 2010). These

phenomena are directly connected with changes occurring in society all over the world, because, as Zbigniew Tyszka emphasizes, "the family is a historical category, changing depending on the era. The basic factors that exert a significant influence on the family are: economic development of societies and their cultural transformations. (...). The family is transformed to a large extent by the processes taking place within it, but these processes are caused in large part by external reasons lying behind it, binding in the final instance with changes in the social macro-structure and the entire global society" (Tyszka, 1998, 329). It should be emphasized, however, that despite many socio-historical changes, which are reflected in the transformations of the organization and lifestyle, the family remains one of the permanent elements of human life and development.

The functioning of the modern family is often accompanied by various problems that negatively affect its structure, durability, performance of functions and the quality of mutual relations between its members. Difficulties experienced by the family are related, among others, to the material situation of the family resulting from a lack of employment - unemployment among others pay attention to this problem (Kwiatkowski, 2002; Kmiecik-Baran, 2009; Lubińska-Bogacka, 2011) or low income from work, poverty, rising costs of living and occurring in a family of phenomena referred to as the pathology of alcoholism - see the work (Sztander, 2009; Pospiszyl, 2009), domestic violence (Pospiszyl, 1994; Jarosz, 2001; Mazur, 2002; Szluz, 2007) and various addictions (Woronowicz, 2009). It is also worth mentioning the other difficulties that are more and more often affecting the modern family having their source in the lack of skills to run a household and care and educational ineffectiveness towards children, as well as the long-term absence of one or both parents of so-called "family separation" among others, write about it (Kaczmarczyk, 2005; Danilewicz, 2006; Kawczyńska-Butrym, 2009). A significant proportion of families who find themselves in a difficult situation benefit from social benefits and become beneficiaries of social assistance. S. Kawula believed that "the family is the internal world, but it is subject to influences from outside, which reach through there various channels and shape the social and individual system of values and norms of social behavior of individual members" (Kawula, 1999, 50). We perceive the phenomenon of increasing the number of families requiring multidimensional support from people and institutions that are part of the broadly understood social assistance system. Institutions that undertake supporting tasks come to the aid, simultaneously implementing the legal and statutory activities assigned to them.

Methodology

The information for the article was obtained on the basis of a literature analysis of the subject and collected research material. Taking into account the scope of conducted analyzes, the research has been given a diagnostic and descriptive character. The method of analyzing the existing data (desk research) was used. In the presented article, the analysis covered literature in the field of modern family functioning, legal acts in force, including the Act of 12 March 2004 on social assistance and the Act of 9 June 2011 on family support and foster care system, statistics of the Central Statistical Office, reports governmental ministries of the Family of Labor and Social Policy and reports on social assistance benefits. The aim of the study was to present selected aspects and forms of social support for families who experience many problems in everyday functioning. Research and analysis was carried out from September to December 2018. On the basis of the literature analysis of the subject and collected research material, the following is described: forms of social assistance in the light of legal acts in force can be obtained by the family, types of benefits that a family can get in a difficult life situation and various forms of help and support from specialists for working with family - social workers and family assistants. The applied methodology allowed for the interpretation of data contained in documents in the light of qualitative analysis.

Results - Family support system with many problems in Poland

Social support in a general context can refer to any difficult situation in which the individual is located. Nevertheless, in such a broad sense of the term, we can include all actions undertaken regardless of whether it is a temporary or a longer situation in which a person can not find himself or herself and should get support from both the nearest community and the assistance institutions. According to Helena Sęk, social support is an interaction that is initiated in a difficult situation, a kind of social interaction that is taken up by one or both participants in a problematic, difficult, stressful or critical situation (Sęk, & Cieślak, 2006, 18). The duty to support a family experiencing many problems within the scope set by the Act rests with local self-government units and government administration bodies. Different forms of support which depending on the existing situation may be covered by the family have their powers in particular legal acts. Families in a difficult financial situation are covered by various forms of support whose scope is included in the Act of 12 March 2004 on Social Assistance, in which we read "social assistance is an institution of the social policy of the state, aimed at enabling individuals and families to overcome difficult social life stories that they can not overcome, using their own

powers, resources and opportunities" (Art.2.1 of the Act on Social Assistance). Supporting the family in a problematic situation in a broad context is a multifaceted activity both in terms of the possibilities and forms of action as well as the attitudes and expectations of the people to whom it is addressed. The main purpose of social assistance is to support people and families in their efforts to meet the necessary needs and enable them to live in conditions that correspond to human dignity. The Act of 12 March 2004 on Social Assistance in Art. 7 defines the most common reasons for providing support, assuming that the whole family is the subject of social assistance activities, therefore social assistance is given to people and families in particular because of: "poverty, orphanage, homelessness, unemployment, disability, long-term and serious illness, domestic violence, the need to protect victims of trafficking, the need to protect motherhood or many children, helplessness in matters of care and education and households, especially in single or large families, difficulties in integrating foreigners who obtained refugee status in the Republic of Poland (...), difficulties in adapting to life after being released from prison; alcoholism or drug addiction, accidental and crisis situations, natural or ecological disaster" (Art.7 of the Act on Social Assistance). Social assistance consists in particular of: "granting and paying benefits provided for by the Act; social work; conducting and developing the necessary social infrastructure; analysis and evaluation of phenomena generating demand for social assistance benefits; implementation of tasks resulting from the recognized social needs; developing new forms of social assistance and self-help in the framework of identified needs" (Art. 15 of the Act on Social Assistance).

Social assistance tasks in municipalities are carried out by organizational units - Social Assistance Centers, and the support provided is, among other things, that people using centers can apply for benefits in cash and non-monetary. For the purposes of the presented article on the types of support provided to the family, data from the Central Statistical Office in the area of social assistance in the years 2012-2017 were analyzed. As part of forms of social assistance, assistance is provided consisting in the provision of cash and non-cash benefits to persons fulfilling certain criteria and qualified to receive such assistance at their place of residence. The number of services provided and their types in individual years are provided in the tables below.

Table 1 Number of persons receiving benefits by type of assistance (based on decision) (in thousands)

Specification:	2012	2013	2014	2015	2016	2017
Monetary assistance	1 634,6	1 723,0	1 639,6	1 544,6	1 397,6	1 300,3
Non-monetary assistance	959,7	986,6	928,1	896,5	812,6	710,7

Source: own study based on GUS data analysis in 2012-2018 (from the MRPiPS report)

Analyzing the data in table 1 we observe a decrease in the number of cash and non-monetary benefits provided.

The group of cash benefits includes, above all, benefits: "permanent, periodic, purposeful and special purpose allowance, allowance and loan for economic independence, help for becoming independent and for continuing education (...)" (Article 36.1 of the Act on Social Assistance). On the other hand, non-cash benefits include: social work, credited ticket, social and health insurance premiums, material assistance, including economic independence, making funerals, specialist counseling, crisis intervention, shelter, meal, necessary clothes, care services in the place of residence, support centers and in family support homes, sheltered housing, stays and services in a social welfare home, assistance in obtaining appropriate housing conditions, including a sheltered apartment, assistance in obtaining employment, help for development - in kind for people who are independent (Art. 36.2 of the Act on Social Assistance). Persons in need of support could receive assistance both in monetary and non-monetary form.

Table 2 contains data on the number of assistance provided depending on the specific family problem - here we also see a decreasing amount of support (it should be remembered that there may have been several reasons for providing environmental assistance in one family). Among the reasons for the assistance most often appear the following areas.

Table 2 Number of families receiving benefits (based on decision) by reasons (in thousands)

Specification:	2012	2013	2014	2015	2016	2017
Povert	708,0	754,7	724,3	694,4	640,5	568,1
Unemployment	640,5	686,0	635,5	574,7	499,7	422,0
Chronic disease or serious illness	412,3	429,7	430,8	430,7	430,7	436,0
Disability	396,5	412,9	408,7	399,3	393,9	384,9
Perplexity in care and educational affairs	235,9	241,7	227,3	213,2	189,2	165,3
Need of motherhood protection	119,4	127,2	126,3	127,0	113,1	98,4
Alcoholism	88,1	89,6	87,0	84,9	80,2	76,9
Homelessness	35,5	37,3	37,8	38,1	37,4	37,2
Domestic violence	18,7	20,2	20,5	18,8	17,2	17,4
Crisis situation	15,2	10,7	11,4	9,1	9,3	9,2

Source: own study based on GUS data analysis in 2012-2018 (from the MRPiPS report)

The support of a person - a family in a problematic situation in the operation of Social Assistance Centers takes the form of a specific activity of the

social workers employed in it. A social worker taking up cooperation with the family - diagnoses its situation and defines a plan of help that will enable it to return to proper functioning. It is important for a social worker to be able to discover in the family, despite the crisis situation, its strengths and abilities, and then skillfully initiate the process of recovering by the family some control and stability. A social worker accompanies the family in the course of changes, and his activity and participation in family life is adjusted to the possibility of cooperation between its members. The activities of a social worker can take on a different character - they include social work, which the legislator in Art. 6.12. of the Act on Social Assistance is defined as "professional activity aimed at helping individuals and families to strengthen or regain the ability to function in society by performing appropriate social roles and creating conditions conducive to this goal". Social work is therefore aimed at improving the situation of the family and focuses on solving problems and strengthening the activity and independence of people and families. It also plays an educational role consisting of shaping and expanding knowledge, facilitating understanding of many aspects of life, and consequently better coping with the difficulties of everyday life. "Social work is a professional, organized and purposeful pro-social activity conducted according to rules and methods specific to this profession" - emphasizes K. Wódz (Wódz, 1998, 13). Performing the profession of a social worker obliges people who fill it with high-class professionalism, proper education, and also requires certain personality traits, constant values' observance and adherence to them. The decision to grant or refuse a benefit is issued after a family environmental interview, which a social worker carries out at the place of residence of the person or family or in the place of stay in order to determine the personal, family, income and property situation of persons and families. The forms of help that a social worker takes with regard to the family result directly from the reason for the actions taken - because every phenomenon, every case with which a social worker works requires individual approach and professional help. "Working with families is usually difficult, requires knowledge, experience and delicacy. However, regardless of the circumstances, sources of knowledge about dysfunctional family, barriers, obstacles and difficulties, a social worker should diagnose each case in a professional way" (Mirowska, 2005, 136-137).

Based on the analysis of the GUS studies and reports, it was observed that in 2010-2017, all provinces in Poland experienced an increase in annual expenditure from the social assistance system per one beneficiary, „above the national average, which in this period amounted to 48.5%, found 6 voivodships, among them the Kuyavian-Pomeranian Voivodeship with the highest increase in expenditure (by 94.1 %). The Pomeranian Voivodship was in the second place (increase by 61.7 %), and on the third - Wielkopolskie Voivodship (by 60.7 %)"

(GUS, 2018, 70). Additionally, when analyzing the forms of assistance provided to families with many problems, we can observe that in the years 2010-2017 the structure of expenditure on cash benefits changed. In the initial period, benefits (fixed, periodic, intentional) accounted for approximately $\frac{3}{4}$ of all cash benefits, and since 2012 their share has increased to over 90 %, therefore in 2017 in Poland, they were allocated 93.4 % of the amount spent on all cash benefits in social assistance (from 2015 fixed benefit covers the largest part of financial resources allocated to cash benefits). In the analyzed period of 2010-2017, the registered unemployment rate dropped almost twice in Poland and the average monthly gross wage was systematically increasing.

Depending on the situation under the law, families may be eligible for support, also in accordance with the Act of 9 June 2011 on family support and foster care which focuses, among others, on activities aimed at families with children experiencing difficulties in fulfilling care functions, as well as on the principles and forms of foster care. According to the Act, "supporting the family is carried out in the form of: 1) working with family; and 2) help in caring for and bringing up a child" (Art.8.2 Act on supporting the family). Pursuant to Art. 9 of the Act on supporting the family and foster care system, the family may receive support through the activities of: 1) institutions and entities acting for the benefit of the child and family; 2) daytime support facilities; 3) supporting families. The family is provided with broadly understood help, in particular in the form of family counseling, mediation, family therapy understood as psychological, pedagogical and sociological activities, aimed at restoring the family's ability to fulfill its proper tasks. One of the forms of support that the family can receive is the family assistant - among others, write about it (Krasiejko, 2011; Krajewska, 2012; Krasiejko, 2013), which can be assigned to a family experiencing care and educational problems at the request of a social worker or by a family court decision.

Family Assistant is a new profession in the field of social assistance, which appeared on the labor market from January 1, 2012 with the entry into force of the law on family support and foster care system. According to Izabela Krasiejko, "the assistantship is in the present state: it is a response to the deficits of the entire social assistance system in Poland, the assistant of the family is to be a social worker helper in performing in-depth social work with family with many problems" (Krasiejko, 2010, 92) defines the family assistant as a representative of "social services, which for a time accompanies and supports the family, in order to overcome the difficulties of life in the future" (Krasiejko, 2013, 43). The tasks that the family assistant has to fulfill come from the quoted law and are related, among others, to helping the family in improving her life situation, raising its professional qualifications and gaining the skills to properly run a household, helping in solving social, educational and psychological

problems, as well as supporting social activity of families, providing support to children in particular through participation in psycho-educational activities, and undertaking interventional and remedial actions in the event of a threat to the safety of children and families. The assistant's activities also apply to drawing conclusions and opinions for the needs of the Court about the family and its members. An important task of the family assistant is also the motivation of the family to actively cooperate in the implementation of the family work plan, as well as preventing the placement of children outside the family in foster homes or families (if the children are already in foster care, the role of the assistant is to act for them as soon as possible return to the family). All tasks undertaken by the family assistant are comprehensive and include work with the whole family, due to the fact that the problems of individual members are usually closely related to each other. The number of employed family assistants and the number of families who used the services of assistants in 2012-2017 are presented in the table below.

Table 3 Number of family assistants and families benefiting from their assistance in 2012-2017

Year	Number of family assistants	Number of families using family assistants
2012	2 105	18 947
2013	3 012	31 506
2014	3 393	37 876
2015	3 816	41 739
2016	3 905	43 390
2017	3 976	44 748

Source: own study based on the analysis of reports on the implementation of the Act of 9 June 2011 on supporting families and the foster care system in 2012-2017.

When analyzing the data in the table, we observe an annual increase in the number of assistants employed by municipalities to work with the family, we can also observe an overall increase in the number of families using family assistants in particular years.

A family experiencing difficulties in fulfilling care and educational functions can, with the help of a family assistant, be supported by a supporting family. The role of a supporting family is to help a family experiencing difficulties in caring for and raising a child, running a household, shaping and fulfilling basic social roles. The supporting family is established by the commune head (mayor, president of the city) competent for the place of residence of the supported family. The number of supporting families and the number of families who benefited from their assistance in 2012-2017 are presented in the table below.

Table 4 Supporting families in 2012-2017

Year	Number of Supporting families	Number of families using Supporting families
2012	44	43
2013	44	47
2014	44	49
2015	82	89
2016	66	77
2017	71	90

Source: own study based on the analysis of reports on the implementation of the Act of 9 June 2011 on supporting families and the foster care system in 2012-2017.

In families bringing up school-aged children (and especially families who have difficulties in fulfilling care and educational functions), a child can be cared for and raised in a day care facility. Daytime care facilities can be provided in the form of: general care, specialist and street work carried out by teachers - educators (Article 24.1 of the Act on supporting the family). A detailed list of the number of branches in 2012-2017 based on the analysis of data is presented in the table 5 below.

Table 5 Day-Support Centres in 2012-2017

Specification	2012		2013		2014		2015		2016		2017	
	centres	residents in thous.	centres	residents in thous.	centres	residents in thous.	centres	residents in thous.	centres	residents in thous.	centres	residents in thous.
General care	2370	94,0	2294	90,3	2364	91,0	2243	85,8	2202	79,9	2169	78,1
Specialised	365	19,5	376	21,3	414	21,8	421	21,3	428	21,0	416	19,0
Street work	7	0,3	14	0,5	11	0,8	35	1,8	76	2,3	132	4,7
In a combination of the forms	121	4,9	146	6,5	180	7,5	206	8,6	201	8,3	200	8,5
Total	2863	118,7	2830	118,6	2969	121,1	2905	117,5	2907	111,5	2917	110,3

Source: own study based on GUS data analysis in 2012-2018 (from the MRPiPS report)

The families also benefited from psychological support which in individual years changes as follows.

Table 6 *Family suport in 2012-2017*

Specification	2012	2013	2014	2015	2016	2017
Families provided with specialistic guidance	142,6	143,4	138,8	132,091	113,596	108,485

Source: own study based on GUS data analysis in 2012-2018 (from the MRPiPS report).

Many families can not meet the challenges of the surrounding reality by their own forces and can not cope with fulfilling their functions. At that time, help from the state , which takes place "through the use of various instruments that the public can use, with the participation of many entities, referred to as family support institutions" (Krajewska, 2012, 102). These tasks are carried out in cooperation with the local community, courts and their subsidiary bodies, educational institutions, the police as well as churches and religious associations and social organizations. Working with families is a complex and long-lasting process, and its effects depend to a large extent on the activity of families, cooperation, openness to received support and willingness to introduce positive changes in their lives.

Conclusions

Identification and description of phenomena and social problems that families experience is possible based on the use of various methods used in the social sciences. One of them is the analysis of data in the institutions' bases, which allows, according to the research assumption, the presented work to acquire key knowledge about (beneficiaries) families experiencing many problems and forms as well as the amount of assistance and support they provide. Taking into account the amount of services provided in the study - (despite their decrease in particular years) - the following actions should still be taken:

- counteracting adverse effects of life difficulties experienced by families, as well as protection of dysfunctional families against social exclusion (preventive and supportive actions) by increasing the availability of specialized counseling for families (psychological, pedagogical, legal, vocational and social counseling);
- increase in the number of employees (more family assistants and social workers) - multifaceted family support (informational and promotional activities for people excluded and / or endangered by social exclusion);

- increasing the scope and forms of cooperation between institutions dealing with family support and developing local partnership for social inclusion and family support services;
- cooperation between social welfare units and the local community, to counteract emerging problems in families, and the need to increase the coordination of activities carried out by many institutions and entities in the field of activities for the benefit of the family (eg creating interdisciplinary teams).

Therefore, the effectiveness of the activities supporting the family depends on the accuracy of the description of the difficulties in a given family, the professionalisation of the supported actions and the attitudes of the people and their commitment to the assistance activities undertaken.

Summary

In a dynamically changing world, the development of scientific knowledge, technical progress of the transformation of the modern family, they concern not only its essence, model or function but also more and more diversified threats with which the family has to cope. The aim of the study was to present selected aspects and forms of social support for the family, which in everyday functioning experiences many different problems. Considering that the family is one of the most important values in human life, the possibilities of its support should be broad, diverse and generally available. In the area of supporting a family experiencing many problems, one should focus both on preventing negative phenomena that may threaten its proper functioning and effectively eliminate the effects of their occurrence.

A wide range of assistance activities should support families not only in the traditional social role, but must also be open to the dynamics of changes taking place in society and new areas requiring assistance. It is also important that the support addressed to the family is effective, provided in a professional and planned manner, directed at all spheres of the family's activity. Achieving this level is possible only with the cooperation and involvement of all entities responsible for helping and supporting the family, as well as being a challenge facing the social policy of the state and representatives of institutions dealing with work for the child and the family.

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THE NEED OF EDUCATION IN THE FIELD OF DOMESTIC VIOLENCE

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Abstract. *The paper deals with the thesis that our classical type of education is not always enough to prepare us for the real life matters. One of those matters, a really negative one, is the domestic violence. It is a not very comfortable issue to talk about or to admit its existence in our lives. Furthermore, it deals with the possibility to find a place for this education issue in our educational system and its curriculums. The main aim is to prepare and to give the knowledge about the matter of domestic violence to the youngsters at a reasonable age. It could help in the field of prevention and even in the situations when we have to face the domestic violence – to identify its forms, what can the legal consequences be, how can we act, how can the legal authorities help, what are their competences and how or where can we get legal aid. The paper uses mainly analytical methods to examine the current state and comparative methods too, to compare the current state and the status recommended by the aim of the paper. The main research result is an educational model in the field of domestic violence which is practical and useful in real life situations.*

Keywords: *education, domestic violence, prevention, victimization*

Introduction

Domestic violence is a very significant negative phenomenon of our society. In fact, this phenomenon is as old as the humanity itself so in our opinion we can state that we could not find any efficient way to fight against it. The key of its elimination could be hidden in the factors of aggressive behaviour in a family and its origins. While this issue is not eliminated from our society one of the best ways to fight against it is to study this phenomenon, learn about it and in case of need to be ready to act swift and smart. According to our real life experiences it is easier to face some problems if we have a knowledge about the issue we have to face. The education in this field from a proper age could play an important role in our preparation for the real life situations like those mentioned above. In our opinion the lexical form of knowledge and form of education is nowadays not the most important one. A place in the educational system related to some really important real life issues in a long term perspective could help our society to improve. We do not mean only the issues related to the domestic violence, but for example even the importance of the elections. If we are not educated enough to understand the

importance of an election and we ignore it, than it is a nice example of fulfilling the will of a minority for a whole country which does not have to reflect the nation's majority will. We can also find some connection between the education and the domestic violence in both perspectives, the perspective of the aggressor and the perspective of the victim. For example the right education can make understand the aggressor that the role of a man (male aggressor) in the family is not about his dominance and physical enforcing of his will and the victim that his/her submission is not natural and he/she has to suffer without taking any steps against this behaviour. Taking in consideration the above mentioned thoughts the main aim of our research is to analyse the possible effects of education in the field of domestic violence on the aggressor's and the victim's behaviour in the situations connected to domestic violence.

Domestic Violence and Its Meaning

If we deal with domestic violence it is important to explain what we exactly mean. At first sight it seems to be easy to explain, but it is a key question what exactly the domestic violence is and when are some types of behaviour crossing a line of accepted forms of behaviour in the society. In the field of law and prevention it is essential to answer this question. Domestic violence is a complex of difficult relations which have various character, intensity and nature. The subjects of domestic violence could be close or distant relatives, opposite genders or in different age categories. An important role plays the geographical location of the society and its level of development. In the countries of the third world or Islamic countries the traditional forms of domestic violence are significant – physical, psychical or sexual violence. For the countries which are economically well developed the modern forms of domestic violence are typical – social violence, economic control or isolation. This variability of domestic violence makes it hard to properly define, but on the other hand its definition would help to choose the effective tools for its suppress and elimination. It means while we can not exactly state what the domestic violence is, we can not efficiently fight against this phenomenon (Noughani & Mohtashami, 2011). For example there are numerous researches in the field of domestic violence which reveal that every third or fifth woman is a victim of domestic violence, but in the lack of globally accepted limits of domestic violence, we do not know what actions or behaviours do they subsume under the expression „domestic violence”. Among those numerous researches even an interesting link was found between the domestic violence and the animal cruelty (Faver & Strand, 2003). In our opinion a common mistake is also the focusing only on one group of victims – women. Without any doubt they are the most frequent victims of domestic violence, but also the children, seniors and disabled deserve an attention. In fact the first international

and European documents dealt with domestic violence also only with the women in their focus, but in the last decade it started to change (Tittlová, 2016).

As we mentioned above, the forms of domestic violence can be understood in two ways:

- 1) the classical – physical violence, psychical violence, sexual violence,
- 2) the modern – social control, isolation, economic control.

The exact definition of domestic violence complicates different problems which are connected to (Tittlová, 2017):

- the great diversity of domestic violence (different forms and manifestation),
- the narrow understanding of domestic violence (only women as victims),
- the different interpretation of various terms (what is family, close relation, home, etc.),
- the widening of key signs of domestic violence (e.g.: from home to the public or to work),
- the different perception of domestic violence in an international level.

According to assistant professor Tittlová the definition of domestic violence is more preferable to sense from the perspective of unchangeable contents which should not miss in any of the actions which can be characterised as domestic violence. According to her we can consider as unchangeable contents the following features (Tittlová, 2017):

- close relations, intimacy in the relations (in families, close relationships, emotionally shaded),
- living in a common household (the aggressor and the victim usually share a house),
- connectivity between the aggressor and the victim (the common living and the filiation makes automatically a bind),
- continuity (the attacks are frequent and we can not talk about one attack),
- recurring attacks (the periods between the attacks are getting always shorter),
- the growth of aggression and intensity of the violence (at first the violence is not so intensive, but it starts to escalate),
- difficult revelation of the domestic violence (nowadays the domestic violence can be detected even in public, but typically it happens at home without witnesses),
- imbalance in the relationships (the aggressor's dominance and the victim's submission),

- continuation (somehow the victims are often not able to exist without the aggressor and they find a way back to him/her).

Victimization

Primary victimization is connected to the primary consequences of the crime caused by the perpetrator. Secondary victimization is causing secondary harm to the victim by professionals (police officers, doctors, experts, etc.), family members or close social environment. It is important to remember that secondary victimization can be only done to „official” victims in criminal proceedings and to latent victims not, because the state authorities does not even know what happened. So the secondary victimization is not a direct consequence of the offense, but a reaction to the behaviour of institutions and individuals towards the victim. The law enforcement agencies are one of the first to get in touch with the victim directly after the offense, so they have the highest chance to cause a secondary victimization. If they cause the secondary victimization it does not have to be only their fault, because in numerous cases the professionals during their career does not get the proper preparation or education to face issues like this (Tower, 2003). With the aim of reducing the stress and prevent secondary victimization, mainly in cases where children are involved, there is a need of a special room for the hearings of the witnesses. The importance of protection of the minors in hearings as witnesses is also reflected in the judgement of the Court of Justice in case C – 105/03 – Pupino (Klimek, 2017). Another relevant source of secondary victimization is the victim’s family and friends. One of the most important development trend in the area of assistance to victims are „the institutions assisting victims”. The role of these institutions are brittle, because a very relevant moment is when and how they try to assist to the victim. Why is it important? If we put ourselves in the role of the victim it is unlikely that we start to browse on the internet for some institutions like the above mentioned, so the most important step depends on them to offer their help (Strémy & Jurisová, 2017).

At this point we have to mention the mediation and the role of the mediator. We want to point out the fact that interdisciplinary approach to his work, as a mediator of resolving interpersonal conflicts in an out-of-court way, is the appropriate action field for the social worker and the social pedagogue in particular while manifestations of domestic violence (Svoboda, 2017). The quality of their work depends even on their level of education, so it is unfolding from the educational system and the quality what universities can give (Danis & Lockhart, 2003).

An important role has the victim to announce the violence to the state authorities because only in a few cases happen that other institutes like hospitals

or schools does it instead of them. We have to keep in mind that to announce the violence is important in time because as the time passes it is more difficult to prove it. Late announcements are frequent because of feeling ashamed and the ignorance of the victim what will happen after the announcement. It is the reason why we have to be educated in the field of domestic violence, to know what are or legal options and how can the state authorities help and what can be the consequences for the aggressor. On the other hand the education in this area is also very important for the state authorities because they are the first one to get in touch with the victims and the cooperation with them after the violence in their unstable psychical condition is very complicated and it needs special approach. Neglecting such an approach can lead to secondary victimization.

Expulsion from the common dwelling

One of the most known measure of prevention against domestic violence is the expulsion from the common dwelling. To know the specifics of this measure is important both for the aggressor and the victim. Very important feature is that this measure can be applied only by fulfilling the conditions prescribed by the law (Act No. 171/1993 on the police corps). and strictly within the specified range of the law. If this measure is not applied in accordance with the above mentioned than it will cause liability for damage caused by the exercise of public authority. The essential condition for applying this measure is that we can expect the violence from the aggressor in the common dwelling – attack on life, health, human dignity, etc., especially with regard to former attacks. According to the Slovak legislation for applying this measure some facts of threat of attack must be plausibly found. The police officer is examining the situation on the spot and he must come to a conclusion that an attack can be expected in a short time. It is very important to note the fact that the police officer has the authorization to apply this preventive measure, but it is not his duty to apply. It means that the application depends on the objective findings of the police officer and the threatened person does not have a legal claim for the realisation of the expulsion. The expulsion interferes with fundamental rights and freedoms of an individual so its duration is limited by the law. It is difficult to find an optimal length which is not too short, but even not too long. According to the valid Slovak legislation the expulsion can be applied for 10 days. The time limit is based on days and not on hours like it was before and in our opinion it is advantageous for the threatened person what is positive. The first day is always the day after the expulsion. At this point we have to mention that this legal act of the police officer, the expulsion, shall come into force from the moment of its demonstrable declaration. It means that the relevant moment is the personal knowledge of the aggressor about the legal act and the decision shall take effect from the moment of his knowledge about that act. It is a

statutory time limit which means no subject can shorten it. Its prolongation under certain circumstances is possible.

The expulsion can be considered as an immediate procedure and from the moment of its notification the aggressor is in the position of obligated person. This means that he/she will incur several obligations. One of these obligations are to leave the area stated by the police officer immediately and it has an unconditional character – without conditions like he/she will leave this area only in the presence of his/her lawyer or only after securing an alternative living for him/her. Based on the valid Slovak legislation the obligated person has to hand over the keys and also the spare ones. In case of not fulfilling this obligation a penalty up to 100 € could be given. During the 10 days of expulsion the aggressor is obliged to stay outside the area stated by the police officer. Another obligation is not to approach the threatened person during the expulsion. This applies to a distance of less than 10 meters. He/she is also obliged to give the address of his/her stay during the expulsion and a contact number. For the obliged person is allowed to take things from their common dwelling which serve the personal needs. Situations may happen when the obliged person forgot some things necessary for his/her business or profession and in that case within 24 hours he/she can apply his/her right to take these things too, but it is possible only once and in the presence of a police officer. The obliged person has the right to be informed in written form from everything what is connected to his/her expulsion. The police officer has the obligation to give these information (Šramel, 2017).

For the threatened person rights and obligations also arise. Regarding the duties of the threatened person they are not explicitly expressed in the Slovak legislation. Nevertheless, we can consider such obligations like to respect the expulsion, keep all conditions of the expulsion and not to disrupt the realisation of the expulsion or to inhibit its performance. Another obligation of the threatened person is to provide only true information to the state authorities. On the proposal of the threatened person the court can prolong the duration of the expulsion. As well as the aggressor even the threatened person has the right to be informed in written form from everything what is connected to his/her expulsion.

The main aim of the institute of expulsion is the protection of the threatened person and to give him/her enough time to consider his/her situation. The aggressor has a right to lodge an objection directly to the police officer on the spot or in a written form within the time limit of 3 days.

Conclusion

The importance of the education in the field of domestic violence according to the analysed facts and situations is indisputable. The education can serve as a tool of prevention for the future aggressors because they are familiar with the

consequences of their acts – as well as the legal consequences. To be educated in this area can provide some confidence for the future victims of domestic violence because they know what are they rights in situations like this, how to act and where can they find an assistance. An important finding is that the education is not connected only to the victim or the aggressor, but its importance is at the same level for the law enforcement agencies, social workers or the family members. Their right behaviour and attitude can be helpful for the fast psychical recovery of the victim and it prevents from their secondary victimization. An important step to reduce the domestic violence and the aggressor's actions was the amendment of the Slovak Criminal Code (Criminal Code, Act No. 300/2005) where the criminal offences connected to the domestic violence were tightened and the responsibility was increased.

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PEDAGOGICAL LEADERSHIP ASPECTS OF LATVIAN VOCATIONAL EDUCATION INSTITUTIONS' LEADERS

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Abstract. Leadership of vocational education institutions' leaders is one of the leading resources in order to provide access, quality, competitiveness and sustainability of vocational education. The goal of the research is to analyse leadership of vocational education institutions' leaders on the basis of the Charismatic, Emotional, Anticipatory, Professional, Participatory, Cultural, Formative and Administrative Dimensions (Gento & González, 2012) identified due to the analysis of scientific literature and normative documents in the context of the vocational education reform. The outcomes of the quantitative research testify that students assess the vocational education institution leaders' leadership more critically than staff, but from the respondents' point of view the leadership characterizing criteria such as professionalism, emotionality and charisma are assessed the highest in general.

Keywords: vocational education, leadership, quality of education.

Introduction

For vocational education and training (VET) providers, institutional leadership, which shows strategic direction and support collaborative environment for all staff, with career development opportunities, is a pivotal condition for their success (European Commission, 2012, 38). A VET provider's quality is built on two key factors, namely good leadership and management. Effective leadership creates a positive organizational culture that values trust, where people are motivated to ask questions, debate issues and contribute to each

other's ongoing learning and inquiry (EQAVET, n.d., 27). In Latvia, VET providers offer programmes in all study fields and levels (see Table 1).

The priorities set in the European education policy planning documents are the access to education (European Commission, 2010, p. 3) and an equal learning possibility, as well as provision of VET quality and relevance in youth training for participation in the economic and social life according to the labour market demand and economic needs (CEDEFOP, 2015; OECD, 2016a).

In order to make vocational education more attractive for the youth and adults, the vocational education reforms have been initiated and several initiatives for the goal achievement have been implemented with the social partners' involvement and support on different levels (national, municipal, personal) in the early 21st century in Latvia.

On the national level:

- In 2009 the strategy and guidelines were developed which envisaged broader social partners' involvement for its competitiveness provision (The Cabinet of Ministers, 2009; Cedefop, 2015; EQAVET, 2016);
- With the help of the EU funds, 14 sectoral qualification frameworks have been formed, a new structure of the vocational education programme and methodological recommendations for the modular system implementation in vocational education have been worked out, as well as the need to apply alternative types of learning outcomes assessment in the modular approach context has been emphasized (Saeima, 2014; CEDEFOP, 2015; Fernandezs, 2015).
- Amendments have been made in the Vocational Education Law with an intent to create the normative regulation in order to provide the compliance of vocational education's (VET) offer with the labour market's demand on the sectoral, institutional and curricular level (EQAVET, 2016);
- In the vocational education institutions and competence centres sectoral expert councils, collegial advisory bodies (convents) were founded for cooperation promotion with enterprises and scientific institutions, orientated towards innovations, in separate sectors (EQAVET, 2016; Latvian Investment and Development Agency, n.d.);
- Introduction of the dual vocational education model in vocational education institutions has been started (The Ministry of Education and Science, 2014, Fernandezs, 2015);
- Registration and accreditation of the education service provider, licensing and accreditation of the curriculum, education process monitoring, as well as assessment of the education establishment leaders' professional work according to the international (EQAVET)

criteria and OECD recommendations (CEDEFOP, 2015; EQAVET, 2016; The Cabinet of Ministers, 2016) are provided in the ministries responsible for the branch.

Table 1 VET pathways in Latvia

Stage	Level
Initial vocational education	Basic vocational education (at lower secondary level); Secondary vocational education (at upper secondary level); Professional higher education: <ul style="list-style-type: none"> • First-level professional higher (college) education; • Second-level professional higher (university) education.
Continuing vocational education	At integrated primary and lower secondary education level: <ul style="list-style-type: none"> • Continuing vocational education (480 hours); • Continuing vocational education after (non-) completed basic education (480 hours or more); • Professional development after (non-) completed basic education; At upper secondary education level: <ul style="list-style-type: none"> • Continuing vocational education after completed secondary education (640 hours or more); • Professional development after completed secondary education. Non-formal vocational education.

One of the main factors in VET quality provision is leadership of vocational education establishments' leaders. In the modern awareness the leader of a vocational education institution has to comply with such a pedagogical leader as a facilitator, inspirator, broad-minded communicator, risk-taker; they have to comply with such pedagogical leadership characterizing qualities as insightfulness, integrity, enthusiasm, truthfulness and positive thinking (Butt, 2017). The recent studies (Fernandez Gonzalez & Senkane, 2015; Mårtensson & Roxå, 2016; Jäppinen & Ciussi, 2016; Çoğaltay & Karadağ, 2016; Smith, Kelly, & Allard, 2017) estimate that quality and effectiveness of education can be attributed to the educational leadership.

In the early 21st century in Latvia the new scientists, developing fundamental studies in the field of school leadership and education management, have given a significant contribution with a high added value to the vocational education's sustainable development.

The first dissertation on education management was worked out by Ozola (2002), called "The development of the structure and management of private schools." In this dissertation, the narrow meaning of education management as school administration is used. Among other issues, she discussed the theory of the management of a school and also the characteristics of the school principal. Ozola developed a theoretical discussion about the demands on the school principal and

compared the practices in various countries. Her conclusion was that the school principal is at the same time a pedagogical leader and an organizer of the work of the school (Bluma & Daiktere, 2016, 145-146).

The dissertation elaborated by Celma is called "The managers' responsibilities in the transition process of Latvia's primary and secondary schools" (2004). Her thesis is the first dissertation dealing with the activities of the school principal and his/her role when managing the school as an organization in the processes of change from the previous authoritarian Soviet education system to creating a democratic school. This dissertation is an interdisciplinary research work that seeks to address questions about how to manage schools as educational institutions in the change process and what management style is most successful in the change processes (Bluma & Daiktere, 2016, 146).

Another dissertation developed by Upenieks (2008) focused on young principals: "The training and adaptation of new principals of education institutions for work in education institutions." A. Upenieks paid more attention to formal criteria of becoming a school principal, especially stages of beginning the work and the characteristics of these stages. The basic activities described were those dealing with formal tasks such as school documentation, law, technical and material issues, suitability of the staff, their responsibilities, education, and contacts with municipalities (Bluma & Daiktere, 2016, 147).

School leadership was the main focus of Daiktere's (2012) PhD thesis, "The role of general education schools' heads in the school culture improvement process in Latvia." In her research, she explores the role and activities of Latvian general education school principals' daily work. The theoretical discussion of this research concentrates on exploring how leaders can influence the process of school culture formation and how to take part in it in a structured and purposeful way. On the one hand, school leaders can and even must take an active role in strategic planning of a school's future and its implementation. On the other hand, this approach has been criticized as manipulative and outdated as teamwork and participative leadership are claimed to be more modern and therefore more appropriate to school leadership. Principals affect students' learning indirectly by increasing teachers' motivation, creating a sense of support, improving working conditions, and working on school culture (Bluma & Daiktere, 2016, 150).

Kalvans (2012) in his PhD thesis "The role of school principal in education quality assurance in Latvia" has analyzed school leadership practice and its evaluation based on the OECD PISA 2006 main study to find solutions and provide recommendations for the assessment of quality of the principals' work of a general education institution. Kalvans is the first in Latvia who has analysed the role of the principal in education quality indicator groups and quality assurance. The findings demonstrated that the principal's role is seen in his ability to facilitate professional development of teachers, motivation of teachers, monitoring

students' achievement, and usage of new teaching/learning methods. The school principal had direct and significant impact on the formation of the learning environment and school microclimate (Bluma & Daiktere, 2016, 151-152).

As the above-mentioned studies do not cover all aspects of school leadership and education management (Bluma & Daiktere, 2016) and taking into account the importance of educational institution leaders' character and educational leadership profile for quality education, and the relevance of VET in the Latvian context, the authors decided to explore the characteristics of the pedagogical leadership of Latvian VET institutions' leaders. For analysing this aspect, the authors took a quantitative perspective, using a face-to-face assisted web-based questionnaire.

Literature review

The theoretical framework of this study is based on the understanding of pedagogical leadership presented by the research group "Pedagogical leadership and quality of education" (PLQE) at Spain's National University of Distance Education (UNED), coordinated by Samuel Gento Palacios. This theoretical framework (Gento, 2002) was considered by the authors as appropriate, because of its attention to a wide range of dimensions of educational leadership. Gento's model was designed to be applied in educational institutions and tested with professionals of the educational field. It has been improved continuously since its first version appeared in 1996, contrasting theoretical reflexion with the work of professionals and practitioners. In the proposed reference framework, a pedagogical leader is defined as the person (or group of persons) with the ability to enhance other persons' agency for attaining in a most effective and comfortable way their personal, social, and professional goals. According to this conception, educational leadership is characterized by the eight dimensions (Gento & González, 2012) as follows:

- *Charismatic dimension.* This dimension implies that the leader (be an individual or team) is attractive so as to facilitate that other people feel comfortable to be with him/her or they, and is able to provoke that people being around try confidently to be close.
- *Emotional dimension.* In his/her relationship with all the people (of the educational institution or related to it) the leader should treat everybody with the highest kindness, consideration and acknowledgement. At the same time, the leader must also enforce every person's dignity and show esteem and appreciation to all the people.
- *Anticipatory dimension.* Attributed to pedagogical leadership, it means having the capacity of being able of anticipatory vision of what would be the most suitable strategies and activities to solve future challenges

- or problems. It will also mean an anticipatory perception of consequences or effects derived from the solutions to be implemented.
- *Professional dimension.* According to it, pedagogical leaders must impel the institution towards the attainment of educational aims and objectives and must try to facilitate the institution and its members the availability of the required resources and the use of the necessary strategies in order to reach the highest quality of education.
 - *Participatory dimension.* It implies that “the best way of encouraging individuals and groups to an intelligent and collaborative work is stimulate them to offer their cooperative effort in projects they are committed with by their intervention in decisions made throughout every phase. Collected empirical data generally show that in schools of quality all members of the institution work together and that its quality is increased if the educational system acts coordinated with educational institutions.
 - *Cultural dimension.* It means that leaders must promote the consolidation of the institution’s particular culture or specific profile. Pedagogical leaders should, as a consequence, act with the required commitment in order to clarify, consolidate, defend and extend the institution’s cultural profile.
 - *Formative dimension.* As one of the essential features of authentic leaders, it requires that they should care of their own continuous training and formation and that they should try to promote continuous training of people working with them. Basic approach of this leadership dimension must, then, be the promotion of personal professional training and of the best qualification to implement the necessary tasks to advance in the quality of education and of the institution’s quality.
 - *Administrative dimension.* This dimension is the one referred to the administrative routines and to the accomplishment of activities of bureaucratic type. It seems necessary that, in order to reach authentic institutions of quality, bureaucratic activities be reduced or, at least, submitted to educational contents. Anyhow, as these activities could not be totally eliminated, it would be suitable to simplify them and to submit them to the basic orientation of achieving educational institutions of quality.
 - The criteria used for the evaluation of the leader of the educational institution in the Cabinet of Ministers regulation No 831 (The Cabinet of Ministers, 2016) are related to the goals and tasks, the fulfilment of duties related to the position, and to several competences such as creating and maintaining relationship, motivating and developing employees, team management, awareness of the values of the

organization, orientation towards the (institutional development and the achievement of results, the management of changes, the ability to take decisions and take responsibility, strategic vision and management of material and technical resources of the educational institution.

Table 2 The evaluation criteria defined in the Cabinet of Ministers regulation vs. PLQE framework

In the Cabinet of Ministers regulation	In the PLQE framework
Creating and maintaining relationship	Formative dimension, two indicators: Promotion of relationship with training agents; Facilitation of inter professional interchanges
Motivating and developing employees	Participative dimension, four indicators: Acceptance of collaborators' opinions; Awarding trust and responsibility to collaborators; Formative dimension, one indicator; Help for collaborators' training
Team management	Participative dimension, two indicators: Encouragement of participative techniques; Promotion of collaborators' team work
Awareness of the values of the organization	Cultural dimension, two indicators: Promotion of institution's cultural identity; Personally representing the ethos and culture of the institution
Orientation towards the institutional development	Formative dimension, two indicators: Commitment to his/her own training; Help for collaborators' training
Orientation towards the achievement of results	Anticipatory dimension Professional dimension
Management of changes	Anticipatory dimension, two indicators: Planning and management of the necessary changes; Providing the motor to overcome resistance to change
Ability to take decisions and taking responsibility	Charismatic dimension, one indicator: Coherence and personal commitment
Strategic vision	Anticipatory dimension
Management of material and technical resources	Administrative dimension, one indicator: Management of material resources
Education	Charismatic dimension, one indicator: Relevant professional profile
Professional experience	Charismatic dimension, one indicator: Accredited expertise
Professional knowledge and skills	Charismatic dimension, one indicator: Relevant professional profile
General knowledge and skills.	Charismatic dimension, one indicator: General and specific personal preparation

Another criteria of evaluation is the professional qualification of the leader of the institution, including his/her education, professional experience, professional knowledge and skills and general knowledge and skills. These criteria can be compared with the framework of the eight leadership dimensions and their indicators, used in this study (see Table 2).

As it can be seen, the framework used in this study offer a wider view of the pedagogical leader and includes all the aspects mentioned in the in the Cabinet of Ministers regulation No 831 (2016). Some of the aspect that are included in the PLQE framework and do not appear in the in the Cabinet of Ministers regulation No 831 (2016) are: fundraising, information to the society (marketing), research and innovation activities, ability of adapting to the socio-cultural context of students and the city, promotion of a positive institutional (school) climate, enhancing teachers' and students' initiative, personal involvement in the life of the school and in planning, methodology and evaluation of the teaching/learning processes, foresight of needs, and specially the emotional dimension of leadership and the personality aspects of the charismatic dimension of leadership (enthusiasm, humour).

Based on this theoretical background, the two research questions (a descriptive one and a comparative one) were as follows:

RQ1: What are the most salient pedagogical leadership dimensions of those institutions' leaders according to the importance given to and the evidence found of them?

RQ2: What are the differences between students' and staff's opinions about the leaders of those institutions regarding the importance given to and the evidence found of the different pedagogical leadership dimensions and indicators?

Methodology

Elaboration of the instrument. The questionnaire used in this study ("Questionnaire on educational leadership in educational institutions" – 176 items) was elaborated under the direction of Samuel Gento in 2002 (Gento, 2002) and updated in the Fall of 2012 by the research group "Pedagogical leadership and quality of education" at the UNED, which also translated into English and piloted the questionnaire for usage in international studies such as the present one. The questionnaire addresses the eight dimensions of educational leadership and contains 80 indicators (ten features or characteristics for each leadership dimension). The reliability and validity of this instrument was checked. To determine the reliability of the questionnaire, the index of Cronbach's alpha (' α ') was calculated: with this index it could be estimated the average correlation between items, which is considered as a proof of its reliability. It is generally

considered that an index of 0.60 or more shows that the reliability is acceptable. In the produced questionnaire, the value of Cronbach's alpha is 0.90: as a consequence, it could be deduced that the instrument is highly reliable.

For this study an online version of this questionnaire was set up using Google Forms to improve reliability, minimizing errors in data transcription. During the elaboration and validation of this online questionnaire, different versions were piloted and the best one was retained for the study. As mentioned in the introduction, the respondents were asked to evaluate each item of questionnaire on a nine-point Likert scale through different lenses: the 'importance given to' and the 'evidence found for' in the institution, in order to grasp better the difference between the respondents' expectations (importance) and the reality they perceived (evidence). For example, when evaluating the formative dimension, respondents evaluated first the overall "importance" given in the institution to this dimension and the "evidence" found for it, and then they evaluated in the same way the ten indicators of this dimension, such as commitment to own training, fostering collaborators' training, supply of training materials (books, documents, etc.), facilitation of inter professional interchanges, etc.

Data collection. For this study, only the respondents related to the VET institutions were retained. Data were collected in 3 high-quality VET institutions from different fields (tourism, sports and maritime education). The quantitative part of the study was based on answers to the standardized questionnaire "Pedagogical leadership and quality of education". 83 face-to-face assisted web-based questionnaires were collected in 2013: 45 questionnaires at the institution A, 10 at the institution B, and 28 at the institution C. 16 % of the respondents were members of staff (N=13), the rest were students (N=70; 84 %). 75 % of the respondents were females (N=62) and 25 % males (N=21).

Data processing and analysis. Quantitative data were processed and analysed by two researchers using SPSS software. A statistical analysis of quantitative data including both descriptive statistics and inferential statistics (Ho, 2006) was conducted. The descriptive statistics aimed primarily at describing the data and its major concern was to present information in a convenient, usable, and understandable form. The descriptive statistics was used to describe a set of data in terms of its frequency of occurrence, its central tendency, and its dispersion. The Kolmogorov-Smirnov test was used for determining the type of distribution of the obtained statistical data. The Mann-Whitney Test was used for determining the differences between the two respondents' groups (staff and students) that were not normally distributed.

Results

According to the results of descriptive statistics (see Table 3), the most important dimensions are charismatic (total mean=7.73), emotional (total mean=7.55) and professional (total mean=7.77), the most evident dimensions are emotional (total mean=7.14), professional (total mean=7.33) and administrative (total mean=7.12).

*Table 3 Importance and evidence of dimensions
(according to the results of Descriptive Statistics)*

Dimension	Importance by mean	Evidence by mean
Charismatic	7.73	7.10
Emotional	7.55	7.14
Anticipatory	7.45	7.04
Professional	7.77	7.33
Participative	7.37	7.00
Cultural	7.12	6.38
Formative	7.20	6.87
Administrative	7.46	7.12

The Emotional Dimension is based on the mutual respect and trust aspects, discovered through interaction.

The aspects of the Administrative Dimension are assessed higher by administrators themselves, whereas staff, who are affected by the regulative instrument application of the leadership's pedagogical activities, sometimes perceive it as a bureaucratic burden, but not so often as an auxiliary instrument of the process management.

Taking into account that without the professional competence and administrative capacity, the assessment and selection of the education leadership staff take places according to the conditions of the tender in a democratic way, at the same indices of the candidates' professional relevance assessment, the personality's charisma is quite often the determinant one.

The top3 indicators within the most important and the most evident dimensions are summarised in Table 4.

In the Charismatic Dimension enthusiasm dominates both in terms of importance and evidence, which is mostly assessed in the personality by the respondents according to the external manifestations and other people's corresponding reaction that from the respondents' point of view confirms ardency and enthusiasm. Simultaneously, the charismatic personality's abilities are directed towards other people's mobilization for a pro-active action. Every

respondent's reflection is rooted in a particular experience, which has been established during an interaction with a charismatic personality.

Table 4 Top3 indicators within the importance and evidence of leadership dimensions

Dimension	Top3 indicators within importance	Top3 indicators within evidence
Charismatic	<ol style="list-style-type: none"> 1) Enthusiasm 2) Accredited expertise 3a) Hygiene and personal grooming 3b) Coherence and personal commitment 	<ol style="list-style-type: none"> 1) Enthusiasm 2) General and specific personal preparation 3) Accredited expertise
Emotional	<ol style="list-style-type: none"> 1) Acknowledgment and respect for the dignity of others 2) Respect to opinions of any person 3) Recognition of collaborators' professional merit 	<ol style="list-style-type: none"> 1) Boosting collaborators' self-reliance 2) Personal consideration given to everybody 3) Acknowledgment and respect for the dignity of others
Professional	<ol style="list-style-type: none"> 1) Intervention in professional projects and plans 2) Fostering and environment of constant improvement 3) Promoting the of education to context 	<ol style="list-style-type: none"> 1) Intervention in professional projects and plans 2) Fostering and environment of constant improvement 3) Intervention in studying the impact of the education
Administrative	<ol style="list-style-type: none"> 1) Supervision of documents 2a) Presidency of collegiate boards 2b) Providing the appointment of collaborators 3) Vigilance to ensure compliance with laws and regulations 	<ol style="list-style-type: none"> 1) Supervision of documents 2) Vigilance to ensure compliance with laws and regulations 3) Providing the appointment of collaborators

The relevance of importance and evidence of the acknowledgment and respect for the dignity of others, found in the Emotional Dimension, can be explained with the leader's positive perception in cases when the staff and all subordinates are motivated for a creative self-expression, which is primary in order to gain dignity and acknowledgement.

From the respondents' point of view, perception of professionalism is mostly related to the ability to collaborate in projects, initiate new projects, develop project implementation plans, which would be directed towards the development of future forecasting abilities, improvement of quality of life and the environment as a common life, social and culture space.

In the Administrative Dimension in terms of both the level of importance and evidence, Supervision of documents takes the first place, since the education

system on different levels functions in compliance with internal and external normative acts. However, it does not exclude the possibility to initiate the necessary reforms due to the dialogue of democratic governance and social partnership, which have to be strengthened in legislation. The differences between the indicative indices Providing the appointment of collaborators and Vigilance to ensure compliance with laws and regulations can be explained not only with in the respondents' awareness self-evident involvement in the implementation of the change process, but also with the procrastinating attitude and reliance to receive the new package of normative documents, delegating their rights to experts and administrators.

In general, according to the results of Mann-Whitney test (see Table 5), the students rated higher on importance and evidence of charismatic and emotional dimensions, but the staff rated higher on importance and evidence of all other dimensions. The authors analysed the statistical significance of these differences, and found that there were three statistically significant differences between students and staff's evaluation. The staff rated higher within the importance of professional, participative and cultural dimensions.

Table 5 The differences within the importance and evidence of dimensions (according to the results of Mann-Whitney test)

Dimension	Importance			Evidence		
	mean rank		p	mean rank		p
	students	staff		students	staff	
Charismatic	42.70	38.23	.513	42.66	38.42	.546
Emotional	42.72	38.12	.504	42.58	38.88	.597
Anticipatory	41.18	46.42	.451	41.39	45.27	.585
Professional	39.72	54.27	.036	41.05	47.12	.390
Participative	39.56	55.12	.026	40.98	47.50	.354
Cultural	38.84	55.62	.015	39.88	50.08	.144
Formative	40.02	52.65	.070	40.30	41.54	.857
Administrative	41.04	47.15	.371	39.96	53.00	.857

The differences between students and staff's opinions are affected by both the generation gap, which is important in mutual communication, in a different life and professional activity's area, in the depth of knowledge and understanding, and the new generation's ambitions that set high requirements to teachers and education process leaders, which sometimes are not balanced with the very student's self-initiative, self-education and involvement in the administration and culture development process.

The students' knowledge and developed practical skills in the new technology application can overtake the experienced teacher's skills. However,

sometimes the young people’s fragmentated competence does not make the professional identity, thus cooperation and mutually enriching dialogue are needed.

The authors looked for statistically significant differences between students’ and staff’s opinion regarding all the indicators of all the eight dimensions. The full analysis is presented in four tables (see Tables 6-13). The highest number of statistically significant differences between staff and students were found within the administrative dimension (14 times). Differences were also notable within professional (10 times) and cultural dimensions (9 times). The emotional dimension was the only one where no statistically significant differences were found, and only one difference was found in charismatic dimension. As a rule, the staff rated higher within the importance and evidence of all the indicators in which statistically significant differences were found, with only 2 exceptions.

There are no statistically significant differences between students’ and staff’s opinion regarding the importance and evidence of indicators within the charismatic dimension, excluding such indicator as *hygiene and personal grooming* ($p = .031$; $U = 284.500$). The staff rated higher within the importance of this indicator (see Table 6).

Table 6 Importance and evidence of indicators within charismatic dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Charismatic dimension	Relevant professional profile	7.48	$p = .288$	7.24	$p = .152$
	Accredited expertise	7.63	$p = .273$	7.35	$p = .665$
	Representativity or acceptance (been elected or accepted)	7.12	$p = .756$	6.86	$p = .621$
	General and specific personal preparation	7.51	$p = .608$	7.37	$p = .628$
	Having passed a selection process	6.46	$p = .425$	6.31	$p = .610$
	Recognized legitimacy (by appointment or designation)	6.96	$p = .100$	6.87	$p = .518$
	Hygiene and personal grooming	7.60	$p = .031$	7.32	$p = .080$
	Enthusiasm	7.80	$p = .259$	7.47	$p = .346$
	Sense of humour	7.53	$p = .267$	7.19	$p = .496$
	Coherence and personal commitment	7.60	$p = .876$	7.10	$p = .892$

Both importance and evidence of the Charismatic Dimension confirm that Hygiene and personal grooming creates largely the first impression of the personality’s image, to which attention is paid by both teachers themselves and leading employees, and also appreciated by students. Sometimes an essential part

of the company or education style is the regulatory form and other attributes related to the style and appearance, which in the context of the youth's fashion tendencies from the young people's side sometimes causes resistance.

Not only observance of the personal hygiene terms is essential, whose respect does not cause any discomfort to peers, but there are also mandatory terms for the professional work environment, for instance, in the medical, food and service field. The administration's responsibility is a guaranteed infrastructure for personal hygiene's maintenance and appropriate technological and material provision, for instance, cloak-rooms, sanitary rooms and facilities for modern hygiene maintenance.

There are no statistically significant differences between students' and staff's opinion regarding the importance and evidence of indicators within the emotional dimension (see Table 7).

Table 7 Importance and evidence of indicators within emotional dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Emotional dimension	Acknowledgment and respect for the dignity of others	7.72	$p = .548$	7.05	$p = .471$
	Recognition of collaborators' professional merit	7.37	$p = .865$	6.95	$p = .539$
	Personal consideration given to everybody	7.18	$p = .729$	7.06	$p = .474$
	Promotion of social recognition of collaborators	7.11	$p = .204$	6.59	$p = .283$
	Giving public credit to collaborators for their success	6.96	$p = .178$	6.77	$p = .427$
	Respect to opinions of any person	7.45	$p = .266$	6.99	$p = .475$
	Publicly expressed appreciation of collaborators	7.01	$p = .820$	6.75	$p = .244$
	Defending collaborators against unjustified criticism	6.95	$p = .388$	6.65	$p = .510$
	Attention to collaborators' needs	7.07	$p = .301$	6.77	$p = .964$
	Boosting collaborators' self-reliance	7.34	$p = .277$	7.26	$p = .300$

The indices of the Emotional Dimension from the staff and students' point of view are similar, for emotions and their manifestations can be best realized in mutual relationships, communication with each other, inclusion of experience into a social group testifies it. Even though conflict situations cannot be excluded in the study process, when the negative emotions emerge, still both teachers and students have a similar platform of values when their opinions clash. The

axiological aspect has to be taken into account, for democratization of the society, education institutions and media has changed essentially awareness on the role of the civil society, increase of the personality’s self-esteem etc. during the last decades.

There are five statistically significant differences between students’ and staff’s opinion regarding the importance and evidence of indicators within the anticipatory dimension. The staff rated higher within the importance and evidence of the indicator providing impulse for the definition of the institution’s mission and vision of how the institution should be structured as well as within the importance of the indicator personal contribution to initiatives (see Table 8).

Table 8 Importance and evidence of indicators within anticipatory dimensions

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Anticipatory dimension	Providing impulse for the definition of the institution’s mission	7.18	<i>p = .011</i>	6.71	<i>p = .022</i>
	Foresight of needs	7.00	<i>p = .565</i>	6.61	<i>p = .544</i>
	Clear vision of ultimate goal	6.88	<i>p = .110</i>	6.46	<i>p = .115</i>
	Vision of how the institution should be structured	7.42	<i>p = .016</i>	6.73	<i>p = .016</i>
	Creative proposal solutions	7.45	<i>p = .080</i>	7.09	<i>p = .408</i>
	Proposals of demanding but attainable goals	7.14	<i>p = .146</i>	6.99	<i>p = .807</i>
	Personal contribution to initiatives	6.95	<i>p = .006</i>	6.28	<i>p = .051</i>
	Providing stimulus for collaborators’ efforts	7.18	<i>p = .205</i>	6.96	<i>p = .667</i>
	Planning and management of the necessary changes	7.05	<i>p = .159</i>	6.99	<i>p = .145</i>
	Providing the motor to overcome resistance to change	6.83	<i>p = .220</i>	6.70	<i>p = .842</i>

Teachers, in comparison with students, are tended to assess the indices mentioned in the Anticipatory Dimension higher, as the staff can see development tendencies in interconnections in their educational establishment. In its turn, students can reflect on their growth from their individual experience, comparing their achievements with other students.

The ability to provide impulse for the definition of the institution’s mission is more distinct to the staff both in terms of importance and evidence, which can be explained with the long-term experience, administrative capacity and purposeful information acquisition and processing in educational establishments’ competitiveness increase. Similarly, it is related to the vision of how the

institution should be structured – teachers are involved on the mezzo and macro level, but students mostly work on the micro level in the institution – in their study environment and individual students on the mezzo level, taking part in their educational institution's self-governmental activities, develop the interinstitutional links between educational establishments much more seldom, for instance, organizing culture events or sports competitions, etc.

There are eight statistically significant differences between students' and staff's opinion regarding the importance of indicators within the professional dimension. There are two statistically significant differences between students' and staff's opinion regarding the evidence of indicators such as promotion of a good learning environment and encouraging innovation. The staff rated higher within importance and evidence of all the indicators excluding the evidence of fostering the knowledge about other educational institution (see Table 9).

Table 9 Importance and evidence of indicators within professional dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Professional dimension	Intervention in professional projects and plans	7.52	$p = .009$	7.24	$p = .108$
	Intervention in designing methodology	7.04	$p = .000$	6.48	$p = .055$
	Intervention in evaluation	7.17	$p = .025$	6.92	$p = .363$
	Intervention in studying the impact of the education	7.25	$p = .004$	6.99	$p = .159$
	Intervention in designing structure and organisation	7.07	$p = .014$	6.85	$p = .320$
	Fostering the knowledge about other educational institutions	7.29	$p = .144$	6.94	$p = .662$
	Promotion of a good learning environment	7.10	$p = .007$	6.48	$p = .037$
	Promoting the of education to context	7.36	$p = .805$	6.96	$p = .822$
	Fostering and environment of constant improvement	7.40	$p = .033$	7.11	$p = .349$
	Encouraging innovation	7.29	$p = .004$	6.83	$p = .034$

Statistically significant differences between the students and staff's opinion about the learning environment's promoting factors and innovation encouragement can be interpreted with the life experience differences. Staff are able to assess improvement of the learning environment during several years of dynamics, even decades, whereas the students' time reference system complies with the study time spent in the particular education institution. Thus, staff feel

objectively and are able to compare the changes in the infrastructure development process, but trainees encounter the infrastructure and facilities in the study process, which during their education acquisition are often constant.

Innovations in the youth’s environment are perceived as an integral part of the education process, but staff see innovations as a special indicator of education quality. Students’ vision on intervention in designing structure and organization is mostly related to the extension of students’ service provision. However, the lecturers’ visions are more down-to-earth, being aware of the reality that is restricted by the capacity of infrastructure, economical and human resources.

There are five statistically significant differences between students’ and staff’s opinion regarding the importance of indicators within the participative dimension. There are no statistically significant differences between students’ and staff’s opinion regarding the evidence of all the indicators. The staff rated higher within importance and evidence of all the indicators excluding the evidence of clarification of collaborators’ functions (see Table 10).

Table 10 Importance and evidence of indicators within participative dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Participative dimension	Fostering multidirectional communication	7.18	<i>p = .026</i>	6.69	<i>p = .320</i>
	Intelligent choice of collaborators	7.09	<i>p = .042</i>	6.51	<i>p = .233</i>
	Acceptance of collaborators’ opinions	7.16	<i>p = .095</i>	6.78	<i>p = .666</i>
	Awarding trust and responsibility to collaborators	7.40	<i>p = .030</i>	7.07	<i>p = .189</i>
	Attention to collaborators’ proposals	7.28	<i>p = .129</i>	6.80	<i>p = .730</i>
	Facilitation of debates	7.21	<i>p = .209</i>	6.99	<i>p = .708</i>
	Encouragement of participative techniques	7.02	<i>p = .437</i>	6.84	<i>p = .278</i>
	Promotion of collaborators’ team work	7.10	<i>p = .002</i>	6.64	<i>p = .203</i>
	Clarification of collaborators’ functions	7.39	<i>p = .354</i>	7.16	<i>p = .882</i>
	Balance between delegation and control of activities	7.29	<i>p = .002</i>	6.82	<i>p = .334</i>

Assessment of participation indices is not unequivocal from the point of view of different respondents’ groups: teamwork from the staff’s side is sometimes interpreted as collaboration with the trainees’ activists, whereas students in general do not feel the need for participation to achieve common long-term goals.

In an educational establishment the selection of a collaborator is sometimes determined by the need to achieve the nearest goals, which from the trainees' side is orientated towards the result in the subject acquisition, whereas the staff pay more attention to the collaboration aspect for the sake of the monitoring of the study process assessment.

Taking responsibility is impossible without mutual trust, leading to self-control, which is considered as the condition for self-development by students. However, from the staff's side interference with the possible corrective activities do not have to be declarative, but rather creativity encouraging, development and improvement marking.

There are six statistically significant differences between students' and staff's opinion regarding the importance of indicators within the cultural dimension. There are three statistically significant differences between students' and staff's opinion regarding the evidence of indicators such as promotion of institution's own organizational profile, promotion of an atmosphere of order and security and personally representing the ethos and culture of the institution. The staff rated higher within importance and evidence of all the indicators (see Table 11).

Table 11 Importance and evidence of indicators within cultural dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Cultural dimension	Promotion of institution's cultural identity	6.96	$p = .030$	6.38	$p = .088$
	Tailoring the education provided to the cultural context of the institution	6.78	$p = .065$	6.51	$p = .107$
	Tailoring the education provided to student's cultural context	7.17	$p = .204$	6.81	$p = .700$
	Promotion of institution's own organizational profile	6.81	$p = .000$	6.44	$p = .004$
	Exploration of collaborators' interests	7.06	$p = .021$	6.67	$p = .424$
	Harmonization collaborators' ideologies	6.86	$p = .030$	6.49	$p = .522$
	Enhancement of positive interactive atmosphere	7.24	$p = .050$	6.96	$p = .974$
	Promotion of an atmosphere of order and security	6.71	$p = .001$	6.12	$p = .001$
	Promotion of institution's autonomy	6.93	$p = .121$	6.38	$p = .140$
	Personally representing the ethos and culture of the institution	6.99	$p = .005$	6.77	$p = .019$

Staff's opinion on promotion of institution's own organizational profile can be related to the sense of identity of their educational institution, which is manifested in interaction with other group members included in the socialization process in direct contacts and virtual environment. For example, on social networks the reference to the adherence to one's educational establishment is a typical profile feature. In its turn, students are more flexible, they take more active part in various mobilities, identifying themselves with the environment where they are located.

Students relate acquisition of certain education with a particular order and respect of regulations, which is mostly approved by staff. Awareness of security and securability is related to functioning of environmental security, work environment and social protection system. Also, security is characterized as reliance on the compliance of the acquired qualification with the labour market's demand, so that the acquired knowledge and skills would be applicable and in comparison with the education provided by other educational establishments – competitive. It is also the question of the educational establishment's prestige.

Personalities, making the educational establishment recognized on a professional competence level, are highly appreciated, and, which is not trivial, as personalities, who after graduation have obtained recognition not only in the professional sphere, but also stand out with social activities. It can be realized during graduates' reunions/meetings on the educational establishments' anniversaries or in other important events. Moreover, the culture dimension is reflected on the educational establishments' websites.

In the educational establishments' mission, Code of Ethics, internal rules the values are defined which are binding to all sides involved in the education process. The values are not only achievements and traditions, but they are also related to the goal that has to be achieved. Nevertheless, differences between the teachers and students' opinion can emerge due to the so-called generation gap, as in globalization conditions the youth get acquainted and adapt the tendencies of new culture in a more active way, not like the representatives of the older generation who respect more traditions.

There are five statistically significant differences between students' and staff's opinion regarding the importance of indicators within the formative dimension. There are two statistically significant differences between students' and staff's opinion regarding the evidence of indicators such as facilitation of inter professional interchanges and supporting innovation. The staff rated higher within importance and evidence of all the indicators (see Table 12).

Table 12 Importance and evidence of indicators within formative dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Formative dimension	Commitment to his/her own training	7.35	$p = .023$	7.23	$p = .857$
	Help for collaborators' training	7.02	$p = .167$	6.76	$p = .196$
	Supply of training materials (books, documents, etc.)	6.83	$p = .007$	6.33	$p = .067$
	Promotion of relationship with training agents	6.32	$p = .051$	6.09	$p = .076$
	Facilitation of inter professional interchanges	6.80	$p = .119$	6.21	$p = .049$
	Providing a motor for research	6.65	$p = .033$	6.25	$p = .115$
	Being proactive to obtain grants for research	7.16	$p = .305$	6.68	$p = .791$
	Encouraging continuous study of professional themes	7.25	$p = .170$	6.83	$p = .284$
	Promotion of debates on professional topics	7.13	$p = .003$	6.82	$p = .408$
	Supporting innovation	7.12	$p = .003$	6.85	$p = .011$

The statistically significant differences in several indicators of the Formative Dimension, testify the students' critical attitude to lots of issues, for example, sometimes students do not see the relation to their individual training in interconnections with the logical succession of the learning process, assessing it only from the positions here and now, but lecturers are aware of the study cycle in general.

The dual education for professionalism's promotion was introduced in Latvia rather recently with an attempt to balance the theory and practice, offering the trainees of vocational education institutions opportunities to practice in their profession.

Support of innovations coincide both in terms of importance and evidence. It confirms the students' expectations and their possible fulfilment, which would be directed towards competitiveness and professional growth.

There are eight statistically significant differences between students' and staff's opinion regarding the importance of indicators within the administrative dimension. There are six statistically significant differences between students' and staff's opinion regarding the evidence of indicators. The staff rated higher within importance and evidence of all the indicators (see Table 13).

Table 13 Importance and evidence of indicators within administrative dimension

	Indicators	Importance		Evidence	
		Mean	Mann-Whitney test	Mean	Mann-Whitney test
Administrative dimension	Presidency of collegiate boards	7.17	$p = .037$	6.90	$p = .138$
	Supervision of documents	7.44	$p = .188$	7.38	$p = .403$
	Management of material resources	6.87	$p = .204$	6.63	$p = .047$
	Vigilance to ensure compliance with laws and regulations	7.10	$p = .029$	6.95	$p = .054$
	Intervention in the appointment of personnel	6.49	$p = .000$	6.29	$p = .000$
	Encouraging the acquisition of resources	6.57	$p = .028$	6.16	$p = .011$
	Authorization of expenditure	6.47	$p = .032$	5.96	$p = .006$
	Providing the appointment of collaborators	7.17	$p = .028$	6.94	$p = .042$
	Informing the community about the life of the institution	7.01	$p = .026$	6.67	$p = .008$
	Guaranteeing the staff's right of assembly	6.96	$p = .003$	6.70	$p = .153$

The statistically significant differences between students and staff's opinion, realized in the Administrative Dimension, can be justified with the functioning of the education institution, which from the students' point of view is as a self-regulative and self-evident process. However, staff, especially the staff related to administration, understand management as a purposefully directed process.

The Presidency of Collegiate Boards is acknowledged as important, whereas proofs do not confirm it, which testifies the cases when management on the administrative level is provided with an insufficient participation of all involved people.

Authorization of Expenditure is related to comprehension of the economic fundamental law; rational consumption of means is crucial when funds are limited. Staff sometimes prefer the pay rise, but students see more the need for management of material resources. However, implementation of desires, when funding is insufficient, is restricted and closely related to law and regulations obedience.

From the staff's point of view, the budget places awarded by the government play a significant role, but provision of the possible project attraction, which is mostly directed towards the development of the infrastructure and learning environment, causes not so stable sense of stability, which is approved by students.

Selection of collaborators is an essential component for the study quality assurance, which is acknowledged by both staff and students. The link with the employment perspective is the most important from collaborators. It is important for entrepreneurs or other employers that the new specialists are well prepared and competitive in the labour market. It is both the graduates' desire and the matter of the education institution's prestige.

Intervention in the appointment of personnel, personnel's competence and pedagogical skills affect essentially the quality and achievements of studies. In vocational education the teachers' payment still differs in lots of cases from the payment level in the manufacturing sphere, which causes problems for a faster staff's renewal, attracting high class specialists for the pedagogical work.

It has been discovered that the aspect of guaranteeing the staff's right of assembly is important, but there are not evidences. It testifies that the possibilities of the employees' assembly are not restricted. However, self-initiative is not so often related to initiation of a pro-active study quality provision and manifestations of creativity, but it is more often related to the necessary supervision of the documents binding to the education institution, for example, the curriculum or accreditation of education institutions, compliance of the professional quality to be obtained with the standards, etc.

Informing the community on the life of the institution is considered as important, but convincing evidence for that has not been received. Probably the best guarantee for the institution's prestige is the graduates themselves. However, students after graduation are more preoccupied with their own career than the former educational establishment's advertising. Here the need evolves to create a closer link between the educational establishment and graduates who would become a sort of medium to inform the community.

Conclusion and discussion

1. In the research confidence has been obtained that among respondents the quality assessment of vocational education is closely related to the implementation of the educational establishment's strategical goals, which are set not only by the standards of vocational education, but also by the leader's leadership and provision of management processes. In a vocational education institution, the base of the success for leader's leadership and management processes is awareness and implementation of staff and students' democratic management.
2. Both staff, students and employers are interested in the quality of vocational education and the highest standard performance of the qualification obtained by students. However, understanding of the desired result achievement types differs among staff and students in separated criteria indicators.

3. Both from staff and students' point of view, the leader's charisma, ability to attract motivated personnel and provide an optimal material and technical base, appropriate for modern requirements, have got an essential importance in the management process for vocational education quality provision. The results of the study justify a necessity to focus on the aspects of charismatic, professional and emotional dimensions in work quality assessment of VET institutions' leaders.
4. Efficient management creates a positive organizational culture, where trust, motivation to self-educate, communication culture, a positive image of own institution and recognition are highly appreciated. The prestige of the vocational education establishment is mostly determined by the graduates' level of professional training from the employers' point of view, which can be diagnosed during the students' practice, on what the students reflect themselves.
5. Staff in comparison with students assess the growth of their educational establishment during a wider time dimension and from the point of sustainability, whereas students perceive more sharply the lack of social and physical environment during their real study time.

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PARENTAL ATTITUDES OF MOTHERS LIVING IN FAMILIES WITH/WITHOUT THE PROBLEM OF AGGRESSION AND VIOLENCE

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Abstract. *The text is based on its empirical foundations; it concerns the parental attitudes assumed by mothers living in families with the problem of aggression and violence and these that do not experience such a problem. The research was conducted among 710 women bringing up children of different ages. The aim of the study was to answer the following question: What parental attitudes towards children are taken by the mothers living in families where there is a problem of aggression and violence, or lack thereof?. The study used two tools: the scale of family attitudes according to Maria Braun-Galkowska and the questionnaire of own authorship. The data elements used to develop the obtained results were, among others, Chi² test and Vxy-Cramer coefficients.*

Keywords: *parental attitudes, aggression, violence, family.*

Introduction

The family is the most important environment for the child's development and upbringing. It is a key place for mental, social, emotional or cultural development. In the family, the child learns to express feelings, thoughts, appropriate reactions and behaviors as well as values of himself, family, other people, basic norms of conduct and preparation for roles that await him in the social environment (Milerski & Śliwerski, 2000; Przybysz-Zaremba & Kołodziejcki, 2018). It is parents, generally recognized as the first and main teachers, who are mostly responsible for shaping certain attitudes and behaviors that are later introduced and implemented in adult life.

The proper process of socializing and raising a child in a family depends on many different factors, including psychological and social maturity of parents, knowledge of norms related to roles, the ability to disinterested love, acceptance of a role related to their gender and marital role, having the right motivation to perform parental roles, acceptance of persons and roles of the partner and children, mutual adaptation of parents to the conditions occurring in family and also correct relations and attitudes in the family (Grochocińska, 1999). Research (Buist, Decović, Meeus, & Aken, 2002; Gerrits et al., 2005) regarding intra-family

relationships shows that other relations and attitudes towards the child are assumed by the mother and the other by the father. Researchers indicate that mothers exhibit more positive sympathy towards children than fathers, which later translates into efficient interpersonal relations. According to S. K. Williams and F. D. Kelly (2005), such a situation is mostly related to women's family roles and tasks. In addition, researchers also indicate (Shearer, Crouter, & McHale, 2005) that mothers, through more frequent contact with children, have more experience in creating positive relationships with children than fathers.

The correctness of intra-family relationships, especially towards the child, depends on many factors related (inherent) to the family system. One of the important factors is the functioning of families that experience aggression and violence from one of the family members. The problem of aggression and violence in the family occurs all over the world and mainly affects the weaker, i.e. children, youth, women, and the elderly. According to an international UNICEF report, 640 million children in the world do not have a safe roof over their heads (Pilch, 2010). International research indicates that over 80 % of children in the world experience physical aggression and domestic violence (Giacaman, Shannon, Saab, Arya, & Boyce, 2007). In the United States, about one hundred and four hundred deaths are reported annually due to adult violence. In turn, in Russia, the statistics of domestic violence in respect of children and young people who, for this reason, die are observed to be estimated at the level of 2 – 2.5 thousand a year. About 2 million children up to the age of fourteen regularly experience violence on the part of their parents and over 50,000, every year, escape from home for fear of probable aggression and/or violence (Iarskaia-Smirnova, Romanov, & Antonova, 2008). In Poland in 2017, over 92,000 people are reported to have experienced domestic violence, victims of which were mainly women (67,984 people) and minors (13,515 people). Detailed data on violence in Poland is presented in Figure 1.

Research indicates that such pathological-dysfunctional educational environment has a negative impact on the psychophysical functioning of the child and, further, the functioning of the whole family system. Aggression and violence occurring in the family can take various forms (e.g. physical, psychological, economic, sexual) and is most often directed at weaker people (children, women, the elderly). Women/mothers living and raising children in families with the problem of aggression and violence are burdened with excess duties for the family and home; at the same time, many of them experience much unpleasantness and tension, which can often translate into adopted attitudes towards children (Przybysz-Zaremba, 2013).

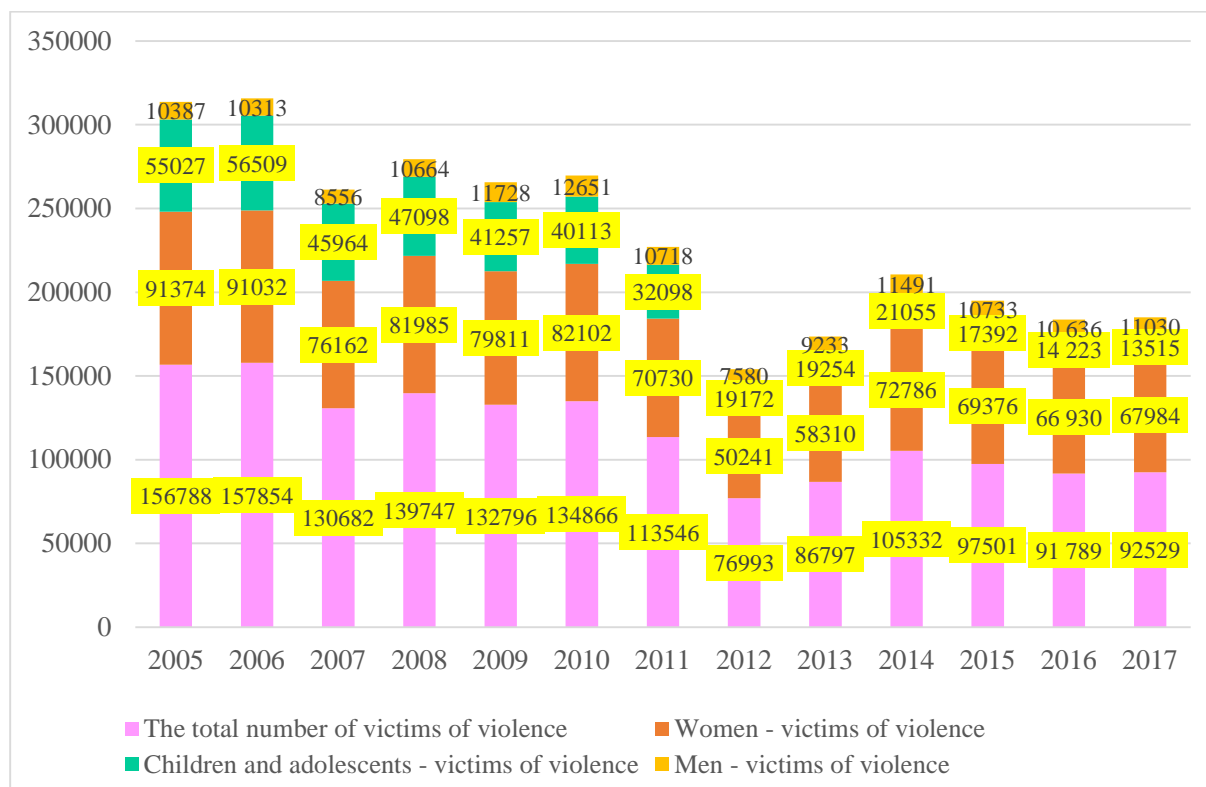


Figure 1 Number of victims of domestic violence in Poland in 2005-2017 (data in thousands). Source: <http://statystyka.policja.pl/st/wybrane-statystyki/przemoc-w-rodzinie/50863,Przemoc-w-rodzinie.html>, Access: January 29th, 2019r.)

Parental attitudes can be defined as a way of parents' attitude towards a child (Strzelczyk-Muszyńska, 2010), including his/her behavior, experienced problems, and/or education. Thus, they are a holistic form of the attitude of each of the parents (i.e. separately the mother and the father) to the children and to their various educational issues, that has been shaped during the performance of the parents' educational functions (Rembowski, 1972). In the literature, there can be spotted different types and classifications of attitudes adopted by mothers (or both parents) that are opposed to each other, e.g. lenience - severity, tolerance - lack of tolerance, heat - coldness, addiction - separation (Plopa, 2005); acceptance - rejection, cooperation - avoidance, reasonable freedom - excessive protection, recognition of rights - excessive demand (Ziemska, 2009); closeness - rejection, help - lack of help and care, management - no standards, complete freedom, requirements - total lack of requirements (Braun-Gałkowska, 1992).

Methodological assumptions of the research

The aim of the research was to determine parental attitudes assumed by mothers in families who had the problem of aggression and violence, or lack

thereof. The following research problems have been formulated within the set research goal:

What parental attitudes do mothers take with regard to children, staying in families with the problem of aggression and violence and in families without this problem?

Is there a relationship between the type of parental attitudes adopted by mothers and the problem of aggression and violence in the family or the lack of a problem in the family?

The research was carried out in 2013 on a sample of 710 women/mothers of Polish nationality, bringing up children in families with the problem of aggression and violence and families without this problem. The selection of the sample was random. Women were in the age range: 25-30 years - 36.34 %; 31-35 years - 26.48 %; 36-40 years - 37.18 %. The survey used the questionnaire based upon the Family Story Scale developed by Maria Braun-Gałkowska, as well as the questions added by the survey author. The questionnaire concerned the recognition of problems in the family, including the occurrence of the problem of aggression and violence. The Family Attitude Scale refers to four types of attitudes: (a) Closeness – which refers to the emotional distance between family members; (b) Help – which defines the degree of giving help; (c) Targeting – which entails the degree of intervention in decisions and the scope of independence; (d) Requirements – which refers to requirements made to family members, as well as the expectations to be possibly revealed by them. On these dimensions one can mark opposing attitudes, recognized as unfavorable from the point of view of one's upbringing. These are the following ones: (a) Rejection, aversion, strangeness - Excessive closeness, emotional viscosity; (b) Lack of help and care - Excessive care, too much protection; (c) No standards, complete freedom - Conducting, excessive management; (d) Total lack of requirements - Excessive requirements and demands. Between these attitudes the following ones are recognized: (a) Appropriate closeness; (b) Relevant help; (c) Rational understanding; (d) Appropriate requirements. In the opinion of M. Braun-Gałkowska, positive attitudes, when they grow too high, turn into negative ones on an excess basis. It is appropriate to consistently contrast two negative extremes (e.g. lack of care – excess of care), at the same time recognizing that there exists a proper attitude between them (such as mature love in the example above). Extreme attitudes are characterized on the one hand by excess, on the other by lack of accuracy, whereas the most appropriate are recognized to be indirect attitudes.

Statistical analysis elements were used to develop the data obtained. The Chi² Test and the V_{xy} -Cramer Ratio were used.

Results and discussion

The research has shown that in 283 (39.90 %) families there was a problem of aggression and violence (in most cases resulting from alcohol abuse), which was most often manifested by husbands/partners of the responding women, while in 427 (60.14 %) families there no such problem was found.

Analyzing the structure of the women's family, as many as 63.66 % of the respondents bring up their children in full families, 23.80 % in reconstructed families, and 12.54 % in the cohabitation relationship (no legalization of the relationship). The dominant group of families created by women is the family model two plus one and two plus two. 40.9 % of women have one child, thus creating a family model two plus one and 38.2 % form a family with two children (model two plus two). The smallest percentage ratio (20.9 %) concerned women with large families (ie five or more).

Studies have shown that the problem of aggression and violence in the family does not always exert a significant impact on mothers adopting unfavorable parental attitudes from the point of view of parenting. While undergoing a detailed analysis of the attitude of help, one can observe the highest (39.2 %) excess of this attitude recorded among mothers bringing up children in families with the problem of aggression and violence, while in families without this problem the attitude of moderation of help prevails (44.7 %). Excessive attitude of help may be related to the situation and functioning of the family (with the problem of aggression and violence), as well as with age and development of children (they are so small that they require care, assistance and support of one of the parents). Precise data regarding the assumption of the attitude of support by the researched mothers is presented in Figure 2 below.

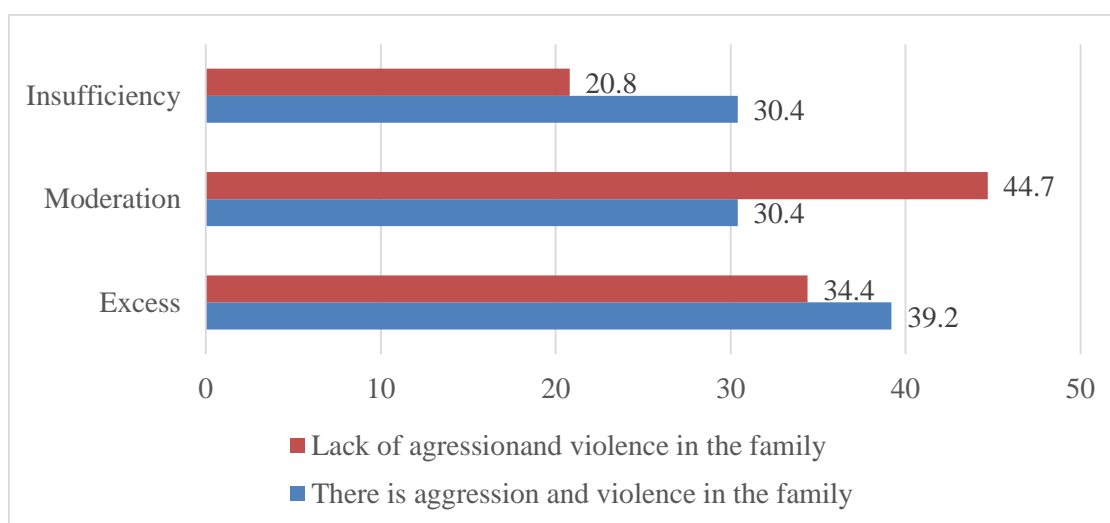


Figure 2 Attitude of help accepted by mothers raising children in families with the problem of aggression and violence and with no such problem. Source: own study based on research

The above detailed statistical analysis was followed by the analysis of another parental attitude – the one of control, whose highest index (in the area of moderation) (39.8 %) was noted in the families without the problem of aggression and violence, but also in these where the problem of aggression and violence occurred. Precise data regarding the appearance of the attitude of control is presented in Figure 3.

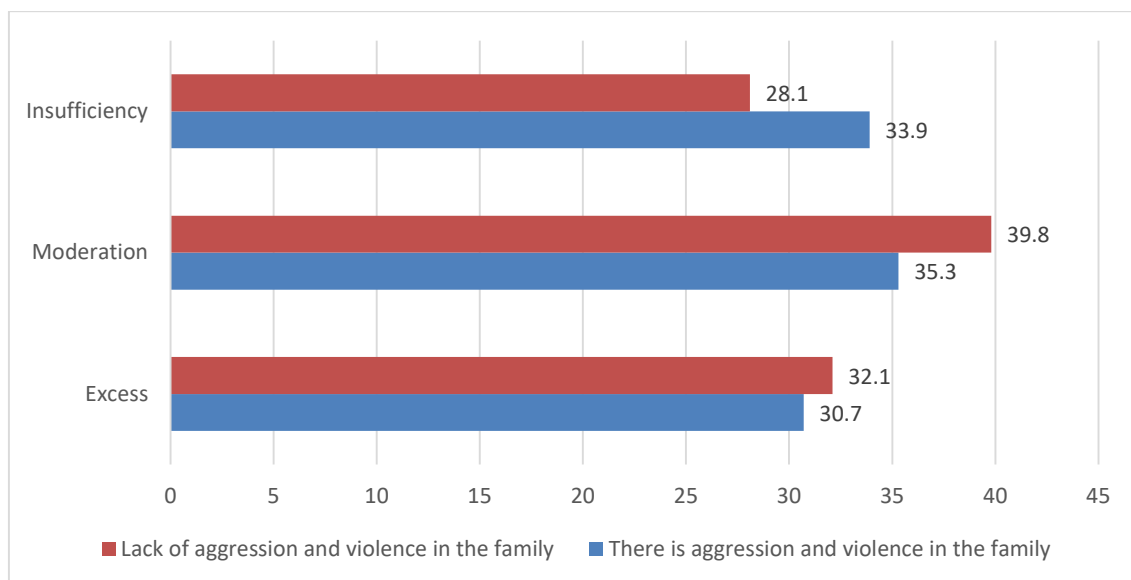


Figure 3 *The attitude of control adopted by mothers raising children in families with the problem of aggression and violence and with no such problem. Source: own study based on research*

One more parental attitude investigated by us is the attitude of the requirement, which, according to our research, shows a differentiation in relation to the problem of aggression and violence in the family, or lack of it. The data included in Chart 3 shows that in families with the problem of aggression and violence, the excess of the requirement prevails (44.9 %). The lowest indicator refers to the moderation of the requirement (25.1 %). On the basis of these data, it can be concluded that mothers who are overwhelmed by excessive household/family responsibilities, as well as these related to their professional work are not able to cope with all of them, and therefore require their children to help them, especially when it comes to helping them in different household duties (Turiel, 2010). In addition, children burdened with excess of household duties and experiencing stressful situations in the family do not function psychophysically in a proper way, but often display many negative behaviors. This is confirmed, among others by the researchers: Izaguirre & Calvete (2017), McCann, Lubman, & Boardman (2017), Qutaiba & Naze (2018), Przybysz-Zaremba (2017, 2014), Smith & Moore (2013). Analyzing the data on the attitude of

mothers' requirements towards their children raised in the families with and without the problem of aggression and violence, the data we found is similar; the details are presented in Figure 4.

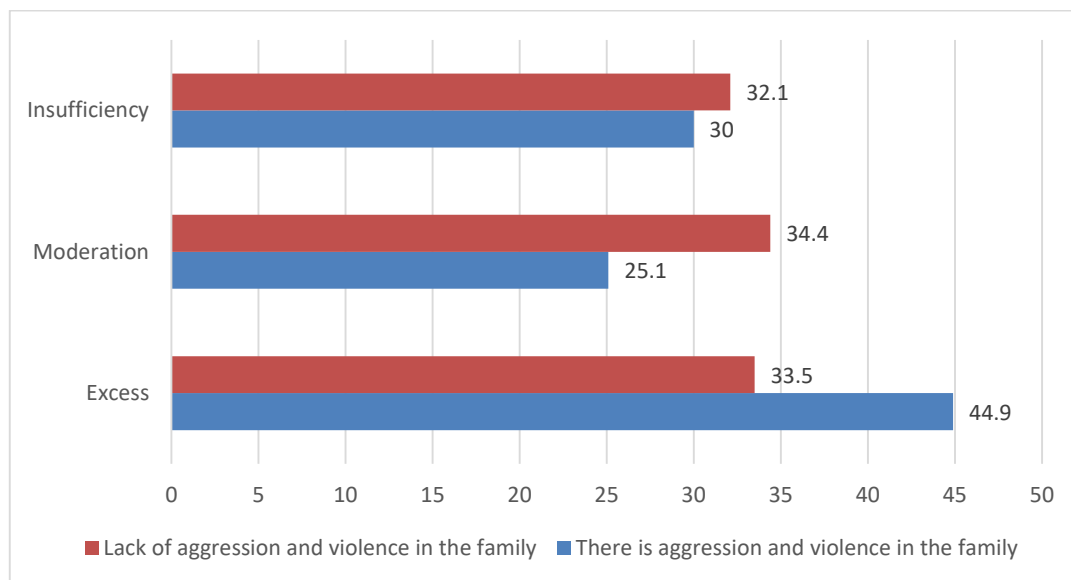


Figure 4 The attitude of the requirement adopted by the mothers raising children in families with the problem of aggression and violence and with no such problem (Source: own study based on research)

One of the attitudes important in the process of children upbringing is the attitude of intimacy. The analysis of the research showed that the data regarding this attitude are very similar in families with the problem of aggression and violence, as well as without this problem. In both groups of families, moderation prevails in terms of the attitude of intimacy (36.7 % - the problem of aggression and violence occurs, 36.8 % - no such problem is noted). Moderation in terms of the attitude of intimacy adopted by mothers may result from the general situation a family has found itself, lack of help and support, or not the best psychophysical functioning of the mother (Khalifa & Nasser, 2015). The data regarding excess and underflow of the attitude of intimacy are similar - see Figure 5.

Detailed statistical analysis showed a significant relationship only between the attitude of requirement adopted by the mothers ($\chi^2_{emp.10,87} > \chi^2_{tab.5,94}$; $df=2$; $\alpha=0,05$, V-Cramer coefficient 0.124) and the attitude of help ($\chi^2_{emp.16,34} > \chi^2_{tab.5,94}$; $df=2$; $\alpha=0,05$ V-Cramer coefficient 0.152) and the problem of aggression and violence occurring in the family. Lack of dependence was found with the attitude of proximity and control.

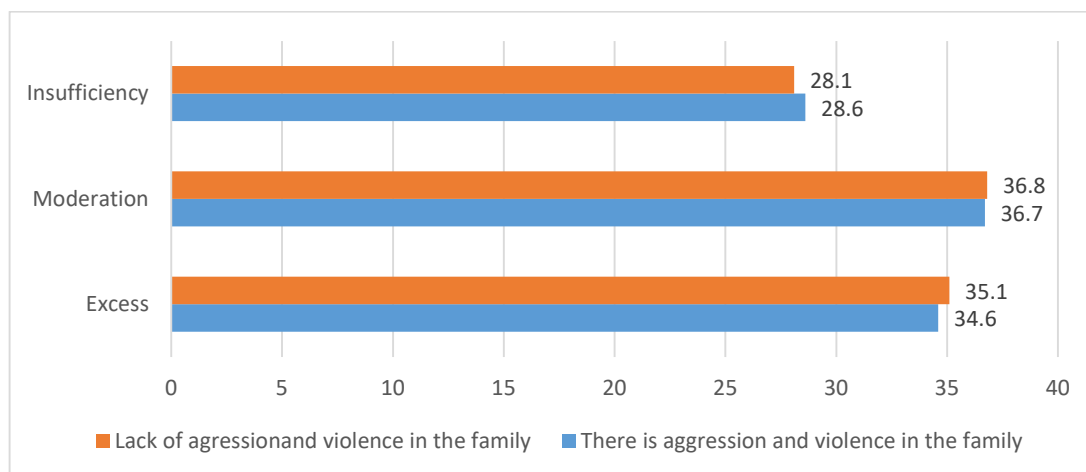


Figure 5 Attitude of intimacy taken by mothers raising children in families with the problem of aggression and violence and with no such problem. Source: own study based on research

Table 1 List of results of statistical analysis

Features under research	Calculated Chi2	Level of significance	Degrees of freedom	Tabulary Chi2	Hypothesis assumption	V-Cramer coefficient
Attitude of requirement	10,87	0,05	2	5,94	alternative	0,124
Attitude of intimacy	0,03	0,05	2	5,94	null	0,006
Attitude of help	16,34	0,05	2	5,94	alternaitive	0,152
Attitude of control	2,89	0,05	2	5,94	null	0,062

Source: own study based on research.

Summary and Conclusions

The family as the basic institution of socialization and education has an unprecedented impact on the child's development, life and social functioning. In it, the child shapes his/her personality, but in order for it to be formed in a proper way, it requires the creation of positive conditions for it. It is in this light that adopted parental attitudes are to be recognized as one of the important factors influencing the child's development. The following conclusions were made on the basis of the conducted research:

- irrespective of the problem of aggression and domestic violence, women / mothers adopt the following attitudes towards children: help, guidance, requirements, proximity;
- the attitude to excess is prevalent among mothers bringing up children in families with the problem of aggression and violence, whereas in

families without this problem moderation prevails in terms of this attitude;

- moderation in the attitude of leadership dominates both in families with the problem of aggression and violence, as well as without this problem;
- the attitude of the excess is prevalent among mothers raising children in families with the problem of aggression and violence, while in families without this problem, the highest indicator concerns the moderation of this attitude;
- the attitude of closeness dominates in terms of moderation in both groups of families.
- statistical analysis showed a significant correlation between the problem of aggression and domestic violence and the attitudes of excess and help in most cases lent by the mothers. Such dependencies were not found in the attitude of targeting and proximity.

The parental attitudes adopted by mothers have a significant impact on the psychosocial functioning of the child, and thus on his/her development. Research indicates that externalizing behaviors manifested by children are strictly correlated with the attitudes parents take towards them. Lack of acceptance, support, help and choosing appropriate motivational strategies cause that children model behaviors experienced at home, transferring them often to a peer group. The negative impact of the mother towards the child is shaped by the "distorted picture" of the family, in which basic values such as love, support or trust do not exist (Przybysz-Zaremba & Kołodziejski, 2016).

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EDUCATIONAL PROBLEMS AMONG CHARGES FROM EDUCATIONAL CARE CENTRES (ON THE EXAMPLE OF LUBELSKIE VOIVODESHIP)

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***Abstract.** In times of ongoing changes, schooling and education have become the areas at particular threat since they need to comply with the requirements of time and expectations of both the children and their parents or guardians. Education is perceived as the basic task in the life of each human being, conditioning his or her obtainment of education which determines chances of success in professional activity as well as participation in the social and cultural life. When a child is brought up outside the family environment, thus, in foster custody, the meaning of schooling and education becomes particularly crucial. The research, for the purposes of this publication, was conducted on the territory of Bialski and Krasnostawski districts, which are part of the Lubelskie voivodeship. Its implementation was planned within the framework of the project "Education, levelling developmental and educational deficits deficiencies of children under the care of family-run children's houses homes as well as the educational care centres care and educational institutions (on the example of the selected poviats of the Lublin province)". The method of diagnostic survey as well as individual research study were applied in the following research. Within the range of the survey, not only proprietary questionnaire intended for the dependants brought up at educational care facilities and family-type children's homes but also interview questionnaire dedicated for counsellors employed at both family and institutional facilities were applied. The individual case studies study of individual cases involved the use of an observation sheet and interviews with coordinators of the researched care and educational centres, directors of family-run children's houses. The subject of the article reads: educational problems among children from educational care centres. The aim of the research was to determine whether the charges of family and institutional facilities exhibit educational difficulties, how are educational gaps compensated, and what factors affect the proper satisfaction of educational needs? The aim of the research was to determine whether the dependants of both family and institutional facilities display educational difficulties. The author also attempted to answer the question how educational deficiencies are compensated and what factors influence the appropriate satisfaction of educational needs. The analysis of the results allowed to conclude that the foster care pupils display numerous educational deficiencies conditioned by previous educational negligence. The greatest problem for them is the acquisition of knowledge in the field of mathematics. A large group of children participating in the research (over 40 %) stated that there are no problems with studying at all. However, contrary to the statements of the dependants, educators and guardians argue that the main problem many dependants face are not only falling behind with the schoolwork and negligence, but also lack of regularity, lack of a learning habit as well as inability to organize learning. Among the indicators determining the*

proper satisfaction of educational needs the following should be mentioned: location of educational care facilities; willingness and motivation to learn, time devoted to learning, dependants' age, lack of interest in studying, lack of educational-professional aspirations, lack of patterns connected with learning observed at home as well as pretty low level of intellect.

Keywords: *Biała Podlaska powiat, educational care centre, educational problems, Krasnystaw powiat.*

Introduction

In times of ongoing changes, schooling and education have become the areas at particular threat since they need to comply with the requirements of time and expectations of both the children and their parents or guardians. Education is perceived as the basic task in the life of each human being, conditioning his or her obtainment of education which determines chances of success in professional activity as well as participation in the social and cultural life. It is thus treated as an overall scope of actions, processes and conditions facilitating human development (Kwiecińska, 2000). School as an educational institution is designated to prepare young people for their socially accepted functioning, compliant with the applicable norms, patterns and values. Equipping a person in knowledge, competencies and skills allows them later on to fit well into the world of adults. The assumptions also encompass an institution which strengthens the correct socialization in a family and corrects any deviations from the accepted assumptions (Oliwa-Ciesielska, 2017, 76-77). When a child is brought up outside the family environment, thus, in foster custody, the meaning of schooling and education becomes particularly crucial.

In modern systems of compensation care the tendency of supporting the family, strengthening its potential without the necessity to separate children from their parents and placing them in care and educational institutions have been in place for several years. The European systems are somewhat different when it comes to activities undertaken in this scope. Nevertheless, a common direction is noticeable, which is the strive to overcome criseses in families and the so called ecological approach, enabling children to be brought up in a familiar environment, being their own family, while at the same time supporting the family through activating its own capacities and the capacities in place within its closest environment (Róg, 2017, 185).

In situations of family dysfunctionality, especially in case of various types of negligence on the side of the parents, it often occurs that a child is placed outside of the family home. The country's task is to organize foster custody which may be of family nature (foster family, family-run children house) or of institutional nature care and education facility).

The subject of the article are the educational difficulties of the charges in foster care. The research objective was to establish whether educational and pedagogical difficulties are visible among the charges of foster care and to assess the compensation of educational deficiencies as well as determine which factors have an impact on the correct fulfilment of educational needs?

Methodology

Researches carried out for the purpose of the hereby publication were realized in the educational care centres and family-run children homes within the territory of the Biała Podlaska powiat, situated in the eastern part of Poland, as well as within the area of the Krasnystaw powiat, located in the centre of the Lublin province.

Their completion was planned under the project “Education, equalising development and educational deficiencies of family-run children homes’ and educational care centres’ charges (on the example of the selected poviats from the Lublin province)” realized by the Department of Pedagogy of Pope John Paul II State School Of Higher Education in Biała Podlaska.

There are currently three facilities of institutional nature which operate within the Biała Podlaska powiat. Care-Education Facility in Komarno launched in 1997 which is a socialising institution which may accommodate 30 charges. This facility provides a 24/7 care and education to children who are entirely or partially deprived of parental care for whom foster care has not been found. It employs 14 educators. At present, the facility provides care for 25 children.

Another facility is Care-Education Facility in Szachy. It has operated since 2003. Independent living resembles the pattern of family life to a greater extent for its inhabitants. The facility in Szachy is designated for children above 10 years of age. It has 14 places at its disposal. It employs 5 educators. At present, 10 charges remain in the facility.

The last of the three analysed facilities within the Biała Podlaska powiat is the Care-Education Facility in Janów Podlaski. It commenced its operations in 2010. This facility was created on the basis of the former border guardhouse and its building was adjusted to the binding residential standards for 12 vacancies at its disposal. 5 educators work with the children who live there. There are currently 10 charges who occupy the facility.

For comparison, the second part of research was carried out in two facilities of family type in the town of Bohukały and in the Family-run Children Home in Neple. Both these towns form part of the Terespol municipality. Within the Biała Podlaska powiat there is one care-education facility of family type in the town of Żabie in the Międzyrzec Podlaski municipality. Unfortunately, despite the undertaken attempts it was not possible to gain permission for the conduct of

research in this place. Each of the indicated family-run facilities looks after eight charges.

It is worth noting that the facilities which function within the area of the Biała Podlaska powiat are located within the rural areas, therefore in order to gain counterbalance another part of research was carried out in the urban environment, within 4 care-education facilities in Krasnystaw, forming part of the Administrative Centre of Care-Education Institutions in Krasnystaw. There are 20 charges looked after by 12 educators within the above noted facilities. These institutions provide educational, socio-therapeutic, corrective and compensating classes. Appropriate treatment, rehabilitation and remedial classes are ensured in case of the disabled children since, contrary to the facilities from the Biała Podlaska powiat, these units also host the disabled children.

Researches carried out within the Biała Podlaska powiat took place in the third quarter of 2017, whilst within the Krasnystaw powiat-in the first quarter of 2018. The researches were of qualitative-quantitative nature. Initially, survey tests were performed on a relatively small research sample among 25 charges of care-education facilities from the Biała Podlaska powiat and 16 charges from the Krasnystaw powiat, within the age range of 11 to 20 year of age and 10 charges of family-run children homes from the Biała Podlaska powiat in the same age group. The facilities of family-run type do not function within the town of Krasnystaw. The applied technique was a survey with both closed-ended questions and open-ended ones.

Furthermore, 20 interviews were carried out with the selected educators from the care-education facilities as well as 6 persons running the family children homes. Both men and women were among the research participants.

In addition, under the study of individual cases observation sheets were filled out and the obtained information were supplemented by discussions with two coordinators of care-education facilities and a director of family-run children home. The observation, which was of participatory nature, whilst its objective was to investigate the situation of the tested institutions and mutual relations between educators and charges, somewhat enriched the obtained research material. On the other hand, they constituted a supplementation and completion of the missing information, allowing also for the explanation of doubts in the analysed issues.

Results

Educational difficulties (difficulties in learning) which may be understood as the impossibility of reaching success in learning despite the correct level of intelligence, maturity in general development, remaining in the right cultural environment and proper didactic conditions for the acquisition of knowledge and school abilities (Dąbrowska-Jabłońska, 2005, 816). Sometimes, the expression of

learning disorder concerning a child's functioning in school is used in situations where his or her learning progress remains at a lower level than the expected outcome due to the child's age, the result of intelligence assessment and education level (Bogdanowicz, 1996). The phenomenon of school difficulties is uniquely significant since, as indicated by W. Pilecka, may have an impact on further life circumstances of people contributing to, among others, inadequate social-professional adaptation (Pilecka, 2005).

Types of experienced educational difficulties by the tested charges in foster care have been included in table 1.

Table 1 Indicated difficulties in school education

Types of difficulties	Institutional facilities in the Biała Podlaska powiat		Foster care		Institutional facilities in Krasnystaw powiat	
	Number of persons	Percentage	Number of persons	Percentage	Number of persons	Percentage
Problem with learning maths	10	40%	2	20%	9	56.25%
Problem with learning other science subjects	3	12%	1	10%	1	6.25%
Orthographic errors	1	4%	1	10%	1	6.25%
Problems with learning foreign languages	7	28%	1	10%	4	25%
Problem with learning history	6	24%	0	0%	3	18.75%
Problem with physical education lessons	1	4%	0	0%	0	0%
Other subjects	2	8%	0	0%	0	0%
Lack of learning problems	10	40%	5	50%	7	43.75%

Note: research results do not sum due to the fact that it was possible to select more than one answer, the percentage was calculated for n1=25 charges of care-education facilities from Biała Podlaska powiat, n2=10 charges of family facilities of the Biała Podlaska powiat and n3=16 charges of care-education facilities from the Krasnystaw powiat

On the basis of the placed data one may note that children who remain under the foster care indicate numerous educational difficulties, whilst the greatest problem for them is to acquire data in the scope of mathematics (40 % of charges from care-education facilities in the Biała Podlaska powiat and almost 60 % from the Krasnystaw powiat and 20 % of charges under the foster care).

Problems with learning history or foreign languages occur significantly less frequently. Unfortunately, contrary to mathematics which pupils must understand, learning history, English, Russian or another foreign language requires good and

trained memory and a lot of time devoted to homework. The conducted survey research showed that an average charge of the facility in Krasnystaw devoted on average an hour for learning and doing homework whilst a charge from the care-education facilities and family-run children homes from the Biała Podlaska powiat spent the same amount of time or did not spend at all the time doing homework. Small amount of time devoted to doing homework by charges from the care-education facilities was also noted by Waldemar Basak (Basak, 2012, 237).

Only some charges were diagnosed with dyslexia, dysgraphia or dysorthography and many times it stemmed from the fact that children often reached foster care while attending the last classes of primary school or gymnasium at which time no one diagnoses the charges under psychological-pedagogical clinic in terms of dyslexia.

Under the hereby researches, a significant percentage of the respondents noted that they had no problems with learning whatsoever. However, this is denied when we look at the replies of educators and guardians who claim that the largest problem for many charges is not only the backlog and negligence but also lack of systematicity, lack of the habit of learning, inability to organize work.

Marzena Ruszkowska states that low school achievements of the charges of foster care are conditioned by many risk factors which occur much more frequently in this particular group than in the overall population. Apart from this, these children, from the early years have been experiencing negative, traumatic phenomena, such as violence and various types of negligence, shortages, humiliations which may additionally deepen educational troubles. They usually have a poor vocabulary range, little or no knowledge of the world that surrounds them, lack of basic information on civilization advances (Ruszkowska, 2013, 78-79). Józefa Matejek writes that usually the charges of foster care present reluctance to learning, low aspirations stemming from lack of faith in their abilities and, in addition, their motivation is decreased by failures which they experience at school as well as problems with acceptance among peers. Thus, a diagnosis carried out in psychological-pedagogical clinic, the objective of which would be to explain the mechanisms standing behind the development, behaviours and the functioning of a child in a school environment is critical (Matejek, 2014, 98-99).

It should be underlined that children who reach care-education facilities and family-run children homes usually require undertaking compensation measures concerning equalizing educational shortages stemming from the previously stated negligence on the side of the family environment. It thus seems significant to check which forms of support may be granted to the researched charges. Breakdown of data has been presented in table 2.

Data placed within the table revealed that almost half of the charges under institutional care and 60 % of charges under foster care avail of the educator's or

guardian's assistance. It is worth noting that this type of support may be used by all charges, however, some do not show willingness to learn at home, whilst they justify lack of such willingness in the following way: “I don't feel like learning, I prefer to meet with my friends”, ”I don't like learning”, “I don't feel the need to learn”, “I would rather talk and laugh with my friends”, “I don't know how to learn, I’ve never done it before”. Answers of this type occur not only in care-education facilities but also in foster care; lack of support on the side of the guardians is treated as lack of such necessity, since a child can cope on its own.

Table 2 Forms of granted support in educational difficulties

Types of difficulties	Institutional facilities in the Biała Podlaska powiat		Foster care		Institutional facilities in Krasnystaw powiat	
	Number of persons	Percentage	Number of persons	Percentage	Number of persons	Percentage
Educator/Guardian's assistance in the facility	12	48%	6	60%	7	43.75%
Compensatory classes	1	4%	1	10%	0	0%
Tutoring	0	0%	1	10%	0	0%
Peer self-assistance/assistance of older siblings	5	20%	2	20%	2	12.5%
Classes at the psychological-pedagogical clinic	0	0%	0	0%	1	6.25%
Corrective-compensatory classes	0	0%	0	0%	1	6.25%
No support	12	48%	2	20%	8	50%

Note: research results do not sum due to the fact that it was possible to select more than one answer, the percentage was calculated for NI-25 charges of care-education facilities from Biała Podlaska powiat, N2-10 charges of family facilities of the Biała Podlaska powiat and N3-16 charges of care-education facilities from the Krasnystaw powiat

Very small percentage of charges from amongst all the researched forms of foster care availed of tutoring (for which there usually are simply no funds-institutional care, or possibilities of employing a tutor due to a large distance from the city-family care). Apart from that, as noted by Piotr Długosz, tutoring is mostly used by the youth from the families with upper socio-economic status, with cultural capital, high educational aspirations, undertaking education in prestigious schools and living in the cities (Długosz, 2017, 114).

Only some respondents availed of compensatory classes (which, in turn, are perceived as finality, since the children write that: “They don't want others to think of them as dunces”, “they are ashamed of participating in this kind of classes”-

this situation concerns particularly the older charges with substantial educational backlogs stemming from environmental negligence).

Every fifth charge of care-education facilities uses assistance of older colleagues, or peers with better results at school. Often times this kind of help is a result of individual teacher's or school tutor's initiative. It may also occur that such help is sought from a child's older siblings.

Educational problems are often associated with school failures, understood as an incorrect way of functioning of a pupil in different areas, which stems from discrepancies between didactic and pedagogical requirements and the child's behaviour and the obtained by them achievements at school (Ochojska, 2018). School failures are treated not only as difficulties in learning, but also as inappropriate behaviours of a child (Kozieł, 2008), that is pedagogical difficulties which ought to be interpreted as congenital or acquired structures of one's behaviour, especially in case of children and the youth, shaped by the social environment, manifested in the behaviours which deviate from the accepted norms and patterns both in psychological and social sphere of an entity (Cudak, 2005, 818). Mieczysław Łobocki on the other hand considers that "difficult" children cause various types of trouble to others of pedagogical nature, as well as coping with themselves and the environment to which they are unable to adjust (Łobocki, 2004).

The researched charges especially those remaining under institutional care, in the opinion of the educators, cause large amount of trouble, which include: aggression, uncontrolled anger outbreaks, abuse of vulgar language, nicotine addiction, use of psychoactive substances, consumption of alcohol, selfmutilation, neglecting personal hygiene and chores, escapes from the facility they live in, skipping school, pregnancies among minor girls, ignoring requests and instructions of the educators at the facility and teachers at school, non-compliance with the rules in place both within the area of the facility and the school, unwillingness to learn, systematic delays in arrival to school.

Educators try to cope with this type of behaviours during individual pedagogical consultations or group discussions, applying positive reinforcement, using persuasion methods, being consequent in applied awards and penalties, entering into contracts with the charges, warnings, using the assistance of specialists, therapists, and psychologists.

Guardians consider the following as having an impact on this type of behaviours: bad patterns from their family homes, difficult family situations, parents' attitudes (i.e. not keeping promises, passivity, not being interested in child's affairs, not maintaining contact with a child), homesickness, lack of authorities, sometimes peer environment, low intellectual level, lack of willingness and motivation for a change, personal characteristics, child's age (i.e. Puberty), lack of feeling of safety and stabilization.

These answers have led to identifying a number of factors determining not only the occurrence of pedagogical problems, but also the didactic ones, such as lack of will and motivation to study, lack of interest in education, lack of educational-vocational aspirations, lack of patterns related to learning taken from family home, relatively low intellectual level, serious emotional disorders impacting educational progress, type of foster care. Guardians who run family-based facilities underline that it will not be possible to speak of educational success of a given child as long as his or her emotional problems remain unsolved which impact both troublesome behaviours at home and at school as well as the learning processes.

Conclusions

The material obtained through research allows for the formulation of some conclusions:

- Children who remain under the foster care indicate numerous educational difficulties, whilst the greatest problem for them is to acquire data in the scope of mathematics.
- Very small percentage of charges from amongst all the researched forms of foster care availed of tutoring.
- Only some respondents availed of compensatory classes.
- Respondents cause large amount of trouble, which include: aggression, uncontrolled anger outbreaks, abuse of vulgar language, nicotine addiction, use of psychoactive substances, consumption of alcohol, selfmutilation, neglecting personal hygiene and chores, escapes from the facility they live in, skipping school and others.

Summary

The charges under the foster care have been identified to experience numerous educational deficiencies caused mainly by environmental negligence. Learning science subjects and, above all, mathematics, causes significant difficulties for them. Despite the various educational problems, these children avail of compensatory and remedial classes extremely rarely and the only form of support is the assistance offered by class teachers, guardians, which is used normally only by the youngest charges.

This stems from the fact, as indicated by W. Basak, that before coming to the facility, these children were not taught how to be systematic, had no chores and often missed out on school, failing to acquire the learning skills in their early years (Basak, 2012, 237). In addition, the hereby researches revealed the impact of the type of foster care on the occurring didactical-pedagogical difficulties.

Foster care has proven to be a significantly better solution here and it stems from an ongoing supervision over the quality of child's functioning by two guardians, similarly to the situation in a family environment, whilst constant rotation of personnel in care-education facilities does not facilitate the elimination of educational-pedagogical problems experienced there.

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FACTORS AFFECTING EDUCATIONAL AND VOCATIONAL PLANS OF FOSTER CARE CHARGES

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Abstract. *The objective of a foster care is to ensure that a child who is deprived of the adequate care from the biological family lives in the adequate environment. People who deal with Foster care responsibilities are bound to ensure a proper care to a child as well as prepare this child to future life, including vocational one. Thus, essential are educational and vocational plans of charges since they affect the process of gaining the autonomy by a youngster. The three actions: firstly, analysing the literature, secondly, doing researches in bialski powiat, thirdly, conducting a narrative questionnaire with an educator who simultaneously holds the responsibility for teaching charges autonomy, these three are supposed to identify factors that affect educational and vocational plans that foster care charges have. Factors that play significant role are as follows: a kind of foster care (family-run children houses versus educational care centres), the influence exerted by a subject and people who are supposed to support the process of gaining autonomy (foster care provider, tutor, pedagogue, educator responsible for teaching autonomy), personal characteristics (for example low self-esteem, lack of willingness and motivation to learn, lack of skills) and environmental factors (impact of dysfunctional family environment, peer environment, local environment).*

Keywords: *educational plans, foster care, vocational plans.*

Introduction

At present, Poland faces a widespread tendency of superiority of the concept of care over children which is based on the philosophy of support and strengthening of natural family competencies as a basic and most appropriate educational-care environment. It was assumed that within the new system, care over children deprived of proper care on the side of their natural families ought to constitute an element of a wider support system for the families in their local environment (Basiaga, 2015, 59). Persons who realize tasks in the scope of foster care are obliged not only to ensure proper care to a child, but also to prepare them for future family, vocational and social life (Gajewska, 2006), thus the process of gaining autonomy by the charges of orphanages is targeted at equipping them in such skills, which will ensure their future functioning in an autonomous adult life

(Gumienny, 2005). Educational and vocational plans of the charges are therefore of significance here, since they are consistent with the process of each young person striving to become autonomous.

Becoming autonomous is perceived as actions of a long-term nature the purpose of which is to prepare a given person to commence autonomous life and integrate with their social environment. K. Głębicka and M. Gościńiewicz underline that „as a long-term process it should commence at the time of placement of a child in a given care facility rather than at the time of their departure from it” (Głębicka & Gościńiewicz, 2014, 57). The process of becoming autonomous commences thus prior to reaching adulthood by a person who becomes autonomous and, depending on the particular living situation of a young person, it may last several years, no longer however than until reaching the age of 25 by that particular person. Actions concerning gaining autonomy by charges of foster care have increasingly been the topic of discussions and researches (Giermanowska & Raław-Markowska, 2007; Kaczmarek, 2007; Głębicka & Gościńiewicz, 2014; Golczyńska-Grondas, 2015; both by theoreticians and personnel of care institutions or non-government organizations (Robinson Cruzoe Foundation, 2007) as well as state authorities (Report by the Supreme Chamber of Control, 2014). The conducted tests and their interpretation contained within the presented article present factors which shape educational and vocational plans of the charges of foster care within the process of gaining autonomy.

The subject of research included factors shaping educational and vocational plans of foster care charges. The aim of the research was to compare the implementation of educational needs in educational care centres situated in different environments and to verify whether the entities and persons who are supposed to support the process of gaining autonomy by the charges (i.e. Autonomy guardians, tutors, pedagogues etc.), environmental factors (impact of dysfunctional family environment, peer environment, local environment), personality traits (i.e. low self-esteem, lack of will and motivation to learn, lack of skills, lack of interests), type of foster care, decide about educational-vocational plans of the charges of educational-care facilities.

B. Kołaczek indicates factors which differentiate educational aspirations of a human being, among others, the level of education, place of residence, economic status of their family. Furthermore, the author noted that such aspirations may be conditioned externally (i.e. social-economic situation) or internally (i.e. intellectual capacity of a person, their family situation) (Kołaczek, 2004, 26-27). On the other hand, M. J. Dyrda discusses personality factors (skills, intelligence, interests) as well as social factors (impact of school environment, family, peer and further environment, i.e. of the church) (Dyrda, 2009, 155).

Gaining autonomy by the charges of foster care

Gaining autonomy by the charges of foster care constitutes an important element of the entire educational-care process where a young person leaves the facility or a foster family and commences an autonomous life. Preparing the charges to an adult life begins from the moment of arriving to the facility. It is reflected in daily activities performed autonomously by the charges, in solving various problems which concern them and in presenting and realizing the right behaviours in their social functioning. Any person leaving foster care having reached adulthood is entitled to assistance towards gaining autonomy. Types of the granted assistance, level of financial amount are related to fulfilment of specific conditions concerning the process of gaining autonomy.

Detailed principles concerning the process of becoming autonomous among adult charges leaving foster family, family foster home, educational-care facility or regional care-therapeutic facility are regulated by the Act of 9 June 2011 on family support and foster care system.

Persons who gained autonomy in accordance with art. 140 sec. 1 of the Act from 9 June 2011 on family support and foster care system obtain assistance for:

- continuing education,
- gaining autonomy,
- settling-in.

The level of aid which may be obtained by these persons in the scope of individual types of benefits is not identical and depends on the type of foster care and the time for which the person who became autonomous spent in such care.

Assistance for continuing education, no less than 500 PLN per month, is granted to an autonomous person should they decided to continue their education: At school; in the teacher training centre; at university; at courses - should their completion be compliant with the individual autonomy gaining programme as well as at the workplace whilst vocational apprenticeship. In accordance with the cited act, assistance for continuing education is granted for the duration of education, no longer however than until completing by the autonomous person the age of 25.

Assistance in gaining autonomy is paid on a one-time basis or in instalments, no later however than until completion by the person gaining autonomy the age of 26. In a situation when a given charge who gained autonomy obtains assistance for continuing education, then such aid is paid after completion of collecting aid for continuation of education. The amount of obtained benefits depends on the duration of stay under foster care and evolves around the level from 1,650 PLN in case a given charge remained under foster care within the time range of one to two years - to the amount of 6,600 PLN if they remained under foster care for more than three years.

Whilst, assistance in settling-in is paid on a single-time basis, no later than until completion by the person gaining autonomy the age of 26, in the amount of no less than 1,500 PLN and in case of a person who has obtained a certificate of moderate or significant level of disability, in the amount no less than 3,000 PLN. The assistance for settling-in may be granted also in kind.

Submission of an appropriate application as well as being in possession of an approved Individual Autonomy Programme which prepares a given person for gaining autonomy along with an autonomy guardian for at least a month prior to reaching adulthood by the person who gained autonomy is a significant condition for granting financial aid for continuing education and settling-in.

Individual Autonomy Programme ought to specify „the scope of cooperation of the person who gained autonomy and their autonomy guardian, the manner of obtaining education or vocational qualifications by such person, assistance in gaining the relevant living conditions and in undertaking employment by such person”. Individual Autonomy Programme contains an obligation of the charge as to the realization of its stages as well as forming the basis for granting benefits towards becoming autonomous.

An autonomous charge, in order to obtain the benefits, is obliged to also indicate at least one year prior to gaining adulthood a person who will perform the function of autonomy guardian, including his or her written consent for this. Autonomy guardian „should be a person whom a given charge trusts, accepts as well as understands. The autonomous charge must be sure that the indicated guardian is interested in their future plans and their choice of path of life, as well as giving them a feeling of safety” (Matejek, 2017, 62). The role of autonomy guardian may be performed by „a person who creates foster family, conducts family foster home, coordinates family foster care, a social employee of the poviast family assistance centre, a person who remain in educational-care facility or regional care-therapeutic facility, educator or psychologist or another person indicated by the autonomous person and accepted by the poviast head of family support centre of the appropriate poviast for bearing expenditure for the financing of assistance for continuing education and settling-in” (Act on family support and social assistance system).

The process of gaining autonomy ought to lead towards the integration of a charge with their social environment, their preparation for autonomous life and performance of various social roles. Preparation for autonomous life is an action which comprises the entire educational-care process undertaken by persons who perform care over a child. Charges must learn how to decide about their future, undertake autonomous decisions and bear their consequences. Charges of educational-care facilities have especially difficult path ahead of them due to the insufficient number of the functioning autonomy groups and autonomy flats available there (Robinson Cruzoe Foundation, 2007).

Methodology

The material for the hereby article was obtained pursuant to the analysis of available literature, quantitative-qualitative tests, including survey tests carried out in the area of Bialski powiat. Conducting the researches was planned within the project *Education, balancing educational and developmental deficiencies of the charges of family-run children's houses and educational centers (the example of bialski district)* realized by Department of Pedagogy at Higher State School in Biała Podlaska.

Within the Bialski powiat, situated in the eastern part of the Lublin Voivodeship, there are at present three functioning facilities of institutional character. *Educational-care Facility in Komarno*, launched in 1997 which is a socialization facility with 30 spots. The facility ensures a 24/7 care and guardianship to children who are entirely or partially deprived of parental care, for whom no family foster care was found. It employs 14 tutors. At present, the facility houses 25 charges.

Another facility is *Educational-care Facility in Szachy*. It has been in place since 2003. An autonomous house facility resembles a family living pattern to the inhabitants of this facility. The facility in Szachy is designated for children above the age of 10. It has 14 spots at its disposal. It employs 5 tutors. At present, 10 charges live within it.

The last of the three facilities is *Educational-care Facility in Janów Podlaski*. It commenced its operations in 2010. This facility was launched on the basis of the former border guardhouse, its building was adjusted to the binding residential standards for its 12 charges. 5 tutors work with these children. There are 10 charges living in this facility. All facilities are located in rural areas.

Survey research was carried out in the third quarter of 2017 within the area of the Bialski powiat. Within these studies, a survey was carried out which encompassed 25 charges of educational-care facilities at the age above 10 years. The applied researching method was a survey including both open and closed questions. Moreover, 10 questionnaires were made among the selected tutors of the three educational care institutions. Interviewed people were both men and women.

Whilst, in the framework of qualitative research, narrative interviews were applied with many years' tutor of one of the tested facilities who at the same time was an autonomy guardian. This tutor has over 20 years of experience in the profession of carer-tutor. During the work, she attended various trainings concerning, among others: tasks and roles of autonomy guardian, diagnoses of self-defeating behaviours, supervision meetings, coaching, cooperation with family assistants and many others. What is of significance - tutor at a facility fulfils a certain role thus, he or she must be adequately prepared for it. The

interviewed tutor was appointed an autonomy guardian several times and her true interest in charges' affairs may be safety compared to Janusz Korczak, a trustworthy guardian, for whom children well-being came always first (Kotarbiński, 1986). Narrative interview was realized in June of 2018.

Results

The analyses of determinants of educational-vocational plans commenced with a verification of an impact on realization of such plans of human factors, thus: autonomy guardians, tutors, pedagogues, facility headmasters, employees of the Poviats Family Assistance Centres and others.

As indicated by T. Polkowski, an autonomy guardian is often a tutor in an orphanage or an employee of the Poviats Family Assistance Centre, less frequently a person who is an authentic „mentor” of a young person, who would be emotionally connected to them (Polkowski, 2015, 5). The tutor who attended narrative interview, having been an autonomy guardian on multiple occasions, does not agree with such a statement. She is of the opinion that one can become such a guardian only when „we are an important person for a given child and in case there are emotional bonds between us and that child”. „A guardian ought to be an authority for the charge if they wish to have any impact on the decisions undertaken by that charge. They may thus influence a child's decisions both with respect to education and the choice of profession”.

The following have been noted as the basic tasks of a guardian: „Assistance in establishing an individual autonomy programme, opinionating applications for financial support, cooperating with the school (pedagogue, tutor) and cooperation with employees of the Poviats Family Assistance Centre”. She also points out the significant issue related to the distance from the place of child's stay at the time of gaining autonomy, since if we wish to have any impact at all, we need to be in a permanent contact with our charge”.

Some charges do not want to remain in the facility while gaining autonomy, in which case, in accordance with the binding provisions of the law, the Poviats Family Assistance Centre ought to ensure a sheltered housing or public housing. Unfortunately, within the Bialski poviat only two sheltered housings are in place, one in the town of Bohukały and another one in Żabka, designated mainly for the charges of family facilities operating in these two towns. Apart from this, these housings are unattractive for the youth who is in the process of gaining autonomy, since they are located in poorly accessible rural areas, with the only possible access being one's own car.

Another problem that arises is the maintenance of such a flat with the funds granted to the charges gaining autonomy by the Poviats Family Assistance Centre. M. Teodorczyk cites some statements of autonomous charges of foster care

concerning the issue of insufficient benefits in his publication in the following way: „It is impossible to get by with 500 PLN a month...”, „Poviat Family Assistance Centre is completely uninterested in the charges who are in the process of gaining autonomy..”, „It was extremely difficult to find a room for such an amount of money that I could afford to spend before finding a job..” (Teodorczyk, 2015, 21-22). The only solution in such a situation seems to remain in the educational-care facility for as long as one can, under the condition of course that a given charge continues his or her education. The facility ensures food, accommodation, clothing and all other necessary means for one's daily functioning and school education, prolonging through this the period of „troubleless childhood”. Charges do not need to worry about their daily living conditions and thus, they may focus i.e. on their own educational path. Educational-vocational plans of the charges within the research educational-care facilities were verified within the survey research. Data have been placed in figure 1.

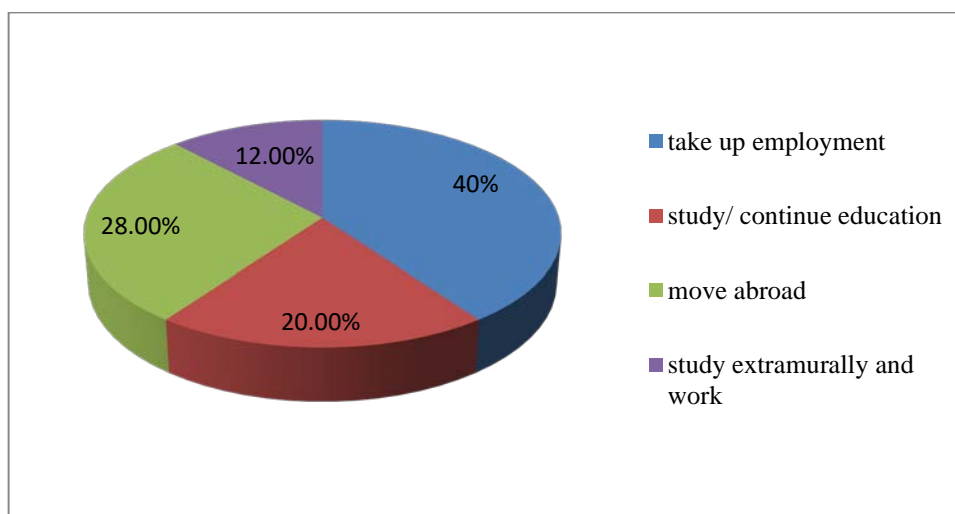


Figure 1 Educational-vocational plans of foster care charges

All persons who declare further education wish to remain in the facility, but it is indeed a small percentage of the charges (20 %). Vast majority of charges wish to depart from the facility as fast as possible, out of which every fifth person wishes to commence work and become autonomous. Unfortunately a large group of the youth does not see any opportunities in the future in our country and plans to travel abroad (28 %) stating that: „The remuneration is too low”, „there is no social support”, „there is no attachment to anything or anyone in this country on their side”, „they would like to live on a high material level” which is impossible in Poland due to lack of adequate education”.

Conversations regarding the indicated plans are mainly conducted with tutors at the facility (40 % of charges). Unfortunately, as many as 48 % of charges are not interested in the opinion of their tutors, pedagogues, autonomy guardians or other persons regarding their realized educational-vocational path. Similar results were obtained in the tests carried out in three educational-care facilities in Podkarpacie by Waldemar Basak (Basak, 2012). He notes also that „upon the choice of individual path of education, the tested charges of orphanages were not left to themselves only” (Basak, 2012). Tutors of the tested facilities confirm that discussions on the topic of educational path and vocational plans most frequently are initiated by the tutors, with each charge, even if they do not wish for such discussions to take place.

With regards to the impact of environmental factors, the importance of peer and family environment on making educational-vocational decisions was analysed. The hereby studies indicate that it is rather insignificant, since approx. 8 % of charges state that the opinions of their peers have an impact on their decisions, while even smaller percentage of them (4 %) declared any impact of family environment.

As noted by previously cited M. J. Dyrda (2009), the factors which determine educational-vocational intentions may also be the personality determinants, thus skills, interests, passions etc. Child's skills often correlated with environmental factors, thus in case of children whose early experiences were not rich and diverse (and such is the case in case of children remaining under foster care - author's annotation) cognitive abilities often do not develop (Deutsch Smith, 2011). According to the authors' researches, half of the survey participants submitted problems with learning history or a foreign language which constitutes a confirmation of the fact that their memory was most likely never trained.

Negative view of oneself and of others, low self-esteem are often combined with difficulties in finding oneself in a school environment (Mickiewicz, 2015), which does not favour either effective learning or developing interests. Interests expressed by the charges of foster care have been shown on figure 2.

Data visible on the figure suggest that every second charge of educational-care facility has no interests and every third is interested in sport, in case of boys it is mainly football while in case of girls - volleyball, whilst only 12 % of research participants train a given sport discipline in a sport club. Only one charge (4 %) indicated artistic interests (musical and plastic) and confirmed attending choir and drawing classes. Only one charge who attends vocational school noted being passionate about fixing broken household appliances, which is related to the specificity of his future profession. One charge is interested in cooking which is also linked to her education and vocational plans.

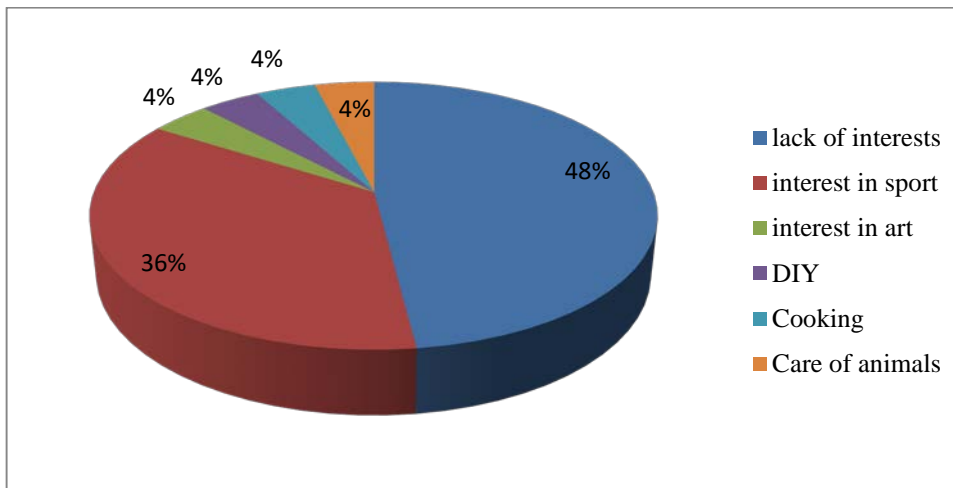


Figure 2 *Interests of charges of foster care*

The last analysed factor was the type of foster care. The authors, for the purpose of comparison, will cite researches carried out by M. Ruzzkowska (2013) carried out also in the area of the Bialski powiat within the foster care. According to the above research, 55 % of charges from foster families (children at the age of 10-13) cannot specify their educational-vocational plans, which is related to their age. 25 % of them plan to complete third degree education, 20 % completes vocational schools and wishes to become autonomous as fast as possible. Thus, foster family seems a more beneficial solutions at least in terms of the number of persons completing higher education, since in case of the institutional care, a shorter educational path and becoming autonomous are selected twice as often. It is worth stating that within institutional care, apart from the 24/7 care over children, tutors strive to „prepare the charges for their future social life, applying different types of didactic methods, that is: methods of personal impact, didactic discussions, case scenarios of situations and behaviours”, while at the same time not ignoring the issue of the choice of educational and vocational path. Unfortunately, it often happens that the youth in educational-care facilities is mainly guided by their will to depart from their place of stay in the fastest possible way.

Conclusions

The material obtained through research allows for the formulation of some conclusions:

- 1) Vast majority of charges wish to depart from the facility as fast as possible, out of which every fifth person wishes to commence work and become autonomous.

- 2) The location of the institutions in the rural area hinders an access to the activities that develop interests of the teenagers.
- 3) Children and adolescents indicate most often the sport interest, however, only every third of them works on their development.
- 4) In case of family-run children's houses and educational care centers personal factors eg. a lack of motivation to learning, getting reluctant quickly, a fear of failure and a lack of faith in one's talents, occur very often and only the right attitude of the tutors and care providers can change them.

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SCHOOL AND AFTER-SCHOOL INTERESTS TAKEN UP BY THE DEPENDENTS OF FOSTER CARE FACILITIES (ON THE EXAMPLE OF LUBELSKIE VOIVODESHIP)

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Abstract. *The subject of the article are school and after school interests popular among the dependants staying both in institutional care facilities as well as in family custody. A significant problem, which should be taken into consideration, is the fact that the research is not carried out among young people being brought up in their own biological families, but only among the foster care pupils what can also affect the types of activities undertaken in their free time both in the school environment and after classes. The aim of the research was to determine how different school and after school interests are shaped among dependents of various forms of foster care and what they are conditioned by. Among the indicators influencing the type of activities taken up by the pupils participating in the research the following were enumerated: environmental factors, namely: location of the facility or the family-type children's home; personal factors including age and gender of the dependents, or institutional factors such as the type of facility in which the research respondent is staying; obtained support and help from both educators and teachers.*

The material for the article was created as part of the project "Education, levelling developmental and educational deficiencies of children under the care of family-run children's houses as well as the educational care centre (on the example of the selected poviats of Lubelskie, Świętokrzyskie, Warminsko-Mazurskie voivodeships)". The project was implemented by the Department of Pedagogy of Higher State School in Biała Podlaska.

There were used two methods in the research: diagnostic survey and study of individual cases. The following questionnaires were used: proprietary questionnaires for charges, interview questionnaires with educators of educational care centres and family houses, an observation sheet and interviews with coordinators and directors of the examined institutions.

Keywords: *foster care, school interests, Lubelskie voivodeship, foster care charges*

Introduction

The issue of interest has been in the focus of multiple analyses of different disciplines for numerous years, amongst which one may distinguish, first and foremost psychology, pedagogy or sociology. Deliberations and researches on this subject were led, inter alia, by L. L. Thurstone, D. H. Fyer, E. K. Strong, G. F. Kuder, E. S. Borodin, J. P. Guilford, H. Piéron, S. Larcebeau, A. Gurycka, St. Szuman, St. Baley, H. Słoniewska (Gurycka, 1998, 1076-1082).

Currently, it is difficult to indicate one definition of interests. However, A. Gurycka, in her global perception of interests, defines them as a relatively permanent, noticeable pursuance to explore the surrounding world, taking the form of directed cognitive activity with a selective relation to surrounding phenomena (Klasińska, 2011, 19-20). In accordance with the concept of S. Hidi and K. A. Renninger, interests consist of the affective component, understood as positive, stimulating emotions and expressed in experiencing satisfaction and pleasure, and a cognitive component, concerning perception of the values of a specified task, knowledge and information processing related to interest (Kwapis, 2015, 44).

Interests – set the direction for the development of our personality, prepare for self-development and self-education throughout entire life and are an important determinant of human life – both in the private and professional area. Thanks to interests we gain a sort of independence and we obtain tools to explore the world, often useful at different levels of daily functioning (Gurycka, 1989, 7). As indicated by psychologists, interests and curiosity related to them also perform an important role in the educational process, because they motivate us to learn (Mietzel, 2009, 380-390), which is entirely understandable, given the fact that people learn more likely and effectively about the subject of their interests.

The development of interests is the process passing through several phases and depending on gender, age, conditions in which a person is raised, or specific aptitudes (Gurycka, 1998, 1080). As noted by Pękala, more and more often the relationship of interest with the educational environment is noticed, because the human environment, on the one hand, sets patterns of social roles, while on the other hand, creating opportunities for learning and the acquisition of interests (Pękala, 2006, 14). These environments may be divided into intentional and natural. As indicated by B. Klasińska and M. Kaliszewska in the process of intentional shaping of interests of children and young people, conducted mainly in schools and non-school institutions, the system approach may be compelling. It assumes, first of all, that the essence of interests is formed both together, as well as within mutual interrelations the elements such as mobilization of attention, dynamic orientation, and emotional factor. In addition, in the system approach, the methodology of interests' development of students should create the

vertically-horizontal layout of purposes, content, provisions, forms, teaching methods, teaching measures, and educational process conditioning (Klasińska, 2011, 147.). The system paradigm, based on already established knowledge about interests, gives an opportunity to return to the broad, interdisciplinary research on the individual interests of men (Klasińska, 2015, 131).

A great importance in the development of interests of young people is assigned to after-class and after-school activities. The former ones are organized and implemented within the school, while the latter – are offered by various types of activities outside school establishments and organizations. However, in both cases, according to W. Ciczkowski (1999, 355), these classes have characteristics of human activity in their free time – voluntary nature, flexibility and autotelicity. Thus it is difficult to distinguish both concepts – interest and free time, which is also stressed by M. Kwilecka, writing that free time is "(...) the sphere of free, unfettered human activity, time spent on various activities for leisure, entertainment, expansion of knowledge and one's interests (...)" (Kwilecka, 2006, 101).

The subject of the article is the school interests and after-school activities of pupils of institutional and family-run establishments. An important issue that should be taken into account is the fact that the studies are not executed among young people staying with their own biological families, only among residents of foster care facilities, which can also have an influence on the types of undertaken activities' forms both in and outside the school environment, during free time.

The purpose of the study was to define how school and after-school interests of charges of the various forms of foster care are shaped and what they are conditioned with? Among the indicators affecting the actions of examined pupils, the following were listed: environmental factors, i.e.: the location of the facility or the family foster home; personal factors: age and gender, institutional factors: the type of facility in which the examined person resides, and factors related to the received support and assistance from tutors and teachers upon organisation of free time.

Researched territory and researched sample

A study for the purposes of the present publication was conducted in Educational-Pedagogical Institutions and Family Foster Homes in the selected districts of the Lublin Voivodeship located in the Eastern part of Poland. Their execution was planned in the framework of the project "*Education, levelling developmental and educational deficiencies of children under the care of family-run children's houses as well as the educational care centre (on the example of the selected poviats of Lubelskie, Świętokrzyskie, Warminsko-Mazurskie voivodeships)*" implemented by the Department of Pedagogy of State School of

Higher Education in Biała Podlaska, with the active participation of the research personnel of the Jan Kochanowski University in Kielce and University of Warmia and Mazury in Olsztyn.

The test site presented for publication is the Lublin Voivodeship – with the area of 25122.46 km². According to data from the CSO in 2017 it was inhabited by nearly 2.14 million people (CSO, 2017, p. 34-35). It is the easternmost region in Poland and consists of 4 sub-regions:

- Lublin sub-region covering 1 city with district rights and 4 districts: Lublin, Lublin county district, Świdnica, Lubartów, Łęczyn;
- Biała Podlaska sub-region covering 1 city on district rights and 4 districts: Biała Podlaska, Biała Podlaska county district, Radzyń, Parczew, Włodawa;
- Chełm - Zamość sub-region covering 2 cities with district rights and 6 districts: Chełm, Zamość, Chełm county district, Zamość County District, Hrubieszów, Biłgoraj, Tomaszów Lubelski, Krasnystaw;
- Puławy sub-region covering 6 districts Puławy, Łuków, Ryki, Opole Lubelskie, Kraśnik, Janów Lubelski.

The research was conducted in each of the above sub-regions of the Lublin Voivodeship. From the sub-region of Lublin, the pupils from nursing-educational facilities from Lublin the county district of Lublin attended the study. In Biała Podlaska sub-region the study was participated by the charges of Włodawa and Biała Podlaska country district facilities. Chełm - Zamość sub-region was represented by the facilities from Chełm and Krasnystaw district, and in the last sub-region - Puławy district – the research was carried out in the facilities from Łuków and Kraśnik. It should be noted that the research was realized only in those schools in which the directorate has expressed willingness to cooperate and participate in the research. The distribution of the examined facilities has been presented in table 1.

Table 1 The number of examined students in the various forms of care

Type of foster care	Lublin Voivodship		Warmińsko-Mazurskie voivodship		Świętokrzyskie Voivodship		Total	
	Form of care	Number of examined children	Form of care	Number of examined children	Form of care	Number of examined children	Form of care	Number of examined children
Institutional custody	13	109	12	124	5	50	30	283
Family custody	5	13	1	1	4	18	10	32
Total	18	122	13	125	9	68	40	315

As it results from CSO data, 25 nursing-educational facilities of socialization type function in Lublin Voivodeship, further to 12 family-run foster care institutions and 11 family foster homes. This study involved 18 facilities including 122 charges aged 10-25 years, i.e. 1/3 of all establishments operating in Lublin Voivodeship.

In the study the triangulation of research methods and techniques was applied, since the surveys were connected with the qualitative case studies. Within the framework of the survey, a survey for children aged 10 years and above, a survey including both open and closed questions. An interview questionnaire with educators were used, while in the case studies qualitative interviews, partly structured with the heads of nursing-educational facilities, were carried out. Interviewed people were both men and women. Case studies they constituted a supplementation and completion of the missing information, allowing also for the explanation of doubts in the analysed issues (Creswell, 2013).

School and after-school interests of the charges of various forms of foster care in light of own elaborations

The development of interests is closely linked with the organisation of free time. We can accept, following Marian Grochociński's (1979) division of the ways of leisure, the below types:

- perceptual forms, i.e. reading books, watching TV, going to the cinema, listening to music (Zdaniewicz, 2015, 174; Nippold, Duthie, & Larsen, 2005).
- recreation forms, including: sports (various sports); tourism (hiking, biking, kayaking, sailing, skiing); hobby (an amateur producing activities, fishing, mushroom picking, hunting); social (dance, plays and games, bowling, billiards, bridge); cultural-entertainment (amateur artistic work) and virtual (interactive Web games).
- creative activities, for example, artistic activities (music, plastic arts, technical, photography), collecting and others.
- socializing forms, consisting of the implementation into the social life, shaping social attitudes, through participation in a variety of extra-curricular and school activities, including active participation in the work on social objectives.

Among the activities chosen by research participants, the recreational forms of leisure dominate, mainly sports activities (52.4 % of the students), and in particular the team games: football, volleyball, basketball, the athletics or swimming is mentioned slightly less often. By contrast, in the facilities which are located in urban environments the following were indicated: boxing, wrestling, karate, dance, table tennis, fitness classes. Occasionally, also artistic gymnastics

and horseback riding were noted. Of course, sports are very important, because next to active leisure, they are a form of care for the proper development of the one's health and physical development, as well as promoting the development of social skills (Cairney, Joshi, Kwan Hay, & Faught, 2015, 267).

Unfortunately, only every third interviewee showing interest in sport states that they develop them systematically by belonging to school sports clubs (12.2%) or local clubs (6.1 %), the remaining survey participants practice just for their own pleasure and quite irregularly. Only the boys declare, that almost every day they play football with their friends or siblings, which is also important, because according to I. Janssen and A. Rosu, spending time outdoors develops physical health affecting health both in physical and mental terms (Janssen & Rosu, 2015, 7; Razak et al., 2018, 2). Some researchers highlight that after-school activities are also important from the point of view of the proper social development of children (Cairney et al., 2015, 267), but a small number of students from the foster care uses it, because it often involves incurring additional charges, for example for providing additional equipment, outfit, footwear, which not all establishments can afford. Therefore, access to sport may be limited due to low economic status (Donnelly & Harvey, 2007; Trussell & McTeer, 2007).

A much smaller group of children and youth in foster care facilities noted being interested in all kinds of creative activities of musical nature (18.3 %), plastic nature (9.76 %), technical nature (3.66 %), other (photography-1.22 %). The research executed by inter alia E. Parkita shows that 59 % of pupils at the age of secondary school are not interested in participating in any form of artistic activities (Parkita, 2012, 70), and participation in the activities of this type can be a kind of therapy and enable the compensation of the deficiencies and negligence of the family environment (Fallon & MacCobb, 2013, 213).

In turn, the socializing forms such as participation in all kinds of additional school and after-school activities are shown in table 2.

Interest clubs (musical, artistic, computer) have been noted only by the charges of facilities located in the cities (Lublin, Krasnystaw). After-class activities, implemented in the school area (pool, wrestling, boxing, dance, ballet, team games) have been indicated only by the pupils attending urban schools (Lublin, Chełm, Włodawa, Krasnystaw, Kraśnik).

Among the extracurricular activities, the following have been listed: horseback riding (Włodawa, Lublin, Szachy), team games in the regional clubs (Lublin, Biała Podlaska), artistic gymnastics (Lublin), ballroom dance (Lublin, Kraśnik).

Table 2 Distribution of school and after-school activities of children under the care of family-run children's houses and the educational care centre

Type of activity	Charges of foster family		Charges of institutional care		Total	
	Number	Percent	Number	Percent	Number	Percent
Does not use any form of activities	7	53,84	46	50,14	53	63,44
Interest clubs	1	10,3	6	6,54	7	8,54
After-classes activities	0	0	16	16,63	16	19,52
Additional activities at school	0	0	10	10,9	10	12,2
Additional extracurricular activities	4	41,2	15	15,54	19	23,18
Vocational and educational counselling	0	0	11	11,99	11	13,42
Activities in the parish	0	0	4	4,36	4	4,88
Other forms	4	41,2	0	0	4	4,88

Note: the research results do not add up, because it was possible to make more than one choice of answers, the percentage was counted for N1=13 charges of foster families and institutions and N2=109 charges of institutional establishments

Additional classes at school in the form of compensatory classes on different subjects, mostly mathematics and English are offered by various types of schools, regardless of the location of the facility. Vocational and educational counseling addressed to older charges facing the perspective of choice of school and future profession, emerged in the answers of charges of nursing-educational establishment in Włodawa, while activities in the parish were offered only in Lublin (church choir and oases). Classes paid privately were treated as other forms (singing lessons – family facility in Lublin and dance and English lessons – family facility in Kraśnik).

In relation to the absence of any offer of extracurricular activities or the insufficient offer, facilities located in rural environments organize various activities and meet the expectations of charges on their own. This is encouraged by their location, they have, in fact, usually much more space around the facility for active leisure (Przybysławice, Komarno, Radoryż Smolany, Bohukały).

Current research in 2018 among the charges of foster care facilities, as well as previous studies of M. Ruszkowska executed in the district of Biała Podlaska (which is a part of Lublin voivodeship) in foster care homes in 2011 (Ruszkowska, 2013) have shown that limited access to activities developing interests among pupils is not dependent on tutors, nor on the type of foster care, but above all it is

conditioned by the environment position. It is widely known that the rural environment does not have any well-developed offers when it comes to additional after-classes activities, whether in school or outside of it, which adversely affects the possibility of compensating educational deficiencies, as well as the development of interests and passions of a child. This is confirmed by some statements of educators: *"there is a problem of commuting here and back home if a child wanted to stay after school for some activities", "the school offers nothing, the lessons end and the facility is shut down", "even if the school something offers activities, children are not interested in participating in the activities, because school stigmatizes our kids"*. From research executed in urban and rural foster families in the area of Biała Podlaska district, it is visible that in a rural environment 42.5 % of children do not develop any interests, whereas in the comparative group from the cities it concerns just 10.9 % of children (Ruszkowska, 2013, 80). The analysis of the CBOS research executed in 2007 by Alicja Zawistowska allowed detecting relationships between sending a child to additional activities and the environment of residence, also to the detriment of the rural environment (Zawistowska, 2012).

Another factor determining participation or lack thereof in the additional activities at school or outside it is the age of the pupils, for mainly children aged 10-15 years are involved in creative activities. Older charges (8.54 %) are involved mostly in sport activities.

In turn, gender determines the type of selected activities, men choose mostly sports activities (games), while women have more varied interests. From sports, they choose: a swimming pool, horseback riding, dancing, while they additionally develop themselves musically or artistically.

Conclusions

The material obtained through research allows for the formulation of some conclusions:

- 1) The facilities located in an urban environment have far more opportunities to send their children to activities both in and outside the school.
- 2) In spite of the possibility to participating in various activities, less than 40 % of the pupils of foster care facilities use such possibility.
- 3) 20 % of pupils attend classes implemented in informal educational organizations (i.e. culture clubs, environmental classroom, local sports clubs, etc.).
- 4) Children and adolescents indicate most often the sport interest, however, only every third of them works on their development.

- 5) Occasionally, and only in family-type care facilities, pupils attend classes paid privately, organised individually just for them.
- 6) The facilities in rural environments frequently organize extracurricular activities on their own and with the use of space around the facility.

Summary

The considerations presented in the present work do not cover all the issues relating to activities developing the interests of the pupils of foster care. The discussed subject requires further research and analyses. Provisionally discussed material allows, in line with what has been stated by A. Gurycka, to note that the development of interests of the surveyed young people is affected mainly by age, gender and the conditions in which they are raised (Gurycka, 1998). The location of the facility, in which respondents currently are staying is important also, to the detriment of the establishments located in a rural environment. A large role is also played by the environment itself unless it actively participates in preparing children and youth to participate in the socio-cultural life (Winiarski, 2017, 265) through the implementation of various activities.

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STALKING AND CYBERSTALKING AS A FORM OF VIOLENCE

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Abstract. *Experiencing violence is one of the greatest threats to human freedom and security. Consequences of violence, both physical - such as bruises, cuts, fractures, and even death, as well as mental - aggression, mental health problems, low self-esteem, emotional and cognitive disorders, can be drastic and permanent for the victim. Widespread and easy access to the media increases the risk of experiencing violence and its consequences. It is therefore important to make the public aware of possible types of violence and to conduct research in this area to help specialists in the field of psychology, law, pedagogy and psychotherapy as well as law enforcement agencies and network service providers to create effective prevention strategies.*

Keywords: *violence, stalking, cyberstalking*

Introduction

The aim of the presented article is to describe and characterize the phenomenon of stalking made on the basis on literature in the field of law, psychology and criminology as well as media pedagogy. It referred to the most important publications of Polish authors devoted to the problem of stalking. The problem of stalking and cyberstalking is often considered as embarrassing. It happens that victims of stalkers suffer by submitting to aggressive manipulations and behaviors used by stalkers. A review of literature research and analyzes is the starting point for the empirical research undertaken by the authors, which are currently carried out at Nicolaus Copernicus University in Toruń.

On 6 June 2011, the category of stalking crime (persistent harassment) was introduced into the Polish criminal code. According to the data of the Statistical Department of Management Information of the Department of Strategy and European Funds of the Ministry of Justice in 2015 based on Art. 190a. § 1. (*Who, by persistent harassment of another person or his or her closest person, arouses a sense of danger or is materially violating his or her privacy, is punishable by imprisonment of up to 3 years*) in Poland in total 1163 persons were tried, including 972 men and 191 women. These penalties included: an independent

fine, restriction of liberty, deprivation of liberty, conditional remission. Pursuant to § 2. (*The same penalty is imposed on whoever, impersonating another person, uses its image or other personal data to cause damage to property or personal*) in total, the court convicted 69 people, including 43 men and 26 women. Pursuant to § 3. (*If the consequence of the act specified in § 1 or 2 is the victim's attack on his or her own life, the perpetrator is subject to the penalty of deprivation of liberty from one year to ten years*) three men were tried. In the years 2012-2015, 255 people were sentenced to imprisonment for stalking (in individual years 5-9%) (Szopa, 2018)

Stalking - the meaning of the concept

The concept of stalking refers to the crime of persistent harassment, by which is meant the conscious, intentional and often malicious persecution of the other person caused by the desire to recreate or make the intimate contact with the victim by the stalker. Striving to achieve the goal set, the persecutor undertakes actions which aim at gaining complete control over the victim, trapping her or him. Diversified actions taken by the stalker really threaten the sense of security and cause a strong fear and a sense of danger in the victim (Tomaszek, 2012, 135-137). Therefore, the actions of the perpetrator can be classified as violent behaviour, which is characterized by repetition, intention of hurting the other person, unevenness of strength, sense of threat to the victim. According to *Merriam-Webster Dictionary*, the English etymology of the term refers to the noun 'stalk' meaning "obsessively harassing" (first recorded in 1991) or a verb with the same wording as "Moving around or stealth" and often used in hunting jargon in relation to secretly sneaking and cornering animals.

The nature of the stalking really takes on the characteristics of hunting, in which the hunter-perpetrator engages and traps the prey-victim with commitment.

Victims of stalking

Research by the team of researchers P.E. Mullen, M. Pathe, R. Purcell, G. W. Stuart (1999) implemented on a group of 145 stalkers showed that the victims of stalkers are usually former partners (30%) and people known to them from professional relationships (23%) or work (11%) (<https://www.ncbi.nlm.nih.gov/pubmed/10450267>).

Research conducted on a group of 50 stalkers showed that "in 22 cases, the perpetrator committed a brutal violence act against a victim in the form of: causing serious bodily injuries, serious wounds, attempted murder, and death" (Tomaszek, 2012 for: Farnham, James, & Cantrell, 2000, 151). Also disturbing are data that indicates that "27% of perpetrators convicted of brutal violence were abandoned lovers or acquaintances of the victims. In the group of stalkers who had a

intimate relationship with the victim, in 70% of cases the perpetrator physically abused the victim (...), and on 20 cases of violent aggression used by stalkers, up to 1/4 of crimes (5 cases) the perpetrator killed his victim, and in 3 cases he tried to do it” (Tomaszek, 2012, 151-152). These data show how seriously people who are victims of stalking are struggling. Stalker activities not only affect their self-esteem, sense of security and emotional sphere, but they can also end tragically. The use of social media, messengers and information technology tools by stalkers in order to harass, track and intimidate victims requires counteracting this phenomenon and cooperation of many institutions and organizations (e.g. police, prosecutor's office and assistance provided by Blue Line employees).

Media in the hands of the perpetrator – cyberstalking

The development of mobile telephony and the Internet has allowed stalkers to increase the speed and scale of their operations by providing them with convenient tools to harass their victims. Due to the growing importance and universality of media reception, the effects of the persecutor's actions are even more felt by victims as painful, painful and threatening their safety. The transfer of persecutory activities to the virtual space has been described as cyberstalking. Analogously to the adopted definitions of stalking, cyberstalking “is understood as persistent and unprovoked by the victim’s behaviour, includes multiple threats and behaviours that plague the victim, despite her or his suffering and requests to stop, using communication and information tools, which results in the victim being worried about his/ her safety (Groth, 2010, 87).

The media can be a blessing as well as a curse. The popular social networking site Facebook has over 2.2 billion users. It is a huge database of people containing photos, film materials, animated gifs, text messages. Users themselves decide what content is posted on the portal and what access they assign to it. It is noted that 5 - 15 percent of Facebook accounts (accounting for 100 to 300 million accounts) are false (I draw Facebooks, <https://rysujefejsbuki.pl/rysunek/2-mld-uzytkownikow-facebook/>). They are often used by criminals creating fake identities or impersonating real people. To groups of friends, Internet users accept people with fake accounts as well as strangers (friends of their friends). Studies by Malcolm Parks and Kary Floyd from 1996 showed that 2/3 of Internet users were able to establish a relationship with a person on the Internet, nearly 8% of them described this relationship as affective) (Whitty & Carr, 2009). Sometimes tools such as Facebook, messengers or tools to determine whereabouts can allow you to control and observe the activity of others (login time, activity, reception of messages sent). These possibilities are often used by cyberstalkers. They can harass their victims by spreading on the Internet personal or intimate pictures of the victim, personal data (place of residence, function, workplace), false

information, recordings of conversations, intimate relationships (registered without consent and knowledge), impersonation of the victim (on chats, mailing lists) and using its accounts (e-mail, communicators), installing spyware, sending viruses, destroying computer hardware (Skarżyńska-Senaglia, 2009, 1-15). Cyberstalker activities in the space of social networking sites can be additionally strengthened by haters who post offensive comments. All features of cyberstalker behaviours are included in the definition proposed by Justyna Skarżyńska-Senaglia, which describes them as “repeated persistent harassment through various forms of violation of personal liberty and privacy of the other person, causing anxiety, self-restraint, physical and psychological discomfort, a number of health ailments, physical and psychological, difficulties in interpersonal relations and justified fears about their own safety. Stalking is: intrusive physical or virtual contact with a person who does not want this contact, communicating with her/ him against her/ his will through persistent harassment with phones, smothering with text messages or e-mail, watching, observing, tracking, overlapping at home or at work, burdensome or unwelcome presents or gifts or flowers, threats, aggressive behaviour, destruction of property and various forms of action to the detriment of a person who in this context becomes a victim” (Skarżyńska-Senaglia, 2009). Stalker aims to take control of the victim through intimidation, blackmail, persecution, often aims to isolate the person from his social environment through the feeling of shame, making the people closest to them upset). These situations are intended to arouse fear, helplessness and a sense of loneliness (Pielichowski, 2013, 30-31, for: Hołyst 2004, 211)

Features and psychological characteristics of the stalker

Katarzyna Tomaszek (2012) in the text *Stalker - a psychological characteristic of perpetrators of crimes of “persistent harassment”* reviewed researches (Forward & Buck, 1997; Hare, 1996; Douglas & Dutton, 2001; Skarżyńska-Sernaglia, 2009) and a description of persons committing this type of crime emerged. The most common stalkers are men aged 35-40, those who are single, unmarried. Stalkers are mostly educated people with a higher intelligence quotient, often without employment, their own home, not self-reliant. Many of them have a criminal record, in the past they could have been perpetrators of domestic violence. The stalker's activity is most often caused by the victim's breaking of an intimate relationship which releases the perpetrator's behaviour with the characteristics of obsessive love. Initially, through his actions (presents, arranging meetings) the stalker tries to regain the lost relationship, but the direction of his actions changes when the victim still refuses to return to the previous situation. As the author writes, “the initially positive feelings of the perpetrator are transformed. The victim is still in the centre of his attention, but

he begins to blame her for his failures. The desire for revenge and harm to the victim becomes dominant” (Tomaszek, 2012, 147). The purpose of the stalker is to show the victim by destroying her/ his personal and professional life. Attention is drawn to the fact that at the heart of his actions lies the fear of loneliness and the desire to be loved, and the lost relationship “is idealized and often acquires mystical significance” (Tomaszek, 2012, 147). The victim and his relationship with her/ him is idealized and perceived as indispensable to life with simultaneous objectification.

The motive of the stalker's actions is the desire to return to the lost relationship and/ or jealousy about the potential partner of the victim. It is emphasized that stalkers are characterized by difficulties in relationships (Tomaszek, 2012) and problems in establishing interpersonal and intimate relationships, low level of empathy (Skarżyńska-Sernaglia, 2009). These people do not take into account the needs of other people and their right to decide on their own lives and happiness. Perpetrators often perceive themselves as victims, emphasize their own rights to decide about relationships. A large percentage of perpetrators (70-80%) are characterized by narcissistic, anti-social personality, social maladjustment, selfishness and self-centeredness. In 30% of the examined stalkers (N = 145) delusional disorders (which concerned the group seeking intimacy) were found, while the rejected groups were dominated by those with personality disorders (Mullen, Pathé, Purcell, & Stuart, 1999).

The image of the reality of stalkers is distorted, improperly perceive the messages of other people that they do not want to maintain their relationship. Attention is drawn to the high level of impulsiveness and inadequate reactivity to stimulus situations (sometimes these people may become perpetrators of violent acts of aggression under the influence of the situation). These people are characterized by low sense of value, they are also frustrated with their life situation (Pielichowski, 2013). Research shows that victims before the situation of stalking in relation to the perpetrator experienced from her/ him: humiliation, controlling, prohibiting or preventing meetings with family and friends, undervaluation of relationships, attempts to influence and control their lives, provoking arguments and quarrels, outbursts of anger, intimidation of a person inadvertently complying with their will (Pielichowski, 2013, for: Walby & Allen, 2004)

In the literature (Pielichowski, 2013, 30-31 after: Mullen, Pathé, Purcell, & Stuart, 1999, 1246), five types of stalkers are distinguished: those rejected, characterized by a desire for revenge for dismissal, disintegration of the relationship, seeking a return to an earlier relationship, offended people characterized by a sense of harm, these people use blackmail and intimidation, people seeking intimacy- guided by the conviction that the partner is intended for them, wrong suitors- people with difficulties in establishing relationships, prone

to obsession, stalkers, predatory persecutors - snooping victims, planning a sexual assault. The results of the research conducted by P. Mullen, M. Pathé, R. Purcell and G. Stuart (1999) show that “63% of persecutors (N = 84/145) fulfilled their threats, and 36% of their activities were in the nature of assault. Threats and damage to property were more frequent in offended persecutors, but in the group of rejected and predatory persecutors, more attacks on victims were reported.” A greater risk of stalker actions was noted in the group that had already been convicted. Another distinction is evoked by Groth (2010, 92, for Zona, 1993):

- persecutors-erotomaniacs, convinced that the victim has feelings for them (most of this group are women),
- people obsessive about love (they realize that the victim does not reciprocate their feelings - most of this group are men),
- obsessive perpetrators - former partners or people in other relationships with the victim (there are both women and men in this group).

Forms of victim harassment take the form of: frequent phone calls, sending innumerable messages (e-mail, sms), sending unwanted presents, parcels, intrusive meetings, trips, sexual proposals, victim tracking, overrides at the workplace, or place of residence, eavesdropping, recording victims (conversations and videos), attaching to public places, emotional blackmail (eg suicide attempts, threats of revealing intimate pictures, materials) and any acts of aggression and vandalism (destruction of objects, harming animals belonging to the victim). It happens that these people impersonate the victim by creating accounts on social networks or sex portals giving personal details by sending emails on her behalf. They also make purchases and order parcels at her expense. They disseminate false information, it happens that they threaten to establish court cases, showing themselves as the victim. They use on the victims threats of death, body injuries, and also use verbal violence: profanity, insults and false accusation. In the case of publishing content on the Internet, they usually post personal content, intimate pictures, recorded conversations or their fragments, often contain information about love, descriptions of sexual acts, give intimate facts about life (along with the person's data, her workplace, her position, address). In messages or posts you can find vulgar terms, insults. The content of text messages, which are supposed to make the victim contact them, is blackmail, e.g. sending information to colleagues, threatening a visit of the abuser at the workplace (often the executioner adds, for example, that it will not be a nice visit), setting conditions for cessation of activity if the victim contacts them and meets the conditions required by the stalker. Stalker can also formulate threats of death or mutilation of the victim. The danger is that these people have or may have sharp objects threatening the victim (e.g. razors, knives) (Skarżyńska-Sernaglia, 2009a; Tomaszek, 2012, 140-141). It is worth emphasizing that stalking is often

associated with cyberstalking. Perpetrators use different strategies and ways to harass their victims both in the real and virtual world (Groth, 2010, 93 for: Meloy, 1998, 11; Cupach & Spitzberg, 2004, 80).

Research shows that stalkers are a very diverse group, among them are people characterized by psychotic, schizoaffective disorder, mental illness, personality disorders (immature personality, borderline, paranoid, schizoid, depressive, dependent) (Tomaszek, 2012, 135 -156; Nowicka, 2017).

In the era of digital media and widespread access to the Internet, the phenomenon of stalking is subject to extension, both due to the speed, scope and scale of persecutory actions, as well as the size of the damage caused to the victim. Information and communication technologies in the hands of the perpetrator become a dangerous and often easily available tool of harassment, persecution and torture, the consequences of which are often impossible to control and eliminate. It is worrying that often trusting information behaviours of media users provide stalkers with a dangerous weapon against selected victims. In a simple way, the perpetrator collects information about his victim, her personal and professional life, learning about her habits, preferences and weaknesses. He also gains visual materials in the form of photos, films that he will use against her in the future.

Due to the rapid development and popularity of social media, it is impossible to completely avoid the risk of stalking, but it is possible to reduce its scale and effects. An effective way to counteract this phenomenon is widely understood education, covering various social and age groups. The educational strategy in the prevention of cyberbullying threats is promoted by many scientists from Poland and abroad (e.g. Pyżalski, 2012; Cox & Speziale, 2009; Southworth et al., 2007; Cattaneo et al., 2011; Miller & Smolter, 2011; for: D. Lindberg et al., 2012).

Analysing the studies of M. Szulc (2018, 83) and T. Völlink (Völlink et al., 2013), it can be concluded that the victims of violence are characterized by a passive attitude of thinking and acting, and that they do not have sufficient competences to counteract and respond to violence. Therefore, there is a need to undertake educational activities aimed at building a sense of self-control over events, based on knowledge and awareness of threats, their prevention and possible behaviour in a situation of a particular threat. The acquired competences reduce the risk of victimization. The powerlessness and lack of action of the victim strengthens the perpetrator with a sense of impunity and aggressive behaviour.

Bearing in mind the fact that most of the members of society are not prepared for the experience of violence, it is necessary to ensure that the education dimensions mentioned earlier in favour of effectively recovering from violence crises take into account the implementation of educational activities in a comprehensive manner within three levels:

- prophylactic level - covers broadly understood information, media and civic education aimed at raising awareness of threats, sources and mechanisms of their operation, potential effects of violence in a broad sense and possible ways of counteracting it, both with regard to victims, perpetrators and witnesses of violence;
- psychological and social level - includes actions aimed at shaping the right attitudes towards manifestations of violence (both as a victim and a witness of violence) and the use of media, and targeted at training: interpersonal and mediated communication, assertiveness, empathy, constructive ways of implementation needs and problem solving, and coping with stress or the effects of aggressive behaviour.
- intervention level - focusing on activities aimed at recognizing the symptoms of violence and raising awareness of possible ways of opposing broadly understood violence and providing knowledge on the possibility of reporting problems, preventing, obtaining legal or psychological assistance, as well as treatment options (both victims and perpetrators of violence).

Stalking and cyberstalking – counteraction

As indicated in the introduction, the number of convictions for a crime of persistent harassment in Poland exceeded the number of 1000 in 2015 and is steadily increasing from year to year (from 2011 to 2014 it increased twenty-one times (Szopa, 2015)).

Therefore, every effort should be made to reduce the likelihood of experiencing persistent harassment. More and more electronic media are serving the stalker as a source of information about the victim and the tool of persecution. Therefore, it is necessary to ensure security in the media space.

When using online services, be careful and remember that not everyone is just as honest and kind as we are. You must protect your information so that it does not help the perpetrator to build a harassment strategy through access to contact details, description of habits and interests, and to prevent the acquisition of identity and the performance of certain activities and operation on our behalf.

Every social media user should review the content he makes available on the Internet to ensure his and his relatives' safety and to protect his identity.

Teachers and parents as well as children and teenagers can take advantage of online educational materials on safe Internet use on the Orange Foundation website (<https://fundacja.orange.pl/stref-wiedzy/>) or The We Give Strength to the Children Foundation (<https://www.edukacja.fdds.pl/>).

In the case of the experience of violence, despite fear and unhappy emotions, one should also remember about *collecting evidence* (e.g., e-mail, sms, chat entry or comment on social media); *expressing objection* (if you can document it); *controlling emotions* (do not go into discussions and quarrels, do not assert the reasons for the stalker's action or ask for anything, etc.); *checking your devices and your environment* (check spyware on your digital devices, change login details using other, trusted devices); *taking care of your company* (isolating and hiding the problem will not help you); *notifying law enforcement* - for this you will need evidence and a notification of persistent harassment.

Victims of stalking need support and help in coping with stress and emotions. Loss of self-confidence, self-esteem, sense of security and control, fear of evaluation of others and a tendency to isolate may lead to reduced well-being and even suicidal thoughts and attempts.

In these situations, the importance of the family and the right relations prevailing in it, thanks to them you will be able to observe the victim's symptoms of harassment, make her talk, ensure closeness and full support, and persuade to counteract.

You can also see the significant role of witnesses of violence and their impact on the assessment of the situation both by the perpetrator and the victim of violence. The presence of witnesses and their reactions can play a role not only "therapeutic" - when they defend the victim, but also toxic when they strengthen the actions of the perpetrator. Especially in the case of cyberstalking, the boundary between being a perpetrator and a witness of violence is extremely fluid (Barlińska, 2013, 19). For this reason, the issues of shaping the right attitudes towards the observed violence should be taken into account in educational activities to counteract aggression.

Adults may seek help in various facilities, e.g. Crisis Intervention Centres and counselling centres specializing in therapeutic help. When the victim of stalking becomes a child, it is important to include, for example, a school and a psychological and pedagogical counselling centre. It is also necessary to contact a psychologist who will assess the degree of influence of what has happened on the child's emotions and functioning in life.

The contemporary world under the influence of globalization giving the reality characteristics of mosaic, pictorial and mass culture, despite its many advantages, unfortunately creates a feeling of loneliness and loss in the global and immediate space that changes the meaning of time, which reduces the interpersonal relationships and the level of communication skills compassion. These problems are often expressed in emotional problems, interpersonal communication misunderstandings, inability to establish and maintain deep and direct partner relationships, improper realization of own needs or far-reaching imaginativeness. The freedom, a sense of anonymity and lack of control

overwhelm many who misbehave to this new reality by displaying their “helplessness” in the form of aggression and violence. Is it already a pathology or a cry for help? We have to react: educate, raise, counteract and help to become a social being again.

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THE FACTORS OF SOCIAL PEDAGOGUE'S CAREER TRAJECTORIES

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Abstract. *Career is one of the most important sources of personality self-awareness, self-esteem, self-expression, social status and life income. Human satisfaction with their career affects all areas of life. The balance of human life depends on career, which consists of the most important areas of human life: love, finances, social activity, leisure, physical environment, personal and spiritual development and health (Clawson, 2010). Career is the attitude and human behaviour related with work experience throughout life. Career trajectory is perceived like professional life and work experience of personality projection in his/her biography. It highlights the human career stages, values and career satisfaction dynamics. Human career trajectory is determined by internal (education, qualification, aims, expectations, personal attitudes and values) and external (social, economic, political) factors. There are still not enough research that are intended to reveal the specific factors of professions and career trajectories. Therefore, what does the career trajectory of social pedagogue look like? What factors determine the particular profession career? These are the research questions of this article.*

The object of research - social pedagogues' career trajectory. The aim - to reveal the factors of social pedagogue's career trajectories. The article consists of three parts. In the first one it is theoretically the factors of social pedagogue career are grounded. In the second the research design is rationalized. The third is dedicated to the factors those influence the career trajectories of social pedagogues. Research methods: the analysis of scientific literature; semi-structured interview; qualitative content analysis. The results of research revealed that the trajectory of social pedagogue is determined by both internal and external factors. Trajectory has a clear layout in time, there are turning points, changes; each career stage is determined by various internal and external factors.

Keywords: *social pedagogue's career, career trajectory.*

Introduction

Career trajectories may be perceived as projections describing a person's professional life and work experience delineated in his/her biography. They emphasise the stages of a person's career, the dynamics of career values and satisfaction with career (Greenhaus & Callanan, 2006).

Career has been studied from different perspectives: the development of career was studied by Super (1985, 1990), Super, Savickas (1996), Super, Sverko (1995) and others; career-related decisions were studied by Krumboltz (1979), Gottfredson (2005), Schein (1990), Augustinienė (2007), Surgėlienė (2014) and others; issues of education career were analysed by Kučinskienė (2003), Stanišauskienė (2004), Railienė & Gudžinskienė (2012) and in other research studies; career management was analysed by Sakalas, Šilingienė (2000), Petkevičiūtė (2006) and other. However, they all focus on different aspects of career: psychologists mostly focus on self-knowledge, diagnostics of personality features, interests and dispositions, career consulting; managers pay attention to the management of human resources in organisations; sociologists study career as socially-determined and emphasise the aspects of social stratification and socialisation; education researchers focus on the need for career education and its issues.

Career trajectories of social pedagogues, as a specific group of education specialists, have not been studied before, especially in the context of educational policies and personal development.

A person who is seeking to find his/her place in the modern world of work has to be able to function purposefully in a changing situation and “to change course” during the lifetime with regard to market demands and the aims of personal self-expression. He/she needs career competences defined as a whole of attitudes, knowledge, understanding and abilities, which form a basis for self- and his/her career knowledge, career planning, management and combining with other aspects of life. A successful career of a person is the condition for his/her personal self-expression, happiness and efficiency of the organisation.

The following *research questions* emerge in this context: what determines the trajectories of social pedagogues' career? How are career changes related to the personal development of a social pedagogue and education policies? The object of research - social pedagogues' career trajectory.

Super (1980) claims that career is a wider term than profession and includes a sequence of a person's professional roles carried out, employment and positions occupied there. Career starts much earlier than professional activities and ends with retirement or with death (Kučinskienė, 2003). Career involves the whole lifetime of a person – from the training for the career until retirement. During that time a person evolves, his/her personality grows, it successfully develops while overcoming developmental crises and reaches maturity, or on the contrary – identity does not form or forms slowly, a person does not know what he/she wants, In addition, in terms of profession he/she fails to become productive and self-actualising in professional activities or even becomes unemployed or someone without a profession and doing casual jobs. All this intertwines with the life of an individual: health, feelings and their expression, ability to use cognitive powers

and successfully solve adequate for his/her age life tasks. Career involves not only the activities of an individual but also changing views, attitudes, knowledge and skills; it combines objective (benefits, salary) and subjective (feeling of success, pride) aspects (Palujanskienė, 2008).

Career is a sequence of attitudes and behaviours, it is related to work experience during a person's lifetime. Altogether career is more than a total of jobs a person had during the lifetime: it includes both learning to act individually and achieving aims and satisfying ambitions by carrying out different social roles (Stanišauskienė, 2004). Career trajectories can be perceived as projections delineating a person's professional life and work experience plotted in a concrete biography. They highlight stages of a person's career and dynamics of career values and satisfaction with career. They indicate not only individual factors (i.e. personality features, peculiarities of character or social skills that help seek for career), but also point to structural obstacles that are often reflected in society.

Factors determining career trajectories of social pedagogues

Thus, what factors determine career trajectory?

According to Dromantaitė-Stancikienė, Gineitienė (2010), while planning one's career it is important to take into consideration a person's position, aspirations and values, education and aims, and environment, i.e. individuals around, current trends in society, and political and economic situation. Only when all those aspects are matched, a person can plan, form and carry out a career that will not clash with immediate surrounding and will not cause physical or psychological discomfort. As Valickas et al. maintain (2014), economic influence is a very important factor which does not miss specialists of any field. Economic factor is manifested through a person's position and trends in the labour market and different economic conditions. Economic changes affect a personal career of an individual in one way or another. Specialists have to be more flexible, more independent and more deliberate, they have to be more proactive and to react faster to changes. In order to adapt, they have to be able to learn, to be responsible and creative. This is when an ability to manage a personal career becomes important because organisations do not want to take on responsibility for employees' career. The environment changes rapidly, a long-term forecast of labour resources demand become complicated, therefore, the most efficient solution in this context of uncertainty is the ability by employees themselves to manage their career.

Internal factors are related to education and qualifications, aims and expectations and personal attitudes. Values are among the most significant factors making an influence on career choice, planning, designing and satisfaction with career. While creating career, work values play the most important role. The links

between them and career solutions and self-realisation have been within the focus of work and organisational psychologists (Schein, 1990; Arnold, 2011). Career-related values are classified in different ways. Macnab, Bakker, & Fitzsimmons (2005) distinguish three categories in the career values scale: work with others, self-expression and external rewards. The factor of work with others includes values determining relations with colleagues and customers: helpfulness, team work and influence. The factor of self-expression involves values related to the personality characteristics, determining career choice. These are creative work, independence, variety, risk, personal and professional development. The values of external rewards factor are characterised by the guarantees provided to an individual by the organisation: high pay, prestige, recognition, safety, and stability. A unique set of each person's work values determines his/her career decisions and satisfaction with activities carried out and career course.

These are the main factors determining the career of representatives of any profession. However, the profession of social pedagogues and their career are unique and exceptional due to the specific of their activities. Therefore, classifications determining general career trajectory factors are not sufficient to define the professional career of these professionals.

Research work revealing the career of social pedagogues and their trajectory is not abundant. This is caused by still ongoing discussions about the necessity of this profession and the issues of its importance within the context of Lithuanian labour market, and the vague definition of the profession itself and the issues of the development of the social system in the country. In contrast to other Western European countries where social work has deep traditions, this profession is interpreted differently in Lithuania.

Despite the confusion in the social system, Lithuanian researchers are trying to approach this professionally and to define the guidelines of social pedagogue profession and career. This helps understand how important the career of social pedagogue is and feasible its trajectories.

Social pedagogue is a person having the education of social pedagogue (or a complex of social work bachelor's degree and professional pedagogue) and is ready to work in social institutions with educational functions, i.e. able to carry out programmes of socialization, early prevention, aid, prevention and social rehabilitation, and successful social interactions within social groups of different levels. The main aim of social pedagogue professional activity is to seek for the child well-being, early prevention, development of social skills, and provision of social services for children and creating preconditions for a successful socialization and civil maturity of a growing person (Kvieskienė, 2001).

The career of social pedagogue embraces changes of socially significant roles, their sequence related to self-realization, professional and individual growth. Professional growth is tightly related to improvement of qualification,

determining the quality of development. Knowledge society poses new challenges to the profession of social pedagogue as the present-day social pedagogue is the creator of learning possibilities and spaces, not just a mere holder and conveyor of knowledge; s/he performs the roles of the coordinator and motivator in the learning process. O'Hagan (1997) distinguishes six general activities of the social pedagogue, which as he maintains, could be linked to the career of social pedagogue: 1) communication and commitment; 2) encouragement and empowerment; 3) assessment and planning; 4) intervention and supply of services; 5) work in organizations; 6) development of professional competence (O'Hagan, 1997).

The career of these specialists, perceived as a sequence of different socially significant roles of social pedagogue, is related to self-expression and individual professional growth and reflecting an individual's life vision and style. Qualitative change of career - development, improvement and progress – has become more important lately. In terms of the career of social pedagogues, it is very important to link it to their activity and environment in which the career is attained, planned and managed. The values foundation is of high significance in the work of social pedagogues. The value attitudes of social pedagogues highlight essential principles related to his/her career. Implementation of career process is based on six important principles (Šefčovič, 2013) which emphasize the extraordinariness of social pedagogue's career.

The first one is *autonomy*, manifesting through an intended personal choice, which is acceptable and satisfying growth in professional activities. Possibility to freely choose work projects, to decide how to carry out work, to set the schedule – are the signs of professional autonomy of a social pedagogue. The second principle describes *the ability to assess results and acquired competences of professional activities*. It is important because as an autonomous person, social pedagogue has to be able to manage and plan his/her activities, to be responsible for the results of own activities which, in turn, depend on decisions made autonomously. The third principle is *the ability to plan one's career, to organize one's growth and to realize it*, by ensuring the match between expectations and reality. While viewing the prospect of social pedagogue, one could notice that the career trajectory is more horizontal rather than vertical, which means that the specialist is improving and advancing his/her competences in professional activities, makes career-determining decisions but does not plan the career in terms of promotion. The trajectory of social pedagogue career depends on his/her professional identity as well (Kroger & Marcia, 2011). The identity of social pedagogue can be defined by different features at different stages of his/her development. If during the years of university studies, a would-be pedagogue had not achieved complete professional identity, variations of career trajectories are possible, and they are determined by the level of professional identity achieved.

Diversity is one more principle, the essence of which is to perceive career as one's establishment in the profession and society. Career-related decisions include pedagogical work, family, personal needs and other areas important for an individual. The importance of this principle was emphasized by Clawson (2010) and other authors when discussing about the importance of life balance. It is important in the career of social pedagogue to realize that *differences in career orientation* exist as well. It means that some individuals place autonomy higher, while others might value security and financial rewards more, some individuals are more interested in wider possibilities of getting promoted, while others – freedom to implement their ideas and to create or carry out activities in a community. The career of social pedagogue cannot be related to “climbing a career ladder”, it can be linked to the improvement of competences and getting deeper expertise in one's field and interdisciplinary sophistication.

Another principle characterizing the career of social pedagogue is *educational and social policy*. Social pedagogue's career possibilities are regulated by job descriptions, qualification and competences guidelines and other documents. They make a basis for developing and implementing personal career plans. Different institutions take an active part in the career process, they provide possibilities to specialists to plan and manage their own career, organize different qualifications improvement activities and help assess own competences and progress.

To sum up, the factors determining career trajectories could be divided into external and internal factors. *External* factors include economic, political and social situation in the state. The environments have a direct impact on the profession and career of social pedagogue. Social pedagogue has to consider the surrounding environment, social trends, and political and economic situation. Social and educational policies have a significant meaning to his/her career. *Internal* factors have a high influence on the career of social pedagogue. They include personal expectations, aspirations, education and values, the latter have to be highly emphasized. A unique set of social pedagogue's work values determine his/her career decisions and satisfaction in activities carried out and the course of career.

Therefore, while studying the trajectories of social pedagogue's career, one should consider the career prehistory, i.e. why and how the profession of social pedagogue was chosen and what factors decided this. The second question to be answered is: how does a social pedagogue evaluate his/her career? Next, it is important to identify the set of important values, how it was formed and changed in the course of career. Then the trajectory itself is plotted and career changes, turning points, subjectively perceived ups and downs are registered.

Research design

To reveal the factors determining career trajectories of social pedagogues, the following has been done: research strategy and logic presented, research methods described, research tools justified, and research sample and ethics described.

The following *research logic* has been applied to accurately and consistently reveal the research topic: by using the analysis of scientific literature, the factors determining career trajectories of social pedagogues have been theoretically based. A *qualitative research method* has been carried out, data was collected by using a semi-structured interview, then, data was analysed and interpreted by employing content analysis method. Research results have been generalized and conclusions have been formulated. *Research tool*. Questions of a semi-structured interview encourage reflection of own career experience and to consistently recall its course, therefore, this particular data collection method was chosen. The interview questionnaire is based on the understanding of career trajectory as distribution of activities during an individual's life-time, while setting turning, change points and factors impacting career development. The research instrument is based on Kroger & Marcia (2011) theory. The questionnaire consists of four units of questions. The first unit is dedicated to pre-history of career with the intention to discover the first career choices of the respondents and factors determining them. The second unit of questions focused on discovering respondents' views on the career of social pedagogue. The third unit of questions allows to reveal the career values of the respondents and the change of the values during the course of time. The fourth unit of questions aims at identifying career changes, turning points and diversity and intensity of factors that determined them. *Research sample*. A purposive sample was constructed. Criteria of sampling were the following: social pedagogues of Kaunas city with more than ten years work experience in this area. Fourteen respondents participated in the study. *Research ethics*. The participants were personally introduced to the research, its aims and their queries were answered. The study was carried on the basis of free will. The participants who learned about the research, had a free will to make up their minds (they did not experience neither direct nor indirect pressure). An oral consent to participate in the study and to record their interviews was received from all the participants. The research was carried out by applying principle of parity, i.e., an equal; relation was being maintained between the research participants and the researcher. During the interview questions were presented in such a manner that they would reveal respondents' views on the research object without imposing the researcher's view or mislead them. It was useful for research participants to share their experience, and many of them were interested in receiving generalized research results.

Results of research on career trajectories determining factors of social pedagogues

While analysing respondents' answers in category "**Beginning of career**", three subcategories of statements were identified. They included the diversity of factors determining the choice of social pedagogue's career and describing the career decision itself.

Subcategory *Initial Career Choice* includes statements depicting the career dreams of the respondents, what alternatives they had when choosing study or work areas. All respondents working as social pedagogues in this area longer than for ten years claim that social pedagogy came into their lives gradually. For most of them, their initial choice was work at school, with schoolchildren and pedagogical work ("*I worked as a teacher of geography*" (X4), "*I picked psychology*" (X13), "*I went to Siauliai anyway and I became an elementary school teacher*" (X5)), but there were choices that were very distant from education, social work and similar matters. E.g. X1 tells: "*After the secondary school I went to study culinary, it was my first speciality. I started working immediately, before my studies, I went to work at a hospital. I worked at a laboratory. I was working and studying at the same time, in the mornings I would go to my lectures and afterwards - to the evening work. This is how I completed my culinary studies, of course, I knew that I had to do everything very well, with excellent marks*". Subcategory *Factors Determining the Choice of Social Pedagogue's Career* include statements demonstrating how this was chosen after all. Factors of different kinds could be distinguished: "Existing conditions", "The influence of significant persons", "Spontaneous decision" and "Conscious pursuit". Factors characterized by abundance of illustrating statements could be named as "Existing conditions". The respondents shared their memories, how with the introduction of a position of social pedagogue at school the administration was looking for a suitable person within the existing staff. This is what X4 told: "*I was working as a teacher of geography, and then a new position of social worker was introduced at school. At first, there was a young woman who took the position, it was the very beginning of such activities and nobody knew exactly what they were supposed to do, that woman didn't do much <...> and then the administration got an idea. They asked me if I wanted to do social work. I said, why not, I could try. In those days we could both teach and do this work*".

The group of factors "The influence of significant persons" includes statements that reveal significant persons for that individual helped to become a social pedagogue. Most of all the leaders are mentioned ("*the director was supporting me, most probably she saw my enthusiasm and will to help children, not only to teach them, and she offered me to take this job, and later – to attend a course*" (X5) and parents ("*this is the influence of my mother, she advised me*

because she knew me best...” (X11)). Many social pedagogues emphasize the spontaneity of the decision to become a social pedagogue (Subcategory “Spontaneous decision”), and insufficient consideration of the decision about a career choice. An obvious trend could be observed, that not the respondents were looking for the job, on the contrary – “the job found them”. X9 told: *“There was no time to think, I had very little time to say if I agreed. At that time it was so new that I had little understanding into what kind of affair I was getting involved to”*. Another case was when the work of social pedagogue was the only one and a possibility at a difficult time to return to labour market and was taken without any consideration: *“<...> there was such time when I thought what I should do now, and I went to Labour Exchange, but there were many like me there. I started panicking, I started underestimating myself. Then afterwards, I wrote to numerous institutions and submitted a mountain of applications at the Education Office, we tried to look for a job through acquaintances. The situation resolved when I got a call from the Education Office, and they said: there is a work place for you, a job offer at school, you have to come to an interview about a position of a social pedagogue. At that time I was terrified and thinking, o, goodness, what does a social pedagogue do? But I thought that I would go. And I got the job”* (X3). X12 recalls: *“There was a funny situation after finishing school and deciding what to study. All the time I had thought and I didn’t mention, was that I would study economics. My mother was an accountant, I liked it when she would bring job home. Numbers, calculations. I would ask her to allow me to use those big calculators and to calculate, I would make calculations for tens of pages. And all the time I was thinking that my priority choice of studies will be economics, accounting. And then, when I had to take the application, I returned from school and rewrote everything at the last minute. And among the first choices were psychology and then, social pedagogy and social work.”* The stories of only a few social pedagogues revealed a conscious and consistent pursuit of the career of social pedagogue (subcategory “Conscious pursuit”). X7 maintains: *“I have always wanted to work with children, but not as a teacher because I hardly can imagine myself with a large class, and I am not fond of any specific subject to have a wish to teach. I was thinking about children’s social care home or a day centre, and that’s why I studied social work (Master’s degree in Social Work – authors’ note). When I got an opportunity to get employed at school, I was very happy”*.

In category **“Assessment of social pedagogue’s career”** a subcategory “Advantages of social pedagogue’s activities” is distinguished. It includes statements which help in retrospect to reveal significant positive aspects of social pedagogue’s activities important to the respondents: diversity, autonomy and direct communication with children. Diversity, absence of routine and ongoing learning have been indicated by the respondents as advantages, in relation to

personal traits: *“well, my character is like this, I can't stay calm, I need adventures and challenges. This is a great plus when you come to work in the morning and you don't know what is expecting you. You can think of tasks to do, but something happens at school and you rush...”* (X3). As an advantage of social pedagogue's job, the freedom to make independent decisions and choose activities was pointed out. Social pedagogues have more autonomy than teachers, they are not constrained by detailed plans and aiming at high results. X5 claims: *“you come to work and you can choose if you want to go into the classrooms, or do some projects, or to solve problems of a particular child”*. Many respondents admit that the biggest advantage of social pedagogue's work is a possibility to interact with children directly and to help a child to solve his/her problems. According to X2, *“I get personal satisfaction when I can help others, that I can be useful to other people, perhaps even to change somebody's lives, because, say, children from children risk group, what they see, their environment, <...> and you can show them that there are other ways, solutions and other kinds of life”*.

As negative aspects of social pedagogue's work (subcategory “Issues related to social pedagogue's activities”), poor work relations with colleagues, and inadequate attitude to social pedagogue's work of the school community, risk and emotional difficulties have been listed. Those who transferred to the position of social pedagogue from a teacher's position notice a significant change in relationships with colleagues: *“we used to socialize very nicely before, everybody was like a family, now I feel that I am becoming an enemy; everybody (at school – authors' note) imagines that I am a sort of prosecutor...”* (X1); *When I became a social pedagogue, in fact, I became pupils' advocate. Since then many teachers have regarded me as an enemy. Because, because <...> well, it doesn't make sense to tell her because she is on a pupil's side”* (X32). The status of a social pedagogue within a school community is not high and his/her functions are understood in a rather narrow sense. It is often related to organising meals, “dealing with troublemakers” and carrying out prevention programmes. X4 says: *“You know, a social pedagogue is like a scape goat, <...> s/he is with parents, with children and with teachers, everywhere you are a sort of a coordinator, you have to teach how to live, to provide help to people who don't want that help. Most often “nobody has problems”, so you are that bad participant who is getting into where it is not needed...”* Risk is often linked to the problems related with the work of social pedagogue. E.G., X6 states: *“...you are risking every day: when you are visiting families, you don't know what you will find there, what is awaiting you there, if parents are positively set, and the children... <...> every interaction, every situation is different and they require a quick reaction from you, and at the same time you are highly responsible for your actions because they can be treated in different ways....”*. Emotional difficulties experienced by social pedagogues are an integral part of social pedagogue's work. The respondents tell about the

attachment of socially neglected children to the person taking care of them on the one hand and the identification by the social pedagogue with the child's problems – on the other side. *“I can understand that it gets very unprofessional, but I can't do otherwise, maybe I can't; when I see that those kids come hungry and don't see anything good in their family, only the bad things... I can't help, I feel so sorry for them...”* (X6).

What career values work as a factor determining trajectories of social pedagogues' career, are illustrated by statements from category **“Career values”**. The most often named by the respondents are important values related to providing help (subcategory “Provision of help”). This is attention to the child (*“The most important for me are children's needs. And if I can see that I can help a child in a way, it means that my work is needed”* (X1)), trust in a child (*“...a social pedagogue is a person who has to believe everything, to see hope and good in every child, as I keep saying... we have to appreciate every minimal effort and minimal improvement. We need faith even in the most hopeless situations”* (X2)), fairness (*“you need to be fair, it sometimes may be very painful, but it is needed. <...> I often hear that they say about me: strict but fair”* (X8)), love (*“first of all you have to love children. Not to give out candies and indulge them, but you have to really and sincerely love them”* (X6)). As one of key factors determining movement forward and pursuit of career goals, is mentioned self-realization (subcategory “Self-realization”). The striving for self-realization is named by emphasizing the uniqueness of own personality: *“...I wouldn't be able to stay quiet. This work provides me a possibility to express myself, to do something meaningful, it is what I can do best...”* (X7). This way self-realization is linked to the meaning of life and the pleasure gained from work: *“Those not mine, although like my kids, they are a sort of life mission... to show them a different life, different relationships... I don't save my energy when I see meaning”* (X10). Social pedagogues put a significant importance on the values related to work relationships (subcategory “Work relationships”). They most emphasize team work (*“...we are three of a kind at school – we can break any walls, participate in programmes, everywhere where it is possible, we involve children into the projects...”*(X4)), close collegial bonds (*“in this are one really cannot do anything...”* (X6)), and respect (*“we most need recognition and support. To be respected as a specialist who is also doing important work at school even s/he doesn't teach...”* (X9)). Only a few respondents mention values related to external rewards (subcategory “External rewards”): security, stability and remuneration. Those career values are named but they somehow are pushed to the secondary importance: *“one will not earn millions in this job, you won't get rich, and no one who needs millions works as a social pedagogue or at school”* (X2).

While analysing career trajectories of the respondents and getting deeper into the biographies they told, a category of statements **“Career changes”** has been

identifies. It includes four subcategories: “Change of work place”, “Developing qualifications”, “Additional activities” and “Personal life events”. While plotting career changes points, social pedagogues most often record the change of employment, i.e., new employment means a new career stage, a turning point (subcategory “Change of work place”). Although the work trajectory of the respondents includes about 20 years (12 years as the shortest and 38 – as the longest), there are not many changes or turning points, about one in a period of 10-12 years. Social pedagogues identify the development and direction of the trajectory (forward, upwards) of their career with the development of their qualifications. Without exceptions, all respondents claimed that at the start of social pedagogue's career they had to change their qualifications (“*my qualifications changed: from a senior teacher I became a social worker, and later – a social pedagogue*” (X6)), and further while pursuing career goals, they had to qualify for higher levels (“*now I am an expert, I took higher category exams*” (X1)).

While analysing the development of social pedagogue's career, it turned out that the respondents tend to take up additional activities which sort of draw a parallel line of career trajectory (subcategory “Additional activities”). X8 tells: “*Afterwards I really became a lecturer, I still participate in pupils' council, up till now <...> perhaps there was a year when I didn't participate in its work, but all the time I was there and was developing all kinds of activities. Also a methodological club is my responsibility. Back then, from 2004 we started participating in a project and I have been conducting seminars since 2008 <...> then, yes, I am Olweus instructor for a number of years...*” (X3). Social pedagogues state that to realize themselves it is not sufficient to sit higher categories exams, they want to try and experience something new, therefore they choose additional activities such as, methodological clubs (“I am the chairperson of town methodological club...” (X8)), they join different associations (“I participate in the activities of the Association of Lithuanian Social Pedagogues, I contributed to its establishment...” (X11)). In addition, social pedagogues become instructors, lecturers, lead the pupils council and mentor classes (if you work at school, it is normal to be mentoring a class” (X10). Those additional activities give a lot of benefit both to social pedagogues and their organizations. One of the main aspirations why they take up additional activities is that acquisition of new competences and improvement of the ones they possess (“it takes a lot of time and energy, but how otherwise – one cannot stay in one place... especially all those programmes and training give a lot of benefits” (X5)).

Subcategory “Personal life events” presents statements revealing how respondents' personal life events impacted trajectories of their careers. There are not many statements in this subcategory, most respondents when telling about the development of their career do not put emphasis on events in other areas of their

lives. Only a few respondents observe that marriage and birth of their children had influence on the development their career as well. E.g. X4 tells: "*<...> after a year my daughter was born, so I spent four years with my both (children) at home; when I had to return, the principle didn't want to take me back, she said she would find me another work*". Master degree studies are also named as personal life events which were chosen as an expectation for personal development, not the requirements stemming from employment. As X8 says, "*I have always wanted psychology, it was very difficult when I started the studies. In addition, I had to pay for tuition a lot. But I am such a person, if I started, I had to complete that. I may apply something at work, but mostly this is for myself ...*"

To sum up the results of research, it could be stated that the career trajectories of social pedagogues are revealed in four aspects: beginning of career, career assessment, career values and career changes. Factors determining the direction career trajectory and intensity in this trajectory are highlighted in each aspect.

Beginning of career depends significantly on the initial choice of career. The choice of social pedagogue's career was determined by existing conditions and influence of significant persons. Social pedagogues reveal that in existing circumstances, the guidelines of educational policy determined a spontaneous decision to become a social pedagogue. In a sense, it was not the respondents who were looking for the job, it was "the job that found them". The decision of several was the only and without alternatives opportunity to try to return to the labour market during a difficult period in life. Only a small proportion of social pedagogues' careers demonstrates a conscious and consistent pursuit of social pedagogue's career.

Research into how *social pedagogues evaluate their career* shows that specialists can see many advantages of this work, which are strongly related to inner motivation and obvious calling for this work. The positive aspects of social pedagogue's activities are the following: diversity, autonomy and direct communication with children. Diversity, absence of routine, continuous learning are evaluated as advantages linking them to personal characteristics as well. Social pedagogues are highly satisfied that they have more autonomy than teachers and they are not restricted by detailed plans and pursuit of high results. The majority of social pedagogues in the study admit that the most important advantage of social pedagogue's work is the possibility to directly communicate with pupils, to help an individual child solve his/her problems. This again confirms that social pedagogues who have been in this job for many years evaluate their work as highly meaningful and important. Nevertheless, social pedagogues cannot avoid problems related to their activities, which include deterioration of relationships with colleagues, inadequate attitude of the school community towards the work of social pedagogue, risk and emotional difficulties while solving social - educational problems of children. The respondents emphasized

that when they started working in this position, their relationship with colleagues changed. In addition, one more disadvantage of social pedagogue's work is the attitude of the school community: the status of social pedagogue is not valued and his/her functions are perceived in a rather narrow way. This only adds to the heavy daily load of social pedagogue.

The analysis of research results has revealed that especially important group of career trajectory factors, career values, is directly related to work and surrounding environment at school. Social pedagogues appreciate that they can provide help and devote their attention to children. The respondents uphold a belief in the child, fairness is important to them, which demonstrates high professionalism achieved in their work. Also one of the factors determining movement forward, is self-realization with an emphasis on the uniqueness of the personality. It is related to the meaning of life and the joy obtained from work. Regarding the nature of work, work-related values get significant importance, team work and close collegial bonds are emphasised. A minor part of the social pedagogues interviewed mention career values related to external rewards, such as security, stability and remuneration. Those career values have been listed, but they remain outside the main focus. This demonstrates that in their career path social pedagogues are motivated by inner value aspects disregarding job guarantees so important to every employee. While characterising their career trajectories, social pedagogues named key *career changes* which determined their decisions. New employment, upgrading qualifications, additional activities and events in personal lives mean a new career stage and a turning point. One may observe a key career change in the career trajectories of all social pedagogues with extended work experience – they all had to change their qualification, i.e. from a subject teacher – to a position of social pedagogue. Social pedagogues claim that it is important to expand the range of activities, therefore, they tend to take up additional activities that draw a parallel line to the career trajectory. As they maintain, it is not sufficient to pass qualification examinations, one has to experience new activities. This, again, emphasises the “horizontality” of their competences, i.e. the width and diversity of activities and areas. This is proved by one of the main career pursuits – acquiring new competences and improvement of current competences, e.g. Master's studies that were chosen as an expectation of personal growth rather than requirements stemming from employment. Events of personal lives have also affected career trajectories of social pedagogues, but do not have a strong influence on the pursuits and values of their career.

Conclusions

1. Factors determining career trajectories may be divided into external and internal. *External* factors involve economic, political and social situation in

the state. Educational and social politics have a special significance on the career of social pedagogue. *Internal* factors have a strong influence on the career of social pedagogue. They are personal expectations, pursuits, education, values, the latter have to be especially emphasised. A unique set of social pedagogue's work determines the decisions of his/her career and satisfaction in activities carried out and the development of career.

2. To identify empirically the factors determining trajectories of social pedagogues' careers, the research design was rationalized. The aim was to answer the following questions: what was the prehistory of a career? Why and how was the decision to become a social pedagogue taken? How does a social pedagogue assess his/her career? What is the set of social pedagogue's values? How did s/he shaped and changed in the course of career? What does the trajectory of the social pedagogue's career look like? Qualitative research strategy was chosen, data was collected from semi-structured interviews, data obtained was analysed by using the method of content analysis.
3. The trajectories of social pedagogues' career trajectories are revealed in four aspects: the beginning of career, career assessment, career values and career changes. In each aspect factors determining the direction of career trajectory and intensity of moving in that trajectory were highlighted. The beginning of social pedagogue's career trajectory was impacted by the first career-related decisions and the first work experience gained from the activities of social area. The choice of social pedagogue's career ten and more years ago was most often spontaneous, determined by existing conditions and influence of significant persons. The strongest internal factor that determined the trajectory of social pedagogue's career is his/her career values. Providing help, self-expression and close cooperation with colleagues. External rewards as an important factor, was not emphasized. Career trajectory is depicted by career changes: change of employment and upgrading qualifications. Next to the career trajectory of social pedagogues, the line of additional activities is drawn. Changed related to other areas of life (development of marital life, improving competences and studies) have influence on career trajectory – more precisely, they plot the points of changes in it but do not change the key attitudes of the person, his/her system of values, and determination to pursue a set goal.

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**INOVĀCIJAS VALODU
IZGLĪTĪBĀ**

Innovation in Language Education

PEDAGOGISKĀS SADARBĪBAS PROCESA ORGANIZĀCIJA ĶĪNAS STUDENTIEM LATVIEŠU VALODAS KĀ SVEŠVALODAS NODARBĪBĀS

Organization of the Pedagogical Cooperation Process for Chinese Students in the Latvian Language as a Foreign Language

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Abstract. *It is self-evident that in the second decade of the 21st century more and more students are involved in mobility: knowledge is acquired beyond the borders of their country, as well as studying new foreign languages - not only the language of the great nations alone. Students' goal is not only to enrich their knowledge and intellectual potential but also ensure more opportunities for themselves in the labour market. Twenty students from the Beijing International Study University (Beijing International Studies University; BISU) have acquired Latvian language as a foreign language as well as other human-oriented subjects related to Latvia during the 2017/2018 academic year at the Riga Technical University (RTU). For teaching staff this is a big challenge: they need to find a new approach, students from different countries must be treated differently, choosing different teaching tools and pedagogical methods, and constantly thinking about pedagogical cooperation process. This is important not only for successful communication, but also for the advanced new knowledge and skills transfer to students. The article is dedicated to finding out the peculiarities of the organization of the pedagogical cooperation process for Chinese students in the classes of the Latvian language as a foreign language.*

Keywords: *Latvian language as a foreign language, learning, pedagogical cooperation process.*

Ievads

Introduction

Latvijas augstākās izglītības iestāžu docētājiem un pedagoģijas pētniekiem mūsdienās ir svarīgi sadarboties gan ar citu valstu kolēģiem, gan studentiem. Ar katru gadu mobilitāte gan mācībspēku, gan studentu vidū kļūst aizvien populārāka. Šādā veidā tiek nodrošināta gan informācijas apmaiņa profesionālajā jomā, gan jaunu pētījumu aprobācija ārpus mūsu valsts robežām, nemaz nerunājot par zināšanu ieguvī un uzkrāšanu visām iesaistītajām pusēm. Viena no visnozīmīgākajām starptautiskās mobilitātes priekšrocībām ir jaunas pieredzes

iegūšana gan mācībspēkiem, docējot savus studiju kursus citu valstu studentiem, gan, protams, arī pašiem studentiem.

2017./18. studiju gadā Rīgas Tehniskās universitātes (RTU) E-studiju un humanitāro zinātņu fakultātē latviešu valodu kā svešvalodu un vairākus citus humanitāras ievirzes kursus (Latvijas vēsturi, kultūras vēsturi) apguva 20 studentu grupa, kas 2017. gada augusta nogalē ieradās no Pekinas Starptautisko studiju universitātes (*Beijing International Studies University*; BISU). BISU ir augstākās izglītības iestāde, kas studentiem Ķīnā piedāvā apgūt latviešu valodu kā svešvalodu. 2018./19. studiju gadā latviešu valodu mācās 46 studenti. Ņemot vērā, ka studentu kopskaits BISU bakalaura studijās ir 6200, maģistra studijās – 1300, kā arī ir 1000 vidusskolēnu, kuri tur studē pēc īpašas programmas, un 700 ārzemju studentu, šāds latviešu valodas apgūvēju skaits, protams, ir niecīgs (Pekinas Starptautisko studiju universitātes mājaslapa, b./g.). Izņemot BISU, latviešu valodu kā svešvalodu iespējams apgūt arī Pekinas Ārzemju studiju universitātē (*Beijing Foreign Studies University*), kur 2018./19. studiju gadā mācās 5290 bakalaura studentu, 2663 maģistra studentu un 932 ārzemju studentu (Pekinas Ārzemju studiju universitātes mājaslapa, b./g.).

Projekts starp BISU un RTU ir unikāls; to finansē Ķīnas Tautas Republikas valdība, kuras mērķis ir ekonomisko saišu stiprināšana ar Austrumeiropu, tai skaitā Latviju. Studenti latviešu valodu Ķīnā bija apguvuši jau divus studiju gadus RTU docētājas Aijas Veldrumas vadībā. Ierodoties Latvijā, tika veikts diagnosticējošais latviešu valodas pārbaudes tests un konstatēts, ka studentu latviešu valodas prasme vērtējama A1, bet tikai dažiem, pašiem centīgākajiem un ieinteresētākajiem, A2 starptautiskajā līmenī. Galvenais Ķīnas studentu un viņu latviešu valodas docētāju mērķis, pabeidzot 2017./2018. studiju gadu, bija apgūt latviešu valodas prasmes četrās pozīcijās – lasīšanā, rakstīšanā, runāšanā un klausīšanās prasmē – tādā mērā, lai tas atbilstu B1 vai pat B2 starptautiskajam līmenim.

RTU mācībspēkiem, kas 2017./18. studiju gadā Ķīnas studentiem docēja studiju kursu latviešu valodā kā svešvalodā, tas bija liels izaicinājums. Pirmās grūtības konstatējamas apstākļi, ka dažādās studentu auditorijās pedagoģiskās sadarbības process organizējams dažādi – vairākās situācijās pat pilnīgi atšķirīgi. Ķīnas Tautas Republikā attiecības starp mācībspēkiem un viņu studentiem veidojas atšķirīgi, nekā tas noris Eiropā, respektīvi, par akceptējamu tiek uzskatīts modelis: es (pedagogs) uzdošu/norādu/pavēlu, bet tu (students) izpildi, neizpaužot savu viedokli pat tad, ja tas ir kardināli atšķirīgs. Rietumeiropas valstīs un tagad arī Latvijā pedagoģiskās sadarbības process tiek organizēts pēc atšķirīgiem principiem. Pedagogs un students ir sadarbības partneri, kuri viens otru respektē un kuriem (abiem) ir savi nolūki un mērķi. Šādā modelī students nav un nevar būt tikai izpildītājs, gluži pretēji – viņš pats ir atbildīgs par savu rīcību,

zina, kāpēc apgūst konkrēto studiju kursu un kā iegūtās zināšanas pielietos turpmākajā dzīvē.

Rakstā tiek piedāvāts pedagoģiskās sadarbības procesa organizācijas veids Ķīnas studentiem latviešu valodas kā svešvalodas nodarbībās, savukārt teorijas aprobācijai – gadījumu izpēti (*case study*) metode saistībā ar divu studiju priekšmetā iekļauto tematu apguvi, pamatojoties raksta autores kā mācībspēka pieredzē. Raksta mērķis ir sadarbības procesa analīze, tai skaitā veiksmīga, uz demokrātijas principiem pamatota sadarbības parauga piedāvājums starp mācībspēku un viņa studentiem, ņemot vērā, ka docētāja un viņa audzēkņu tautība, mentalitāte un iepriekšējā dzīves pieredze ir ļoti atšķirīga.

Iespējamo risku apzināšanās pedagogam *Consciousness of Potential Risks*

Sākot darbu ar Ķīnas studentiem no Pekinas Starptautisko studiju universitātes, iesaistītajiem mācībspēkiem Rīgas Tehniskajā universitātē nācās apzināties vairākus darbības aspektus. Tas ir nepieciešams ar mērķi atbilstoši organizēt pedagoģiskās sadarbības procesu. Pirmkārt, studenti savā dzimtenē ir pieraduši pie atšķirīga mācību stila ar lielu mācību slodzi. Par to, sākot studijas RTU, signalizēja vairākas situācijas: absolūti lielākās studentu daļas bezierunu paklausība, nevēlēšanās vai arī nespēja paust savu viedokli pat tad, ja pedagogs uz to mudina, kā arī bailes kavēt nodarbības pat slimības gadījumā.

Minētās situācijas norāda uz studentu neprasmī vai nespēju pieņemt patstāvīgus lēmumus un izturēties pašam pret sevi atbildīgi. Pedagogam šādā situācijā ir jāapzinās, ka „dzīvot demokrātiskā sabiedrībā nevar iemācīties īsā laika posmā. Tam ir vajadzīgs ilgāks laiks un sabiedrības gribasspēks mainīt savu domāšanu, izpratni par lietām un notikumiem, kā arī prasmes dzīvot nepiespiesti, nekontrolēti, lai patstāvīgi pieņemtu lēmumus un atbildētu par savu rīcību” (Buboviča & Studente, 2017, 5). 2017./18. studiju gada rudens semestra noslēgumā šajā ziņā bija vērojams progress. Iemācīt Ķīnas studentiem sadarboties gan savstarpēji, gan ar pedagogiem – šādi var formulēt nosacījumu, lai pedagoģiskās sadarbības process ritētu veiksmīgi. Pašlaik vēl grūti atbildēt uz jautājumu, vai to pilnībā iespējams paveikt pāris studiju semestru laikā, taču šāds mērķis konkrētajā situācijā mācībspēkam noteikti būtu sev jāizvirza.

Nākamais aspekts, kas pedagogam jāņem vērā: šie 16 līdz 18 gadus vecie jaunieši, atbraucot no Ķīnas uz Latviju un uzsākot mācības RTU, atrodas pārejas procesā no bērnības uz pieaugušo dzīvi. Jaunas dzīves sākums svešā valstī bez vecāku vai citu tuvinieku tiešas uzraudzības un, iespējams, atbalsta, kā arī pāreja uz citu izglītības iestādi veicina patstāvību un atbildības uzņemšanos pašam par sevi, turklāt šī jaunā pieredze var nest līdzīgu ilgtermiņa ietekmi uz studentu dzīvi kopumā (Nairz-Wirth, 2014). Kas no tā secināms pedagogam? Nokļūstot svešā

valstī, jaunos un nepierastos dzīves apstākļos un mācību vidē, studenti var izjust lielu nedrošību, nepārliecinātību par sevi, saviem spēkiem, līdz ar to ļoti svarīgs var izrādīties atbalsts, iedrošinājums un motivēšana. Psihoanalītiķis Ērihs Fromms (*Erich Fromm*) darbā „Mīlestības māksla” (*The Art of Loving*) norāda, ka agrā jaunībā cilvēki sāk apjēgt savas dzīves plānus un saskaņā ar dominējošajiem motīviem meklēt atbildi uz jautājumu – ko es vēlos sasniegt? Līdz ar to aktuāls kļūst jautājums – ko es varu sasniegt? Tieši tādēļ mācīšanās kļūst par līdzekli savu personīgo plānu sasniegšanai (Fromm, 1956). Saistībā ar Ķīnas studentiem konstatējams, ka viņu mērķis apgūt latviešu valodu un Latvijas kultūru saskan ar vēlmi savu profesionālo karjeru veidot starpvalstu jeb starptautiskajiem sakariem. Kā atklājies savstarpējā neformālā komunikācijā, vairāki no viņiem Latvijā (vai kādā citā no Eiropas valstīm) vēlētos pavadīt arī turpmāko dzīvi. Līdz ar to studentu motivācija apgūt latviešu valodu kā svešvalodu pedagogam kļūst saprotama. Kāds šādā situācijā būtu mācībspēka uzdevums? Organizēt iespējami veiksmīgu pedagoģiskās sadarbības procesu, lai studenti, mācību laikā saskaroties ar grūtībām, kas ir neizbēgamas, nepazaudētu motivāciju sasniegt izvirzīto mērķi. Pētniece Ieva Dorila norāda, ka „ir jāveic arvien lielāks darbs pedagoģiskā procesa organizēšanā, kas prasa jaunas zināšanas un prasmes izglītības vadībā un menedžmentā” (Dorila, 2017, 15). Runa nav tikai par atbalstošas mācību vides nodrošināšanu, bet galvenokārt par savstarpējo sadarbību studentam ar pasniedzēju, kurā neviens no subjektiem nav dominējošs.

Pievērsoties konkrēti svešvalodu mācīšanai, pedagogam jāņem vērā vēl kāds apstāklis. Proti, ne visiem studentiem, kas no paša sākuma (bez priekšzināšanām) apgūst kādu valodu, ir vienāda starta pozīcija jeb zināšanu līmenis savā dzimtajā valodā. Tas nozīmē, ka daļai studentu, iespējams, var būt nabadzīgāks dzimtās valodas vārdu krājums. Uz to norāda Oksfordas Universitātes emeritētā lingvistikas profesore Džīna Aičisone (*Jean Aitchison*) monogrāfijā “Runājspējīgais zīdītājdzīvnieks. Ievads psiholingvistikā” (*The Articulate Mammal: An Introduction to Psycholinguistics*): “Ja valodas vide ir nabadzīga, valodas attīstība aizkavēsies. Piemēram, bērniem, kas aug aprūpes iestādēs, valodas attīstība atpaliek. [...] Viņi sāk runāt tajā pašā laikā, kad citi bērni, bet viņu runa ir mazāk skaidra, viņi lieto vienkāršākas konstrukcijas” (Aitchison, 2007, 89). Turpinot iztīrāt minēto problēmu, profesore citē Londonas Universitātes sociologa Bazila Bernsteina (*Basil Bernstein*) pausto, ka “bērniem, kas aug noteikta tipa ģimenēs, vērojama lingvistiskā atpalicība. Viņi nespēj adekvāti apgūt valodu, jo viņu rīcībā nenonāk pietiekams valodas materiāla daudzums” (Aitchison, 2007, 89). Pētnieks norādījis, ka ir ģimenes, kurās tiek lietots ierobežots valodas kods, salīdzinot ar citām ģimenēm, kurās vecāki lieto bagātīgāku valodu ar daudz plašāku vārdu krājumu, kas arī viņu bērniem sekmē ātrāku valodas apguvi.

Mācībspēkiem, kas docē studiju kursus kādā no svešvalodām, iepriekš minētā norāde jāņem vērā, jo te var būt meklējama atbilde, kāpēc ir studenti, kas valodas apgūst ar lielām grūtībām. Nav pedagoģiski pareizi studentus, kam ir sliktākas vai pat ļoti sliktas sekmes, uzskatīt par sliņķiem, iepriekš necenšoties izzināt, kur slēpjas grūtību cēloņi. Līdz ar to mācībspēkam būtu jāvelta vairāk laika tiem studentiem, kuriem valodu mācīšanās rada problēmas, mēģinot ar viņiem izrunāties un noskaidrot problēmas.

Pedagoģiskās sadarbības procesa organizēšana *Organisation of Pedagogical Cooperation's Process*

Gatavojoties nodarbībām Ķīnas studentu auditorijai, mācībspēkam ir psiholoģiski jābūt gatavam tādām studiju procesam ar auditoriju, kura nav pieradusi strādāt pedagoģiskās sadarbības apstākļos. Sadarbības process paredz nevis vienkārši mērķu izvirzīšanu nodarbībai vai visam semestrim, bet gan mācībspēka un studentu mācību/studiju mērķu tuvināšanos visa sadarbības procesa laikā. Nākamais izaicinājums ir ne tikai pašam mācībspēkam apzināties un pielietot tos studiju līdzekļus, kuri veicinās mērķu sasniegšanu, bet palīdzēt studentiem izvēlēties tādus studiju līdzekļus, materiālas dabas – grāmatas, interneta materiālus, darba lapas, un arī nemateriālas – studiju formas, metodes vai jau esošās zināšanas un prasmes. Tas iekļauj arī sadarbības partneru savstarpēji saskaņotu izvēli kā tieši tiks organizēts studiju process, kā notiks komunikācija tajā, kāds ir sagaidāmais rezultāts. Pats sadarbības process, kurā tiek sasniegti studiju mērķi, ir savstarpējās pieredzes apmaiņas process, kura rezultātā ieguvēji ir abas puses – gan studenti, gan mācībspēks. Sadarbības procesa vai tā posma nozīmīgs noslēgums ir mācībspēka vērtējuma un studentu pašvērtējuma tuvināšanās, kas var tikt realizēta gan kā savstarpēji pieņemama atzīme, gan kā diskusija par iegūtajiem rezultātiem.

Lai veiksmīgi tiktu galā, docētājam kaut daļēji var palīdzēt viņa iepriekšējā pedagoģiskā pieredze. Taču ikvienam mācībspēkam jāsaprot, ka darba (šajā gadījumā – pedagoģiskās) pieredzes esamība, viņu neatbrīvo no objektīvas nepieciešamības pilnveidoties, pašizglītoties un meklēt atbildi uz jautājumu, kā man ar konkrēto studentu auditoriju veidot vislabāko sadarbību. Runa ir par pedagoģiskajām kompetencēm. RTU Humanitārā institūta asociētā profesore, psiholoģe Airisa Šteinberga norāda: „Pedagoģisko spēju komponenti ir erudīcija, augsta saskarsmes un sadarbības prasme, prasmes mērķtiecīgi organizēt savu un citu darbību, kā arī augsta emocionālās inteliģences pakāpe. Šīs prasmes izpaužas šādās profesionālās kompetencēs: pētnieciskās izziņas, komunikatīvās darbības, konstruktīvās darbības un organizatoriskās darbības kompetences” (Šteinberga, 2013, 67). Rakstā tiks aplūkota tikai saskarsmes un sadarbības prasme.

Pirms pievērsties konkrēti Ķīnas studentu auditorijai, vispirms nepieciešams definēt, kas tiek saprasts ar terminu „sadarbība”. A. Šteinberga to definē šādi: „Sadarbība ir divu vai vairāku cilvēku darbs uz kopīgu mērķi, saskaņotiem mērķa sasniegšanas līdzekļiem, tuvinātu novērtējumu un pašnovērtējumu par sasniegtajiem rezultātiem. Sadarbība ir pieredzes pārņemšanas forma, iespēja labāko paraugu atdarināšanai, pašpieredzes pilnveidošana ar jaunām zināšanām, prasmēm un attieksmēm” (Šteinberga, 2013, 59). Iepriekš citētajā definīcijā ir iekļauta daļa atbildes, kā rīkoties docētājam. Pirms sākt mācību procesu, pedagogam ir jāsaprot mērķis un ļoti precīzi jācenšas to panākt.

Attiecībā uz Ķīnas studentiem raksta autores kā mācībspēka mērķis ir iemācīt latviešu valodu atbilstoši B1 vai pat B2 starptautiskajam līmenim. Lai mērķi sasniegtu, mācībspēkam ir jāsaprot, kādu stratēģiju un līdzekļus izvēlēties, lai jau pirmo nodarbību laikā tos varētu piedāvāt studentiem. Turklāt mērķis ir „jāsadala” smalkākās vienībās – uzdevumos, lai soli pa solim nonāktu pie vēlāmā rezultāta. Rīgas Tehniskajā universitātē tiek izmantota kalendāro plānu rakstīšana, kurus katra semestra pirmajās nedēļās RTU mācībspēki ievieto sistēmā ORTUS publiskai apskatei.

Kā tika minēts, šāda stratēģija jau laikus būtu smalki pārrunājama un saskaņojama ar studentiem, jo mācībspēka un studentu mērķis pamatā ir viens un tas pats (konkrētajā gadījumā pedagogam docēt un studentiem apgūt latviešu valodu B1/B2 starptautiskajā līmenī). Visiem pedagoģiskajā procesā iesaistītajiem jāsaprot, ka mērķis ir kopējs, taču pastāv dažādi līdzekļi, pieejas un veidi, lai to sasniegtu. Līdz ar to pastāv iespēja izvēlēties konkrētajai auditorijai piemērotākos.

Saistībā ar Ķīnas studentu auditoriju jāatceras, ka šie jaunieši nāk no valsts ar atšķirīgu kultūru un tradīcijām, kā arī viņiem ir citāda iepriekšējā mācību pieredze nekā rietumu studentiem. Taču tas nekādā gadījumā nemaina faktu, ka katrs no viņiem ir personība ar savām vēlmēm un vajadzībām un ikvienai personībai ļoti nozīmīga ir attīstība. Mācībspēkiem jāapzinās, ka „personība attīstās, apmierinot savas vajadzības: izziņas un sociālās” (Špona & Čamane, 2009, 89). Tas norāda, ka mūsdienās pedagoģiskajā darbībā visatbilstošākais ir demokrātiskas darbības stils. Docētājam saskarsmē ar studentiem vēlams ievērot līdztiesību (neviens nav pārāks/pieredzes bagātināšanās noris abos virzienos), kas sekmētu savstarpēju komunikāciju, vienotību, atbildības izjūtu pret paveicamo darbu, uzticēšanos un radošu atmosfēru auditorijā. Viss nosauktais ir svarīgs studentu iekšējās motivācijas veicināšanā un noturēšanā semestra vai studiju gada garumā.

Jau sākot no pirmajām nodarbībām jauniešus vēlams neuzbāzīgi mudināt paust savu viedokli, izteikt gribu un vajadzības. „Agrās jaunības vecumposmā īpaši nozīmīga ir pašapliecināšanās, pašizteikšanās, savu sasniegumu novērtēšana un drošības vajadzību apmierināšana” (Šteinberga & Tunne, 1999, 28).

Mācībspēkam mazliet jāiejūtas pētnieka lomā, jo, lai izzinātu savu studentu vēlmes, vajadzības un viņu stiprās puses, ir nepieciešama saruna, komunikācija. Savukārt, lai saņemtu godīgas atbildes, ir ne tikai jāuzdod jautājumi, bet vispirms jāiegūst studentu uzticēšanās, kas ir īpaši nozīmīga sadarbības procesa organizēšanā. Tas ir panākams nevis vienas, bet daudzu nodarbību laikā. Lai iegūtu studentu uzticēšanos, docētājam ir jābūt godīgam un atklātam, jāprot pateikt labu vārdu, uzslavu pat par visniecīgāko sasniegumu, kas studentus ne tikai motivēs, bet arī var būt ļoti svarīgi, īpaši apstākļos, kad viņš nejūtas par sevi pārliecināts vai arī mācīšanās padodas grūti. Psiholoģe Dzirda Meikšāne pauž, ka „personība ir orientēta nevis uz pavēlēm, bet uz izvēli. Tad paveras plašums domām, jūtām, attīstās aktivitāte, uzņēmība, iniciatīva. Šāda personība pret saskarsmes partneri izturas kā pret sev līdzīgu” (Meikšāne, 1998, 93).

Gadījumu izpētes analīze *Case Study Analysis*

2017./18. studiju gada rudens semestrī docējot Ķīnas studentiem studiju kursu latviešu valodā kā svešvalodā, galvenokārt tika izmantots latviešu valodas mācību līdzeklis pieaugušajiem “Laipa. A2” (Auziņa, Berķe, Lazareva, & Šalme, 2016). Tas ir turpinājums mācību līdzeklim “Laipa. A1”, ko studenti jau bija izmantojuši valodas apguves sākumposmā, mācoties Pekinas Starptautisko studiju universitātē. Mācību līdzeklis strukturēts 11 tematiskajās nodaļās. Lai studentiem būtu interesantāk un viņi gūtu daudzpusīgāku informāciju, nodarbību laikā tika izmantotas arī papildus iespējas: citas grāmatas, kanāla “Youtube” videosīžeti, tika organizētas nelielas ekskursijas uz muzejiem, kas ir saistīti ar apgūstamo tematu.

Īpaši veiksmīgs darbs izvērās, apgūstot mācību līdzekļa “Laipa. A2” 4.tematu “Pie dabas”. Apgūstot šī temata 2. moduli par Latvijā sastopamajiem savvaļas dzīvniekiem, docētāja nodarbībā papildus izmantoja arī Gundegas Kampes-Pērsone grāmatu “Latvijas zīdītāji. Pilnīgs sugu apskats” (Kampe-Pērsone, 2017). Izvēle papildus izmantot tieši šo grāmatu radās, jo tajā iekļautie apraksti ir bagātīgi ilustrēti ar autores zīmējumiem: visu Latvijā sastopamo zīdītāju sugu attēliem. Ķīnas studenti ar lielu interesi un aizrautību izpētīja grāmatu un par katru no ilustrācijās attēlotajiem dzīvniekiem mēģināja pateikt kaut pāris vārdu, piemēram, vai šāds dzīvnieks ir sastopams arī viņu valstī; ja ir sastopams, tad – kurās vietās (piemēram, mežos, purvainos apvidos utt.). Vērojot studentus, bija secināms, ka viņi paši šai brīdī bija pārliecināti, ka izklaidējas, skatoties attēlus un priecājoties par tiem, taču pedagoģiskais process netika kavēts – studenti latviešu valodā ar aizrautību veidoja teikumus un iemācījās vairākus jaunus vārdus (galvenokārt dzīvnieku nosaukumus). Nākamajā nodarbībā kāda studente izrādīja iniciatīvu un sāka jautāt par sev interesējošo

saistībā ar dzīvnieku sugām. Ņemot vērā, ka meiteni interesē suņi, viņa, izmantojot savu viedtālruni, kur bija atradusi attēlus ar dažādu šķirņu suņiem, docētājai jautāja, vai šādas šķirnes sastopamas arī Latvijā, cik maksā kucēni utt. Līdz ar to izveidojās saruna par mājdzīvniekiem, kas tematam par dzīvo dabu nodereja kā vērtīgs papildinājums. Papildus tam tika nolemts studentus aizvest uz Latvijas Dabas muzeju, kur viņi iemācījās vēl citus ar dabu saistītus terminus. Kad konkrētais temats bija apskatīts, sekoja diagnosticējošais pārbaudes darbs, kurā visi studenti uzrādīja labus rezultātus. Līdz ar to secināms, ka šāda kompleksa darbošanās, papildus aplūkojot attēlus un mēģinot pastāstīt par tajos redzamo, kā arī jautājot docētājai tieši to, kas pašam studentam šķiet aizraujošs un noslēgumā apmeklējot muzeju, sniedz pozitīvus rezultātus.

Vēstījot par konkrēto gadījuma izpēti analīzi, minams vēl viens piemērs, kas neizvērtās tik veiksmīgi. 2017./18. studiju gada rudens semestra noslēgumā papildus mācību līdzekli "Laipa. A2" piedāvātajiem tematiem docētāja izvēlējās Ķīnas studentiem nedaudz pastāstīt par Latvijā populāriem cilvēkiem. Izvēle bija par labu divām personībām: komponistu Raimonu Paulu un šahistu Mihailu Tālu. Lai jauniešus ieinteresētu, docētāja uz nodarbību paņēma līdzī arī šaha figūras ar mērķi iemācīt to nosaukumus, kā arī tika izmantoti vairāki kanālā "Youtube" pieejamie videoklipi, lai studenti redzētu, kā minētie cilvēki, par kuriem tiek stāstīts, izskatās (M. Tāla gadījumā – izskatījās). Izvērsās interesanta diskusija par šaha spēli un tās popularitāti Latvijā un Ķīnā, taču ne par slaveno šahistu Tālu, viņa dzīvesstāstu. Līdzīgi bija ar komponistu Paulu; varēja manīt, ka studentiem temats par Latvijas slavenībām nešķiet saistošs. Iespējams, docētāja bija pieļāvusi kļūdu – tā kā šī nodarbība notika semestra noslēgumā, ir pašsaprotami, ka studenti jutās noguruši un vairs nespēja uztvert daudz jaunas informācijas (jāņem vērā, ka Ķīnas studentu darba diena RTU ilga no plkst. 08.15 līdz 18.00 un tā visas piecas dienas nedēļā), kā arī apstākļi, ka šis temats vienkārši šķita neinteresants. Iespējams, izvēloties vienkāršāku un vairāk izklaidējošu tematu, kur netiek prasīts iegaumēt daudz jaunas informācijas, rezultāti būtu daudz labāki.

Secinājumi **Conclusions**

1. Veiksmīgas pedagoģiskās sadarbības procesa pamatā ir mācībspēka prasme lietot pedagoģisko sadarbību kā studiju līdzekli latviešu valodas kā svešvalodas mācīšanai, īpaši ar Āzijas reģiona studentiem, jo viņu iepriekšējā mācīšanās pieredze un saskarsmes stils ar docētāju atšķiras no demokrātiskajā Eiropā pieņemtā. Izmantojot pedagoģisko sadarbību, tiek mazināti iespējamie pedagoģiskie riski, strādājot ar Ķīnas studentiem.

2. Lai sasniegtu pedagoģiskos mērķus, strādājot ar Ķīnas studentiem, svarīga ir nepārtraukta mācībspēka pedagoģiskās kompetences paaugstināšana. To nodrošina pedagoģiskās sadarbības process, jo tā gaitā notiek pedagoģisko spēju attīstība, galvenokārt saskarsmes un sadarbības prasmju veidā, kā arī jaunu zināšanu par sevi kā pedagoģiskās darbības subjektu, studentiem un viņu pašpiederzi, savstarpēja kultūras izpratnes papildināšanās.
3. Attiecībā uz Ķīnas studentiem svarīgi ir neuzbāzīgi mudināt viņus paust savu viedokli un attieksmi. Ja mācībspēkam izdosies nodibināt uzticēšanās un cieņas pilnas attiecības, pedagoģiskās sadarbības process izveidosies veiksmīgs.
4. Mācībspēkam jāspēj izvēlēties un studentiem piedāvāt dažādus līdzekļus mācību satura apguvē. Raksta autores pieredze atklāj, ka vislabākie rezultāti sagaidāmi, kad auditorijā noris kompleksa darbošanās, respektīvi, temats tiek apgūts, izmantojot dažādus mācību materiālus, viedās tehnoloģijas un apmeklējot kultūras iestādes (muzejus).

Summary

The article offers a method for organizing pedagogical cooperation process in Chinese students' classes with the Latvian language as a foreign language, and for the approbation of the theory – the case study method in relation to the acquisition of the subjects included in the two study subjects, based on the author's written experience as a lecturer. The aim of the article is to analyze the cooperation process, including a successful model of cooperation based on democratic principles between the academic staff and students, taking into account that the nationality, mentality and experience of the lecturer and his students are very different.

It is underlined that the success of the pedagogical cooperation process is based on the teacher's understanding about democracy not only as a form of the State administration, but also on the same principles of mutual relations with students, where none of the subjects – neither a teacher nor a trainee – will not dominate. Every student has a personality with his will, desires and needs that ought to be accepted. The teaching staff should also take into account that the nuances of creating pedagogical cooperation process in each students audience will vary.

Both teaching staff and the student are personally responsible for each choice and action during the study process. Both one and the other know why they are in the classroom and what the purpose of their work is. In order to achieve educational goals, it is instructor's responsibility to choose and offer the appropriate means, which should be coordinated with students when entering the learning course.

For Chinese students it is important to urge them to express their opinions and attitudes unobtrusively. If the teaching staff manages to establish a relationship of trust and respect, the process of pedagogical cooperation will be successful.

The teaching staff must be able to choose and offer to students various means of learning content acquisition. Article author's experience reveals that the best results are

expected when the work of the complex takes place in the audience, that is, the topic is acquired using various teaching materials, intelligent technologies and visiting cultural institutions (for example, museums).

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**ЕВРОПЕИЗАЦИЯ СИСТЕМЫ ВЫСШЕГО
ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ УКРАИНЫ
ПОСРЕДСТВОМ СОВЕРШЕНСТВОВАНИЯ
НАВЫКОВ ИНОЯЗЫЧНОЙ КОММУНИКАЦИИ
СТУДЕНТОВ МАГИСТРАТУРЫ**

*Europeanization of the Ukrainian System of Higher Pedagogical
Education through the Improvement of Undergraduates'
Foreign Language Communicative Skills*

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***Abstract.** The article is devoted to the problem of improvement of the foreign language communicative skills of future Masters of Pedagogical Science. Special attention has been given to the issue of gradual introduction into the educational process the practice of teaching undergraduate students some academic disciplines in the English language. The authors share their successful experience of teaching undergraduates of the Physical-Mathematical and the Informational-Technological specialties general-academic disciplines in English. This practice is considered one of the effective ways to increase the students' foreign language competence. On the example of a general-academic discipline «Methodology and Principles of Scientific Research» the authors prove the urgency and expediency of teaching certain subjects in the foreign languages to the applicants of the Master's Degree in Pedagogical Science. The purpose of this article is to demonstrate the importance of such practice and to show that teaching some general subjects in English can become a significant factor of improvement of the students' foreign competence, which in turn contributes to the integration of the Ukrainian scientific-pedagogical community into the European academic community.*

Keywords: *undergraduates, academic disciplines, the English language, Europeanization of higher education, methodology of scientific research, the Physical and Mathematical specialization, the Informational and Technological specialization.*

Введение ***Introduction***

Под мощным адаптационным давлением процесса европейской интеграции происходит еуропеизация многих общественных институтов. Термин «еуропеизация» (*англ. Europeanization*) как концептуальная модель науки о происхождении, становлении и развитии Европейского Союза (ЕС), появился в середине 1990-х годов. Тогда были предприняты первые попытки проанализировать влияние европейской интеграции на государственную политику стран членов ЕС и кандидатов на членство.

Концепция еуропеизации предусматривает процессы разработки, распространения и институционализации формальных и неформальных правил, процедур, политических парадигм, стилей и общих убеждений и норм, которые изначально определялись государственной политикой ЕС, а позже переносились на содержание национальных политических структур и государственных политик, в частности, и в сфере образования (Radaelli, 2003). На протяжении многих лет высшее педагогическое образование аргументировано считалось устойчивой системой, которая наименее поддается влиянию внешних факторов. Однако, в эпоху глобализации, которая усиливается процессами информатизации всех сфер человеческой жизнедеятельности и миграцией населения, наблюдаются значительные реформы в системе высшего образования, направленные на интегрированность национальных образовательных систем Европы и мира. Процессы глобализации и необходимость высшего образования отвечать международным требованиям приводит к трансформации всей системы университетского образования, в частности, педагогического (Гуревич, Коломієць, & Коломієць, 2001). Устойчивый рост академической мобильности не только студентов, но и профессорско-преподавательского состава превратил высшее педагогическое образование в важный сегмент международной торговли, следовательно, образовательный рынок становится всё более транснациональным. Во всём мире осуществляется конкурентная борьба не только за отечественного студента, но и за расширение рынка образовательных услуг для иностранцев.

Теоретические основы исследования *Theoretical substantiation of the problem*

В научной литературе впервые определение «европеизации» дал в 1994 году Роберт Ладрех, который в своей работе «Europeanization of Domestic Politics and Institutions: The Case of France» отметил, что это «постепенный процесс, который переориентирует направление и формы внутренних политик до такого уровня, когда европейская политическая и экономическая динамика становится частью организационной (конструктивной) логики национальной политики» (Ladrech, 1994). С тех пор этот термин быстро вошел в лексикон не только политиков и экономистов, но и учёных из многих других областей науки.

Европеизацию высшего образования исследуют на макроуровне (система высшего образования), мезоуровне (университеты и их структурные подразделения) или микроуровне (отдельные студенты, преподаватели, научные сотрудники). Украинский учёный Н.В. Мосьпан определяет европеизацию образования как процесс принятия европейской политики в образовательной сфере и внедрение Болонской модели высшего образования государствами-членами ЕС (Мосьпан, 2018). Следовательно, европеизация высшего образования в Украине является объективной необходимостью. Данное направление реформирования отечественного высшего образования позволит поднять его на качественно новый уровень в соответствии с европейскими стандартами.

Методы исследования *Methods of the research*

При проведении исследования нами были использованы такие методы: анализ практики интернационализации образования в странах ЕС и Украине; измерение уровня иноязычной компетентности студентов; опрос магистрантов на предмет желаний изучать отдельные общенаучные дисциплины на английском языке; педагогический эксперимент, состоящий в преподавании дисциплины «Методология и методика научных исследований» на английском языке; наблюдения за работой магистрантов с англоязычной научной информацией.

Результаты и их обсуждение *Results and discussion*

Явления транснационализации особенно заметны в системах высшего образования ЕС, в которых происходят интенсивные миграционные процессы. После резкого (практически вдвое) увеличения числа стран-

членов Европейского Союза за счёт вхождения стран Балтии, Южно-Восточной и Восточной Европы, стало очевидным, что с каждым годом мультилингвальность становится неотъемлемой частью будущей Европы (Gromov, Kolomiets, Lazarenko, Zhovnych, & Biretska, 2018). Кроме общечеловеческих факторов, определяющую роль играют экономические факторы, которые мотивируют людей к изучению иностранных языков, ведь любой специалист, не владеющий иностранным языком, находится в заведомо проигрышном положении. В рамках академического сообщества вопрос англоязычного обучения ещё более заостряется. Большинство образовательных учреждений Европы активно предлагают разнообразные программы для иностранных студентов. Определённое количество таких программ преподаётся на государственных языках этих стран (польском, румынском, венгерском, чешском, немецком и т.п.), однако наибольшим спросом среди иностранных студентов пользуются программы, которые преподаются на английском языке. Это логично, ведь большинство иностранных студентов не имеют в распоряжении один или два лишних года на глубокое освоение языка страны обучения. Таким образом, возникает проблема наличия необходимого количества преподавателей, способных квалифицированно преподавать свои дисциплины на английском языке. Это одна сторона проблемы, однако, не единственная.

С другой стороны, любая современная национальная образовательная система направлена на распространение знаний о новейших общемировых достижениях в области культуры, искусства, экономики, науки и техники. Следовательно, педагоги постоянно интересуются информацией об основных изменениях, происходящих в соответствующих областях знаний. В значительной степени это касается студентов магистратуры физико-математической и информационно-технологической специализаций, которые должны будут предоставлять своим будущим ученикам сведения о новейших достижениях в сфере естественных и математических наук, высоких технологий. Принимая во внимание быстрые темпы развития, например, робототехники, содержание школьной программы в этом аспекте обречено на постоянное отставание от реалий. Поэтому будущий учитель должен быть готов к постоянному самосовершенствованию, а значит, к поиску необходимой информации в различных источниках, включая Интернет. Актуальнейшая информация о развитии передовых технологий преимущественно представлена на иностранном (чаще всего – английском) языке. А это уже вторая сторона проблемы. Следовательно, будущий педагог обязан иметь соответствующий высокий уровень не только профессиональной, но и иноязычной компетенции, для того, чтобы, во-первых – качественно исполнять свои непосредственные обязанности (поддержание высокого уровня преподавания предмета), а во-вторых –

соответствовать требованиям, диктуемым изменениями в парадигме национальной образовательной системы в условиях её европеизации.

Проблема повышения иноязычной компетентности специалистов постоянно исследуется учёными. Научный анализ работ, освещающих опыт иноязычной подготовки будущих специалистов в педагогических вузах Украины, во-первых – позволяет выделить противоречия между задачами современного европейского образования и уровнем иноязычной подготовки преподавателей специальных дисциплин, необходимым для реализации профессиональных функций; во-вторых – демонстрирует, что вопрос иноязычной компетентности магистрантов физико-математических и информационно-технологических специальностей изучен недостаточно. Профессорско-преподавательский состав высшего учебного заведения преимущественно состоит из выпускников магистратуры, следовательно, преподавание предметов на английском языке целесообразно проводить, прежде всего, среди соискателей степени магистра.

На Украине возможность преподавания отдельных дисциплин на иностранном языке закреплена на законодательном уровне. Однако, на практике возникают проблемы, связанные с неготовностью учителей неязыковых специальных дисциплин к преподаванию на английском языке (Вернигора, 2016; Громов & Лазаренко, 2017). Поэтому высокий уровень владения именно английским языком должен стать основным пунктом профессионального развития преподавателей специальных дисциплин. В Украине есть примеры преподавания на английском языке экономических, информационных и правовых дисциплин (задействуются отечественные специалисты или приглашенные иностранные профессора). В некоторых ведущих университетах страны уже сделаны первые шаги в направлении интернационализации образования, в частности:

- 1) увеличены объемы преподавания дисциплины «Английский язык для профессиональной коммуникации»;
- 2) по инициативе преподавателей на английском языке читаются отдельные курсы в рамках общеобразовательных дисциплин;
- 3) по инициативе отдельных факультетов введены целые магистерские программы с преподаванием на английском языке;
- 4) поощряется написание и защита квалификационных работ на английском языке;
- 5) страницы официальных Web-сайтов университетов дублируются на английском языке;
- 6) организовываются англоязычные клубы досуга для студентов и преподавателей;

- 7) открываются бесплатные англоязычные курсы для преподавателей нефилологических специальностей (Вернигора, 2016).

В то же время очевиден недостаточный общий уровень иноязычной подготовки студентов нефилологических факультетов педагогических университетов, поскольку иностранный язык изучается лишь на первых двух курсах. Поэтому подавляющее большинство студентов магистратуры оказываются неготовыми к продуктивной работе с англоязычными источниками учебной и научной информации по своей специальности (Kolomiets, Kolomiets, & Gromov, 2017).

С целью улучшения данной ситуации в Винницком государственном педагогическом университете имени Михаила Коцюбинского стартовал пилотный проект по преподаванию магистрантам нефилологических специальностей общеобразовательных дисциплин на английском языке. Благоприятным условием для начала эксперимента стало обстоятельство, что абитуриенты в магистратуру сдают обязательный вступительный экзамен по иностранному (чаще всего – английскому) языку. Кроме того, поскольку упомянутые дисциплины, в основном, являются общенаучными, их может преподавать любой доктор или кандидат наук, владеющий иностранным языком на уровне не ниже «B2», либо это может быть профессиональный преподаватель иностранного языка, имеющий значительный опыт научной деятельности и/или смежную специализацию.

Удачным примером общенаучной учебной дисциплины, которую рекомендуется преподавать на английском языке, есть «Методология и методика научных исследований». Программа дисциплины, в частности, предполагает формирование навыков работы с источниками научной информации. Целесообразность (даже необходимость) преподавания этой дисциплины на английском языке объясняем наличием нескольких причин:

- 1) выход украинской науки на международный уровень (публикации в иностранных журналах, участие в грантовых программах международных организаций, научное сотрудничество и академический обмен);
- 2) необходимость анализа иностранных научных исследований, как правило, представленных на английском языке;
- 3) обязательное требование составления аннотаций к диссертациям и другим научным публикациям на английском языке;
- 4) возможность чтения лекций, семинаров и повышение квалификации профессорско-преподавательского состава в иностранных университетах;

- 5) потребность украинских университетов в кадрах, владеющих английским языком, на уровне преподавания магистрантам и иностранным студентам;
- 6) требование Министерства образования и науки Украины к доцентам и профессорам владеть иностранным языком на уровне «B2» или выше;
- 7) необходимость повышения уровня владения английским языком, являющимся основным средством коммуникации в IT-сфере;
- 8) преподавание дисциплин на английском языке поднимет престиж отдельных факультетов и привлекательность университетов в целом;
- 9) перспектива чувствовать себя свободно, принимая участие в работе международных конференций, симпозиумов и семинаров за границей;
- 10) резкое повышение профессионального имиджа университетского преподавателя, владеющего иностранным языком, среди студентов.

Перечисленные выше причины и преимущества такого обучения были нами обговорены со студентами всех факультетов университета. Однако, как показали результаты опроса, лишь треть магистрантов обнаружили стойкое желание изучать данный курс на английском языке. Этот факт свидетельствует о том, что не все студенты осознают преимущества, которые дает хорошее владение английским языком каждому специалисту, учёному, личности в целом. Большинство студентов просто стараются избегать трудностей. Очевидно, что подобное отношение нужно менять.

Для участия в пилотном проекте были задействованы студенты нефилологических специальностей, продемонстрировавшие наилучшие знания по английскому языку на вступительном экзамене в магистратуру. Ими оказались студенты Факультета математики, физики и технологий.

Материалы для лекционных и практических занятий подготовлены в максимально понятной, как для студентов неязыковых специальностей, форме (подробный глоссарий, специальные словари, презентационные материалы). В соответствии с разработанной рабочей программой, контент учебной дисциплины «Methodology and Principles of Scientific Research» одновременно содержит темы как общенаучного характера («Methodology as a Science», «History of Science: Scientific Discoveries of the Past and the Present», «Methods and Techniques of the Scientific Research», «Assessment of the Scientific Effectiveness»), так и темы, отдельно освещающие основные подходы, принципы, этапы проведения исследований, рекомендации по подготовке, написанию и корректному оформлению магистерских работ, обнародованию результатов научных исследований («Categorical Apparatus

and Structure of the Scientific Research», «Publication of the Research Results», «Mistakes which Must Be Avoided while Carrying on the Scientific Research»). Таким образом, кроме теоретической ценности, предлагаемый курс имеет широкий прикладной характер, что дополнительно мотивирует студентов.

Учитывая тот факт, что студенты нефилологических специальностей, в отличие от студентов-филологов, объективно не имеют соответствующих навыков грамотного конспектирования иноязычного материала «на слух», было принято решение отказаться от привычного формата проведения лекций. Для облегчения восприятия материала создана мультимедийная презентация, в которой, кроме обычных схем, таблиц, рисунков, диаграмм, также представлено до 90% текстовой части лекции. Презентация служит дополнительной визуализацией информации (по образу субтитров).

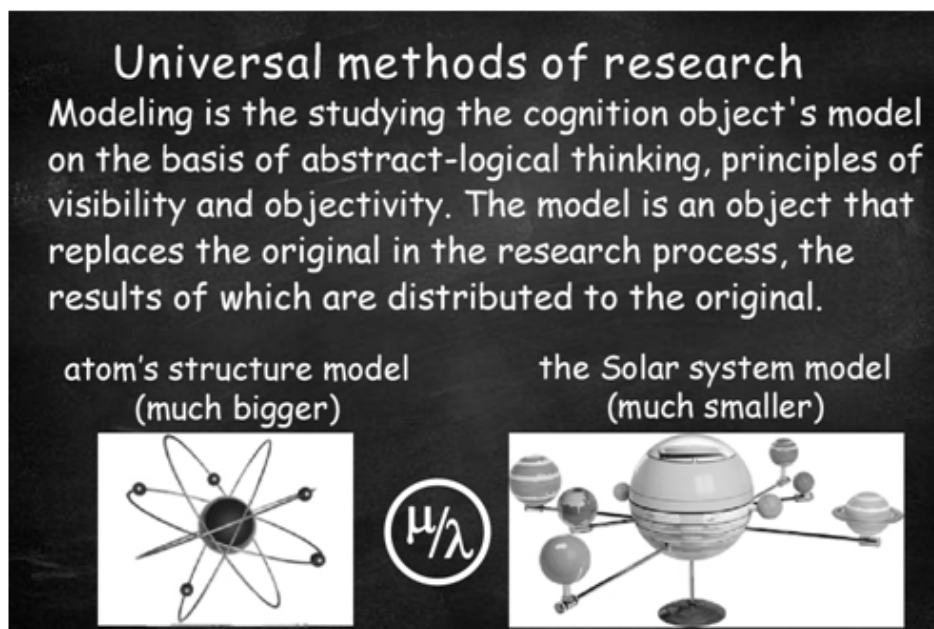


Рисунок 1. Фрагмент лекции «Methods and Techniques of Scientific Research»
Figure 1 Fragment of lecture «Methods and Techniques of Scientific Research»

Студентам было предложено не отвлекаться на конспектирование материала, а ограничиться короткими заметками (по необходимости). Основной акцент сделан не на записывании лекции (с последующим заучиванием), а на максимальном понимании материала непосредственно в режиме реального времени. Усвоение информации происходит посредством одновременного использования, по крайней мере, двух видов перцепции – слуховой и зрительной. Студенты внимательно слушают голос лектора, одновременно воспринимая визуальный образ услышанного предложения (фразы, словосочетания). Известно, что многие лексемы английского языка (особенно происходящие от греческих и латинских слов) имеют разное звуковое и визуальное представление. С другой стороны,

многочисленные английские омофоны сильно влияют на правильность «звукового» понимания предложения. Данные лингвистические трудности могут ввести в заблуждение даже хорошо подготовленных студентов-филологов, не говоря уже о студентах нефилологических специальностей с объективно более низким уровнем иноязычной подготовки. Комбинация звукового и визуального представления информации заметно повышает шансы студентов на лучшее понимание и усвоение материала.

Учитывая тот факт, что контент курса содержит новую и довольно специфическую научную лексику, студентам предлагается ознакомиться заранее с глоссарием основных терминов из предстоящей лекции. Вместе с другими вспомогательными материалами глоссарий размещается на страницах специально созданного обучающего блога (<https://vdpu-science.livejournal.com>). Отметим, что написанные «от руки» глоссарий и конспекты лекций есть те «легальные» источники информации, которые, согласно предварительной договоренности, студентам разрешено использовать при сдаче дифференцированного зачёта. Все лекционные материалы предлагаются студентам в электронном виде на страницах блога для самостоятельной проработки. С целью предотвращения бездумного копирования, тексты лекций размещаются в блоге не в удобном для «копиастинга» формате (*.doc, *.docx, *.rtf, *.txt), а как растровое *.jpg-изображение. Имея доступ в Интернет, студент может подготовить конспект прослушанной лекции в удобное время, в удобной обстановке, одновременно совершенствуя полузабытые навыки англоязычного письма.

В качестве заданий на практические занятия предлагаются следующие виды работ (аудиторные и самостоятельные): поиск в Интернет и классификация англоязычных источников по теме магистерской работы; анализ англоязычных научных статей по теме исследования; обсуждение проблематики, заданий, объекта, предмета магистерской работы, а также публичное обсуждение актуальности и научной ценности исследования; on-line-дискуссии на страницах специализированного блога по актуальным вопросам подготовки дипломной работы и другим научным проблемам.

Напомним, что «Методология и методика научных исследований» – это обязательная учебная дисциплина, которая на протяжении десяти лет преподается в университете магистрантам всех специальностей на родном украинском языке, а эксперимент с англоязычной версией курса проводят исключительно на добровольных началах. По прошествии первых нескольких занятий стало понятно, что преподавание дисциплины «Methodology and Principles of Scientific Research» на английском языке заинтересовало большинство студентов, принимающих участие в пилотном проекте. Согласно проведённому опросу, молодые люди, кроме дополнительной нагрузки, испытывают живой интерес, ответственность,

азарт и гордость за то, что именно их факультет был выбран для участия в эксперименте. По мнению студентов, подобная практика призвана повысить престижность обучения специальностям физико-математической и информационно-технологической направленности. Оценивая общее впечатление, можем утверждать, что наши магистранты ощущают себя студентами настоящего европейского университета. Это и есть один из этапов европеизации.

Кстати, кроме мотивационных бонусов, преподавание дисциплины «Methodology and Principles of Scientific Research» способствует развитию терминологической компетентности будущих учителей физики, математики, информатики и технологий, поскольку обобщает все уровни терминологической системы, с которой доводится сталкиваться учителю в профессиональной реальности (отраслевая, межотраслевая, общенаучная).

Выводы *Conclusions*

Принимая во внимание тот факт, что все будущие магистранты сдают вступительный экзамен по английскому языку, совершенно логично вводить иноязычное преподавание общенаучных дисциплин именно среди студентов магистратуры. Анализ комментариев демонстрирует, что магистранты одобряют идею преподавания общенаучных дисциплин на английском языке, однако, наблюдения показали, что формы проведения таких занятий должны отличаться от традиционных подходов. Англоязычный контент должен быть более насыщенным, разнообразным и динамичным для того, чтобы не только способствовать лучшему усвоению материала, но и дополнительно мотивировать магистрантов к изучению других дисциплин на английском языке. Такой подход будет стимулировать и студентов младших курсов серьезнее относиться к занятиям по английскому языку, прилагать усилия по поддержанию высокого уровня собственной иноязычной компетентности, ведь практика преподавания общеобразовательных дисциплин на иностранном языке постепенно будет распространяться и на студентов младших курсов.

К дальнейшим направлениям исследований относим не только поиск путей повышения эффективности преподавания дисциплины «Methodology and Principles of Scientific Research» магистрантам специальностей физико-математической и информационно-технологической направленности, но и изучение вопроса иноязычного преподавания общенаучных дисциплин и даже специальных предметов студентам магистратуры социально-гуманитарной направленности.

Summary

The article is devoted to the matters of improvement of the foreign language competency of future Masters of Pedagogical Sciences. The problem of gradual introduction of teaching certain general-academic disciplines using the English language is considered one of the effective ways to increase the students' foreign language competency. The undergraduates of the Physical-Mathematical and the Informational-Technological specializations were chosen as a target group. By the example of «Methodology and Principles of Scientific Researches» the authors prove the urgency and expediency of teaching certain academic disciplines in the foreign languages to the applicants for Master's degree in Pedagogical Sciences. The analysis of students comments shows that they approve the idea of teaching certain general-scientific disciplines in the English language however the observations has also shown that the forms of conducting studies in the foreign languages should be different from the traditional approach. English-language content of the disciplines should be richer, more diverse, more dynamic in order not only to promote better comprehension of the material, but also for further motivation of undergraduates to study other academic disciplines in the foreign languages. This approach will also stimulate the junior students to treat their own foreign language training more seriously, as the practice of teaching certain general-scientific disciplines using the foreign languages should be extended to University junior courses. Every future teacher should have the appropriate level of both professional and the foreign language competency to be able to perform his/her professional duties qualifiedly. It's also important to act according to the general requirements which are dictated by the change of educational paradigm in the conditions of Europeanization of the Ukrainian educational system. It has also been stated that the foreign language competence had become a professional and cultural prerequisite for building unified (globalized) Europe, and multilingualism had become a part of the European identity. Therefore, the foreign language training of future specialists should be conducted taking in account the prospects of European integration of Ukraine.

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DISCUSSIONS OF POLITICAL ISSUES AT FOREIGN LANGUAGES' CLASSES FOR UNIVERSITY LEVEL STUDENTS

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Abstract. Discussion is a methodological instrument, which helps to perfect students' communicative competence and the central process through which students can be encouraged interact with one another, their academics, and the information sources.

A foreign language academic encourages discussion using newspaper headlines. The topicality of the headlines contain indirect impulses, which encourages a reader (a student) to develop and express his/her own opinion.

Migration issues have become topical and up-to-date recently. Higher education also is a sphere of life, which is concerned with this topic. The topic is also in the focus of students and academics' attention at Rezekne Academy of Technologies and is used successfully at foreign languages' classes.

The aim of the paper is to demonstrate methodological approaches how to develop students' discussion skills on political issues through the acquisition of migration terminology using newspaper headlines and using of them in discussions on the migration issues.

Communicative, discourse analysis content and critical analysis methods were used in the research.

Vocabulary is crucial in learning and teaching for specific purposes. Three C's (conveying meaning, checking, and consolidation) approach has been used in acquisition of new vocabulary at foreign language classes. Foreign languages for specific purposes concentrate more on language in context than on teaching grammar and language structures.

Keywords: an authentic text, discussion, foreign languages for specific purposes, migration issues newspaper headlines, three C's approach.

Introduction

Discussion is a vehicle for helping students reach a critical understanding about a topic, for promoting self-understanding, for fostering appreciation for diversity of opinions, and for leading to informed action. Discussion is the

central process through which students can be encouraged interact with one another, their academics, and the information sources.

The aim of the paper is to demonstrate methodological approaches how to develop students' discussion skills on political issues through the acquisition of migration terminology using newspaper headlines and using of them in discussions on the migration issues.

Migration issues have become topical and up-to-date in Europe and all over the world lately and they have influenced all spheres of people life. Higher education also is a sphere of life, which is concerned with this topic.

The topic is also in the focus of students and academics' attention at Rezekne Academy of Technologies and is used successfully at foreign languages' classes. The headlines from the British newspaper "The Independent" and the German newspaper "Die Zeit" were selected for vocabulary acquisition and discussions at foreign languages' classes to represent a spectrum of the newspaper industry. The period selected was determined by the European migrant crises or refugee crises so, the years 2015 and 2016 had been chosen.

Orientation function of newspaper headlines is a key component in their interpretation. The focus on headlines was chosen for vocabulary acquisition and discussions at foreign languages' classes because, while a lot of the news consumers do not read whole articles, media studies have proved that even casual readers pay attention to headlines, which therefore serve as cognitive shortcuts that influence large number of readers (Infantidou, 2009). They also particularly influence the readers who do not have their own opinion on the topic, these readers are more likely to read only the headlines and will be more influenced by their messages. Dor explains that newspaper editors who decide about the headlines do their best to attract readers' attention to stories while still applying to their "prior expectations and assumptions" (Dor, 2003, 714). Headlines are thus coined by non-specialist editors for non-specialist readers and they are more likely to reflect the prevailing common beliefs than the full-text articles. Moreover, they have an independent impact on readers' perceptions of events and sometimes essentially differ from the full text of the articles (Infantidou, 2009; 700). The readers often bring their own interpretation schemas after reading of the headlines.

Communicative, discourse analysis content and critical analysis methods were used in the research.

Terminology acquisition – theory and practice

For this study, theory on vocabulary and terminology acquisition is essential. The students have to be trained to use the vocabulary learning strategies and acquire them appropriately at foreign languages' classes. Specific

terminology is an inseparable part of any teaching syllabus and it has to be taught in a well-planned way and on the regular basis. It is essential to decide carefully what vocabulary items will be selected for teaching. Students usually face difficulties while acquiring new foreign vocabulary. It is not easy to learn new vocabulary items, especially the terms of different academic and professional fields because they are low frequency words and are not encountered very often. New vocabulary items are acquired over a certain period of time. Schmitt considers that the aim of vocabulary learning is to transfer lexical items from short-term memory, where they reside during foreign language courses at university level, to long-term memory, where they are designed based on students' needs depending on their study fields. (Schmitt, 1997, 131). The aim is to develop students' proficiency and prepare them to be ready to cope with a variety of situations in their study and future professional fields. In order to develop an ability to acquire new vocabulary and terminology, for both general foreign and specific vocabulary the students have become aware of the importance of language learning strategies and are trained to use them appropriately. The academics put a lot of effort in assisting them to acquire vocabulary related to their study field. Foreign languages for specific purposes refer to the learners, the languages required and the learning context, and thus establish the priorities of needs.

Seal is aware that if the teacher considers that the word is worth to be acquired, then it is essential that this is done efficiently, and a set of procedures should automatically be set into operation (Celce-Murcia, 2013, 299). It can be called the three C's approach: convey meaning, check understanding and consolidate (Celce-Murcia, 2013, 301-304). The approach comes from teaching English as the second foreign language but it can be successfully used also in teaching foreign languages for specific purposes. First, the foreign language academic should convey the meaning of the lexical item. This can be done by choosing from a variety of opportunities (a synonym, a definition, visual aids, word relations, pictorial schemata, context, word roots and affixes). Second, the academic checks if the student has understood properly. It can be done by series of questions, filling in the blanks or finishing the sentences, matching pairs, sorting exercises and pictorial schemata. Third, the lexical item should be consolidated and the students should relate the lexical item to their personal experience, preferably using it in a personally meaningful context. Consolidation can be done through problem-solving tasks, values clarification, a speech or dialogue, role-play or a dialogue. The main mistake is to stop at stage 1. With the 3 C's approach it is achieved that students demonstrate that they have understood and can use the lexical item. At the same time the academic can feel confident that the students will be able to comprehend them on a future encounter and use them appropriately.

Discussions on political issues are up-to-date and attracting for students as the issues of migration have become the integral part of our life. This is the reason why the topic was chosen for discussion. First, the differences among three main terms “a refugee”, “an asylum-seeker” and “a migrant” were clarified and it was found out that it was not always used correctly in the newspaper headlines.

Why have exactly the newspaper headlines been chosen for this purpose? What are their advantages in foreign language acquisition? First, it is work with authentic text, which includes authentic language, which sometimes can be too complicated for students' knowledge level. Second, but not less important, academics have to take into consideration two essential factors: digital technologies are an integral part of education process (online information is preferred to printed materials) and students read fast or as it is defined, in a selective way, choosing the most important information, which is essential, bright, useful, etc. Online newspapers and their headlines are the most appropriate for such purposes – short and authentic texts in a foreign language, which contains an expedient informative material. The headlines arouse interest, encourage to interpret information acquired and formulate one's own opinion. Headlines are transmitters of information between a sender and a recipient and they are a key of the text but in the particular research they are a key to discussion.

New lexical items and terms linked with migration issues were identified and acquired through three C's approach in order to develop students' discussion skills (Table 1). The groups of translators-in-training were chosen. The main foreign languages these students master are English and German. The students read the headlines of the articles and put down the vocabulary items linked with migration issues.

Table 1 Lexical material for preparing of discussions on migration issues using newspaper headlines

	English	German
verbs	<i>to arm, raise, demolish, pledge, cope with, deport, combat, smuggle, sink, trap, escape, dispatch, debunk, retract, skewer, unleash, ignite, resettle</i>	<i>bedrohen, brauchen, gefährden, überfordern, verfolgen, übersetzen, verdienen, sichern, wachsen, schaffen, scheitern</i>
nouns	<i>clash, official, camp, snooper, charter, riot, influx, aid, plight, shelter, border, rule, exclusion, hostility, campaigner, surge brawl, backlash, allegiance, oath, concern, persecution</i>	<i>die Welt, die Macht, der Aufnahmezustand, die Altersbestimmung, der Sozialneid, der Bürger, die Willkommenskultur die Werte, die Grenze, das Problem, der Feind, der Helfer, die Integration, die Ausbildung, die Erstaufnahme, die Arbeitssuche, der Streit, die Jahrhundertchance</i>

adjectives	<i>violent, unacceptable, infamous, permanent, inhumane, bizarre</i>	<i>schmierig, unwürdig, gefährlich, schwarzarbeitend, menschlich, neidisch</i>
Semantic field	<i>aid agency, asylum seekers, discourage migration, economic migrants, illegal immigrants, immigration debate, illegal entry, immigration powers, immigration referendum, Mediterranean tragedy, Mediterranean migrants, Mediterranean crisis, Mediterranean migrant tragedy, Mediterranean refugee children, migrant boats, migrant plan criticism, migrant crisis, migrant deaths, refugee camp, refugee policy, refugee crisis, trafficked migrants</i>	<i>Flüchtlingspolitik, - camp, - hilfe, - kinder, - krise, - massen, - farce, - unterkunft, - heim,</i>

Discussions at foreign languages classes

Foreign languages for specific purposes concentrate more on language in context than on teaching grammar and language structures. Brookfield and Preskill define discussion as “an alternately serious and playful effort by a group of two or more to share views and engage in mutual and reciprocal critique” (Brookfield & Preskill, 2005; 6). Discussion is a vehicle for helping students reach a critical understanding about a topic, for promoting self-understanding, for fostering appreciation for diversity of opinions, and for leading to informed action. These outcomes can be achieved only if students possess a particular information. The specialists of discourse analysis recognize language use to be of primarily transactional not just of representative or expressive nature. It is particularly essential in the cases when foreign languages are to be used to naturalize political dominance or even legitimize power abuses (van Dijk, 2001).

In order to evolve successful discussions, the academics have to pre-plan and facilitate them actively. The academics have to facilitate the beginning of discussions keeping discussions going through questioning, listening, responding, and making of conclusions.

The students of the translators’ programme had to guess and discuss the content of the following articles from the newspaper headlines. The headlines were chosen by the foreign languages’ academics (Table 2). The students worked with the headlines of the newspaper articles. They tried to guess what the articles were about just from their headlines.

Table 2 The chosen newspaper headlines in English and German

Task for Discussion	English	German
Analysis of the facts	<p><i>Refugee crisis: EU pledges €700m in extra aid to cope with influx from Syria and Iraq (The Independent March 2, 2016)</i></p> <p><i>Refugee crisis: 500 asylum seekers sheltering just miles away from EU summit in Belgium (The Independent March 6, 2016)</i></p> <p><i>Refugee crisis: More than 3,500 migrants held in 'wholly unacceptable' conditions after crossing English Channel to UK (The Independent March 8, 2016)</i></p>	<p><i>Flüchtlinge: 1.500 geschenkte Leben (Die Zeit 26.Februar 2016)</i></p> <p><i>Flüchtlinge: Das hat überhaupt nichts mit Fremdenfeindlichkeit zu tun (Die Zeit 23.Juni 2015)</i></p> <p><i>Flüchtlingspolitik: Das war kein gutes Jahr (Die Zeit 29.September 2016)</i></p> <p><i>Integration: Zwei Drittel können kaum lesen und schreiben (Die Zeit 3.Dezember 2015)</i></p>
Headlines - questions	<p><i>Is immigration good for our economy? (The Independent April 13, 2015)</i></p>	<p><i>Flüchtlinge: Warum vermieten so wenige Privatpersonen an Flüchtlinge? (Die Zeit 19.Mai 2015)</i></p> <p><i>Asylpolitik: Heute Flüchtling, morgen Arbeitsloser? (Die Zeit 17.September 2015)</i></p> <p><i>Flüchtlingsunterkünfte: Wie teuer darf ein Container sein? (Die Zeit 31.Oktober 2015)</i></p>
Style figures	<p><i>Refugee crisis: Migrants trapped at Greek-Macedonian border escaped hell and are now stuck in purgatory (The Independent March 6, 2016)</i></p> <p><i>Dispelling the myth of the humane refugee camp (The Independent March 6, 2016)</i></p> <p><i>The tragic tide of refugees must be stopped at its source (The Independent April 16, 2015)</i></p>	<p><i>Flüchtlinge: Ein Teller Wärme (Die Zeit 12.Juli 2015)</i></p> <p><i>Flüchtlinge: Tod oder England (Die Zeit 30.Juli 2015)</i></p> <p><i>Flüchtlinge: Nix Gepäck, nix Job (Die Zeit 6.August 2015)</i></p>
Comparing of information in the texts of similar content	<p><i>1.The 900 refugees drowned in the Mediterranean were killed by British government policy (The Independent April 20, 2015)</i></p> <p><i>2.Teenage survivors tell of terror as migrant boat smashed into rescue ship and hundreds drowned (The Independent April 21, 2015)</i></p> <p><i>3.Refugee crisis: 25 killed after boat sinks off Turkish coast (The Independent March 6, 2016)</i></p>	<p><i>1. Wir brauchen Flüchtlingskinder (Die Zeit 3.April 2015)</i></p> <p><i>2.Die Flüchtlinge sind ein Glück für uns (Die Zeit 20.August 2015)</i></p> <p><i>3.In Bremen geht jedes Flüchtlingskind zur Schule (Die Zeit 15.Oktober 2015)</i></p>

The practical procedure of the research done

The foreign languages classes at Rezekne Academy of Technologies started with brainstorming on the migration issues that is a topical problem lately. The classes took place in spring, 2018. Two groups of students were chosen. The research was done by two foreign languages' academics both at English and German classes. The academic provided newspaper headlines on the migration topic. First, vocabulary work was done. New vocabulary items were acquired through three C's approach – first the meaning was conveyed through definitions, synonyms, word relations or examples Then the comprehension of the new vocabulary items was checked through a variety of the questions. At last, consolidation of the vocabulary acquired was started through moving to the discussions on the headlines. Students had to interpret and try to guess what the newspaper articles were about, what connotation, discourse and content they contained Students also expressed and shared their own opinions as well asked a variety of the questions to one another and to the academic.

Students' home assignment was to choose one of the headline and prepare a structured speech on the topic using the vocabulary acquired. The table below reflects the chosen headlines both at English and German classes and the vocabulary acquired during discussions (Table 3). It is a synopsis of the students' answers created by both foreign languages' academics. 80% of the students in English group and 90% of the students in German group chose the articles mentioned above.

The students had to fill in the questionnaires after the work with the newspapers' headlines. The students were asked about their main gains after the foreign language classes of work with newspapers' headlines. According to the students' questionnaires and the observation of the paper's authors, the discussions on the migration issues brought the following advantages into the foreign language classroom:

- It leads to transformation of world perception;
- It helps to explore the diversity of perspectives;
- It teaches the breadth of world perception and develops empathy and tolerance;
- It develops communication skills and sharing of ideas;
- It helps students to comprehend and examine their assumptions on migration issues;
- It encourages respectful and attentive listening to others' opinion;
- It encourages students' involvement and interest in the topic;
- Students are involved and become co-creators of knowledge and information;
- Students acquire democratic discourse.

Table 3 The opinions expressed during the discussions and vocabulary acquired on the topics

Topics chosen for the encouraging of the discussions	The tragic tide of refugees must be stopped at its source (<i>The Independent April 16, 2015</i>)	Heute Flüchtling, morgen Arbeitsloser? (<i>Die Zeit 17. September 2015</i>)
Opinions expressed during discussions	<p>1) During illegal migration a lot of asylum seekers sink in the Mediterranean sea, but those who survive are trapped in refugee camps in plight.</p> <p>2) The world has to cope with migrant crisis.</p> <p>3) A large number of illegal immigrants ignites atmosphere in European countries.</p> <p>4) EU officials and politicians have to cope with migrant crisis.</p> <p>5) If a large number of refugees resettle to Europe, they bring different culture and problems, and it can cause hostility and backlash of local inhabitants.</p>	<p>1) Refugees have difficulties to integrate and find jobs.</p> <p>2) Accepting of refugees embargoes not only an additional social burden but also a huge responsibility</p> <p>3) An intensive influx increases a formal unemployment statistics.</p> <p>4) Refugees get lower salaries than the local inhabitants.</p> <p>5) A good education is necessary to get a good job. Unemployment of migrants is the consequences of poor education..</p>
Lexis consolidated during discussion	<p>cope with, deport, sink, trap, escape, dispatch, ignite, resettle, clash, official, camp, charter, influx, aid, plight, shelter, border, rule, exclusion, hostility, surge, surge of people backlash, violent, unacceptable, infamous, permanent, inhumane, aid agency, asylum seekers, discourage migration, economic migrants, illegal immigrants, immigration debate, illegal entry, immigration powers, migrant plan criticism, migrant crisis, migrant deaths, refugee camp, refugee policy, refugee crisis</p>	<p>bedrohen, brauchen, überfordern, verfolgen, verdienen, sichern, wachsen, schaffen, scheitern, der Aufnahmezustand, der Sozialneid, der Bürger, die Werte, die Grenze, das Problem, der Helfer, die Willkommenskultur, die Integration, die Ausbildung, die Erstaufnahme, die Arbeitssuche, der Streit, die Flüchtlingspolitik, die Hilfe, die Unterkunft, die Ausbildung, gefährlich, schwarzarbeitend, menschlich, neidisch</p>

Conclusion

Discussion is the central process through which students can be encouraged interact with one another, their academics, and the information sources. A

foreign language academic encourages discussion using newspaper headlines. The topicality of the headlines contain indirect impulses, which encourages a reader (a student) to develop and express his/her own opinion. It is essential that the work with newspaper headlines is work with authentic, not adapted texts. Discussion is a methodological instrument, which helps to perfect students' communicative competence. Students' interactive activities are simulated during discussions. They learn not only to provide arguments for their opinions, but also to listen to the others, ask and answer, look for additional information, check the facts and assumptions. The authors firmly believe that the processes they describe nurture and promote both human growth and democracy.

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ФОРМИРОВАНИЕ ГРАММАТИЧЕСКИХ НАВЫКОВ ТУРКМЕНСКИХ СТУДЕНТОВ НА МАТЕРИАЛЕ РУССКИХ ИМЕН ПРИЛАГАТЕЛЬНЫХ

Formation of grammatical skills of Turkmen students on the material of Russian adjectives

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Abstract. *The article is devoted to the pressing issue of formation of grammatical skills of foreign students. The author presents the concept of formation of grammatical skills of Turkmen students taking into consideration their mother tongue. The implementation of this concept is shown on the material of Russian adjectives. The article contains an overview of linguistic research on Russian language by Turkmen linguists, including a comparative aspect. The comparative analysis data was taken into account in the development of materials for the experimental training of Turkmen students. The article describes a complex of exercises which are aimed at the formation of grammatical skills of Turkmen students on the material of adjectives based on their mother tongue. Complexes of exercises that develop these skills include language exercises (choice and completion, transformational, etc.), conditional speech exercises, including exercises based on the text (question-answer, descriptive with graphic or visual aid, etc.), proper speech, creative tasks, providing for the creation of their own texts of various types. The article presents the results of an experiment conducted by us among the foreign students of Pskov State University. As a result, the effectiveness of the developed model of the formation of the grammatical skills of Turkmen students was proved on the basis of adjectives.*

Keywords: *adjective, grammatical skills, high school pedagogics, Russian, Turkmen.*

Введение

Introduction

Формирование коммуникативных умений (говорение, аудирование, письмо и чтение) является основной целью обучения РКИ (русскому языку как иностранному) и опирается на сформированные аспектные речевые навыки – фонетические, лексические и грамматические.

Формированию грамматических навыков, необходимых для осуществления успешной коммуникации иностранцев на русском языке посвящено и наше исследование, что и определяет его актуальность.

Цель исследования: теоретическое и экспериментальное обоснование эффективных педагогических средств и способов формирования грамматических навыков (на материале имен прилагательных) у туркменских студентов (элементарный и базовый уровень обучения РКИ).

Для решения цели были поставлены следующие задачи:

1. Изучить научно-методическую литературу по проблеме исследования.
2. Определить совокупность грамматических навыков, формируемых на материале имен прилагательных.
3. Проанализировать представленность и систему учебной репрезентации имен прилагательных в учебниках РКИ для элементарного и базового уровня обучения.
4. Произвести сопоставительный анализ грамматических свойств русских и туркменских имен прилагательных с целью прогнозирования туркменско-русской грамматической интерференции.
5. Разработать и обосновать педагогические способы и средства формирования грамматических навыков туркменских студентов на материале имен прилагательных с учетом их родного языка.
6. Экспериментально доказать эффективность данных способов и средств.

Обращение к этой неразработанной проблематике определило новизну нашего исследования.

В работе были использованы следующие методы исследования:

- 1) Анкетирование, педагогическое наблюдение.
- 2) Сопоставительный лингвистический анализ.
- 3) Педагогический эксперимент.
- 4) Методы математической и статистической обработки данных эксперимента.

Базой исследования явились 2 группы туркменских студентов Псковского государственного университета, изучающих русский язык как иностранный на предвузовском этапе.

Теоретико-методологической основой исследования стали основные положения современной педагогики и лингводидактики (Гальскова & Гез, 2006; Гулье, 2004; Колесникова, 2007), методики обучения неродному языку и, прежде всего, русскому языку как иностранному (Иевлева, 1981; Капитонова & Московкин, 2006; Балыхина, 2007; Шаклеин, 2008), а также функциональной грамматики (Кокорина, 1982; Глазунова, 2009; Москальская, 2001; Шелякин, 2010).

Как показал анализ научно-методической литературы по проблеме нашего исследования, в российской лингводидактике практикуются

системный и коммуникативно-функциональный подходы к лингвометодическому описанию грамматических свойств имен прилагательных. Эти подходы реализуются и в учебных пособиях по грамматике, адресованных иностранным студентам и зарубежным преподавателям русского языка. В соответствии с туркменской методической традицией мы уделили особое внимание системному подходу, однако стремились вывести наших студентов и на уровень коммуникации.

В методической литературе описаны и трудности, с которыми сталкиваются иноязычные учащиеся при освоении русских прилагательных. Мы строили наш педагогический эксперимент с учетом результатов сопоставительного анализа грамматических свойств имен прилагательных русского и туркменского языков.

Сопоставительный анализ как средство прогнозирования межъязыковой интерференции

Comparative analysis as a means of predicting interlingual interference

Сопоставление систем родного и изучаемого языков или их фрагментов позволяет прогнозировать межъязыковую интерференцию и разрабатывать эффективные системы ее преодоления.

Части речи в русском и туркменском языках, в том числе и имя прилагательное, не рассматривались ранее в сопоставительном лингвометодическом аспекте. Мы осуществили такое сопоставление и в группе качественных прилагательных выявили расхождения

Качественные имена прилагательные, хотя и не имеют своих особых чисто грамматических признаков, тем не менее, они отличаются от относительных прилагательных некоторыми особенностями.

У русских качественных прилагательных могут быть полные и краткие формы, которые отсутствуют в туркменском: *добрый человек (ýagşy adam) – он очень добр (ol örän ýagşy)*.

Что касается образования кратких форм, то необходимо обратить внимание учащихся на выражение категории рода, которая отсутствует в туркменском языке (*богат, богата, богато*). Большое количество ошибок туркменские учащиеся допускают при образовании кратких форм имён прилагательных с несколькими согласными в конце основы. В ходе тренировки нужно отработать навык их образования таких форм: в мужском роде появляется или беглое *-o-* (после твёрдых согласных перед *-к-*, напр.: *близкий – близок, близка; краткий – краток, кратка; низкий – низок, низка* и т. п.), или беглое *-e-* (после мягких согласных или после твёрдых перед *-н-*, напр.: *бойкий – боек, бойка; буйный – буен, буйна; бедный – беден, бедна*).

Особого внимания требует образование сравнительной степени прилагательных. Как показал сопоставительный анализ, значение качества одного предмета в сравнении с другим передается в туркменском языке не суффиксальными образованиями, как в русском (*слабый – слаб-ее, дорогой – дорож-е*), а лексически: *старый (garry) – старше (uly)*, при помощи аналитической формы: *долгий (uzak) – дольше (uzak wagt)*, или не имеет особого выражения, а различается по контексту. Таким образом, синтетическая форма сравнительной степени должна отрабатываться в туркменской аудитории особенно тщательно.

Склонение качественных и относительных прилагательных как аспект грамматической репрезентации русских имен прилагательных в туркменской аудитории особенно важно, т.к. в туркменском языке имя прилагательное – неизменяемая часть речи, которая никак не согласуется с определяемым словом.

Представляя парадигму склонения прилагательных учащимся-туркменам, по орфографическому выражению окончания необходимо различать твердые и мягкие типы склонения: твердое с ударением на основе (*новый, новая, новое, новые*), твердое с ударением на окончании (*молодой, молодая, молодое, молодые*), мягкий с ударением на основе (*мягкий, мягкая, мягкое, мягкие*).

Притяжательные прилагательные в русском языке образуются при помощи суффиксов – ин-/-ын-, ов-/-ев- (*кошкин, курицын, братов*) или суффикса -j- (*лисий, волчий*). Эта группа русских прилагательных будет представлять для туркменских учащихся особую сложность, т.к. в их родном языке значение принадлежности выражается не прилагательными, а специальными аффиксами – показателями принадлежности, присоединяемыми к существительным в определенных синтаксических конструкциях, напр.: *отцов (дом) - atamyň jaý, сестрина (книга) - aýal doganymyň kitap, учителей (сын) - mugallymyň oguly*; *лисий (хвост) – tilkiniň guýruk*.

Таким образом, были выявлены основные различия морфологических свойств имен прилагательных в двух языках: отсутствие согласования в роде, числе и падеже прилагательных с существительными в туркменском языке, отсутствие там кратких форм прилагательных и несоответствия в сфере выражения степени проявления признака, а также расхождения способов передачи значения принадлежности (притяжательные прилагательные в русском языке – конструкции имен существительных с показателями принадлежности в туркменском). На этот грамматический материал мы и ориентировались при разработке материалов педагогического эксперимента.

**Опытно-экспериментальная работа по формированию
грамматических навыков туркменских студентов на материале
русских имен прилагательных**
*Experimental work on the formation of grammatical skills of Turkmen
students on the material of Russian adjectives*

Целью опытно-экспериментальной работы, проведенной нами в группах туркменских студентов ПсковГУ, было доказательство гипотезы, заключающейся в следующем: формирование грамматических навыков туркменских студентов на материале имен прилагательных будет более эффективным, если в программу практического курса РКИ будут введены комплексы лексико-грамматических упражнений, разработанные с учетом родного языка учащихся.

Как показал сопоставительный анализ двух языков, на материале имен прилагательных, должны формироваться такие грамматические навыки туркменских студентов, в сфере реализации которых возможно интерферирующее влияние родного языка:

- навык образования форм парадигмы склонения прилагательных (выражение категории рода, числа и падежа) и согласования прилагательных с существительными;
- - навык образования и употребления кратких прилагательных (на фоне полных);
- - навык образования и употребления форм степеней сравнения прилагательных;
- - навык образования и употребления притяжательных прилагательных (на фоне полных);
- а также актуальный для осуществления коммуникации навык реализации семантической и синтаксической сочетаемости имени прилагательного с другими компонентами фразы.

Результаты констатирующего среза показали, что все студенты контрольной и экспериментальной групп находятся на низком уровне сформированности данных грамматических навыков.

Следовательно, чтобы студенты могли более эффективно осуществлять коммуникацию на русском языке, необходимо провести ряд мероприятий, направленных на повышение уровня сформированности у них грамматических навыков на материале имен прилагательных.

На формирующем этапе эксперимента были реализованы 5 комплексов упражнений, разработанных с учетом результатов проведенного сопоставительного анализа. Комплексы упражнений были

направлены на формирование обозначенных выше грамматических навыков в рамках тем:

1. Согласование прилагательных с существительными в роде и числе: Именительный падеж.
2. Предложный, винительный и родительный падежи существительных с прилагательными в ед.ч.
3. Дательный, творительный и предложный падежи существительных с прилагательными в ед.ч.
4. Склонение имен существительных с прилагательными во мн.ч. 5/ Степени сравнений прилагательных.
5. Полная и краткая формы прилагательных. 7/ Притяжательные прилагательные.

Комплексы содержали языковые упражнения, когда студентам необходимо было образовать соответствующие грамматические формы по образцу (*быстрый – быстрее; слабый - ..., темный - ..., острый - ..., важный -*). Сочетаемость характеристики и словоизменительная парадигматика отрабатывалась в упражнениях на уровне словосочетания прилагательных с существительными. Продуктивные грамматические навыки формировались также в ходе трансформационных и подстановочных упражнений в вопросно-ответных диалогах с использованием заданных и формируемых определительных словосочетаний. В условно-речевых упражнениях студентам предлагалось включиться в учебную коммуникацию и расспросить друзей об их комнате в общежитии, родном городе, семье (с использованием вопросов, на которые отвечают имена прилагательные) или в языковой игре описать качества предмета (используя имена прилагательные), по которым группа должна отгадать предмет.

В упражнения на перевод включался языковой материал по всем отмеченным выше грамматическим темам, представляющим собой зону проявления возможной межъязыковой интерференции.

Комплексы упражнений были соотнесены с грамматическими темами учебника русского языка «Дорога в Россию» (Элементарный и базовый уровни) (Антонова, 2009) и предлагались студентам для аудиторной (60%) и домашней самостоятельной работы (40%) с последующим контролем.

Результаты контрольного среза показали, что в контрольной группе, занимавшейся в течение семестра по традиционному учебному плану, уровень сформированности грамматических навыков на материале имен прилагательных повысился с низкого до среднего у 45%, то в экспериментальной группе повышение уровня наблюдалось у всех студентов, более половины которых смогли достичь высокого уровня сформированности грамматических навыков (уровни определялись по

количеству набранных баллов при выполнении заданий констатирующего и контрольного срезов):

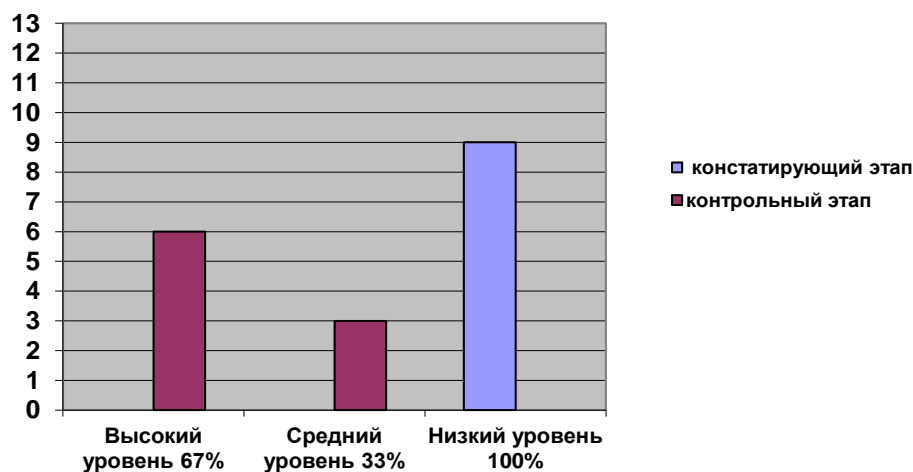


Рис. 1. Динамика сформированности грамматических навыков студентов экспериментальной группы (по данным констатирующего и контрольного этапов эксперимента)

Figure 1 Dynamics of the formation of grammatical skills of students of the experimental group (according to the data of the ascertaining and control stages of the experiment)

Выводы **Conclusions**

1. Наше исследование было посвящено актуальной для современной методики обучения РКИ проблеме – формированию лексико-грамматических навыков иностранных студентов. Исследование проводилось на материале обучения русскому языку туркменских студентов, для которых одной из наиболее сложных грамматических тем является «Имя прилагательное», в силу различий в русской и туркменской грамматических системах.
2. Согласно нашей концепции, решить задачу формирования грамматических навыков туркменских студентов на материале русских прилагательных позволит введение в практику их обучения РКИ специальных комплексов упражнений, разработанных с учетом туркменского языка.
3. Совокупность грамматических навыков, формирование которых у туркменских студентов целесообразно осуществлять на материале имен прилагательных - это навыки образования форм парадигмы склонения прилагательных и согласования прилагательных с

существительными; образования и употребления кратких прилагательных (на фоне полных); образования и употребления форм степеней сравнения прилагательных; образования и употребления притяжательных прилагательных. На формирование этих навыков и были направлены комплексы специальных упражнений, разработанных с учетом родного языка учащихся.

4. Результаты экспериментального обучения показали значительное повышение уровня сформированности грамматических навыков у студентов экспериментальной группы, что подтверждает эффективность предложенной методики и показывает возможности оптимизации процесса обучения тюркоязычных студентов русской грамматике.

Summary

The novelty of the research lies in addressing the unexplored linguistic and methodological description of Russian adjectives against the background of Turkmen analogues and using the results of this analysis in developing a set of exercises on the formation of students' grammatical skills.

The work raises the problem of the formation of the grammatical skills of Turkmen students on the material of Russian adjectives. It presents particular difficulties for this contingent of students due to the difference in the grammatical properties of adjectives in the Russian and Turkmen languages.

The purpose of the research: theoretical and experimental substantiation of effective pedagogical means and methods of forming grammatical skills (based on the adjectives) of Turkmen students (elementary and basic level of learning Russian).

Such methods were used in the work as questioning, pedagogical observation, comparative linguistic analysis, pedagogical experiment, methods of mathematical and statistical processing of experimental data.

Comparative analysis data was taken into account when developing materials for the experimental training of Turkmen students. The article describes a set of exercises aimed at developing the grammatical skills of Turkmen students based on the material of adjectives, taking into account their native language. Complexes of exercises that develop these skills include language exercises (choice and substitution, transformational, etc.), conditional speech exercises, including text-based exercises (question-answer, descriptive with graphic or visual support, etc.), proper speech, creative tasks involving the creation of their own texts of various types.

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E-LEARNING IN THE FOREIGN LANGUAGE TEACHING CONTEXT

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Abstract. *The obvious trend is the increased use of electronic communication in our daily lives supported through increased access to the Internet via a combination of mobile devices and communication infrastructures, and providing access to a growing library of information in electronic formats. E-learning can be perceived as perpetual, sustained over a lifetime and enacted in multiple, daily occurrences as we search for information to satisfy our learning needs and contribute content that promotes understanding. E-learning can be also regarded as an engaged act created through both technical and social decisions. As it is known within the framework of modern educational programs designed for the training of bachelor students studying foreign language, most of the hours are devoted to self-controlled work. The effectiveness of the work itself, as well as its control, largely depends on the diligence and conscientiousness of the student and the time spent by the teacher to check the tasks. Obviously, spending audit hours on checking is irrational and inefficient. Therefore, the question arises about the creation and usage of interactive courses using iSpring software products that improve the effectiveness of independent work of students and optimize the work of the teacher.*

Keywords: *e-learning, new practice, educational process, educational program, independent work of students, students, iSpring software products.*

Introduction

One of the leading trends in the development of the system of higher education is the strengthening of the practice oriented study of disciplines. This applies not only to the increase of the share of active and interactive methods in teaching, strengthening attention to organizing and conducting practices (Katermina, 2016; Mel'nik, 2010; Zhestkova, 2016; Zhestkova, Gubanichina, Oparina, Sidorskaya, & Gusev, 2017) but also changing approaches to organizing independent work of students. Taking into account the significant increase in the level of information and communication competence of future graduates of higher educational institutions it is important to use information and communication technologies as an organizational and substantive basis for work at home.

Such an approach to the organization of work involves the development of assignments using Internet technologies which depending on the type of assignment can be performed on-line or off-line. Forms of delivering results can

also vary: text documents (with hyperlinks), multimedia projects, databases, web pages, web quests, etc.

The purpose of this article is to identify the pedagogical potential of Internet technologies in the process of organizing work with the aim of forming educational and cognitive interest of students of higher educational institutions.

The theoretical background

R. Andrews and C. Haythornthwaite consider by e-learning research a “research *into, on, or about* the use of electronic technologies for teaching and learning. This encompasses learning for degrees, work requirements and personal fulfillment, institutional and non-institutionally accredited programs, informal and informal settings. It includes anywhere, anytime learning, as well as campus-based extensions to face-to-face classes” (Andrews & Haythornthwaite, 2007, 1).

New students are increasingly comfortable in the use of online tools and techniques including searching for online information and evaluating it, selecting and downloading applications, using social networking sites and contributing to private or public discussions and news through participatory media.

Together these changes mean that all participants in the learning process are tied to a greater or lesser extent to online learning. It is no longer a separate realm for specific courses, teachers and students, but is instead a common method of working and learning across all learning experiences (Anderson, 2004).

E-learning is seen as a transformative movement in learning, not just the transfer of learning to an online stage, and the prefix ‘e-’ is used by some scholars in keeping with usage in the emerging areas of e-research and e-science. E-learning is not seen as bounded by institutional structures of courses, programs or degrees but instead as embracing the way learning flows across physical, geographical and disciplinary borders. E-learning can be perceived as perpetual, sustained over a lifetime and enacted in multiple, daily occurrences as we search for information to satisfy our learning needs and contribute content that promotes understanding. E-learning can be also regarded as an engaged act created through both technical and social decisions (Katermina, 2017).

Where e-learning embodies a transformation in learning, it entails more than just a change in delivery mechanism, it changes the way we learn.

Methods and organization of the research

The main method is the descriptive one used to evaluate some characteristics of a particular situation. The objective was to describe the state and a series of variables; methods of observation and comparison were also used.

Contextual method based on assumption that difference in meaning of linguistic units is always indicated by the difference in environment was used to concentrate its attempts on determining a minimum stretch of speech and the conditions necessary to reveal in which of its individual meanings the word is used and modeling method was aimed to build knowledge-based systems with a learning capability.

The empirical part of the research was to analyse and interpret the results of the possible applications of iSpring software products which allow to create full-fledged interactive distance learning courses.

The results of the research

The term ‘e-learning’ is helpful because it is a compound term. It suggests that on the one hand there is something distinctive about e-learning and on the other hand that it is different from ‘learning’. The two components – ‘e’ and ‘learning’ – develop independently and at the same time alongside each other. They are interrelated and contribute to each other’s development. A change in one triggers a change in the other. But we cannot say that the relations between these two terms are symbiotic as the latter exists to maintain a status quo. E-learning, on the contrary, is a dynamic, changing and modifying process full of new social situations, new politics, new technologies and new forms of learning.

E-learning refers to learning which takes place with the help of electronic media. The content is delivered electronically rather than being paper-based or via a person. The *electronic media* can be *CD-ROM* (Compact Disc, Read Only Memory, which is a data storage device), the *Internet*, an *intranet* (a network of connected computers similar to the Internet, but used exclusively by a specific group of users, such as employees within a company), or *software* files of various types (electronic dictionaries, digital audio files, word-processed or spreadsheet documents, or whatever).

E-learning offers some advantages over more traditional paper-based materials even when they are supplemented by audio and video tape. E-learning is now fairly common; it has a professional and modern feel to it, it uses technology which is normally already in place, and it can be designed to provide with feedback on what the learners are doing.

Most modern interactive courses designed to teach English to foreign students – Oxford, Cambridge, Longman, Macmillan – include Students' CDrom which is an electronic manual for independent work. However, it should be noted that though most of the test components are included in them, there are no explanations for grammatical phenomena which is important for many students because there is no “immersion in the environment” (which is an integral

component of working with similar courses) as well as direct monitoring by the teacher of the completed work.

There are a lot of interactive courses designed for a wide range of people who are not professionals in foreign languages.

Programs such as “English practice”, “English in 3 admission” – “Triple Play Plus”, “Talk Now!”, “I start to learn English”, etc. basically contain original texts usually voiced by native speakers, tests and quizzes on regional geography, lexical dictionaries, which, of course, testifies to the thoughtfulness and educational value, but having looked through many educational sites and language programs, it can be concluded that there are no comprehensive training courses for linguists.

There is an acute problem of creating multimedia projects that will meet the goals and objectives of a particular course and contain only necessary information and links to educational resources.

iSpring software products include the means of creating interactive tests, books, glossaries as well as full-fledged distance courses when used in combination.

1. Ability to create video resources.

On the Internet you can find an infinite number of educational resources including video materials which are a kind of simulators of the language environment. The teacher's task is to point the student to the right direction at the same time optimizing his independent work as much as possible which is possible through the use of films, programs of different orientations in the educational process as well as dialogues from real life.

With the help of iSpring tools it is possible to develop video courses and tasks for independent work within the scope of any textbook. Such a video course can be presented in the format “flash player” (a program that is freely available) allowing to work with the course autonomously as well as in the format of the Internet page (Internet access is required) which makes it accessible to a wide range of users since it does not require expenditures for installation of additional software.

2. Interactive tests.

Regarding the control, the creation of interactive tests makes it easier for the teacher to check and also allows the inclusion of video and audio fragments in the test. With such tests you can work remotely and the results will come to the teacher via e-mail.

3. Interactive glossaries.

With the help of iSpring software products it is possible to create interactive glossaries and books in which the teacher can include any interesting information from the point of view of the curriculum. What are their advantages? The possibility of an integrative approach to the study of vocabulary at the rate of inclusion in the glossary – a compact and easy-to-use form – comprehensive

information relating to this lexical unit (definitions, examples of contextual use, etymological and cultural information), graphic, video, audio as well as hyperlinks to additional resources on the Internet in a compact and easy-to-use form.

Conclusions

The use of e-technology in the independent work of students in various areas of training at the university in the study of linguistic disciplines can be considered as one of the criteria for implementing the individual approach to learning.

It can be noted that when using Internet technology in the independent activity of students in the process of studying linguistic disciplines the interrelation of classroom and extracurricular educational and cognitive activities is realized, new opportunities of the individual approach to teaching and monitoring students' work are given; new competencies are formed and continue to develop; new means of e-technologies are used; the ability to reflect an educational and cognitive activity when assessing the work of other students is developed.

Using e-technology students learn to highlight necessary, relevant information on the specific educational humanitarian discipline from a large amount of information on the Internet, to apply it to solve the tasks set by the teacher; to receive a specific product of independent creative activity; to defend their position during the seminar, to prove its importance for life in the information society and future professional activity (Katermina & Zhestkova, 2018).

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**ИНТЕРАКТИВНЫЕ ПЕДАГОГИЧЕСКИЕ
ТЕХНОЛОГИИ В УСЛОВИЯХ
ДИФФЕРЕНЦИРОВАННОГО ОБУЧЕНИЯ
ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ**

*Interactive Pedagogical Technologies in Differentiated Foreign
Language Training in Non-Linguistic Higher Educational
Institution*

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Abstract. *One of the most important conditions for improving the quality of foreign language education in Russian non-linguistic universities in terms of heterogeneity of academic groups is the implementation of the differentiated approach to learning and the use of modern methodological tools in the form of interactive educational technologies. According to the authors, differentiated learning is a system of language training which allows to meet students' cognitive needs, as well as to take into account their individual characteristics. The authors argue that the problem of having different levels of language training in a heterogeneous group can be solved through a combination of individual, pair, group and collective forms of training realized in interactive teaching. The article is aimed at the theoretical substantiation of the effectiveness of interactive pedagogical technologies and the generalization of the results of their implementation in teaching students of economic and engineering specialties. Such technologies as game simulation and debates based on problem-solving are aimed at involving all the students in cooperation and creating the most favourable conditions for each student's learning. The pedagogical experience of introducing interactive learning accumulated by the authors suggests that the technology of phased, logical implementation of interactive forms from simple to more complex increases students' motivation, gains the experience of partnership, intensifies the learning process, directly linking foreign language skills with the ability to apply them in professional activities.*

Keywords: *debating, differentiation, interactive pedagogical technologies, problem-solving, role-playing.*

Введение ***Introduction***

В контексте современной гуманистической парадигмы высшего профессионального образования активное использование в системе языковой подготовки студентов дифференцированного обучения в сочетании с педагогическими технологиями интерактивной коммуникации приобретает особую актуальность, поскольку позволяет создать комфортное коммуникативное пространство для выбора правил общения и способов поведения студентов, которые в дальнейшем проявятся в межличностных и деловых контактах будущих специалистов.

Учитывая достаточно низкий исходный уровень владения иностранным языком и ограниченное количество аудиторных часов в учебном плане, отводимое на языковую подготовку в неязыковом вузе, отметим, что необходимо создавать достаточно интенсивный и насыщенный формат обучения, в котором будет представлен широкий спектр современных педагогических технологий, построенных на активном взаимодействии обучающихся при решении коммуникативных задач проблемного характера.

Исходя из вышесказанного, цель нашего исследования – определить потенциал интерактивных педагогических технологий для оптимизации процесса формирования иноязычной коммуникативной компетенции студентов неязыкового вуза, а также обобщить опыт реализации данных технологий в языковой подготовке студентов бакалавриата и специалитета Псковского государственного университета.

Объектом исследования является процесс дифференцированного обучения английскому языку студентов нелингвистических направлений.

Предметом исследования выступают интерактивные педагогические технологии, используемые в иноязычном обучении студентов технических и экономических факультетов в условиях неоднородности академических групп.

В качестве теоретических методов исследования использовались анализ научно-педагогической литературы по проблеме и моделирование процесса обучения английскому языку на основе реализации современных интерактивных технологий.

Эмпирическая часть исследования заключалась в обобщении опыта дифференцированного обучения иностранному языку на основе интерактивного подхода, а также в организации, проведении, обработке и интерпретации результатов опытного обучения с использованием методов наблюдения, собеседования, тестирования, анкетирования и анализа продуктов речевой деятельности студентов.

Теоретические основы проблемы *The theoretical background*

Программа по иностранным языкам для неязыковых вузов предполагает переход к такой организации учебного процесса, когда акцент переносится на творческую деятельность студентов как необходимого условия повышения их конкурентоспособности и мобильности в своей профессиональной сфере. Главной задачей является достижение необходимого и достаточного уровня иноязычной коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования.

На наш взгляд, одним из наиболее оптимальных и перспективных способов реализации вышеуказанных задач выступают интерактивные педагогические технологии, используемые в сочетании с организацией условий внешней и внутренней дифференциации иноязычного обучения на неязыковых факультетах.

Проблема дифференциации обучения является одной из центральных в личностно-ориентированном образовании. Как известно, дифференцированный подход предполагает использование различных методов и приемов обучения в зависимости от целей обучения, вида формируемой речевой деятельности, этапа обучения, осваиваемого языкового материала и возраста обучающихся (Полат, 2007; Селевко, 2007). Авторы статьи рассматривают дифференцированное обучение как систему языковой подготовки, которая позволяет максимально удовлетворять познавательные потребности студентов, а также учитывать их индивидуальные особенности. Проблема наличия разного уровня языковой подготовки в условиях внутренней и внешней дифференциации может быть решена благодаря сочетанию индивидуальной, парной, групповой и коллективной форм обучения, реализуемых в интерактивном обучении.

Как известно, интерактивное обучение построено на групповом сотрудничестве и субъект-субъектном стиле отношений преподавателя и студентов. Устно-речевая коммуникация, лежащая в основе всех видов педагогических технологий, формирует здоровую атмосферу взаимодействия и сотрудничества всех субъектов образовательного процесса, повышает мотивацию к изучению языка, обеспечивает развитие разумной конкуренции и критического мышления.

В настоящее время в образовательном процессе в вузе применяются различные виды игровых и поисково-исследовательских интерактивных технологий. В настоящем исследовании использовались ролевая игра как

имитационная технология и дебаты как одна из форм проведения дискуссии.

Под ролевой игрой понимается форма деятельности людей согласно выполняемой ими роли, имитирующая те или иные практические ситуации, направленная на достижение конкретного результата, ограниченная пространственными и темпоральными пределами, служащая средством активизации учебного процесса в образовании (Ванюшин, Гвоздиков, & Лаврентьев, 2015, 24). Основой ролевой игры выступает проблемная ситуация, которая является способом логико-смысловой организации предметного содержания общения вокруг решения задачи, а также средством создания субъект-субъектных отношений и благоприятного психологического климата.

Рассмотрим также продуктивный потенциал другой интерактивной технологии – дебатов как усложненной формы дискуссионного общения. Важность данной технологии образовательного процесса заключается в её ориентации на активное освоение обучающимися дискуссионной культуры и совершенствование коммуникативных, исследовательских, аналитических навыков, а также на развитие умения работать в команде и формирование толерантного отношения к различным мнениям (Малышева, 2017, 32). Дебаты, на наш взгляд, требуют наличия у их участников определенного опыта дискуссионной культуры и глубокого знания фактологической стороны обсуждаемой проблемы, поэтому их уместно проводить в группах с высоким уровнем владения иностранным языком (Клец, 2013, 30).

Методические основы исследования *Research methodology*

В рамках нашей работы мы предлагаем к рассмотрению опыт использования интерактивных педагогических технологий в условиях дифференцированного обучения английскому языку для специальных целей. Кафедрой иностранных языков для лингвистических направлений в течение ряда лет практикуется использование технологии внешней дифференциации с учетом начального языкового уровня, а также активно внедряются активные методы и современные образовательные технологии для оптимизации и повышения качества иноязычного образования (Клец, Малышева, & Преснякова, 2018).

Эффективность использования в процессе обучения английскому языку таких интерактивных педагогических технологий, как ролевая игра и дебаты была выявлена в ходе проведения экспериментальной работы в

течение осеннего семестра 2018/19 учебного года в условиях академической среды Псковского государственного университета.

Исследование проводилось среди студентов 2 курса, которые освоили базовый курс и приступили к освоению профессионально-ориентированного английского языка. Так, анализу подлежит опыт работы в группе № 1 (17 студентов), изучающей дисциплину «Иностранный язык в сфере профессиональных коммуникаций» факультета вычислительной техники и электроэнергетики, и в группе № 2 (14 студентов) финансово-экономического факультета, изучающей дисциплину «Иностранный язык в профессиональной сфере». Отбор данных групп для исследования был обусловлен соблюдением принципа внешней дифференциации: группа № 1 относится к категории основных университетских групп, изучающих английский язык на базовом уровне, группу № 2 составляли студенты, изучающие английский язык на продвинутом уровне. Обучающиеся группы Upper-Intermediate/B2, как правило, способны спонтанно и бегло осуществлять речевую деятельность на разные темы, затрачивают меньшее количество времени для ознакомления и тренировки языкового материала, имеют высокую мотивацию к изучению английского языка. Как следствие, в процессе обучения иностранному языку больше времени отводилось говорению.

Результаты исследования

Research results

Рассмотрим более подробно ход экспериментального обучения и проанализируем его основные результаты.

На первом этапе, в начале осеннего семестра 2 курса, с целью диагностики объема и качества использования интерактивных педагогических технологий было проведено анкетирование в группах разных языковых уровней (группа № 1 - Pre-Intermediate/A2, группа № 2 – Upper-Intermediate/B2) с учетом их опыта обучения на 1 курсе.

На втором этапе были выявлены возможности использования интерактивных технологий обучения, в частности, ролевого моделирования и технологии «Дебаты», как средства развития коммуникативных и творческих способностей студентов на занятиях по английскому языку, рассмотрен потенциал данных технологий с точки зрения формирования иноязычной профессиональной картины мира. Далее проводилось иноязычное обучение группы базового уровня с активным использованием ролевых игр и интеграция в обучение студентов продвинутого уровня технологии «Дебаты» по актуальным проблемам профессиональной направленности. При соблюдении принципа внешней

дифференциации с учетом языковой подготовки студентов преподаватели также осуществляли внутреннюю дифференциацию (учет индивидуально-психологических и личностных особенностей студентов, их статуса в группе, развития коммуникативных умений, владения языком) в самих группах при распределении ролей и функций обучающихся при реализации вышеуказанных технологий.

Третий этап был посвящен анализу, систематизации и обобщению результатов обучающего эксперимента.

Среди студентов было проведено анкетирование следующего содержания:

1. Какие методы обучения использовались преподавателями в процессе обучения? (возможны несколько вариантов) А. Традиционные методы (например, опрос). Б. Активные методы (например, презентация реферата, проблемный семинар).

В. Интерактивные технологии (например, мозговой штурм, дискуссия).

2. Какие интерактивные технологии применялись на практических занятиях? (возможны несколько вариантов) А. Мозговой штурм / Brainstorming Б. Ролевые игры / Role play В. Кейс-метод / Case-study Г. Проектная деятельность / Project work Д. Дебаты / Debate Е. Социологический опрос / Student polling Ж. Ментальной карта / Mind map

3. Какие из вышеуказанных технологий обучения Вам интересны (оцените Ваш выбор по пятибалльной шкале, где 0 – совсем не интересно, 5 – очень интересно)?

4. Как Вы считаете, достаточно ли уделяется времени на занятиях по английскому языку интерактивным технологиям обучения? А. да; Б. нет

5. На Ваш взгляд, влияет ли использование интерактивного обучения на повышение уровня Вашей языковой подготовки? А. да; Б. нет

6. Способствуют ли интерактивные технологии активному вовлечению обучающихся в коммуникативный процесс? А. да; Б. нет

7. Влияют ли интерактивные технологии обучения на формирование положительной мотивации обучения? А. да; Б. нет

8. Считаете ли Вы использование интерактивных технологий перспективным направлением в образовательном процессе? А. да; Б. нет

Предложенный краткий тест позволил выявить, во-первых, осведомленность студентов об интерактивных педагогических технологиях обучения, во-вторых, отношение студентов к их использованию в образовательном процессе. Вопросы анкеты были разбиты на два типа: с выбором ответа (1-3) и закрытого типа (Yes/No) (4-8). Представим результаты исследования по каждому типу вопросов.

Анализ вопросов закрытого типа заключался в подсчете процентного соотношения положительных и отрицательных ответов. Данные о положительных ответах на вопросы закрытого типа представлены ниже (Табл.1).

Таблица 1. Результаты анализа ответов студентов на вопросы закрытого типа
Table 1 The results of the students' answers to "Yes/No" questions

№ вопроса	Группа № 1 (ответы «да»)	Группа № 2 (ответы «да»)
Вопрос № 4	73%	69%
Вопрос № 5	85%	92%
Вопрос № 6	93%	97%
Вопрос № 7	82%	88%
Вопрос № 8	85%	95%

Данные показатели демонстрируют преобладание положительных ответов над отрицательными. Следовательно, можно сделать вывод о том, что студенты понимают коммуникативную функцию указанных технологий, подтверждают их эффективность и считают данные технологии перспективными в образовательном процессе. Более высокие показатели ответов группы № 2 подтверждают тот факт, что продвинутый уровень владения английским языком способствует успешности использования данных технологий и создает повышенную мотивацию студентов данной группы к реализации интерактивных технологий, поскольку высокий уровень коммуникативной компетенции обеспечивает у обучающихся ситуацию успеха при выполнении заданий интерактивного характера.

Ответы на вопросы №1, №2, №3 позволили оценить спектр методов, с которыми студенты сталкивались на практических занятиях по английскому языку.

Таблица 2. Результаты анализа ответов студентов на вопрос №1
Table 2 The results of the students' answers to question No 1

Варианты ответа	Группа №1	Группа №2
традиционные методы	62%	58%
активные методы	80%	87%
интерактивные технологии	55%	59%

Анализ таблицы №2 позволяет увидеть, с точки зрения студентов, соотношение использования в учебном процессе традиционных и активных методов, а также интерактивных технологий. Очевидно, что преобладают активные технологии, что соответствует реальности, т. к. дисциплина «Иностранный язык» носит практический характер и преподается в русле коммуникативного подхода. Однако выявлено, что в практике преподавания имеется определенный дефицит интерактивных технологий.

*Таблица 3. Результаты анализа ответов студентов на вопросы №2, №3
Table 3 The results of the students' answers to questions №2, №3*

Варианты ответа	Группа №1		Группа №2	
	вопрос № 2	вопрос № 3	вопрос № 2	вопрос № 3
Мозговой штурм	15 чел. / 88%	4,2	14 чел. / 100%	4,0
Ролевые игры	1 чел. / 6%	4,7	2 чел. / 14%	4,7
Кейс-метод	2 чел. / 12%	2,7	3 чел. / 21%	3,8
Проектная деятельность	15 чел. / 88%	4,0	10 чел. / 64%	4,8
Дебаты	0 чел. / 0%	3,9	0 чел. / 0%	4,9
Социологический опрос	4 чел. / 24%	4,3	4 чел. / 28%	3,3
Ментальная карта	13 чел. / 76%	4,1	13 чел. / 93%	3,7

Ответы на вопрос №2 показали, какие технологии используются в меньшей степени, а каким преподаватели отдают предпочтение.

Для сравнения предпочтений студентов в используемых технологиях был предложен вопрос №3. Средний балл, полученный по каждому методу, демонстрирует степень интереса исследуемого контингента к предложенным технологиям. Полученные данные показывают, что группе №1 наиболее интересны ролевые игры, в то время как группа №2 отдает предпочтение более сложной технологии - дебатам. Данные результаты определили выбор конкретных интерактивных методов для дальнейшего использования в группах.

Перейдем к описанию эксперимента в каждой из групп. Как мы указывали выше, в качестве основной технологии для группы №1 уровня Pre-Intermediate/A2 была выбрана ролевая игра как один из видов игрового моделирования. На этапе подготовки к реализации эксперимента была проделана работа по изучению структуры ролевой игры, механизма организации и проведения и созданию коммуникативных заданий для обучения иноязычному профессиональному общению в игровом поле.

Нами были разработаны сценарии ролевых игр на основе коммуникативных заданий по профессионально-ориентированным темам.

Приведем примеры коммуникативных заданий, реализуемых при иноязычной подготовке студентов направления «Информатика и вычислительная техника». Данные игры были использованы в ходе изучения темы «Организации и должности в сфере информационных технологий» (Преснякова, 2018).

Theme: Organizations and roles in IT sphere.

Role play 1: You are a Human Resources manager in a company, specializing in creating and coding Internet sites and web pages. Your company is looking for a web-designer. Arrange a job interview, assess professional and personal qualities of a potential employee, after having heard all the applicants make a conclusion and announce the decision.

Role play 2: You are a Director of Human Resources department. New network administrator has made a bad showing during his probation period. You have decided to stop

working with him. Think through the strategy of the interview and argumentation. The applicant should decide upon his course of action during the interview and predict the reactions on employer's accusations.

Role play 3: You are a Director of Human Resources department. After recruiting new employees, you should arrange an induction program for them. Prepare the organigram of the company, explain its structure and the function of each employee in the hierarchy of roles. New employees question HR Director taking into account the peculiarities of their position in the company.

Курс обучения английскому языку в течение семестра был построен с учетом активного использования ролевых игр профессиональной направленности. В конце семестра было проведено анкетирование как элемент обратной связи, которое завершало эксперимент в данной группе. Анализ анкетирования студентов факультета вычислительной техники и электроэнергетики, которые освоили курсы «Иностранный язык в сфере профессиональных коммуникаций» с активным использованием ролевых игр, показывает, что 94% студентов (16 студентов из 17 испытуемых) считают целесообразным использование ролевых игр в процессе обучения. В качестве обоснования студенты приводят следующие доводы: лучше усваивается профильная лексика (15 чел. / 88%); формируются умения говорения (14 чел. / 82%); развиваются коммуникативные способности (12 чел. / 70%); повышается мотивация учебной деятельности (13 чел. / 76%); приобретается навык практической работы по специальности (14 чел. / 82%). Таким образом, результаты рефлексии свидетельствуют, что использование игрового обучения способствует решению комплекса задач образовательного, интеллектуального, воспитывающего и развивающего характера.

Для проведения экспериментального обучения в группе №2 (14 студентов) с использованием технологии «Дебаты» использовались контрольная и экспериментальная подгруппы уровня Upper-Intermediate/B2. В контрольной подгруппе проводилось обучение в традиционном формате, в экспериментальной подгруппе – с регулярным применением интерактивной игры «Дебаты».

Приведем примеры некоторых тем, которые подлежали обсуждению:

1. Russia should become tax free.
2. Poverty is a result of bad habits and unhealthy lifestyle.
3. Unemployment is not a governmental problem.
4. Cash transactions should be stopped.
5. New global currency should be implemented instead of dollar.

Экспериментальное обучение включало в себя три этапа: 1) подготовительный; 2) этап реализации; 3) этап обратной связи. На каждом этапе организовывалась работа по формированию необходимых навыков и умений через систему языковых и речевых упражнений, а также

проводилась серия тренировочных игр. Например, для формирования навыка быстрого реагирования на вопросы и развития «чувства времени» использовался упрощенный вариант мозгового штурма, упражнение «Эстафета», для формирования навыка критического мышления и аргументирования своей позиции использовались упражнения «Дебаты в четыре угла», «Mini Dating», «Измени мир», «Остаться на воздушном шаре», для развития логики в построении речевого высказывания – «Triple speak», «Блеф» и т.д. (Малышева, 2017, 34-35).

Количественной оценке на начальном и конечном этапах проведения эксперимента с применением интерактивной педагогической технологии «Дебаты» подвергались такие параметры, как языковой материал, лексическое, грамматическое, фонетическое оформление речи, использование речевых клише, соблюдение культуры и делового этикета, логика и связность высказываний, аргументирование позиции, умение задавать проблемные вопросы, мимика, жесты, тембр голоса, манера подачи материала и командное сотрудничество. Сравнительные данные, показанные на рисунке 1, свидетельствуют, что интерактивная педагогическая технология «Дебаты» способствует повышению уровня коммуникативной компетенции обучающихся, а также формирует и развивает навыки и умения, необходимые для обеспечения конкурентоспособности будущих специалистов.

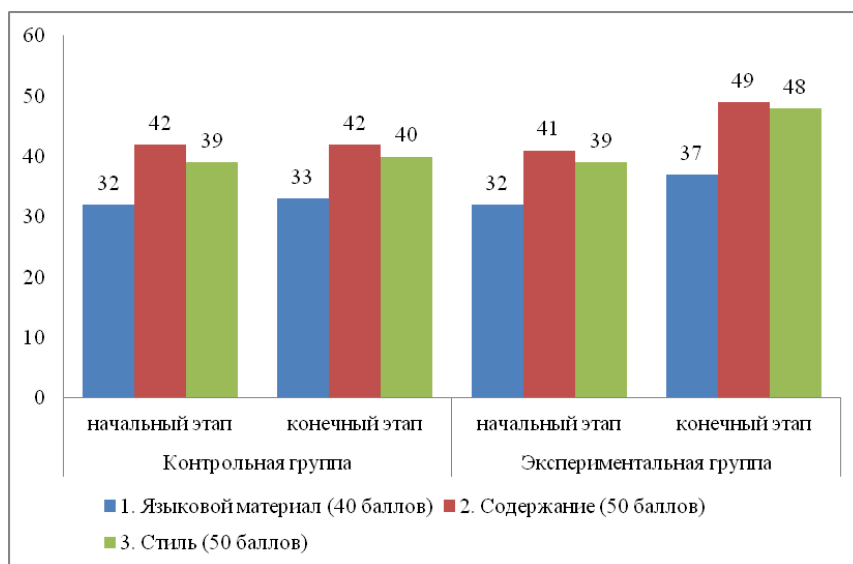


Рисунок 1. Количественные результаты оценивания дебатов в контрольной и экспериментальной подгруппах на начальном и конечном этапах педагогического эксперимента

Figure 1 The results of evaluating debates in the control and pilot groups at the initial and final stages of the pedagogical experiment

Заключение *Conclusions*

Современный процесс обучения иностранному языку в российских вузах строится на основе положений коммуникативного и личностно-деятельностного подходов, призванных обеспечить повышение качества языковой подготовки. Одним из действенных условий оптимизации и повышения эффективности обучения в условиях неоднородности академических групп является реализация дифференцированного подхода к обучению и использование современного методического инструментария в виде интерактивных педагогических технологий, например, игрового моделирования и аргументативного вида диалогического общения в форме дебатов.

По мнению авторов, органичное сочетание интерактивности и дифференциации обучения обеспечивает систематизацию языковой подготовки студентов нелингвистических направлений, способствует формированию студента как субъекта учебно-познавательной деятельности и наилучшим образом отвечает ожиданиям самих студентов.

Подводя итог вышеизложенному, можно сделать вывод, что применение интерактивных педагогических технологий в условиях дифференцированного обучения иностранному языку способствует повышению уровня иноязычной коммуникативной компетентности обучающихся, позволяет им стать активными участниками учебного процесса, развивает их познавательную и речемыслительную активность, формирует навыки сотрудничества для совместного решения коммуникативных задач в реальных ситуациях общения.

Summary

In the Russian system of foreign language education, communicative and learner-centred approaches are seen as leading strategic directions designed to ensure self-realization of the learner as a linguistic personality able to interact effectively in the intercultural context. The problem of differentiation and application of interactive technologies is one of the central issues in productive education. The authors of the article consider the differentiated and interactive approaches to be the most optimal in the conditions of the study groups' heterogeneity, since they ensure the systematization of the language training of non-linguistics students, make it more efficient and favors the formation of the student as a subject of educational and cognitive activity.

The results of the pedagogical experiment carried out by the authors of the article proved the effectiveness of implementing interactive pedagogical technologies in language training of engineering and economics students.

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ИНТЕРКУЛЬТУРНЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ВУЗе

Intercultural Approach in English as a Foreign Language Teaching at Higher Institution

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Abstract. *The article studies and analyses interculturality in ELT by means of intertextuality. The main focus of this paper is on the integration of an intercultural approach in the content of modern academic curricula, as well as the intertextual features of texts in a foreign language classroom. The precedent texts, representing the phenomenon of intertextuality, develop interculturality in education via reflexive understanding of the Self and the Other on the border of cultures and values. Thus, the concepts of “intertextuality” and “interculturality” are analyzed in this article, their interrelation is shown, some ways of understanding of the precedent texts and implementation of interculturality in ELT are offered. The article focuses on the linguistic features of educational texts, not so much on the traditional and stereotyped cultural and value differences between the representatives of different nationalities, which leads to the establishment of barriers in interpersonal interaction, but rather on the cultivation of similarity, acceptance of cultural diversity, and awareness of Self and one's own identity. There are many effective ways to develop intercultural skills, applying such methods as CLIL, case-study, role-plays, lapbooking, projects. The conclusion reflects the main results of the research, revealing the essence of transformations of precedent texts, which form the students' image of the world and affect the addressee in the way, necessary for the addresser.*

Keywords: *culture, interculturality, intertextuality, values.*

Введение **Introduction**

Актуальность исследования вызвана тем, что в современных условиях глобализации наблюдается рост студенческой академической мобильности. На смену монокультурным академическим группам приходят мультикультурные группы, в которых встречаются представители различных национальностей. Перед преподавателем иностранного языка встают новые задачи, когда только лишь сформированности всех видов речевой деятельности у выпускника становится недостаточно. На смену

традиционным подходам приходит интеркультурный подход к обучению иностранным языкам, который уделяет особое внимание изучению влияния особенностей поведения представителей других культур, обнаруженных в процессе кросс-культурных и социокультурных взаимодействий. «Интеркультурность» связана с лингвистическим понятием «интертекстуальность», которая представляется важной в понимании текста и раскрытии глубинных связей текста. Целью исследования является рассмотрение содержательного наполнения интеркультурного подхода в обучении иностранному языку, анализ понятий интеркультурности, интеркультурной коммуникации и способов ее формирования, роли интерпретации или работы со смыслами в процессе диалога с представителями других культур. В статье будет раскрыто понятие интертекстуальности и ее значение для интерпретации медийных текстов читателем, а также выделен ряд интертекстов, характерных для массмедийных текстов.

Теоретические основания интеркультурного подхода к формированию межкультурной компетенции
Theoretical bases for intercultural approach to the development of intercultural competence

Для эффективного функционирования в современных мультикультурных сообществах, помимо сформированных рецептивных и продуктивных языковых навыков и стратегий, у студентов должен быть сформирован обязательный навык – межкультурная коммуникативная способность или компетенция (Dinas & Griva, 2017), т.е. способность взаимодействовать с другими участниками процесса коммуникации, которые являются представителями других культурных контекстов.

Студенты должны быть способны осуществлять свои намерения в ситуациях, когда взаимодействуют, по меньшей мере, два языка и две культуры (Kramsch, 2003). Для того чтобы стать полноценными участниками межкультурной коммуникации, у них должны быть сформированы комплексные и взаимосвязанные навыки: межкультурная чувствительность, способность сравнивать и сопоставлять культуры, определяя их схожесть и различия, терпимо относиться к неясности, принимать различия, отстаивать собственную точку зрения, равно как и признавать возможность существования другого мнения, желание взаимодействовать с иной культурой (Yassine, 2006).

Словарное значение понятия «интеркультурный» определяется как создающий условия для коммуникации между культурами, принадлежащий или заимствованный из другой культуры.

В 1970-х годах Д. Хаймс ввел понятие коммуникативной компетенции с акцентом на социолингвистическую составляющую (Hymes, 1972). В 1980 году М. Кейнейл в основу своей теории положил идею о коммуникативном иноязычном обучении, которое предполагает сформированность грамматической, социолингвистической и стратегической компетенции (Canale, 1980). В 1997 году М. Байрам формулирует следующие компоненты коммуникативной компетенции: лингвистический, социолингвистический, дискурсивный, стратегический, социокультурный и социальный (Byram, 1998). Федеральный государственный стандарт высшего образования в России устанавливает, что выпускник, освоивший программу бакалавриата, должен быть способен к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (Министерство образования и науки Российской Федерации, 2018).

Означает ли комплексный знаниево-отношенческий подход к формированию интеркультурной компетенции необходимость разработки иной методологии обучения иностранному языку? Ролевые игры, проекты, совместное целеориентированное обучение продолжают оставаться эффективными методами обучения, но при этом функция языка становится обширнее: от средства обеспечения устной или письменной коммуникации язык превращается в средство формирования идентичности, понимания культуры. Осмысление, принятие культуры и ценностей становится возможным благодаря умению работать со смыслами: их извлечением из жизненных проявлений человека и интерпретацией на основе собственного жизненного опыта, но с учетом ценностей другого человека.

**Методология: интерпретация или смыслотворческая деятельность,
интертекстуальность**

***Methodology: the process of interpretation or dealing with ideas,
intertextuality***

С целью реализации интеркультурного подхода в академической группе, где одновременно обучаются как русские, так и иностранные студенты, которые изучают английский язык как иностранный, осуществлена попытка реализации модели мультикультурного обучения посредством работы с художественными, публицистическими материалами, видеофрагментами.

Эффективность в работе с текстовыми материалами для формирования межкультурной компетенции демонстрируют следующие методы: CLIL, case-study, lapbooking, ролевые игры и метод проектов. Кроме того, тематика электронного образовательного ресурса www.TED.com (политика,

бизнес, наука, искусство, глобальные проблемы, технологии и др.) и культурное разнообразие выступающих представляют большой интерес для обсуждения в мультикультурной языковой группе.

Данные методы способствуют созданию условий для смыслотворческой деятельности студентов.

При подборе текстового материала были использованы такие методы как дискурсивный анализ, заключающийся в выявлении и описании связи между языком и реальностью, а также метод критической лингвистики, основанный на анализе идеологического начала текста и придаваемых ему смыслов адресантом.

Смыслообразование – это процесс творческого освоения созданных человеком в процессе общественного развития способов мировосприятия, мироотношения, культуротворческой деятельности. Смыслообразование, понимаемое как раскрытие смысла и смыслотворчество, то есть порождение новых смыслов, реализуется через продвижение от абстрактных объективных значений к «кристаллизации» смысла в виде личного опыта, который воспринимается как личностно-ценное знание, и далее – к реализации смыслов в культуротворческой общности.

Наиболее эффективными, с позиции воздействия на ценностную сферу индивида, являются такие формы учебной работы, которые позволяют организовать диалог смыслов, побудить субъектов к рефлексии и осмыслению систем ценностей. Внешняя форма ценностно-ориентационной деятельности может быть бесконечно многообразной (работа с текстовыми материалами культуроведческой тематики, художественная литература, газетные статьи, видео-сюжеты, ролевые игры с ситуациями из повседневной жизни, приглашение носителей языка, участие в программах академической мобильности). При этом культурно-ценностное пространство современных медиатекстов выполняет особую функцию в формировании у студентов межкультурной коммуникативной компетенции, так как создает условия для работы со смыслами. Сформированные навыки смыслотворческой деятельности с текстами можно уверенно перенести на взаимодействие с человеком, которое также требует корректной работы со смыслами.

Теоретико-методологический анализ исследований позволил сформулировать компоненты становления межкультурной компетентности у студентов: эмоционально-ценностный (эмоциональное включение в обсуждаемые проблемы, личностное принятие идеи становления межкультурного и межличностного взаимопонимания), когнитивный (освоение студентами знаний об особенностях межкультурного взаимодействия), деятельностно-поведенческий (смыслотворческая деятельность в процессе межличностного взаимодействия).

В соответствии с основными компонентами формирования межкультурной компетенции определены уровни.

В определении эффективности интеркультурного подхода мы ориентировались на степень достижения студентами высокого уровня межкультурного взаимодействия, который проявляется в принятии проблемы межкультурного взаимопонимания как лично-значимой, эмоциональной включенности в процесс межкультурных взаимоотношений, готовности к смыслотворческой деятельности, знании условий становления межкультурных взаимоотношений в коллективе.

В соответствии с данным ориентиром выделены средний и низкий уровни, отличающиеся степенью выраженности данных показателей.

Работа с текстовыми материалами (как печатными, так и аудиовизуальными) в обучении иностранному языку, извлечение и интерпретация смыслов из текста играет особую роль в формировании интеркультурной компетенции у студентов.

Медиадискурс, по определению Т.Г. Добросклонской – это «функционально-обусловленный тип дискурса, который понимается как совокупность речевых практик и продуктов речевой деятельности в сфере массовой коммуникации во всем богатстве и сложности их взаимодействия» (Добросклонская, 2008).

Н.И. Клушина выделяет особый продукт – «культурный медиадискурс», который представляет собой «пересечение медиадискурса и дискурса культуры» и имеет особую структуру (Клушина, 2018).

Медиадискурс обладает функцией культурного транслятора, репрезентатора культурных ценностей лингвокультурного сообщества, а такое явление как культурный медиадискурс позволяет студенту идентифицировать свою культурную принадлежность, а также познакомиться с медиаверсиями других культур.

Медиатексты можно считать продуктом интеркультурной и интертекстуальной коммуникации. Каждый медиатекст обладает определенными категориями, среди которых необходимо отметить роль категории диалогичности в контексте иноязычного новостного сайта.

Особую роль диалогичности текста подчеркивал М.М. Бахтин, исследовавший текстовые смыслы и подчеркивавший диалогический характер понимания текста и особое значение читателя, который становится участником диалога на особом уровне (Бахтин, 1986).

Одним из проявлений диалога культур на уровне языка и речевой деятельности является интертекстуальность.

Интертекстуальность понимается И.П. Смирновым, как «способность текста формировать свой смысл посредством ссылки на другие тексты» (Смирнов, 1995).

Единицей интертекстуальности является интертекстема. Понятие «интертекстема» можно определить как межуровневый соотносительный сегмент содержательной структуры текста – грамматической, лексической, просодической, строфической, композиционной, вовлеченный в межтекстовые связи.

А.Е. Супрун называет интертекстемы «дайджестами текстов», подчеркивая тем самым воспроизводимость и маркированность интертекстуальных отсылок (Супрун, 2001).

М.Ю. Казак и А.А. Махова выделяют помимо традиционных цитат, культурные знаки, которые они называют «культурологическими интертекстемами», а цитаты относят к актуальным интертекстемам (Казак & Махова, 2015).

К культурологическим интертекстемам можно отнести литературные клише из произведений У. Шекспира, отрывки из Библии, народного эпоса.

Проведем анализ некоторых культурологических интертекстем в заголовках статей новостного англоязычного сайта BBC, которые можно использовать для развития смысловых навыков и реализации интеркультурного подхода в обучении. Для этого определим: 1) способ маркирования интертекстемы (эксплицитный – кавычки, скобки; имплицитный – выражение глубинного смысла без внешних маркеров); 2) вид интертекстемы (шекспиризм, библеизм, народный эпос); 3) интертекстему-источник.

Итак, к примеру: 1. В статье Д. Макклейна «Willard Wigan's "To See or Not to See" Shakespeare goes on show» рассказывается об изобретателе, который смастерил крошечную фигурку У. Шекспира и сделал надпись внизу «to see or not to see» (McClane, 2016). В статье студенты могут увидеть, что интертекстема эксплицирована автором с помощью кавычек, вид интертекстемы – шекспиризм. Студенты могут определить, что прием, использованный автором в данном случае, называется замещение, поскольку глагол «be» автор заменил глаголом «see» и фраза отсылает нас к произведению У. Шекспира «Гамлет».

2. Интертекстема «All the world is a stage» из монолога Жака комедии У. Шекспира «Как вам это понравится», представлена на английском информационном сайте в трансформированном виде: «Shakespeare Schools Festival: All the world's a stage for pupils» (Gidley, 2016). Из статьи студенты могут узнать о международном театральном фестивале, который проходит в Англии с момента падения Берлинской стены.

3. В статье «Congolese voters answer your questions» автор пишет: «Most of the candidates are just there for their own interests. They are lions in sheep's clothing. If they are elected, we will see their claws». Это пример интертекстемы-библеизма, маркированного имплицитно (Winter, 2006).

Зооним «wolf» заменен другим зоонимом «lion», отражающим ситуацию выборов и создающим комический эффект и четко обосновывающим ответ на вопрос об огромном количестве кандидатов в президенты. Источники интертексты – «a wolf in a sheep's clothing» (от Матфея, 7, 15).

4. В статье «Is Indiana the last stand for Ted Cruz?» автор использует интертекстную, маркированную имплицитно: «"The lot is cast in the lap of the Lord", said Claudia Winter, a Cruz supporter who attended the La Porte rally with her daughter» (Zurcher, 2016). Данная интертекстема относится к народному эпосу, ее источником является фраза «the lot is cast» – слова римского императора Гая Юлия Цезаря. В данной статье идет речь о президентских выборах и перевесе в голосах Дональда Трампа.

Целью экспериментальной работы со студентами, проводимой с 2017 по 2018 годы, было выявление уровня сформированности межкультурной компетенции и формирование межкультурных коммуникативных стратегий у студентов 1, 2, 3 курсов факультета русской филологии и иностранных языков Псковского государственного университета. Для определения исходного уровня сформированности межкультурной компетенции проведена диагностика с использованием авторских опросников, метода наблюдения и анализа продуктов деятельности, ранжирования и шкалирования, контент-анализа. Низкий исходный уровень (44% студентов в контрольных группах и 38% студентов в экспериментальных группах) свидетельствовал о необходимости реализации интеркультурного подхода для формирования межкультурной компетенции у студентов.

Формирующий этап эксперимента осуществлялся в рамках занятий по дисциплине «Практический курс английского языка» и кураторских часов, объединенных темой «На перекрестке культур», которые включали освоение трех компонентов формирования межкультурной компетенции.

На этапе включения со студентами были проведены семинары: «Культурные стереотипы», «Счастье – это когда тебя понимают», «Культурный шок», «Свой – чужой», «Мой выбор», «Слагаемые счастья» и другие. На этапе проблематизации студенты приняли участие в круглых столах: «Пирамида взаимоотношений», «Культура: мифы и реальность» и другие, в тренингах «Первое впечатление», «Глаза – зеркало души», «Невербальное поведение» и другие. На этапе позиционирования студенты размышляли над тем, как нужно измениться, чтобы их взаимодействие с представителем другой культуры стало возможным. В ходе встреч разворачивался внутренний диалог студентов с культурными текстами по поводу проблемных ситуаций, представленных, к примеру, в размышлениях хирурга Федора Углова о добре и зле, в интервью фигуриста А. Хилля об отношении к известности, в коллизиях реалити-шоу «Дом-2» – любовь как предмет торга и расчетливого делового альянса.

По результатам формирующего этапа было проведено итоговое анкетирование и интервьюирование студентов для выявления изменений уровня сформированности межкультурной коммуникативной компетенции, а также использован диагностический прием «Рефлексивные паузы» (или протокол достижений), который отразил положительные трансформации личностных качеств студентов в группе.

Выводы *Conclusions*

Таким образом, интеркультурный подход является необходимым для формирования межкультурной коммуникативной компетенции и включает в себя такие компоненты, как когнитивный (совокупность знаний о культуре и ценностях представителей других наций), эмоционально-отношенческий (позитивное восприятие иной картины мира, иных мнений, ценностей) и деятельностный (смыслотворческая деятельность в процессе межкультурного диалога, работа с медиатекстами).

Формируя навыки по извлечению и интерпретации смыслов из медиатекстов, работая с интертекстами, педагог, тем самым, закладывает основы формирования навыков смысловотворческой деятельности.

Культурологические интертексты активизируют в сознании реципиента процесс узнавания известного, но символически закодированного смысла, что придает текстам особую экспрессию и эмоциональную окраску, учит адекватно оценивать информацию и развивает смысловотворческую деятельность студентов.

Педагогический механизм реализации интеркультурного подхода в работе с интертекстами реализуется посредством организации учебно-воспитательного взаимодействия в форме диалога смыслов, когда педагог выступает модератором диалога, интерпретатором культурного смысла, носителем индивидуальной ценностной позиции, организатором коммуникативных предпосылок смыслоактуализации, а студент включается в межкультурное взаимодействие как носитель личностной ценностной позиции.

На рисунке 1 представлена динамика уровней сформированности межкультурной компетентности студентов контрольной (серый) и экспериментальной группы (черный) на констатирующем (КЭ) и формирующем (ФЭ) этапах исследования.

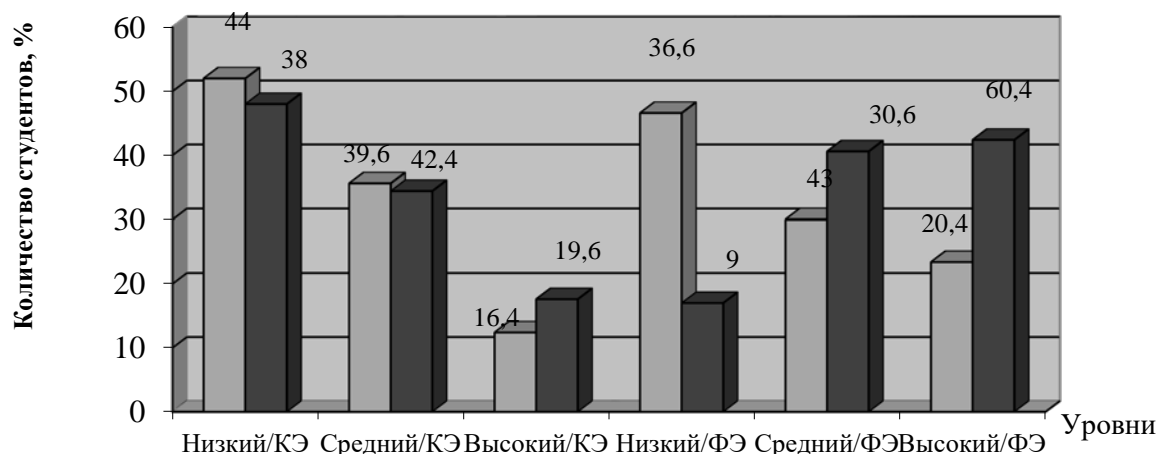


Рисунок 1. Динамика уровней сформированности межкультурной компетенции
Figure 1 Levels of intercultural competence development

Таким образом, из рисунка видно, что, если на констатирующем этапе большинство ребят (38%) экспериментальной группы демонстрировали низкий уровень сформированности межкультурной компетенции, то в конце проведения опытной работы только 9% студентов группы остались на низком уровне, в то время как 60,4% студентов демонстрировали высокий уровень. В соответствии с результатом правомерным является вывод о том, что использование в обучении иностранному языку интеркультурного подхода посредством реализации этапов включения, проблематизации, позиционирования в освоении трех компонентов (эмоционально-ценностный, когнитивный, деятельностно-поведенческий) способствует формированию межкультурной коммуникативной компетенции у студентов.

Summary

Intercultural approach to English language teaching is necessary in developing intercultural communicative competence in multicultural classroom environment. This approach embraces 3 components: cognitive (self-identity and awareness of other cultures and values), emotional (positive attitude and acceptance of “self” and “otherness”), behavioral (ability to understand and interpret the ideas in multicultural framework). There are many effective ways to develop intercultural skills, applying such methods as CLIL, case-study, role-plays, lapbooking, projects. One of them is via analyses of Ted-talks and mediatexts, searching for some original sources or background of the ideas, presented there. When students acquire the skills of interpreting the ideas in the texts, they can transfer these patterns of thought development onto the relationships with the representatives of different cultures. Culture-based intertextemes

(taken from the Bible, abstracts from W. Shakespeare's works, folk art narration) trigger in the students' mind the process of recognition of what is already known, but symbolically encoded. Educational mechanism of culture-based idea development when working with intertextemes is realized in the framework of ideas development in the form of a dialogue between two texts: a modern mediatext and the original source, coming back to a particular literature piece of work or historical event. The ways of analyzing the patterns of intertextemes from the aspect of ideas interpretation can be transferred on the relationship among people. The students learn how to get the ideas from the life representations and interpret them, basing on one's own life experience and taking into account views and opinions of another person.

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SOME CHALLENGES IN CROSS-CULTURAL COMPARATIVE RESEARCH

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Abstract. *The paper examines the application of qualitative methods in comparative research in a recent international project Industrial Relations in Multilingual Environments at Work (IR MultiLing) which explored how the use of languages other than a dominant language may affect labour relations in various work situations in Europe. The novelty of the current research covered in this paper lies in the fact that it investigates some challenges in developing the best ways of creating an analytical framework when conducting cross-cultural research involving multinational teams of researchers from France, Germany, Hungary, Italy, Spain and the United Kingdom. It also analyses approaches in completing an effective comparison of the contexts and findings across various cultures. Although, there are many examples of qualitative research in literature, this paper aims at exploring some credible approaches in conducting cross-cultural research by international teams of scholars at several key stages: desk research and contextualisation, identifying clear parameters for fieldwork, systematising and comparing findings of the research. The purpose of this research is to provide guidance and some tools to researchers engaged in cross-cultural comparative research using qualitative methods.*

Keywords: *cross-cultural comparative research, labour relations, qualitative methods.*

Introduction

Cross-cultural comparative research has always attracted the attention of numerous academics who were interested in researching and comparing various phenomena in several countries or other entities, e.g. different organisations, societies, groups of people, etc. Cultural differences have presented fascinating material for research on one side and numerous challenges on the other. Whatever phenomena researchers decide to study they need to determine whether and how they need to contextualise their research so that researchers in other cultures could fully appreciate the results and value of their findings and analysis. With these points in mind, this paper aims at investigating some challenges in developing the best ways of creating a common analytical framework when conducting cross-cultural research involving multinational teams of researchers from several countries. This research is based on qualitative comparisons and relies “on methodological ‘procedures’ that from the outset make relationalities or relational structures into a subject matter” (Alheit, 2013, 196) which is grounded on Norbert

Elias's sociological traditions (1971) further developed by Murphy, Sheard and Waddington (2000) and often described as 'figuration sociology'. It was important for us "that the investigated social reality is understood not as a numerically classifiable collection of characteristics and variables but is instead perceived as web of interdependence of pressures and possibilities; of institutional structures and individual opportunities" (Alheit, 2013, 196).

At the same time, by analysing the work of researchers in a multinational project, the paper indirectly explores whether current globalisation processes have an impact on cross-cultural studies and whether their role and significance may diminish in the current circumstances. There have been numerous studies about the impact of globalisation on various cultural aspects of our everyday life, statements that cultural differences disappear, that the society and the world are becoming more and more homogenous. But is it really happening? Do we really see 'Macdonaldisation' of cultures and the disappearance of cultural differences? If this is true, we can assume that contextualisation is no longer required since there are no culture-specific features, which may be difficult to specify for a representative of another culture in the era of new information technologies (Little, Holmes, & Grieco, 2001). Alternatively, perhaps, the situation is becoming even more complex since phenomena or objects spreading across cultures may, for example, preserve their linguistic labels but transform their semantic values. This makes our understanding of different cultures even more complex because the same phenomena or event may have similar linguistic markers in both cultures but they will contain different semantic meanings or shades of meaning. The current developments and globalisation, which we understand here "as an interconnected whole and the consciousness that a growing number of issues can no longer be addressed solely at the national level" (Jordan, Stråth, & Triandafyllidou, 2003, 204), create new challenges for researchers and the need for further or rather deeper contextualisation of their research and findings.

This paper addresses challenges in cross-cultural research in the current circumstances of globalisation and how researchers deal with various issues in comparative research. For this purpose, we will analyse the involvement of an international team of academics and researchers in a recently completed research project *Industrial Relations in Multilingual Environments at Work* (IR MultiLing, 2015-2016) which will be referred to as project in the current paper. The project considered the implications of the growing presence of multilingualism at work in six countries of the European Union: France, Germany, Hungary, Italy, Spain and the United Kingdom. This issue and arising challenges surprisingly remain largely unexplored while the immigration and the movement of people increased significantly across Europe and worldwide. The key question of the current research is to identify the principal challenges for the project team of researchers

and explore possible solutions in dealing with some issues of cross-cultural comparative research in the current circumstances.

Methodology

Our methodology is based on semi-structured online interviews conducted with researchers engaged in the IR MultiLing project after they completed their final report. They were all sociologists, sociolinguists and experts in industrial relations, language policy and planning. For the purpose of this research, eight scholars were selected in six countries with the aim of collecting qualitative data for an in-depth analysis and understanding of the issues researchers face while investigating cross-cultural differences.

An interview guide was developed which incorporated a list of questions and topics to be covered during the interview. For example, on the topic of challenges during desk research and comparative analysis of individual country reports there were the following questions:

- How did you agree the parameters for each country report? Were there any issues?
- How did your national team work on the report?
- What was your part in writing up your country report?
- When all national reports were completed, how did you proceed with comparative report writing? Were there any stages?
- What was the most difficult part in comparative report writing? Why? And how did you overcome those challenges?

These are only some questions included in the guide on the topic mentioned above and provided here as examples. It is important to note that there was some flexibility with regards to phrasing of questions as well as the order in which they were asked, which allowed the participants to lead the interaction in both anticipated and less predictable directions.

All interviews were conducted in English, although interviewees were from five non-English speaking EU countries and many of them were non-English native speakers. Since the author was the only interviewer, there was no need in any pre-interview observations or informal and unstructured interviewing because the author participated in the IR MultiLing project as a researcher and knew all academics and the topics and issues the research project investigated. Although, in these circumstances, there were some reservations that an interviewer “can ever be entirely impersonal and neutral data collector”, especially in the views of qualitative neo-positivists (King, Harrods, & Brooks, 2019, 210). With this point in mind, the author and researcher aimed to minimise personal impact which was achieved by the development of interview guide mentioned above and “strict

limits to personal disclosure by the interviewer” (King, Harrods, & Brooks, 2019, 211).

All interviews were audio-recorded and later transcribed for analysis as samples and further presented in this paper as S1, S2, S3, etc., while interviewees were coded as R1, R2, R3, etc. and will be mentioned when quotes from their interviews are presented and analysed in this paper.

Semi-structured interviews allowed our informants certain freedom to express their views in their own terms, provide additional details and their personal views on the analysed research and approaches chosen by teams of scholars participating in the project funded by the Directorate General for Employment, Social Affairs and Inclusion of the European Commission.

The collected interviews in the period of 2017-2018 were transcribed and coded. Appropriate themes common for all interviews were identified and selected for further discussion and analysis using the ‘constant comparative method’ as developed by Glaser and Strauss (1968) which involves two principal stages: “first, multiplication of hypothesis around” our given datum and “second, the consideration as to whether the next datum examined enables any of the previous hypotheses to be eliminated” (Wengraf, 2001, 302).

Data analysis and discussion

The collected data was analysed in relation to three broad stages of the IR MultiLing project, i.e.:

- desk research/literature review and comparative analysis of industrial relations and the use of languages in six EU countries;
- development of methodology for case studies and data collection;
- comparative analysis at national and international levels and the formulation of recommendations.

The common theme which transpired through all interviews irrespective of the research stages was contextualisation on one hand and conceptualisation and generalisation on the other. In a way, the first stage of IR MultiLing project research provided specific contexts of each particular country in relation to language attitudes, sociolinguistic parameters as well as historical developments of migration processes and the elaboration of legal norms and legislation related to industrial relations and the use of languages. The research showed striking differences in the interpretation of various phenomena and consequent reflection in the legislation that prompted a number of questions about the comparability of the data. The participants showed their awareness of the issue and reported that they openly discussed it during their project team meetings (R2, 4-6). It is, therefore, the issue of comparability which was one of the central issues in the collected data of all interviews as well as in the literature on the topic. In relation

to this, one of the interviewees (R3) raised the issue of “translatability of terms in industrial relations (IR) since they are all embedded in the culture and history of labour relations development in each country” (S3). R3 was wondering what researchers do if, for example, the terms or phenomena do not exist in other IR systems, that “what may appear to be comparable processes may in fact denote something different or when the concepts under examination do not have a counterpart in the target system, as they are context-bound and culture-bound” (S3).

While other interviewees (R2, R4, R6 and R8) were in principle agreeing that comparability may present certain challenges, especially when comparing specific legislation in the field of industrial relations, however the process of conceptualisation and generalisation may allow researchers to identify either similar patterns or processes which enable them to provide a comparative analysis and present their conclusions. R1 mentioned that “this was one of the most complex projects I had to deal with in view of cultural, linguistic, legal and academic varieties”. In fact, comparability was perhaps another issue which overcomplicated the process of research and analysis of the data during the project (S2-4, 6, 8). Each national team of researchers had their own culture-specific approaches and understanding of researched issues (S7). This duality of cultural differences, i.e. cultural differences of researched issues and cultural differences of six research teams, created several new challenges for the entire project team. In a way, comparative research can be presented graphically below (Fig.1), however the project under consideration was even more complex, since it incorporated six countries and six teams of researchers representing those countries, and there were 18 case studies in total or three case studies per each country. It means that the graphical presentation of the research completed within the IR MultiLing project will require significant expansion of what was shown in Fig.1 and must be multiplied by six.

Participants in our research reported that further challenges in the IR MultiLing comparative study arose from different histories and patterns of immigration as well as ‘geography’ of languages (vernacular/national vs vehicular/lingua franca languages), differences in language issues due to various dynamics in migration processes and the spread of dialects, regional and minority languages as well as regional cultural differences (S2, 3, 4, 7, 8). For example, several case studies were conducted in Catalonia and one in Northern Ireland. All these factors contributed to challenges in conducting this comparative research and identifying common themes for the purpose of data analysis, drawing conclusions and formulating recommendations.

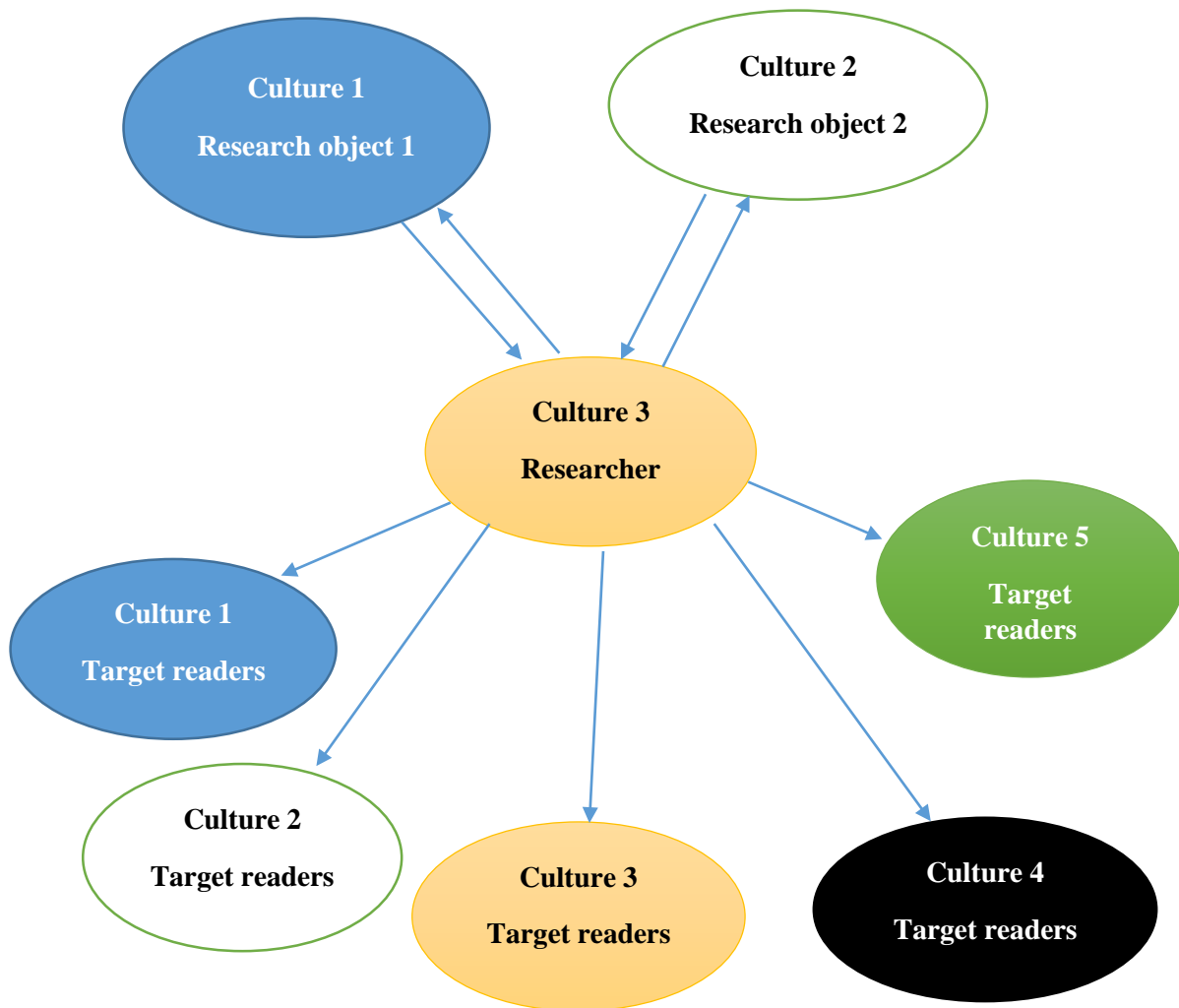


Figure 1 Comparative research model

However difficult it was for the project teams to draw comprehensive conclusions and provide contextualisation at the national level, it allowed better understanding of relevant migration and language policies, legislation, the role of Trade Unions, language data and trends, national discourse on the topic and approaches in tackling various migration and language issues in industrial relations landscape. “Contextualisation was key for the success of the project, especially during our desk research and sharing the results with each national team of researchers” (R5). Contextualisation also “enabled to have a clearer understanding of commonalities across all six countries involved in the project”(R1). However, some interviewees pointed out certain challenges, e.g. R7 reported “different ways of measuring migration which may affect our perception of migration processes as part of contextualisation and presenting social context.” Many interviewees (R3-6, 8) also mentioned that although there were numerous international, e.g. UN, and European specific legislative frameworks on

languages and their use, the actual application of legal frameworks and their interpretation depended on the country, local cultural traditions and different national regulations. In the case of IR MultiLing project, language specific legislation was taken into consideration and analysed at the initial stages when working on the production of desk reports. In some countries, national constitutions have provisions in terms of language recognition, whereas in others the legal systems are based on Case Law and therefore depend on decisions of adjudicatory tribunals that can be cited as precedent. It is therefore, some desk reports provided examples of court cases.

These differences presented some challenges to the project team and were reflected in national desk reports on the issues of migration and language policy and planning in each country (S2-4, 6, 8) and how they should be reflected in the overall final report (S3, 6, 8). The presentation became even more complex when some national reports had to reflect on the point that some countries have provinces or constituent parts which may have different dynamics (S1, 3, 7). R5 was concerned that not all countries considered in the project are part of the Schengen agreement. The overall report showed differences which reflected either various traditions or current policies or debates on the issue, as well as the push for more convergent immigration policies in the EU. In this respect, many interviewees (R1-5, 7) argued that contextualisation at national levels allowed better understanding of local differences and contributed to the successful conceptualisation and compilation of the overall report covering all six national desk reports and presenting prevailing tendencies in Europe.

All interviewees also reported other challenges they faced at various stages of their project, e.g.:

- getting access to employers and senior management when exploring opportunities for a case study or when conducting interviews in an organisation (S2, 3, 5, 6, 7);
- explaining the research and its objectives when preparing and conducting case studies (S1, 2, 5, 6, 8);
- ensuring that the discussion is not shifting to cultural issues (S3, 4, 6-8);
- bearing in mind the sensitivity of language issues (S1, 2, 4, 6, 7);
- identifying the language for conducting interviews: whether interviewees would fully understand questions asked in another language and whether there is a need to train interviewers, select interviewers who speak relevant language/s or hire interpreters (mentioned by all interviewees apart from R2 and R4).

All these issues and risks may be pertinent to any cross-cultural research project where representatives of different cultures are involved. There could be another factor which had an impact (usually negative) on research results: when

the researcher represented a third culture and failed to establish necessary rapport with the interviewees. This factor was not mentioned in the interviews we had with members of the research teams but was considered when the project team discussed the case studies.

Further challenges arose when the data and 18 samples of case studies were collected from all national teams. How do you analyse those case studies when they represent different organisations and various industries? (S2-4, 6, 8) They also have different proportion of speakers of other non-national languages and different levels of knowledge of national or regional languages (S1, 5, 6, 7). In some instances, non-national language speakers spoke the same language, and in some other cases, there were speakers of various languages, as in the case of one multinational company in Hungary where there were speakers of 32 languages representing 38% of workers, or another example of a call centre in Spain where 75% working there were migrants. How do you compare the results of case studies when you have so much variation? (S1-4, 7)

The majority of interviewees were concerned about the selection of case studies and how they should be compared (S 1-3, 5, 7, 8): “it was difficult to select case studies and make arrangements for similar organisations to be studied in all countries” (R2); “my main concern was how we compare the results of case studies especially since they represent so many variables” (R8); “each case study seemed to cover the use of languages in completely different industrial relations settings” (R5). It is true that there was a variety of organisations covered in six EU countries which provided a number of ideas either in support or against previously conducted desk research by six teams. In fact, case studies of the project confirmed almost all previous conclusions drawn as the result of the desk reports. However, achieving this was not easy as the teams had to combine all case studies, conceptualise their findings and analyse them. When conceptualising and analysing the received data the team came up with the following classification of all case studies across six countries:

1. international hubs: call centres and consultancy companies;
2. a local workforce: production sites and outsourced services;
3. public services: health care;
4. professionals and managers in multinational companies.

Such classification or rather grouping allowed the team to conceptualise their findings and identify main themes in the project (S2-5, 7): “I was surprised to see that the themes became obvious when we completed the classification of case studies” (R7); “when we grouped our case studies we could proceed with identifying major themes – starting with the themes repeated in the majority of case studies and moving to themes characteristic for a particular branch of industry or country” (R4); “I thought that many themes are typical for health care and possibly public services only, however when we analysed other case studies

it transpired that many of those themes are relevant for other industries and countries” (R3). It looks that the suggested process of grouping the results according to particular factors or specific features allows for a more productive and efficient way of analysing the collected data and enables better selection of main themes across a variety of case studies or samples.

Conclusions

The current research showed the importance of awareness of cross-cultural issues and identified some challenges researchers may face in this type of research. Current globalisation and Europeanisation processes do not diminish the importance of cross-cultural research. On the contrary, the current research shows that even within the EU where countries are bound by certain common regulations and legal framework, the globalisation of cultures brings new challenges for researchers since various notions, ideas and processes are usually localised or transformed in line with the traditions of a country, society or specific organisation. The issue of comparability has been identified in this research as one of the most challenging one since some compared phenomena may be first presented and analysed in different contexts, e.g. national, regional, local. Particular issues were reported when comparing legal terms.

Contextualisation remains a critical component at all stages of research in the period of globalisation: from the desk research and identification of specific issues to selection of possible samples, data interpretation, conceptualisation and conclusions. It enables clear specification of common problems and formulation of recommendations as well as identifying key themes or overarching problems for the overall report. Our research confirms that contextualisation is the information about how research access was achieved, why certain research decisions were made, as well as what the benefits were of any intervention. Methodological contextualisation may include both contextualising the current state of the researched situation and its development, the process of conducting fieldwork and contextualising the outcome in terms of generated data (Johns 1991; Johns 2001).

The paper covered only some issues of contextualisation and challenges in cross-cultural research in view of the limitations of the current format. Further analysis of our research findings and other studies in the field will enable us to develop and formulate new approaches and tools for the benefit of researchers engaged in comparative studies.

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INVESTIGATION INTO OPEN EDUCATIONAL RESOURCES FOR LEARNING ENGLISH IN DEVELOPING FUTURE PHILOLOGISTS' INSTRUMENTAL VALUES

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Abstract. *The authors present the results of the research carried out in the 2016/2018 academic years among 338 students earning BA in the English language and literature regarded in our study as future philologists. Experimental work was conducted at four higher educational institutions in Ukraine. The aim of the study was to find out the influence of open educational resources for learning English on the development of future philologists' instrumental values. We used methods of mathematical statistics, computer data processing and a descriptive method for interpreting experimental data. The authors theoretically substantiate and practically prove the efficiency of the use of open educational resources for learning English which influence the development of future philologists' instrumental values necessary for adequate evaluating own activity and meeting various real-life and professional challenges. These open educational resources are The Internet Encyclopedia of Ukraine, Encyclopedia Britannica, The Cambridge History of English and American Literature, Learn English. The results obtained in the experimental and control groups are compared and conclusions on the efficiency of the use of open educational resources for learning English in the educational process of higher education institutions in the context of development of future philologists' instrumental values are drawn.*

Keywords: *open educational resource; values; instrumental values; future philologists; educational process; professional training, higher educational institution; the English language.*

Introduction

Most scientists having the substantial research results in the field under investigation are unanimous in the belief that the implementing of present-day information technologies in the educational process of higher educational institutions is one of the logical conditions for improving future specialists'

professional training. In this regard the role of open educational resources is particularly important since their use promotes flexibility in the organization of the process of education and creates favourable environment for maximizing future specialists' individual and spiritual potential. Professional training of future philologists is not an exception as it is difficult to imagine it without different information technologies, namely, websites, electronic resources and multimedia means of instruction which combined with traditional ones become an inexhaustible source of information about other peoples' cultural and spiritual dimensions.

Although philologists are considered to be specialists in philology which in most cases is understood as the study of the history of language, including the historical study of literary texts (Encyclopedia Britannica, 2008), in Ukraine the notion of "philologists" is quite often used referring to teachers of the English language and literature (Постанова Кабінету міністрів України, 2015). Thereby, in our paper we will use the notion of "future philologists" meaning undergraduate philology students who specialize in the English language and literature.

As experience shows the use of open educational resources promotes intensification of future philologists' cognitive activity, formation of thorough theoretical knowledge, development of lifelong learning skills, and, what is more, the fundamental basis for improvement of the value system which is a reflection of their inner world. We are deeply convinced that mastering foreign languages and learning about cultures and traditions of different peoples of the world, future philologists become transmitters of their cultural, spiritual and moral values. Increasing digitization and computerization of the modern society necessitates new approaches to future philologists' professional training. It requires such information technologies whose implementing into the process of education promotes a better understanding of cultural and spiritual heritage of other peoples, shapes future philologists' value system and makes them active agents of the world community ready to change their lives and lives of other people for better. As active agents future philologists are distinguished by broad-mindedness, capability, courage, independence, responsibility and self-control. We believe that these values define future philologists' behavior in preserving and promoting universal traditions. Therefore, investigation into open educational resources for learning English in developing future philologists' instrumental values is timely and topical.

Literature review

In the fast-evolving digital world, university teachers are facing various challenges connected with ever-changing requirements for future specialists'

professional training. Contemporary employers need trained specialists of different professions who, on one side, possess competences and skills required to do the jobs and, on the other side, who treasure and share the same values. While there is limited empirical research concerning investigation into open educational resources for learning English in developing future philologists' instrumental values, numerous studies shed light on theories of values (Brightman, 1945; Cottom, 1996; Rokeach, 1973), theories of personality (Kelly, 1955; Lewin, 1935; Maslow, 1971; Рубинштейн, 1957; Слободчиков & Исаев, 1995), values classification (Dorsey, 2009; Rokeach, 1973; Філософський словник, 2002) etc. Several research are concentrated on the development of students' value system during professional training at higher educational institutions (Туулік, Õunaruu, Kuimet, & Titov, 2016; Арістова, 2017; Арістова, 2018а; Жигайло & Карпінська, 2014; Капська, 2013; Ковальчук, 2015; Малихін, 2005; Малихін, 2015). Although in our previous research we focused our attention on improvement of future specialists' professional training using different information technologies (Арістова, 2015; Арістова, 2018б; Ковальчук, 2009; Ковальчук, 2011; Ковальчук, 2018; Малихін, 2010; Малихін, 2016) and the influence of professional learning communities on foreign languages teachers' growth (Malykhin & Aristova, 2018), issues concerning the processes of shaping and developing future philologists' value system by means of open educational resources are under-researched and require further examination.

Notwithstanding numerous attempts by ancient Greek philosophers to define the essence of the notion of "value", it was coined as a term only in the second half of the nineteenth century. Back then it meant something desired which opposed to something real (Філософський словник, 2002). We define it as a quality which manifests person's steadfast position towards material and spiritual benefits of humankind as well as sustainable behavior towards other people, various life and work situations etc.

It must be pointed out that the value system plays a substantive role in people's personal and professional lives as it helps them distinguish between right and wrong, goodness and harm, truth and lies (Філософський словник, 2002). V. Slobodchikov and Ye. Isayev believe that a value system is a distinctive feature of any mature person, an indicator of his or her social engagement and positive behavior towards different life situations (Слободчиков & Исаев, 1995). Thus, bearing in mind mentioned above, we can regard the value system as a regulator of personal and professional life of any individual which enables them to analyze and evaluate own actions and activities as well as actions and activities of other people, to treasure and cherish values of previous generations and, what is more important, to hold high the values of contemporaries. Moreover, we strongly believe that the value system

which has a well-defined hierarchical structure is a defining attribute of person's behavior.

In modern philosophy, sociology, psychology and pedagogy there are different approaches to classify values. Thus, according to one of them all values can be divided into material and spiritual (Філософський словник, 2002). Material values satisfy only people's biological needs whereas spiritual ones their spiritual needs. Spiritual values in their turn can be divided into religious, moral, ethic, legal ones etc. According to other approach, all values can be divided into individual, collective and universal ones. Individual values are values which typical for one person, collective values are typical for one community or nation and universal values are values which are recognized and accepted by different people, peoples, nations and communities (Філософський словник, 2002).

There is one more approach according to which a person's value system comprises two sets of eighteen values, namely terminal and instrumental ones (Rokeach, 1973). According to Rokeach, the terminal values may be regarded as goals which people wish to achieve during their lifetime and the instrumental ones as preferable modes of behavior which guide any person's everyday and work activities (Rokeach, 1973). In the context of our research, such instrumental values as *independence, responsibility, self-control, courage, broad-mindedness and capability* are of particular interest as, on the one hand, they represent future philologists' ability and readiness to cope successfully with various real-life and professional challenges. And, on the other hand, on our profound belief the process of shaping and improving these instrumental values can be influenced on during the professional training at higher educational institutions.

Methodology of Research

The main objective of the research was to theoretically substantiate and empirically confirm the efficiency of implementing open educational resources for learning English in the development of future philologists' instrumental values. The research was carried out in the 2016/2018 academic years among 338 students earning BA in the English language and literature at four higher educational institutions of Ukraine. The main objective was achieved by accomplishing the sequence of the following sub-objectives:

- to analyze conceptual approaches for specifying the essence of the notions of "value", "value system" and "instrumental values";
- to substantiate the choice of disciplines taught to future philologists in the experimental group using open educational resources for learning

- English combined with traditional teaching tools and to future philologists in the control group using only traditional teaching tools;
- to summarize the findings of the research in investigation into open educational resources for learning English in developing future philologists' instrumental values.

The research sample was selected with the use of a non-random sampling technique based on the fact that all respondents studied the same disciplines during their professional training. Subjects of the research were 338 students earning the BA in the English language and literature at four state universities of Ukraine. These universities were National University of Life and Environmental Sciences of Ukraine (Kyiv), National Aviation University (Kyiv), Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil) and Kryvyi Rih State Pedagogical University (Kryvyi Rih). The choice of these universities is explained by the fact that they are state universities, train undergraduate philology students and their curricula comprise similar courses.

The research was experimental in nature. All future philologists were divided into two groups, namely the experimental group and the control group. The experimental group represented by 173 future philologists was to be taught with the use of open educational resources for learning English combined with traditional teaching tools. The control group represented by 165 future philologists was to be taught with the use of only traditional teaching tools. The disciplines selected for teaching future philologists in the experimental and control groups included "The Practical Course of the English Language", "Contemporary Literature of the English-speaking Countries", "History of American or British Literature", "Linguistic and Cultural Studies". The following open educational resources for teaching the selected disciplines to future philologists in the experimental group comprised "*The Cambridge History of English and American Literature*" (The Cambridge History of English and American Literature, 2000), "*The Internet Encyclopedia of Ukraine*" (The Internet Encyclopedia of Ukraine, 2001), "*Encyclopedia Britannica*" (Encyclopedia Britannica, 2008) and "*Learn English*" (Learn English, 2018).

To find out empirical data a values classification instrument developed by Rokeach was used (Rokeach, 1973). Future philologists in the experimental and control groups were given a list of instrumental values which they had to rank in a priority order, namely, *ambitious (hard-working and aspiring)*, *broad-minded (open-minded)*, *capable (competent, effective)*, *clean (neat and tidy)*, *courageous (standing for your own beliefs)*, *forgiving (willing to pardon others)*, *helpful (working for the welfare of others)*, *honest (sincere and truthful)*, *imaginative (daring and creative)*, *independent (self-reliant, self-sufficient)*, *intellectual (intelligent and reflective)*, *logical (consistent, rational)*, *loving (affectionate,*

tender), loyal (faithful to friends or the group), obedient (dutiful, respectful), polite (courteous and well-mannered), responsible (dependable and reliable), self-controlled (restrained, self-disciplined). They were rank-ordered from the most important (1) to the least important (18). As we were interested in such instrumental values as *broad-mindedness, capability, courage, independence, responsibility and self-control*, in analyzing the findings of research we focused exactly on their ranking.

In order to achieve the main objective of the research we formulated two hypotheses:

H 1: The use of open educational resources for learning English combined with traditional teaching tools influences reprioritizing the selected instrumental values hierarchy and makes them more important for future philologists (Rokeach, 1973).

H 2: The use of only traditional teaching tools for learning English influences reprioritizing the selected instrumental values hierarchy and makes them more important for future philologists (Rokeach, 1973).

For processing and interpreting the findings of the research we used a descriptive method, methods of mathematical statistics and computer data processing.

Research results

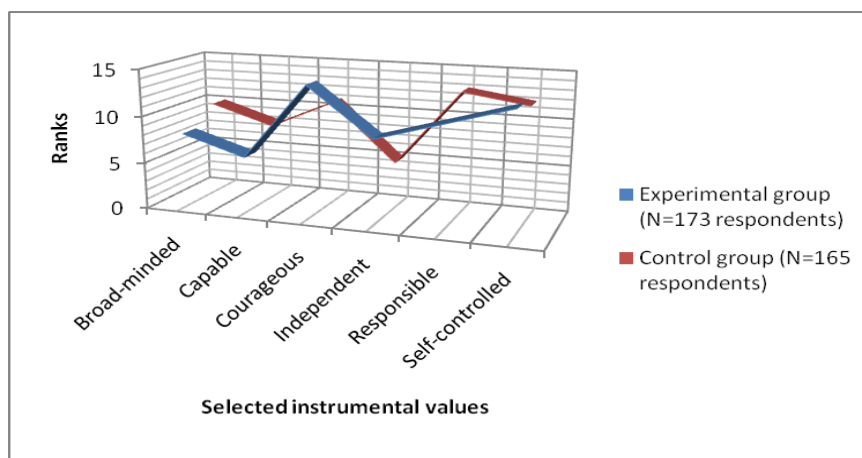
Prior to the experiment and at the end of the experiment, future philologists in the experimental and control groups were asked to rank-order a list of instrumental values (Rokeach, 1973). The results of the initial ranking of the selected instrumental values by the experimental and control groups are presented in Table 1.

Table 1 The initial ranking of the selected instrumental values by the experimental and control groups

Instrumental values	Experimental group (N=173)		Control group (N=165)	
	Arithmetic mean	Rank	Arithmetic mean	Rank
Broad-minded	8.85	8	9.59	10
Capable	8.60	6	9.12	8
Courageous	10.37	14	9.74	11
Independent	8.88	9	8.89	5
Responsible	9.72	11	10.07	13
Self-controlled	10.34	13	9.83	12

Source: own study
n=338

The initial survey results in ranking of the selected instrumental values by the experimental and control groups are illustrated in Figure 1.



Source: own study

Figure 1 The initial survey results in ranking the selected instrumental values by the experimental and control groups respondents

According to the results given in Table 1, such an instrumental value as *broad-mindedness (open-mindedness)* ranked eighth with a mean of 8.85 by the experimental group and tenth with a mean of 9.59 by the control group of eighteen instrumental values mentioned in the survey (Rokeach, 1973). *Capability* which is reflected in future philologists' competences and effectiveness ranked sixth with a mean of 8.60 by the experimental group and eighth with a mean of 9.12 by the control group. The experimental group gave the fourteenth place to such an instrumental value as *courage (standing for your own beliefs)*. It scored 10.37. This value scored 9.74 and was given the eleventh place by the control group. The ninth priority with a mean of 8.88 was given to *independence* by respondents in the experimental group. The respondents in the control group gave this instrumental value the fifth priority. It scored 8.89. Such an instrumental value as *responsibility* ranked eleventh with a mean of 9.72 by the experimental group and the thirteenth with a mean of 10.07 by the control group. *Self-control* was ranked thirteenth with a mean of 10.34 by the experimental group and twelfth with a mean of 9.83 by the control group.

After the initial ranking of the selected instrumental values by future philologists we started the experimental work during which we substantiated the choice of disciplines taught to future philologists in the experimental and control groups, renewed the syllabuses of the disciplines selected for teaching the respondents in the experimental group; selected open educational resources which could be used in the experimental group; taught the disciplines with the

use of open educational resources combined with traditional teaching tools to future philologists in the experimental group and with traditional teaching tools to future philologists in the control group.

The choice of open electronic resources for learning English as the main teaching tools in developing future philologists' instrumental values is explained by the fact that having analyzed the content of training materials on the selected disciplines we found out that it didn't fully focus on shaping and developing future philologists' value system in general and instrumental values in particular. Since information technologies have a direct bearing on all spheres of life of modern humanity, we believe that development of future philologists' value system can be positively influenced by harmonious combination of innovative and traditional teaching tools. According to UNESCO, open educational resources are teaching, learning or research materials that are in the public domain or released with intellectual property licenses that facilitate the free use, adaptation and distribution of resources (The United Nations Educational, Scientific and Cultural Organization, 2017).

The practical experience of university teachers shows that open educational resources differ from traditional teaching tools by their interactivity, optimality of their technical characteristics, manifold possibilities for providing local and remote access to training materials and improving knowledge-sharing and capacity-building (UNESCO, 2017). That is why while teaching such disciplines as "The Practical Course of the English Language", "Contemporary Literature of the English-speaking Countries", "History of American or British Literature", "Linguistic and Cultural Studies" to future philologists in the experimental group we used the following open educational resources "*The Cambridge History of English and American Literature*" (The Cambridge History of English and American Literature, 2000), "*The Internet Encyclopedia of Ukraine*" (The Internet Encyclopedia of Ukraine, 2001), "*Encyclopedia Britannica*" (Encyclopedia Britannica, 2008) and "*Learn English*" (Learn English, 2018). Thus, the main aim of using the open educational resource of "*The Internet Encyclopedia of Ukraine*" for teaching "The Practical Course of The English Language" was to provide more comprehensive information about daily lives of Ukrainians, the Ukrainian cultural heritage, Ukrainian traditions and customs, family and national values of Ukrainians.

We used the materials presented on the pages of Encyclopedia Britannica (Encyclopedia Britannica, 2008) while teaching "The Practical Course of the English Language", "Contemporary Literature of the English-speaking Countries", "History of American or British Literature" and "Linguistic and Cultural Studies". Providing valuable information on different topics concerning culture, literature, philosophy this open educational resource influenced greatly the improvement of future philologists' value system.

Acquaintance with rich literary heritage of Great Britain and the United States of America presented on the pages of online encyclopedia of “*The Cambridge History of English and American Literature*” contributed to the development of moral and spiritual values of future philologists (The Cambridge History of English and American Literature, 2000). Information about lives of writers and poets, their creative careers and works of literature, enabled students to form an accurate picture of values which had influenced people’s lives for centuries.

One more open educational resource which was used for teaching “The Practical Course of The English Language” to the experimental group was *LearnEnglish website* (Learn English, 2018). Along with boosting future philologists’ general English, *Learn English website* developed by British Council helped to get acquainted them with daily lives of people in the English-speaking countries, their culture, national customs and traditions, behavior and life values. Video materials presented on the pages of this website promote the understanding of reality of other peoples’ lives and values they praise in themselves and other people.

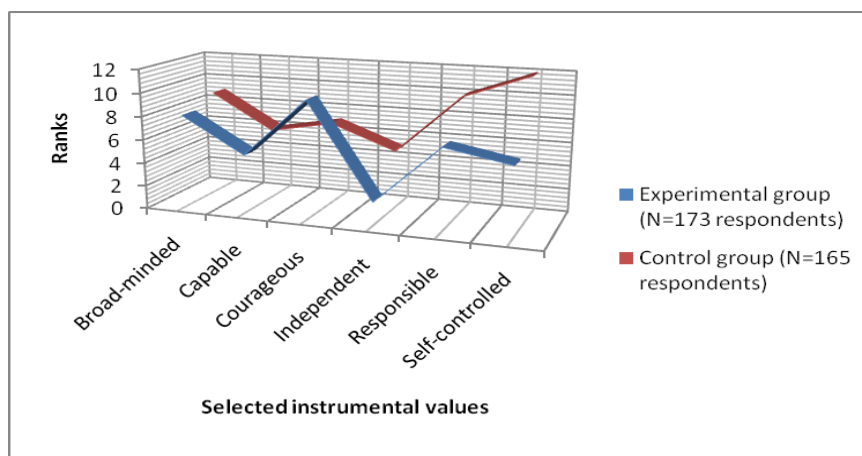
The findings of data analysis concerning the ranking of the selected instrumental values given by the experimental and control groups at the end of experiment are presented in Table 2.

Table 2 The ranking of the selected instrumental values by the experimental and control groups at the end of the experiment

Instrumental values	Experimental group (N=173)		Control group (N=165)	
	Arithmetic mean	Rank	Arithmetic Mean	Rank
Broad-minded	8.88	8	9.17	9
Capable	7.86	5	8.93	6
Courageous	9.52	10	9.00	7
Independent	7.47	2	8.78	5
Responsible	8.72	7	9.41	10
Self-controlled	8.59	6	9.81	12

Source: own study
n=338

The ranking of the selected instrumental values by the experimental and control groups at the end of the research is illustrated in Figure 2.



Source: own study
n=338

Figure 2 The survey results in ranking the selected instrumental values by the experimental and control groups respondents at the end of the research

The findings of data analysis concerning the development of the selected instrumental values in the experimental group are presented in Table 3.

Table 3 The ranking of the selected instrumental values by the experimental group at the beginning and the end of the experiment

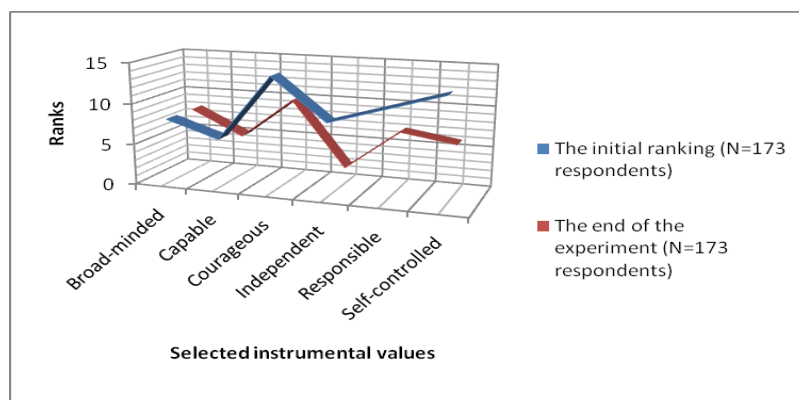
Instrumental values	The initial ranking		The end of the experiment	
	Arithmetic mean	Rank	Arithmetic mean	Rank
Broad-minded	8.85	8	8.88	8
Capable	8.60	6	7.86	5
Courageous	10.37	14	9.52	10
Independent	8.88	9	7.47	2
Responsible	9.72	11	8.72	7
Self-controlled	10.34	13	8.59	6

Source: own study
n=173

The results of data analysis show that the use of open educational resources combined with traditional teaching tools for teaching “The Practical Course of the English Language”, “Contemporary Literature of the English-speaking Countries”, “History of American or British Literature”, “Linguistic and Cultural Studies” to the experimental group greatly influenced the development of their instrumental values necessary for adequate evaluating own activity and meeting various real-life and professional challenges. Thus, *responsibility* ranked seventh with a mean of 8.72 at the end of the research whereas it ranked eleventh with a mean of 9.72 at the beginning of the experiment. The second rank was given to such an instrumental value as *independence*. It scored 7.47 at

the end of the research. Future philologists who praised this value and ranked it high mentioned that it *allowed them not to be afraid to get new experience from their mistakes and to minimize their dependence upon other people's viewpoints*. Such an instrumental value as *broad-mindedness* which we regard as the person's receptivity to differing viewpoints, ability and readiness to respect other people's tastes, habits, traditions ranked eighth with a mean of 8.88 at the beginning of the research and 8.85 at the end of the research. The *courage* which reflected the ability to stand for your own beliefs ranked tenth with a mean of 9.52 compared to the fourteenth place with a mean of 10.37 at the beginning of the experiment. The experimental group gave the sixth place to such an instrumental value as *self-control*. It scored 8.59. Initially this instrumental value ranked thirteenth with a mean of 10.34. At the end of the experiment the fifth priority was given to *capability* with a mean of 7.86 by the experimental group. At the beginning of the research it scored 8.60 and ranked the sixth priority.

The results of the selected instrumental values dynamics in the experimental group are illustrated in Figure 3.



Source: own study, n=173

Figure 3 The selected instrumental values dynamics in the experimental group

Thus, the first hypothesis concerning the influence of open educational resources for learning English combined with traditional teaching tools on reprioritizing the selected instrumental values hierarchy and making them more important for future philologists was confirmed.

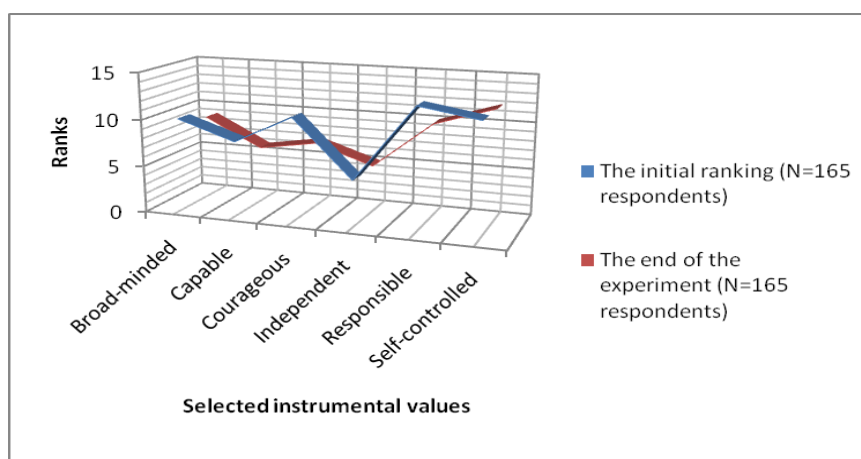
The findings of data analysis regarding the selected instrumental values dynamics in the control group are presented in Table 4.

Table 4 The ranking of the selected instrumental values by the control group at the beginning and the end of the experiment

Instrumental values	The initial ranking		The end of the experiment	
	Arithmetic mean	Rank	Arithmetic mean	Rank
Broad-minded	9.59	10	9.17	9
Capable	9.12	8	8.93	6
Courageous	9.74	11	9.00	7
Independent	8.89	5	8.78	5
Responsible	10.07	13	9.41	10
Self-controlled	9.83	12	9.81	12

Source: own study, n=165

The results of the selected instrumental values dynamics in the control group are illustrated in Figure 4.



Source: own study, n=165

Figure 4 The selected instrumental values dynamics in the control group

Taking into account the obtained results we can state that there is not relevant dynamics in ranking the selected instrumental values by the control group. Thus, the importance of such an instrumental value as *independence* remained more or less stable. It ranked fifth with a mean of 8.89 at the beginning of the experiment and with a mean of 8.78 at the end of the experiment. The control group gave *capability* the sixth priority at the end of the experiment whereas initially they gave it the eighth priority. *Broad-mindedness* was ranked ninth at the end of the experiment with a mean of 9.17. At the beginning of the experiment it was ranked tenth with a mean of 9.59. The control group ranked seventh such instrumental value as *courage*. It scored 9.00 at the end of the research. At the beginning of the research it was ranked eleventh with a mean of 9.74. The ranking of *self-control* was the same at the

beginning and the end of the research. It ranked twelfth with a mean of 9.83 at the beginning of the research and 9.81 at the end of the research. The tenth priority with a mean of 9.41 was given to *responsibility* by the control group at the end of the research whereas initially it was ranked thirteenth with a mean of 10.07. The obtained results can be explained by the lack of the targeted impact on shaping and developing future philologists' value system, the use of only traditional teaching tools etc.

Thus, the second hypothesis concerning the influence of traditional teaching tools for learning English on reprioritizing the selected instrumental values hierarchy and making them more important for future philologists was rejected.

Conclusions

The conducted research led to the following conclusions: the use of open educational resources for learning English combined with traditional teaching tools while studying "The Practical Course of the English Language", "Contemporary Literature of the English-speaking Countries", "History of American or British Literature", "Linguistic and Cultural Studies" influenced the development of future philologists' selected instrumental values during their professional training. Although the conducted study might have provided some information which is already available to researchers, it is unique in the sense that it presents the results concerning the use of open educational resources for learning English in the context of their influence on reprioritizing future philologists' selected instrumental values hierarchy. More research should be carried out to investigate the influence of blended learning on the development of future philologists' value system.

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**ФОРМИРОВАНИЕ
КУЛЬТУРООРИЕНТИРОВАННЫХ
КОМПЕТЕНЦИЙ НА МАТЕРИАЛЕ АВТОРСКОГО
ЛИНГВОКРАЕВЕДЧЕСКОГО ПОСОБИЯ «ПСКОВ И
БЛИЖНЕЕ ЗАРУБЕЖЬЕ»**

*Formation of Culture-oriented Competencies on the Material of the
Author's Manual in Linguocultural Regional Studies
"Pskov and Adjacent Borderlands"*

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Abstract. *The article is aimed at redefining linguocultural regional studies role in language education. The increasing role of linguocultural regional studies as an academic discipline is explained as it determines strategy and tactics of implementation of both regional and national component in the humanity education, contributes to national self-identification of an individual in the world culture. In the new learning environment it is this discipline that creates conditions for the integration of the individual in a multicultural and polylingual educational environment. It also contributes to the solvation of the problem of organizing language training in an academic group, members of which are representatives of different ethnic cultures. The attempt of using the extended version of a local region in order to create a multilingual and multicultural learning situation which results from new ways of training organization search is absolutely new and timely. The content and structure of linguistic and regional studies competence is detailed. The linguocultural regional competence is defined. Formation of culture-oriented competences on the material of the author's manual "Pskov and Adjacent Borderlands" is traced. The pattern of learning and the results of education are described and analysed. The methods applied were analytical, project, associative, communicative, testing, modeling and mathematical data processing.*

Keywords: *borderlands, concept, culture-oriented competence, linguocultural regional studies, polycultural.*

**Введение
Introduction**

Интегрирование культуры в теорию и практику преподавания иностранного языка началось с середины 1980-х годов. В рамках данного процесса сформировалось лингвострановедческое направление,

предполагающее исследование единиц языка с национально-культурным компонентом семантики (Верещагин & Костомаров, 1990). В 1990-е годы в методической терминологии появились понятия «межкультурная компетенция» и «межкультурное обучение». Новое направление в развитии коммуникативной методики стало также увязываться с понятием «культуроведческий подход» (Гальскова & Гез, 2004). Межкультурное обучение потребовало от обучаемых овладения как культурой страны изучаемого языка, так и своей родной культурой. Начало также развиваться важное для обучения русскому языку как иностранному студентов российских вузов лингвокраеведческое направление, предусматривающее включение в учебный процесс лексических единиц с регионально-культурным фоном (Некипелова, 2001).

В новой парадигме обучения лингвострановедческое и лингвокраеведческое направления переплелись. Возросла роль лингвокраеведения в формировании культуроориентированных компетенций.

Сегодня требуется поиск новых путей организации обучения лингвокраеведению с целью превращения фактора многообразия языков и культур в средство межкультурного понимания и обогащения. Возникает необходимость детализации содержания лингвокраеведческой компетенции и определения роли лингвокраеведения в формировании культуроориентированных компетенций.

Вышеизложенное определило актуальность и задачи нашего исследования.

Цель данного исследования – проследить формирование культуроориентированных компетенций на примере лингвокраеведческого пособия.

Состояние вопроса *Review of the Issue*

В учебные планы языковых направлений подготовки уровня бакалавриата входят отдельные дисциплины: лингвострановедение и лингвокраеведение, которые читаются на иностранном, т.е. изучаемом языке и имеют каждая свой предмет и объект, цели и задачи. Но обе дисциплины имеют целью обеспечение диалога культур. Однако, в связи с активизацией социальной и академической мобильности студентов, когда возникла проблема организации обучения иностранному языку в группе, членами которой являются представители разных этнокультур, задача преподавателя усложнилась. Возросла необходимость создания условий для интеграции личности в поликультурную образовательную среду.

Для иностранных студентов это погружение в язык и культуру региона проживания при помощи иностранного языка. Для русскоязычных

студентов, изучающих иностранный язык, возникла дополнительная задача познакомить со своей культурой носителей иной культуры и языка, проявляя открытость, толерантность и уважение ко всему многообразию культур рядом. Изучаемый иностранный язык в таких группах становится инструментом решения учебных, коммуникативных и социальных проблем, использование которого мотивировано, а корректное использование необходимо для адекватного межкультурного взаимодействия. Создается многоязычная поликультурная учебная ситуация, а не просто диалог культур. Поликультурное образование побуждает наряду с познанием чужой культуры еще и к анализу системы собственной культуры (Халяпина, 2006).

Целью поликультурного образования становится формирование языковой личности, способной к активной и эффективной жизнедеятельности в многонациональной и поликультурной среде, обладающей развитым чувством понимания и уважения других культур, умениями жить в мире и согласии. По нашему мнению, лингвокраеведение как учебная дисциплина играет в поликультурном образовании особую роль.

Не случайно широкий обзор лингвокраеведческих дисциплин показывает сегодня, что историческое лингвокраеведение становится одним из самых перспективных направлений современной лингвистики. Идеи лингвистического краеведения стали весьма популярными и, главное, актуальными, особенно применительно к науке и вузовскому филологическому образованию. Лингвокраеведение, по мнению ряда ученых, это необходимая часть гуманитарного образования. В последние десятилетия в исследовательском поле лингвокультурологии прочно занимает место краеведческая проблематика. Несомненно требуется пересмотр роли лингвокраеведения в учебном процессе.

Во-первых, лингвокраеведение как учебная дисциплина определяет стратегию и тактику реализации регионального компонента, который несёт в себе неоценимый образовательный и познавательный потенциал, в преподавании русского и иностранного языка в вузе.

Далее, лингвокраеведение как дисциплина определяет и стратегию и тактику национального компонента, причем часть особенно значимую, способствующую реализации многих современных принципов обновления содержания образования. На наш взгляд, именно лингвокраеведение способствует национальной самоидентификации личности и позволяет человеку определить и занять свое место в мировой культуре. Это дает нам основание предположить, что лингвокраеведение призвано формировать особую лингвокраеведческую компетенцию. Не приходится сомневаться и в том, что лингвокраеведение способно формировать и другие культууроориентированные компетенции: лингвокультурологическую

(лингвокультурную) (культурно - языковую), межкультурную, концептную и поликонцептуальную (поликультурную).

При этом проблемы теории и практики формирования лингвокраеведческой компетенции редко становятся объектом специальных научных исследований. И даже в диссертационном исследовании, посвященном формированию лингвокраеведческой компетенции, ее определение сводится только к знаниевому компоненту (лексика, лингвокраеведческий минимум) и региону проживания обучающихся (Доминова, 2012).

Да и по мнению большинства исследователей лингвокультурная, лингвокультурологическая и культурно-языковая компетенции, необходимые для адаптации и ориентации личности в сфере культуры, сводятся к знаниевому компоненту.

В.Н. Телия говорит о культурно-языковой компетенции как о способности носителей языка к погружению языковых знаков в контекст культуры, т. е. их интерпретативному означиванию в пространстве концептов культуры (Телия, 2004). Компетенция в сфере концептов или концептная компетенция предполагает: 1) знание о наличии различных типов культурных концептов в различных культурах и об их неодинаковом наполнении; 2) умение выявлять данные концепты и осуществлять анализ способов их объективации; 3) умение идентифицировать содержание культурных концептов и устанавливать общность и различие в их содержании; 4) способность толерантно относиться к культурным концептам собеседника, если они расходятся с культурными нормами и системой ценностей собственной социальной группы. Она связана с изучением концептов родного и изучаемых иностранных языков, освоением ядерного и периферийного их значения (Василенко, 2013).

В современной образовательной парадигме с компетентностным подходом к подготовке специалистов нового поколения проблема их способности и готовности эффективно функционировать в мультикультурной профессиональной среде решается через формирование межкультурной компетенции (Алмазова, 2003).

Поскольку системообразующим качеством поликультурной языковой личности становится формирование поликонцептуальной составляющей ее структуры, основанной на совокупности способностей, знаний и умений исследовать и интерпретировать концептуальные системы носителей других культур при помощи полилингвальных (языковых) средств, поликонцептуальная компетентность выражается в четырех видах компетенций: на уровне универсальных, этнокультурных, социокультурных и индивидуально-культурных концептов (Халяпина, 2003).

Кратко проанализировав вышеназванные культуроориентированные компетенции, можно прийти к выводу, что их структура, несмотря на терминологические различия в определениях, в своей основе все же укладывается в рамки одной схемы:

- Знать основные культурные реалии и концепты;
- Уметь выделять культурную и лингвокультурную информацию из культуроориентированных аутентичных текстов;
- Владеть лингвокультурной составляющей коммуникативной компетенции для осуществления адекватной межкультурной коммуникации.

Попытаемся наполнить общую схему лингвокраеведческим содержанием и предложить свое определение лингвокраеведческой компетенции:

- **Знать** не только региональные, но и национальные культуроразличительные языковые и культурные реалии и концепты;
- **Уметь** выделять культурную и лингвокультурную информацию в родном и иных языках полилингвального мира (тексте, ситуации);
- **Уметь** выбирать язык межкультурного общения (глобальный) и демонстрировать сообразно ситуации свое знакомство с другими языками и культурами;
- **Владеть** и управлять лингвокультурной составляющей коммуникативной компетенции для осуществления адекватной межкультурной коммуникации в условиях поликультурной многоязычной учебно-коммуникативной ситуации или ситуации реального общения, проявляя сформированность основных качеств поликультурной (и даже полилингвальной) языковой личности.

В предлагаемой формулировке определения лингвокраеведческой компетенции мы усматриваем определенную теоретическую значимость нашего исследования.

Лингвокраеведческое пособие как средство обучения *Manual in Linguocultural Regional Studies as a Means of Learning*

В лингвокраеведческом пособии «Псков и ближнее зарубежье» (Мацевич & Мюррей, 2018) предлагается широкая трактовка понятия «краеведение» за счет расширения понятия «край» до «региона пограничья». Псковская область, расположенная «на стыке цивилизаций» (Манаков, 2004), это часть контактной зоны, в которой системность языковых и культурных контактов обусловила развитие особого типа осмысления действительности – языковой и концептуальной системы мира пограничья. Охват языков и культур пограничья позволяет обучающимся

осознать реальность многоязычия и многокультурности мира и выстроить траекторию жизни в многоязычном и поликультурном пространстве при сохранении своей национальной идентичности.

В пособии предлагается организация управляемого процесса учебно-исследовательской деятельности студентов, направленной на ознакомление с языками и культурным разнообразием четырех территорий пограничья: Эстонии, Латвии, Беларуси и Псковской области, планируемым результатом которой является формирование поликультурной многоязычной личности, способной к оценке своей и иной культуры, характеризующейся толерантностью и открытостью к познанию, что представляется возможным только при сформированности основных культууроориентированных компетенций.

Как средство обучения пособие отвечает современным требованиям: содержит аутентичные культууроориентированные тексты, два уровня единиц обучения: культурные реалии и выраженные в языке культурные понятия – концепты, а также комплекс упражнений лингвокультурной когнитивной направленности.

Методология *Methodology*

Основными теоретическими методами, использованными в нашем исследовании, являются: критический анализ теоретической литературы по теме с целью сравнения подходов к объекту исследования и синтез, примененный при выработке определения лингвокраеведческой компетенции. В теоретической части исследования использовались также элементы аналогии, классификации и обобщения.

В соответствии с целью исследования в практической его части потребовалось опытное обучение, в ходе которого применялись аналитические методы (в том числе, метод концептного анализа), метод полевого описания концепта по аналогии, моделирование, проектный и коммуникативный методы. Основной функцией опытного обучения была проверка теоретических положений и отслеживание процесса формирования культууроориентированных компетенций (наблюдение).

Комплекс приемов, направленных на овладение уровнями сформированности культууроориентированных компетенций, включал приемы компарации, лингвострановедческой паспортизации и комментирования лексики, а также приемы, направленные на формирование умения рефлексивного сравнения, социокультурной наблюдательности, продуктивных умений (например, целенаправленной выборки анализируемых

явлений, составления глоссариев, социокультурных портретов представителей других культур) и т.д. (Трубицина et al., 2018).

В функции сравнения, измерения и оценивания использовались ассоциативный опрос, тестирование, математическая обработка результатов, текстовой продукции, тематических презентаций, проектов.

Модель обучения *The Pattern of the Study*

В опытном обучении на знаниевый компонент культуроориентированных компетенций работали следующие виды упражнений:

Find the following words and expressions in the text above. Translate the sentences where the words and expressions are used. Find English equivalents for the following words and expressions. Use them in the sentences of your own. Tell the group about the most popular holidays in your national culture and their symbols. Look through the glossaries of national Russian, Belorussian, Latvian and Estonian cuisine and make a comparative analysis. Listen to the stories in two (three) languages and match the cultural phenomena and realia. Say what toponyms manifest the concept Belarus on a space level.

В функции оценивания использовались ассоциативный опрос, тестирование, математическая обработка полученных данных, перевод, задания на лингвокраеведческую и лингвострановедческую паспортизацию и комментирование лексики.

Умение выделять культурную и лингвокультурную информацию из культуроориентированных аутентичных текстов формировалось в упражнениях типа:

Scan the articles from the Internet for special cultural information. Search for more information about Belorussian national dress. Make your own list of Estonian writers. Compile a glossary of Latvian music. Summarize the factors, which manifest Riga as the capital of the country. Have a quick glance at the description of the concepts of Estonian Hanseatic cities in three languages. Compare their language manifestations. Add the missing information. Check and correct mistakes if any.

В функции сравнения и измерения использовались тестирование, соревнование с математической обработкой полученных результатов, комментирование, анализ глоссариев, антропонимикон, текстовой продукции на базе культурных концептов и тематических презентаций.

Формирование уровня владения лингвокультурной составляющей коммуникативной компетенции обеспечивали упражнения:

Try to single out and explain food preferences in different cultures. Dwell on the holiday dishes which are traditionally served in your family. Describe the

concept of Rezekne as a city-partner in the system of sister cities of the Borderlands. Think back to when you visited Valmiera (if applicable) and recollect the traces of its past. Describe the potential of Vitebsk as a city-partner in the Hanseatic League of Modern Time. Should you have any additional information, please share it with the group. If possible provide your own personal concept of Pskov. Ask your groupmate about his/her culture. Make a social cultural picture of his/her culture. Make social cultural pictures of representatives of different cultures. Compare them. Make a discussion.

В функции оценивания использовались: анализ текстовой продукции (от мини текстов до текстов экскурсии; описания и моделирования культурных концептов), диалог-расспрос с элементами обсуждения и дискуссии, проект.

Научные результаты и их интерпретация ***Research Results and Interpretation***

В опытном обучении (36 часов) принимала участие учебная группа 3 курса направления подготовки: Русский и иностранный язык (английский) в составе 12 человек.

Заключительный ассоциативный опрос и тематические срезы показали у всех студентов значительный рост и объем лексики с регионально-культурным и национальным фоном, понимание культурной сущности лексических единиц при их паспортизации и комментировании, знание основных пространственных концептов пограничья, достаточно грамотный выбор языка выполнения задания, готовность демонстрации знакомства со всеми языками пограничья.

Студенты демонстрировали умения выбора культурной информации из текстов на родном и иностранных языках, успешно участвовали в соревновательных мероприятиях, анализировали глоссарии, концепты и другую культуроориентированную продукцию, вносили исправления и дополнения.

Большинство студентов показали умения в разном положительной степени управлять лингвокультурной составляющей коммуникативной компетенции для осуществления адекватной межкультурной коммуникации в условиях поликультурной многоязычной учебно-коммуникативной ситуации, проявляя готовность к межкультурному общению, заинтересованность и толерантность.

Выводы *Conclusions*

Итак, проведенное опытное обучение подтвердило эффективность формирования культуроориентированных компетенций на основе лингвокраеведческого пособия. В этом мы усматриваем определенную практическую ценность нашего исследования.

Анализ ответов обучающихся показал, что при использовании материалов пособия и выше описанной модели обучения формируется знание не только региональных, но и национальных культур – различительных языковых и культурных (лингвокультурных) реалий и концептов.

Студенты показывают умение выделять культурную и лингвокультурную информацию в текстах на родном и неродных языках полилингвального мира, демонстрируют знакомство с другими языками и культурами, адекватно и грамотно используют английский язык как инструмент межкультурного взаимодействия.

Обучающиеся оперируют лингвокультурной составляющей коммуникативной компетенции для осуществления межкультурной коммуникации в условиях поликультурной многоязычной учебно-коммуникативной ситуации, демонстрируя проявление базовых качеств поликультурной, а иногда и полилингвальной личности, проявляют открытость познанию других языков и культур и исключительную толерантность.

Поскольку анализ уровня сформированности культуроориентированных компетенций обучающихся показывает более высокий уровень умений учебно-исследовательской деятельности (выделения лингвокультурной информации и описания концептов), чем уровень продуктивных умений (моделирование концептов по описанию) и коммуникативной компетенции в целом, исследование указало на необходимость увеличения доли коммуникативных заданий в обучении.

Summary

Within linguocultural approach as the basis of foreign language teaching method there are linguocultural and linguocultural regional directions which come to be intertwined in the new educational paradigm especially when foreign language acquisition is to be organized in a group consisting of different ethnic culture representatives. The aim of the teacher is to create conditions for integration of every individual into multicultural educational environment, and the foreign language becomes instrument for solving communication problems.

It is linguocultural regional study that as an academic discipline determines strategy and tactics of both regional and national component implementation, contributes to an individual's national identity and allows him/her to find the place in the world culture. The role of linguocultural regional studies in the formation of culture-oriented competencies is increasing. As a result of mastering the discipline, students should know not only regional, but also national linguistic and cultural realia and concepts; be able to distinguish cultural and linguocultural information in native and other languages of the multilingual world, choose the language of intercultural communication, as well as master the linguocultural component of communicative competence to assure adequate intercultural communication in a multicultural and multilingual environment. This is how we define linguocultural competence.

The carried out experiment proved the possibility of this and other culture-oriented competence formation on the basis of the Manual in Linguocultural Regional Studies "Pskov and Adjacent Borderlands".

Analysis of the competence formation level revealed students' knowledge of not only regional, but also national culture - distinctive linguocultural realia and concepts. Associative surveys showed a significant growth and amount of vocabulary with regional cultural and national background.

Students demonstrated the ability to distinguish cultural information in the texts in their native and non-native languages of the multilingual world, adequately and competently used English as a tool for intercultural interaction, willingly and reasonably demonstrated their acquaintance with the Estonian, Latvian, Belarusian and other languages, openness to learning other languages and cultures.

As far as they could, the students also mastered linguocultural component of communicative competence to implement intercultural communication in a multicultural multilingual educational and communicative situation, showing tolerance to other languages and cultures, readiness for intercultural communication as basic qualities of not only multicultural, but also a multilingual language personality.

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**ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ЯЗЫКА С
ИДЕОГРАФИЧЕСКОЙ ПИСЬМЕННОСТЬЮ.
ОБУЧЕНИЕ ЧТЕНИЮ НА КИТАЙСКОМ**
*The Peculiarities of Teaching an Ideographic Language. Teaching
Reading in Chinese*

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Abstract. *Reading plays an important role in the educational process, as it is one of the central spheres in communication in a foreign language. However, reading Chinese has its own peculiarities, because the method of writing differs from the phonetic languages. The paper is devoted to the teaching reading in Chinese for beginners, using the peculiarities of an ideographic language. The outlining of these peculiarities and the development of exercises, with the consideration of these peculiarities are relevant, because most of the methodological developments are devoted to the teaching of reading phonetic languages.*

The paper aims to determine the peculiarities of teaching reading in Chinese, which are caused by the ideographic character of the hieroglyphic writing.

The developed system of exercises for teaching reading in the Chinese language for beginners is provided. The exercises enable learners to get acquainted with the hieroglyphic writing, to build a grapheme competence and to learn how to write any character.

Keywords: *character, hieroglyphic writing, ideographic language, grapheme competence.*

Введение
Introduction

При коммуникативном подходе, к которому склоняется большинство преподавателей иностранного языка, основной целью является обучение общению и, прежде всего, имеется в виду устное общение. При изучении

европейских языков, таких как английский, французский, испанский и т.д., коммуникативный подход доказал свою эффективность. Однако, в случае с китайским языком, часто сталкиваемся с ситуацией, когда ученик достаточно свободно разговаривает, но совсем не умеет писать и читать. В работе немецкого исследователя отмечалось, что достижение высокого уровня владения устным китайским не представляет особых трудностей, в то время как высокий уровень чтения или письма – настоящая редкость (Kupfer, 2007). Такая ситуация не является нормальной, ведь чтение занимает важное место в образовательном процессе и является одной из центральных сфер в общении на иностранном языке. Оно занимает ведущее место по своей важности и доступности и является самостоятельным видом речевой деятельности. В современном мире чтение играет огромную роль, ведь человек имеет возможность посредством чтения реализовать свои личные учебные потребности. Чтение тесно связано с другими видами речевой деятельности. Прежде всего, этот вид деятельности теснейшим образом связан с письмом, поскольку и чтение, и письмо пользуются одной графической системой. Поэтому при изучении иностранного языка необходимо учитывать и развивать эти виды речевой деятельности во взаимосвязи. Однако китайская письменность является идеографической и в корне отличается от алфавитной. Поскольку характер письменности отличается от привычных фонетических языков, то и обучение чтению на китайском языке имеет свои особенности. Цель данного исследования – определить те особенности обучения чтению на китайском языке, которые обусловлены идеографическим характером письменности, а также создать систему упражнений для обучения чтению на китайском языке на начальном этапе.

Для реализации поставленных задач в работе применялись следующие методы исследования: критический анализ научной литературы, описательный метод и метод сравнительного анализа, систематизации, классификации и интерпретации. Выделение особенностей идеографической письменности и разработка упражнений с их учетом актуальна, поскольку большинство методических разработок посвящена обучению чтению на языках с фонетической письменностью.

Обзор литературы и исследований *The literature and research overview*

Общепринятой методики для обучения чтению на иностранном языке не существует, однако большинство методических рекомендаций касается обучения чтению на европейских языках, в которых буквы через звучание слова передают его значение. Целью обучения чтению на иностранном

языке на начальном этапе обычно является установка звуко-буквенных соответствий и формирование техники чтения. Кроме того, идет работа над правильным произношением и отработка связи графического образа слова с его значением.

Все алфавитные системы используют звуко-языковой код и буквенно-звуковую согласованность, поэтому основной трудностью, с которой сталкивается ученик при перекодировании звука в иероглиф или иероглифа в звук, является установление связи между иероглифическим обозначением и целостным звуковым комплексом. Об этой проблеме говорят и зарубежные специалисты. Например, М. Коул констатирует: «Каждый учитель, который учит чтению, знает, что нет однозначного соответствия между иероглифами и фонематической структурой разговорной речи» (Коул, 195, 153).

Знаки любой письменности имеют три плана: написание, чтение, семантика. И именно то, как эти три плана соотносятся между собой, определяет характер письменности. Алфавитная письменность пользуется ограниченным набором знаков для записи фонем или слогов, сама же буква значения не имеет. Китайская письменность является единственным на сегодняшний день представителем идеографической группы письменности. Единицами письма являются черты и графемы, составляющие иероглифы. Китайские иероглифы не напрямую, как буквы, связаны с фонемами и слогами, а записывают семантику слова или морфемы китайского языка и, таким образом, приобретают чтение слова или морфемы. Поскольку иероглиф непосредственно связан со значением и косвенно с произношением, то в разных диалектах один иероглиф имеет разное чтение, но одинаковое значение. По мнению известной исследовательницы Ван Нин, именно опосредованная связь иероглифа и чтения, но тесная связь семантики и написания позволила иероглифам шагнуть через время и диалекты (王宁, 2002) .

Языковая компетенция взрослых учеников обычно включает орфографическую компетентность. Однако китайская письменность отличается от европейских сложной системой письма – иероглификой, тем самым усложняя изучение китайского языка. Понимание письменного текста средней сложности на китайском языке требует способности автоматически идентифицировать около 2000 иероглифов-символов, что означает знание тысяч слов и их различных значений в разных контекстах, а также синтаксических правил, стилистики и культурной целесообразности высказываний. По сравнению с фонографическими языками число основных графем, которые должны быть проработаны, по меньшей мере, в 50 раз больше. Очевидно, это приводит к выводу, что обучение чтению на

китайском требует больше времени, чем изучение языка с алфавитной письменностью. Кроме того, в отличие от букв уже привычной латиницы или кириллицы, в китайском языке единицами письма являются черты и графемы. «В китайском и в определенной степени в японском, арабском, тайском, индийских языках мы сталкиваемся с проблемой необходимости отработки (в дополнение к языковым и культурным знаниям) «навыков письменной системы» (по-китайски: 汉字技能), прежде, чем мы сможем окунуться в так называемые «навыки чтения и письма» (Guder, 2007, 25–26).

Идеографический характер китайского языка, в отличие от фонетических языков, делает связь между написанием и произношением опосредованным и, как следствие, практически разводит устную и письменную речь по разным плоскостям. Преподаватели часто сталкиваются с учениками, желающими научиться разговаривать на китайском и при этом отказывающимися изучать китайскую письменность как слишком сложную. Поэтому при обучении чтению на китайском важно сформировать у учащихся особые навыки и умения работы с идеографической письменностью, которые обеспечат возможность чтения иероглифического текста и привьют интерес к этому процессу. В статье "The Chinese Writing System as Third Dimension of Foreign Language Learning" немецкий ученый Андреас Гудер предлагает следующие три этапа формирования грамотности:

- 1) формирование графемной компетенции;
- 2) расширение словарного запаса путем расширения иероглифического запаса;
- 3) овладение письменной речью как таковой (Guder, 2007, 26).

Таким образом, в отличие от преподавания языков с алфавитной письменностью, преподавание китайского языка требует специальной модели, которая вводит «графемную компетентность» в учебную программу изучения языка.

В настоящее время изучение китайской иероглифической письменности является одним из наиболее приоритетных объектов многочисленных исследований в области разработки методики обучения китайскому языку. Группы ученых искали различные методы, упрощения работы учащихся с необычной письменностью. Двумя примерами таких исследований являются работы Ван Бися, Ли Нин, Джон Гошен и Сюй Ецзин (王碧霞, 李宁, 种国胜, 徐叶菁, 1997) и Цзян Липин (姜丽萍, 1998). Несмотря на то, что результаты исследований были опубликованы в конце 90-х годов, внимание западных исследователей они привлекли значительно позже и были рассмотрены в статье An Analysis of Various Scholarly Approaches to the Acquisition of Chinese Characters by Students of Chinese as a

Foreign Language (Overgaard, 2007). Китайских ученых интересовало, какие навыки учащиеся применяют при изучении китайских иероглифов. В обоих случаях авторы предлагают методы облегчения задачи учеников.

Первая группа исследователей пришла к выводу, что учащиеся в процессе изучения иероглифов использовали такие методы:

- 1) создание визуальной связи между данным иероглифом и определенным визуальным изображением;
- 2) создание визуальной связи между данным иероглифом и некоторым элементом (элементами) в его структуре. Студенты помнят части иероглифа, которые они узнают в другом иероглифе. Эти части необязательно состоят из графем;
- 3) создание визуальной связи между частью данного иероглифа и графемами своего родного языка.

На основании исследований методов обучения, используемых учащимися, Ван Бися и другие ученые выдвинули следующие предложения относительно того, как можно улучшить изучение иероглифов:

- необходимо предложить отдельный курс изучения китайских иероглифов, а также необходимо подготовить соответствующие учебные пособия. Иероглифы в учебниках должны быть тщательно отобраны и упорядочены в порядке возрастания сложности, а не в соответствии с тем, какие грамматические проблемы возникают при изучении языкового курса.
- курс должен быть организован в соответствии потребностями учащихся и соответствовать трем этапам обучения: первые два месяца: подробное описание иероглифов и разница между чертами; третий и четвертый месяц: подробное описание китайского языка и культуры; анализ черт, компонентов и структуры иероглифов; конец первого семестра: подробная инструкция по каллиграфии, расширение словаря; создание семантической сети для лексики.

Ван Бися и другие исследователи считают целесообразным разделить иероглифы по группам. В первую группу входят те письменные знаки, которые ученики смогут и читать, и писать. Иероглифы, которые ученики смогут читать, но не смогут написать, будут составлять вторую группу. Значение иероглифов третьей группы учащиеся смогут распознавать только из контекста самого текста. Понятно, что группы не являются фиксированными, и иероглифы постепенно будут переходить из третьей во вторую, а со временем и в первую группу

Считаем важными исследования Цзян Липин (姜丽萍, 1998), которая изучала диктанты, домашние задания и экзаменационные тесты 18 учеников

начального уровня в течение 7 месяцев. Основываясь на своих исследованиях, Цзян пришла к выводу, что ученики используют такие методы при изучении китайских иероглифов:

1. Студенты делят иероглифы на части, которые не обязательно согласуются с обычными минимальными графемами или порядком написания черт иероглифа.
2. Ученики связывают иероглиф или его части с объектом или концепцией.
3. Студенты запоминают иероглифы, опираясь на различные или трудные, по их мнению, элементы.
4. Студенты запоминают группы иероглифов с общими особенностями, которые отличают их от других иероглифов.
5. Когда ученики узнают больше иероглифов, они лучше запоминают их, анализируя и сравнивая с другими иероглифами.

Цзян указывает, что студенты не применяют один метод при изучении, а сочетают использование различных методов. Более того, она обнаружила, что в первой половине семестра студенты в основном связывают форму с произношением. Когда они узнают больше иероглифов, связь между формой и значением играет более важную роль (Overgaard, 2007, 468–469).

Основываясь на методах, которые использовали ученики, исследовательница приходит к следующим выводам о том, какие усовершенствования могут быть сделаны в преподавании:

1. Необходимо обратить внимание на те аспекты, которые особенно трудны для учащихся. Студентам необходимо предложить способ четкого понимания структуры китайских иероглифов.
2. Необходимо систематически вводить иероглифы, которые состоят из одного компонента.
3. Учитель должен помочь ученикам развить свою способность анализировать форму иероглифов.
4. Необходимо помочь студентам собрать запас «групп иероглифов», то есть групп символов, которые имеют общие графемы.
5. Следует помочь установить «ассоциации» между иероглифами. Это можно сделать двумя способами: первый – связать те иероглифы, которые имеют общие графемы, и общее в значении вместе взятых иероглифов; второй – подчеркнуть связь между синонимами и антонимами.

Опираясь на оба исследования, можно сделать вывод, что восприятие иероглифов меняется в процессе обучения, и студенты сначала тяготеют к тому, чтобы связать произношение с формой, но затем отказываются от привычного алгоритма. Эта привычка является следствием того, что родной или другие изучаемые ими ранее иностранные языки, принадлежат к

фонетическим. Впоследствии студенты начинают связывать форму со значением.

Считаем справедливым предложение Ван Бися, что должны быть созданы специальные учебные пособия, посвященные изучению иероглифов, и новые иероглифы, которые вводятся на занятиях, должны быть разделены на активный и пассивный словарный запас (王碧霞, 1997).

Вышеупомянутые исследователи согласны, что обучение иероглифике играет очень большую роль в изучении китайского языка. Только после овладения большим количеством иероглифов ученики, по сути, могут переходить дальше, к овладению навыками чтения и письма. Таким образом, рассмотрев исследования групп ученых, можем прийти к следующим выводам:

- обучение китайской письменности требует подготовительного этапа, который можно назвать «этапом формирования графемной компетенции»,
- на этом этапе целесообразно разделить обучение чтению и письму с обучением устной речи. Учебный материал, используемый на занятиях, не должен быть связан с материалом, который изучается на занятиях по другим дисциплинам, таким как «Китайский язык», «Разговорный китайский язык» и т.д.
- содержание этого этапа должно зависеть от возраста, теоретической подготовки учащихся и желаемого конечного результата.

Формирование графемной компетенции как обязательного этапа обучения чтению

The grapheme competence building as an obligatory stage of teaching reading

Проанализировав различную литературу, которая рассматривает методы обучения чтению на иностранных языках на начальном этапе, а также рассмотрев различного рода исследования в данной сфере, мы пришли к выводу, что начальный этап обучения чтению на китайском языке обязательно должен содержать этап формирования графемной компетенции. Кроме того, исследования, проведенные Ван Бися и Цзян Липин указывают на те аспекты, которые заслуживают особого внимания. С учетом результатов работ китайских исследователей и преподавателей (郑振峰, 王军, 李彦循, & 唐健雄, 2004; 李大遂, 2003; 李香平, 2006; 陈枫, 2008) в 2014 году был разработан курс и учебное пособие «Основы китайської ієрогліфіки». В 2016 году пособие было переработано и дополнено. Курс иероглифики с использованием данного пособия преподается в ХНПУ

имени Г.С. Сковороды и частично в ХНУ имени В.Н. Каразина (Украина) и направлен на формирование графемной компетенции.

Работу можно разделить на три ступени.

1 этап. Это первая ступень изучения китайского языка, когда перед учениками ставятся следующие задачи:

- определение количества черт в иероглифе;
- выделение основных черт в иероглифе (точка, горизонтальная, вертикальная, откидная вправо, откидная влево, восходящая);
- выделение более сложных черт в иероглифе (черты с крючком, ломаные черты, ломаные черты с крючком);
- определение простых и составных (состоящих из двух и более графем) иероглифов;
- определение правильного порядка написания черт в простых иероглифах.

Этот этап предполагает передачу минимально необходимых знаний для начинающих и может, на наш взгляд, называться «периодом приобретения навыков письменной системы». Поскольку этот этап почти не содержит теоретических знаний, его будет целесообразно проходить любой возрастной группе.

2 этап. Учитывая полученные на первом этапе навыки, на втором, среднем этапе, учащимся предлагаются следующие задачи:

- распознавание структуры иероглифа и порядка написания графем и черт составных иероглифов. Обычно знакомство с китайской иероглифической письменностью начинается с изучения базовых черт и общих правил, определяющих порядок написания черт. Считаем, что проблема порядка написания черт должна рассматриваться постепенно: сначала ученики знакомятся с правилами написания черт в простом иероглифе, а уже через некоторое время – после анализа типов конструкций составных иероглифов – с порядком написания черт и графем в составных иероглифах (Жукова К.С., & Артюх, О.И., 2016, 26-30). Таким образом, студент может отличить простой и составной иероглифы и определить порядок написания черт в обоих случаях. Такие упражнения помогают ученикам развить способность анализировать форму иероглифов и избежать ошибок, ведь многие студенты, как было указано выше, делят иероглифы на части, которые не обязательно согласуются с минимальными графемами.
- распознавание близких по написанию графем и иероглифов. Выделение нужного иероглифа из похожих предложенных. Так, графемы 丩 - 𠄎 различаются количеством черт, 𠄎 - 𠄎 одной

чертой, 日 - 日 формой, 人 - 人 - 人 способом пересечения, 士 - 士 длиной и местоположением черт. Эти графемы входят в состав составных иероглифов, усложняя запоминание. Поэтому упражнения «найти изученную графему из ряда подобных», сравнить близкие по написанию иероглифы уместны на начальном этапе изучения китайской письменности.

- знакомство с основными графемами. Знакомство с семантическими и фонетическими показателями являются, по мнению Андреаса Гудера, необязательным, ведь только очень ограниченное количество графем иероглифов начального уровня (имеется в виду 100 наиболее широко употребляемых) будет полезно для дальнейшего изучения (Guder, 2007, 27). Но, по мнению китайских методистов, работая с семантическими показателями, студенты должны преодолеть «трудности, связанные с формой иероглифа» (陈枫, 2008, 156–157). Имеется в виду не столько изучение графем как таковых, которых всего насчитывается в китайском языке около 600, сколько отработка навыков правильного написания, умение различать близкие по написанию графемы.

К тому же, одна и та же графема может использоваться в различных позициях и при этом частично менять свое написание. Например, графема 士 пишется «горизонтальная черта – вертикальная – горизонтальная», это верно и для тех случаев, когда графема находится в верхней или нижней части составного иероглифа 圣, однако, если графема стоит слева, последняя горизонтальная черта пишется как откидная вверх 冫. Познакомить с такими особыми случаями - одна из задач при формировании графемной компетенции.

Известно также, что некоторые графемы сегодня имеют два и более видов написания. Например, «рука» - 手, 扌, 又, «сердце» - 心, 忄, «нога» - 足, 疋, 疒 и т. Д. Часть графем может использоваться самостоятельно, часть встречается только в составных иероглифах. Поэтому, на наш взгляд, упражнения, направленные на знакомство с указанной особенностью, помогают формировать постоянную связь между различными видами написания графем и должны быть включены в курс иероглифики (Жукова, 2017, 44—46).

К тому же, эта работа позволит студентам собрать запас «групп иероглифов», которые имеют общие графемы и что-то общее в семантике.

Заметим, что второй этап является очень важным и должен быть реализован в любой аудитории, однако считаем допустимым изучения

только наиболее широко применяемых графем, имеющих тесную связь с семантикой производного иероглифа (常用汉字偏旁部首表).

3 этап. Последний этап формирования графемной компетентности на начальном уровне предусматривает закрепление ранее изученного материала и овладение более углубленными теоретическими знаниями:

- определение категории иероглифа. В рамках формирования графемной компетенции необходимо знакомить студентов с категориями иероглифов, ведь иероглифический состав китайского языка не является однородным. К тому же, знакомство с категориями демонстрирует эволюцию иероглифического знака и развитие китайской письменности.
- предположение значения иероглифа, исходя из значения графем. Навыки прогнозирования возможного значения иероглифа, опираясь на значение графем, позволят в дальнейшей работе преодолеть страх перед незнакомым текстом. В то же время, студенты понимают, что значение составного иероглифа и семантического показателя могут быть тесно связаны, связаны опосредованно, а также, возможно полное отсутствие связи.
- предположение чтения незнакомого иероглифа по знакомому фонетическому элементу. Знакомство с фонетическими показателями часто носит поверхностный характер, ведь в настоящее время фонетические показатели не совсем точно передают чтение иероглифа, а порой могут ввести в заблуждение. Однако в работах современных ученых неоднократно было продемонстрировано, что фонетический показатель в фоноидеографических иероглифах выполняет две функции: показателя чтения и показателя происхождения. Известно, что наиболее продуктивный способ образования фоноидеографического иероглифа – это добавление семантического показателя к первоначальному иероглифу. В таком случае, фонетическим показателем становится первоначальное написание иероглифа, которое автоматически связано со значением. Связь семантики фонетического показателя и составного иероглифа не единичный случай, а одна из базовых особенностей фонетических показателей. В составном иероглифе фонетический показатель передает такое же или близкое чтение, которое он имел как самостоятельный иероглиф. Передача чтения и этимологии фоноидеографического иероглифа – объективная особенность фонетических показателей иероглифов, в которых эта краевая графема представляет собой древнюю форму написания

знака. Известный китайский ученый Ли Гоин в 1996 году издал книгу, в которой проанализированы фоноидеографические иероглифы словаря Сюй Шэня «Анализ простых знаков и толкование сложных знаков». Он пришел к выводу, что хотя сегодня практически невозможно говорить о семантической связи составного иероглифа и фонетического показателя, понимание его роли в структуре иероглифа позволяет верно оценить характер китайской письменности. Кроме того, несмотря на то, что иероглифы достаточно разнородны, само существование фоноидеографических знаков не опровергает, а, наоборот, подтверждает идеографический характер китайской письменности (李国英, 1996).

Однако правомерен вопрос, насколько эта теоретическая информация необходима на этапе формирования графемной компетенции. Конечно, в работе с детьми дошкольного и школьного возраста она является лишней. Более того, как мы видим из опыта, даже студенты первых курсов испытывают определенные трудности с восприятием фонетических показателей как показателей этимологии иероглифа. И это оставляет нам пространство для методической работы, ведь, на наш взгляд, отработка наиболее употребляемых фонетических показателей дает ученикам возможность найти хоть что-то, что связывает написание и чтение иероглифов.

Таким образом, хотя автор термина «графемная компетенция» подразумевает процесс изучения первых 100 иероглифов как базы для формирования навыков анализа и техники запоминания иероглифов на следующих этапах обучения, на наш взгляд, было бы уместно расширить задачи, стоящие перед этим подготовительным этапом. Не следует отказываться от изучения графем (семантических и фонетических показателей) на начальном этапе изучения китайского языка, однако необходимо корректировать содержание обучения в зависимости от возраста и подготовки аудитории. Еще раз подчеркнем, что разработка упражнений должна основываться на возрастных особенностях учащихся, целях и задачах изучения языка.

Выводы *Conclusions*

Основная проблема при овладении китайской письменностью заключается в том, что фонетическое озвучивание слова не имеет никакой связи с его письменным отражением. Поэтому в изучении китайского языка

существует огромная разница между овладением устной речью и умением читать и писать.

Методика обучения чтению должна подбираться в зависимости от характерных особенностей различных видов письменности. Общим принципом остается лишь движение от простого к сложному, в фонетических языках – это изучение соответствий букв и звуков, а далее через слоги к словам, в идеографическом – это понимание значения графем и постепенное усложнение структуры иероглифов, изучение простых иероглифов, а затем составных. Это значит, что выделение подготовительного этапа является обязательным в процессе обучения чтению на китайском.

На сегодняшний день одним из самых используемых подходов является овладение китайской письменностью через изучение графем. Курс иероглифики, который читается в нашем университете с 2014 года выделен в отдельную дисциплину «Иероглифика» и не связан с изучением курса «Китайский язык». Нами был разработан комплекс упражнений, который позволил учащимся начального уровня познакомиться с иероглифической письменностью и сформировать графемную компетентность. Выделяются три этапа работы, для которых предложены следующие виды задач: 1) работа с чертами основными и производными, отработка правильного порядка написания простых иероглифов; 2) работа со структурой составного иероглифа; 3) прогнозирование значения и чтения незнакомого иероглифа. На протяжении всего курса, учащиеся непрерывно совершенствуют умение анализировать структуру иероглифа, определять её составляющие. Знание графем китайского языка, умение определять их категории становятся прекрасным подспорьем в изучении китайского языка. способствует, с одной стороны, соотнесению графического образа со значением, с другой стороны, продуктивной работе, с одноязычными и двуязычными словарями.

Поскольку курс иероглифики по данным разработкам преподается уже пять лет, можно говорить о результатах работы, основываясь на наблюдениях преподавателей и отзывах студентов. Преподаватели отмечают, что студенты, прослушавшие курс иероглифики, не нуждаются в рассмотрении структуры или порядка написания иероглифа на занятиях по китайскому языку и это существенно экономит аудиторное время. Учащиеся быстро и эффективно работают со словарями, умеют пользоваться различными способами поиска и набора иероглифа.

Среди полезных и интересных видов деятельности студенты выделяют представленные в учебном пособии упражнения, которые помогают развитию навыков прогнозирования семантики и чтения иероглифа. Отмечается, что привычка анализировать структуру уменьшает страх перед

незнакомым текстом и помогает в запоминании письменных знаков. Подобные навыки работы и формирование своих личных приемов запоминания иероглифов позволят перейти к следующему этапу – освоению иероглифов для расширения словарного запаса, усвоить более сложные навыки чтения и приобрести дальнейший лингвистический опыт.

Summary

The paper is devoted to the teaching reading in Chinese for beginners, using the peculiarities of an ideographic language. The outlining of these peculiarities and the development of exercises, with the consideration of these peculiarities are relevant, because most of the methodological developments are devoted to the teaching of reading phonetic languages.

The peculiarities of teaching reading in Chinese, which are caused by the ideographic character of the hieroglyphic writing are determined.

The researches and experiments on the peculiarities of organization of teaching reading process for learners of the Chinese language are summarized.

The developed system of exercises for teaching reading in the Chinese language for beginners is provided. The exercises enable learners to get acquainted with the hieroglyphic writing, to build a grapheme competence and to learn how to write any character. The exercises can optimize teaching reading in Chinese and can be used for the beginners.

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THE ROLE OF COGNITIVE THEORY IN TRANSLATION OF METAPHORICAL SCIENTIFIC TERMS

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Abstract. *My aim is to have a closer look at the benefits of a cognitive linguistic approach to scientific discourse, its metaphorical terms and their translation. This area of research has emerged over recent decades. What role do metaphors play in science and terminology? Why do metaphors appear in scientific terms? The reasons are cognitive. My approach is based on the findings of cognitive linguistics about the significance of metaphor in thought and language, and my own translation and interpreting experience. Metaphor has been recognised as a basic technique of reasoning that is also manifest in terminology, which is an important area of meaning construction. Theoretical conclusions are drawn, applying the tenets of Cognitive Linguistics, translation theory, semantic and stylistic analyses of the empirical material, which I have chosen from my own archive of metaphorical terminology and my glossaries of simultaneous conference interpreting. Translation of metaphorical scientific terminology falls within the realm of Applied Linguistics, which is an interdisciplinary field, drawing on a number of disciplines apart from linguistics. Applied Linguistics calls for a theoretical understanding of language in use to meet user needs. It is not an end in itself as it has practical worth and application.*

Keywords: *metaphor, Applied Linguistics, Cognitive Linguistics, scientific terminology, translation theory.*

Introduction

Applied Linguistics is “a coherent activity which theorizes through speculative and empirical investigations of real-world problems in which language is a central issue” (Davis & Elder, 2004, 11). Grabe calls Applied Linguistics an emerging discipline for the twenty-first century (Grabe, 2002, 3–12). I believe that Applied Linguistics has a great future. Its potential is as yet far from exhausted.

One new applied area of research is translation of metaphorical terms both in the theory of metaphor and in translation studies. It calls for comprehension of the basic tenets of metaphor theory, including figurative meaning as a categorial feature, and of metaphorical conceptualisation: the relationship between metaphor and thought, the role of metaphor in science, and the function of figurative language in scientific terminology. For the purposes of this article I have kept to

the division: arts vs sciences; hence arts terms have been excluded from this analysis. By sciences I understand traditional sciences (e.g., mathematics, physics, astronomy, chemistry, geology et al.) and also much later developments (social sciences, life sciences and the science of law), which, as a rule, are interdisciplinary. For instance, *money laundering* belongs to the science of law. Strictly speaking, it is dealt with by criminology (the scientific study of crime and criminals). Developments over recent decades have revealed how closely it is linked with terrorist financing and disreputable banking practices, which are part of the money laundering process. The aim is to obtain *clean money*, which is a legal term along with *dirty money*. The science of law also covers civil and criminal procedural law. EU directives stipulate all types of legal provisions, civil and criminal procedural measures, and their enforcement (e.g., the Court of Justice of the EU; Europol – the European Union Agency for Law Enforcement Cooperation).

When dealing with my empirical material, I have relied on the method of identifying figurative meaning in discourse (Naciscione, 2010, 43–55; Naciscione, 2001, 33–46), which is a procedure for identifying the metaphorical meaning of a term. In the process of identification, the steps – recognition > verification > comprehension > interpretation – are integral parts of a unified cognitive process. A cognitive linguistic approach to metaphorical language is a tool that helps to perceive, understand and appreciate metaphoricity, and to draw inferences. I follow cognitive psychologists, who claim that language interpretation takes place in real time ranging from the first milliseconds of processing to long-term reflective analysis (Gibbs, 1979, 255).

I have also used the method of interpretative empirical case studies to cope with new metaphorical scientific terms. Empirical study allows me to draw conclusions about their meaning and functioning in scientific discourse.

I follow Talmy in believing that “no single methodology is privileged over others or considered the gold standard of investigation” (Talmy, 2007, xi). One method cannot meet all the challenges for the simple reason that language is a complicated and multifaceted phenomenon.

A cognitive perspective

A cognitive approach to figurative thought and language started with the cognitive turn in linguistics (Lakoff & Johnson, 1980). This breakthrough triggered the application of cognitive research and tenets to various branches, creating new interdisciplinary academic disciplines: Cognitive Psychology, Cognitive Science, Cognitive Neurology, Cognitive Stylistics, Cognitive

Anthropology, and Cognitive Archaeology. These disciplines draw knowledge from two or several fields, promoting thinking across boundaries.

Cognitive linguists and psychologists have proved that the human brain is able to cognise figurative meaning. Moreover, figuration constitutes the way people understand and conceptualise their experience and the external world (Gibbs, 1994, 454). Metaphor has been recognised as a major structure of figurative thought. Importantly, cognitive scientists have proved that the human brain is capable of perceiving and comprehending metaphor online (Gibbs, 1994, 255–256). The metaphorical mapping of information is accessed and processed immediately.

The neural theory of metaphor explains why “metaphorical language takes no longer to process than non-metaphorical language” (Lakoff, 2008, 17). Two areas of neurons function simultaneously, securing comprehension of both the metaphorical and the literal meanings of words. It is only natural that a new scientific discovery leads to the creation of a new concept and a new term, which according to Gallese & Lakoff is “the result of neural activity” (Gallese & Lakoff, 2005, 455), hence neural computation explains cognition.

Metaphor in science

The age of the ICT revolution has led to faster globalisation of information and technologies, creating an increasing need for immediate translation, including metaphorical terminology. The advancement of science and technologies globally generates new discoveries and inventions, which give rise to new concepts and terms.

Metaphorical terms possess a cognitive value of their own. A metaphorical insight helps to grasp the essential features of a phenomenon or process. A multiplicity of metaphorical terms emerges in all branches of science to denote new scientific concepts. They are borrowed all over the world across languages together with new theory, and they all need to be translated as they concern the latest developments. To mention but a few: *orphaned article*, *walled garden*, *snail mail*, *net surfing*, *bounce message*, *cobweb site*, *flame war* (IT); *toxic assets*, *credit crunch*, *pattern mining* (economics); *gold plating*, *standstill clause* (EU); *spin doctor* (PR) and many others. These and numerous other metaphorical terms have no established translation in the Latvian language (LV): no translation is offered by dictionaries or databases.

Metaphor in science has developed into a new fruitful field of research in Cognitive Linguistics (Boyd, 1979; Kuhn, 1979; Hoffman, 1980; Gibbs, 1994, 169–179; Gibbs, 2008). In the cognitive linguistic view, metaphorical terms are theory constitutive metaphors (Boyd 1979; Gibbs, 1994, 172–175). They form an

integral part of both scientific theory and the respective term; hence, the importance of preserving metaphor in the target language whenever possible.

Studies of metaphorical terminology in scientific discourse first and foremost endeavour to meet users' needs in practice. In education, learning the metaphorical way of expression of an abstract thought serves to develop students' reasoning and creativity in the process of acquiring a foreign language. Recognition and comprehension of metaphor in terminology in both foreign language and source language enhance skills and competence in translation and interpreting, which form a vital part of cross-cultural communication.

Translating metaphorical terminology

Figurative language in general – and metaphor as its most powerful pattern in particular – is a challenging area in translation. A cognitive approach helps us to understand the significance of abstract thought and abstract reasoning in the formation of metaphorical terminology, which brings out the role of cognitive theory in translation practice. Metaphorical terms form part of the conceptual system of a language.

Translation of metaphorical terminology belongs to those areas of applied research that involve cognitive abilities: imagination and abstract thinking, which are part and parcel of the art and craft of creation. Creation of a metaphorical term is a cognitive act, as is its translation into another language. A metaphorical translation of a term offers a more insightful and precise understanding of its essence and helps to grasp some outstanding features of the phenomenon or the process.

The pragmatic challenges, however, lie in the choices that have to be made by terminology specialists: to preserve the metaphor or not to preserve it in a novel term in the target language. A variety of approaches are available.

1. *Metaphorical loan translation*. This means that the theory is borrowed together with the metaphorical term. This is an optimal solution for both the specialists who use the term, and for translators and interpreters. In many cases the image of the English metaphor is preserved in the Latvian loan translation. The two scientific fields where this method is most common are computer language and astrophysics, e.g.

EN *a hot start* – LV 'karstais starts'; *to drag and drop* – LV 'vilkt un nomest';

EN *a dark flow* – LV 'tumšā plūsma'; EN *a white dwarf* – LV 'baltais punduris'.

Metaphorical loan translation is easy to use because associations serve as a link, facilitating recall.

2. *Replacement by another metaphor.* This method is used when the original metaphor is not possible in translation for some linguistic or other reason. However, it works as recall is achieved by associations of closeness, e.g.

EN *word wrap* – LV ‘vārdu aplaušana’ (computer language); EN *vampire energy* – LV ‘enerģijas zaglis’, which means ‘energy thief’ in EN. This translation is used in Latvia. The question arises why Latvian terminologists have chosen to use another metaphor when the original metaphor ‘enerģijas vampīrs’ fully complies with the norms of the Latvian language. Moreover, the EU database *Interactive Terminology for Europe* (IATE), (2004) offers no translation at all. Latvia has established three national bodies which are in charge of terminology, elaborating and standardising it: the Translation and Terminology Centre, the State Language Centre and the Latvian Academy of Sciences Terminology Commission. The latter also has authority to approve the newly translated or newly coined terms, send them to all the important bodies in Latvia: the Parliament, all ministries, publication houses and the media, and publish them in *Latvijas Vēstnesis* (‘Latvian Messenger’).

3. *Demetaphorisation of the term.* This type of translation is common in Latvian and Italian (according to IATE), resulting in a descriptive, oblique non-metaphorical conceptualisation, e.g.

EN *a pilot project* – LV ‘izmēģinājuma projekts’ (a test project); EN *wildtype cell* – LV ‘normālā šūna’ (normal cell).

The metaphorical loan translation of the latter is *savvaļas šūna* (wild cell), which has retained the metaphor; it exists and is used by biology specialists on a regular basis, though it is not an approved term. As the public and most people working in the area use the loan translation, a lack of uniformity arises in Latvian terminology. Thus, two terms are used for the same concept. This creates ambiguity and additional challenges for translators and interpreters.

Loss of a metaphor is not justified if a metaphorical loan translation is possible because loss severs associations, inhibits perception and recognition of the term, hence hindering its back translation and interpretation. Interestingly, Latvian specialists who need these terms in their work on a regular basis use the metaphorical loan. The non-metaphorical term is used only in written form or in an official situation.

The specific circumstances may differ from country to country. Experience suggests that translating metaphorical terminology into Latvian tends to be a challenge due to the theoretical approach, namely, a conventional understanding of terminology, which fails to account for metaphors in terms. This stems from the linguistic tradition of prescriptivism in Latvia, still lingering on from the 19th century, and the long-standing belief in Latvian linguistics that metaphor is inappropriate in scientific language, including terms. In the traditional view, terms are considered to be non-figurative, monosemous and stylistically neutral

(*Lingvisticheskiy Entsiklopedicheskiy Slovar'*, 2002, 508; Rozenbergs, 2004, 184). This prescriptive approach to metaphorical terminology proceeds from the firm belief that scientific style uses emotively neutral words; hence its lexicon is neutral so that terms also function as neutral words. None of this is true today; it is an obsolete belief. However, this approach is common. Actual translation practice shows that many Latvian translators and terminologists have objections to metaphorical terms, which results in demetaphorisation, that is, loss of metaphor in translated terminology. This causes concern and difficulties in translation and interpreting practice.

As metaphor is an indispensable part of scientific theory, cognitive linguists argue that metaphor “cannot be reformulated in literal terms” (Gibbs, 1994, 172), which means that a literal version will fail to convey some quintessential features of the term.

4. *Variants*. Several variants of the same term function simultaneously. Even a seemingly easy translation of the four types of *freedom of movement* (EU) in the Single Market has created confusion in Latvian. These four terms have acquired several translations in Latvian. For instance, *free movement of capital* is translated as ‘kapitāla brīva aprīte’ (*free circulation of capital*) instead of ‘kustība’ (*movement*) (*Eiropas Savienības terminu vārdnīca*, 2004). Both words are metaphorical. We may wonder what caused this replacement (for more on the translation of the four types of *freedom of movement*, see Naciscione, 2003, 111–112).

5. *Replacement by a definition*. There are a number of reasons why a definition is not an acceptable translation for a metaphorical term. Let me examine the translation of the metaphorical term *money laundering*. Cognitively, this results in a different, non-metaphorical kind of conceptualisation. Semantically, *money laundering* is connected with two other metaphorical terms *dirty money* and *clean money* as they all belong in one semantic field. Furthermore, replacement of the metaphor fails to meet the essential requirement of recognisability, which helps to retrieve the loan from long-term memory by associative links. A definition or an oblique periphrastic description severs associations, and encumbers back translation. The latest Latvian translation of the term is *noziedzīgi iegūto līdzekļu legalizācija* (‘legalisation of proceeds of illicit gains’).

A definition for a metaphorical term is cumbersome and dysfunctional in practice. A term is functional only if it works both ways: English>Latvian and Latvian>English; it is not a one-way street. If it does not lend itself to derivative and phrase formation, it creates serious syntactic and stylistic problems. Such phrases as *a money launderer*, *to launder money*, *an anti-laundering campaign*, *laundering techniques* and the like present almost insurmountable difficulties for translators and interpreters, especially in simultaneous interpreting. Legal

professionals use the metaphorical loan translation *naudas atmazgāšana* in their daily practice while in official situations they use the approved definition.

The metaphorical loan translation for *money laundering* has been accepted as the official term internationally, including the UN, the OECD and the EU. I would like to offer a few translations of this term in the laws of some European countries for comparison:

FR *blanchiment de capitaux*; DE *Geldwasche*; SE *penningtvätt*; DK *pengevask*; NO *hvitvasking av penger*; ES *lavado del dinero*; PL *pranie pieniędzy*; LT *peningų plovimas*; EE *rahapesu*; HU *pénzmosás*; CZ *praní špinavých peněz*.

It is striking that the others among the ten new EU Member States which acceded to the EU in 2004 have approved a metaphorical loan translation to denote this widespread phenomenon – all, that is, except Latvia.

6. *Use of inverted commas for metaphorical loan terms.* An attempt to avoid metaphor is an interesting feature in translation of Latvian terminology, especially in legal texts. This may perhaps be explained by a sense of uncertainty or doubt whether a metaphorical term will be understood or accepted by readers, or a belief that the metaphor is not quite a proper choice. It is generally believed that inverted commas show that the word or phrase used is “not completely accurate or suitable” (Macmillan, 2002, 757). However, the use of inverted commas also reveals fear that the reader may fail to perceive and understand the figurative meaning. This attitude is reflected in inverted commas, especially frequently used in media discourse. I would argue that use of inverted commas to denote metaphoricity is a case of misguided goodwill.

For instance, the Latvian news portal TVNET published an article with a title that contains the Latvian translation ‘toksisks’ in inverted commas: *ASV pārdos 142 miljardu dolāru vērtus “toksiskos” aktīvus* (‘The US will sell “toxic assets” worth 142 billion dollars’). In the text of the article, the author writes that *ASV Valsts kase pirmdien paziņoja, ka sāks pārdot tā dēvētos toksiskos aktīvus aptuveni 142 miljardu dolāru vērtībā*. (‘On Monday the US Treasury announced that they would start selling so-called toxic assets worth 142 billion dollars’) (TVNET, 2011). Use of *so-called* (LV ‘tā dēvētie’ or ‘tā saucamie’) also occurs in oral discourse.

IATE offers no translation of *toxic asset* into LV; it only gives the definition: *aktīvs, kura vērtība ir samazinājusies* (‘an asset whose value has diminished’). According to IATE, this approach is common in Latvian, Spanish, and Portuguese.

7. *Repeated replacement of translation of the term* (common in Latvian). In striving for better translation, new variants are introduced for the same term over the years. For instance, the EU term *a framework directive* has had four successive translations in Latvian since it appeared in the first part of the 90s, when it was translated as 1) *jumta direktīva* (‘an umbrella directive’). This term is a

metaphorical replacement, emphasising the encompassing role of the directive. The term was never officially approved. Then other variants followed: 2) '*struktūrdirektīva*' (a structural directive), which started functioning at the end of the 90s; 3) '*ietvardirektīva*', which underscores the framing role of the directive. In 2004 '*ietvardirektīva*' acquired official status as it was included in The European Union Glossary of Terms (*Eiropas Savienības terminu vārdnīca*, 2004). Finally, 4) '*pamatdirektīva*' (a basic directive) is seen as a basis for national legislation. This translation also functions at present. This approach may be seen as a good way to brush up the specialist's memory and their ability to follow the latest changes in translation of terminology.

Translation of the new EU metaphorical terminology into Latvian is a regular challenge. Hundreds of new terms emerge in EU documents every month. Many of them are figurative, and they all need to be translated to acquire legal validity in all 24 EU languages. Eventually they need to be transposed into the national legislation of Member States.

The trend to demetaphorise metaphorical terms is clearly seen if we take a closer look at the Latvian translation of new metaphorical terms used in the EU institutions (the European Commission, the European Parliament). Importantly, loss of metaphor in the official Latvian translation occurs despite the fact that a metaphorical loan translation would not compromise comprehension or euphony, for instance:

EN *a grandfather clause* – LV 'esošo tiesību saglabāšanas klauzula' (a clause to preserve existing rights);

EN *a ceiling price* – LV 'maksimālā cena' (the maximum price);

EN *zero tolerance* – LV 'absolūta neiecietība' (absolute intolerance);

EN *orphan land* – LV 'zeme bez īpašnieka' (land without an owner);

EN *a sunset clause* – LV 'noslēguma klauzula'; 'turpināmība' (closing clause; continuity).

Demetaphorisation also appears in conventional metaphorical terms used in day-to-day work in the European Parliament. The issue becomes more apparent if we compare several languages, e.g. EN *a key vote* – LV 'izšķirošs balsojums' (a decisive vote). Compare: FR *vote clé*; DE *Schlüsselabstimmung*. Metaphor is a natural phenomenon in terms as it reflects the quintessence of the thought process; thus, it should not be done away with in translation. In practice, this means that the rule of back translation is violated, no associations are left and the metaphor is lost.

Metaphorical scientific terms may also function in stylistic use in both verbal and visual discourse. This trend is developing along with the increasing use of visualisation in the 21st century as part of visual cross-cultural communication (for illustrations of a visual expression of new metaphorical conceptualisations in *The Financial Times* and *The Daily Telegraph* in advertising and cartoons on topical

political and economic issues, see Naciscione, 2011, 283–286). The functioning of metaphorical scientific terms in discourse is a new pathway for further exploration.

New scientific conceptualisations are frequently presented by creative metaphorical terms that facilitate cognition. I agree that metaphorical terms reveal how imagination shapes language and how language reflects imagination (Gibbs, 1994).

Research in figurative terminology is a fascinating area that discloses the whole gamut of choices: instances of excellent translation, tenacious adherence to the prescriptive principle of non-metaphorical translation of metaphorical terms and examples of misguided goodwill.

Conclusion

A cognitive linguistic approach to use of figurative language is a tool that helps to perceive, understand and interpret metaphor in terminology. A cognitive view of metaphorical terms is also a tool for recognising metaphor as a technique of abstract reasoning and argumentation in both scientific exploration and the formation of new scientific terminology. Translation of metaphor is not merely part of global cross-cultural communication. Translation is a cognitive operation of the mind. It is a cognitive skill that needs to be acquired and developed.

Translation and interpreting practice in Latvia reveals a variety of approaches to translating metaphorical terminology. These create practical consequences.

1. Metaphorical loan translation denotes that the theory is borrowed together with the metaphorical term. This is the best solution as associations serve as a link, facilitating recall.
2. Replacement by another metaphor works in case recall can be achieved by associations of contiguity.
3. Demetaphorisation of a metaphorical term results in a descriptive non-metaphorical conceptualisation. This reveals the traditional approach, namely that metaphor is not accepted in scientific language, which creates serious challenges for translators and interpreters.
4. Creation of variants of the same term that function simultaneously results in confusion and misunderstanding.
5. Replacement of a metaphorical term by its own definition is unacceptable as it gives a periphrastic description that fails to meet the requirement of recognisability, which encumbers back translation. It is dysfunctional in practice.

6. Use of inverted commas for a metaphorical loan term signifies an attempt to avoid metaphor, which is unsubstantiated as metaphors are an integral part of human thinking.

Translation of metaphorical terms reveals the role of cognitive theory in translation practice of scientific texts.

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HEALTH CARE AND SPORT STUDENT ENGLISH LANGUAGE LEARNING STRATEGIES IN A LATVIAN HEI

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Abstract. *The aim of the research is to find out the characteristics of the English language learning strategy use in the students of two study Programs – Sport Science and Healthcare (Physiotherapy) in a Latvian higher education institution, using LLSU Inventory, developed in CARLA Center, University of Minnesota.*

The results show that both Program students are aware of the strategies and quite use them, mean = 2.63 for Listening Strategy and Vocabulary learning Strategy use, SD= .36 and .40 respectively. However, Physiotherapy student, e.g., use Listening Strategies more than the researched Sport Science students (Sig. (2-tailed) = .02, i.e., < .05)). Physiotherapy students more often “Plan out what to say or write in my own language and then translate it into the target language” (t=-2.12, Sig. (2-tailed) <.001).

Although statistically significant small differences between both Program student languages learning strategy use were found, yet the strategy use of both Program students is generally the same. Program developers should consider the differences of student learning strategies; need to know which they students prefer, and which are still to develop.

Keywords: *Language Learning Strategy Use Inventory (LLSU Inventory), higher education institutions (HEIs), Sport Science students, Healthcare students/*

Introduction

The aim of the research is to find out what are the characteristics of foreign language learning strategy use in the students of two study Programs – BA in Sport Science and Health care (Physiotherapy) in a Latvian higher education institution. Health care and sports students learn foreign languages to engage in study internationalisation, work abroad, increase their self-efficacy, read and write scientific articles in foreign languages. Lack of foreign language proficiency is among key factors hindering qualitative engagement in the activities, mentioned above.

For assessing LLS currently most frequently used instrument embraces six categories: memory, cognitive, compensation, metacognitive, affective and

social. Other possible approaches to strategy classification include developing a task-based strategy inventory.

At CARLA Center, University of Minnesota was developed Language Learning Strategy Use Inventory (LLSU Inventory; Kappler et al., 2009), which might not be useful for every language learning task, many of them have some value, depending on learning style preferences and the learning contexts. Using LLSU Inventory, strategy use in foreign language learning in different cultural environments has been discussed by Rudzinska and Khampirat (Rudzinska & Khampirat, 2018). Present research will focus on the use of LLSU Inventory to compare Sport and Health-care student foreign language learning strategy use in a Latvian HEI.

Literature review

Health care and sports students learn foreign languages to study and work abroad, increase their self-efficacy, be able to read and write scientific articles in foreign languages (Marshall, 2017; Brown et al., 2016; Rudzinska & Jakovleva, 2014; Pepe & Kozan, 2013; Button et al., 2005). Study internationalisation is one of the aspects that reflect the changing global reality, the European Commission Erasmus exchange programme is one of the means addressing it. Internationalisation has the potential to increase students' employability within Europe and beyond, among key barriers being language issues.

Gorges (Gorges, Kandler, & Bohner, 2012) researched internationalization at student home universities in Germany from the aspect of the language, and concluded that students having good language proficiency are more open to foreign language teaching at their universities. Furthermore, it has been found that study abroad programs increase students' self-efficacy perception in the specific domains of communication, foreign language learning, and cultural adaptation self-efficacy (Cubillos & Ilvento, 2012).

Another important factor, emphasizing the importance of learning foreign languages, mainly the English language, is its prevalence in scientific literature in many subject fields, including the ones of Physiotherapy and Sports. Although Shiwa in 2013 (Shiwa et al., 2013) asserted that language of publication has a small influence on the quality of reports of controlled trials of physiotherapy interventions, more recent evidence suggests (Yamato et al., 2018) that the fact that article was published in English, predicted the number of its accesses in Physiotherapy Evidence Database from August 2014 to January 2015, the research embracing 29,313 articles.

The British Council UK has found that among the reasons why UK and US students avoid learning abroad is not being confident about speaking another language (British Council, 2015). Language remains a significant barrier for

going abroad even when generous bursaries are available, as with the Erasmus program (Brown et al., 2016). Kent-Wilkinson and Pepe and Kozan researched Sport and Healthcare student internationalization (Kent-Wilkinson et al., 2015; Pepe & Kozan, 2013), Kent-Wilkinson identified the lack of foreign language skills in healthcare students, and Pepe and Kozan – in Physical Education and Sports students.

Language learning strategies (LLS) are operations used by learners to help in the acquisition, storage and retrieval of information, better language learners generally use a variety of strategies, appropriate to their style of learning. Language learning strategies are key to learner autonomy; higher strategy use can be associated with higher proficiency in a foreign language, the broader the repertoire of strategies a learner has, the greater the likelihood of success. Cohen (Cohen, 2014) viewed strategies as the ability to do something vs just learning, and in terms of their role in operationalizing both the receptive skills of listening and reading, and the productive skills of speaking, and writing.

At University of Minnesota, in Center for Advanced Research on Language Acquisition (CARLA Center) was developed Language Learning Strategy Use Inventory (LLSU; Kappler et al., 2009), consisting of four language skills (listening, speaking, reading, writing), vocabulary development, translation strategy use. The authors emphasize that not all strategies might be useful for all language learning tasks, but many of them are thought to have some value, depending on your style preferences and the learning contexts. Using LLSU Inventory, strategy use in foreign language learning in different cultural environments has been discussed by Khampirat and Rudzinska (Rudzinska & Khampirat, 2018). Pepe & Kozan (Pepe & Kozan, 2013) compared Physical Education and Sports and Classroom Teaching department student strategy use, calling them learning styles. In the article we will adhere to the more widely accepted terminology, and call them learning strategies. They found statistically significant differences between both department student strategy use at 0.05 significance level, indicating that there exists only a 5% risk of concluding that is a difference between the results in both Departments. The authors concluded, however, that the learning strategies of both Program students were found to be generally the same. Their conclusions were that faculty members should consider the differences of departments, and need to know which learning strategies the students prefer, and prepare course programs related to learning preferences.

Methodology

Participants

In the study participated 141 undergraduate students from Sport Science and Healthcare (Physiotherapy) Programs, 101 represented Sport Science and 40 – Physiotherapy. The basic demographic characteristics of participants explored in this study were: gender, age, year of study in higher education institution, study Program, and study Department (full time/part time). Respondents were from 19 to 50 years old, the majority - between the age of 20 and 23. Female students (N=76) were slightly more than male students (N=59). The researchers obtained all the necessary information about respondent study year, because the questionnaire was administered during the classes. The same refers to the response about full-time and part-time students.

Majority of the respondents were from Year 2 (N=58) and Year 4 (N=44). There are only a few respondents from Year 1. Full-time students were overwhelmingly more than part-time students. The more detailed information of participant's characteristics is summarized in Table 1.

Table 1 Profile of participant characteristics

Demographic characteristics/ Type	Sport Science	Healthcare	Total
	N	N	N
Gender			
Male	46	13	59
Female	49	27	76
Declined to respond		-	6
Age			
19 years	3	0	3
20 years	22	10	32
21 year	28	9	37
22 years	19	3	22
23 years	11	2	13
24 years	4	4	8
25 years	2	1	3
26 years	1	1	2
27 years	2	1	3
28 years	1	0	1
29 years	1	2	3
32 years	1	1	2
33 years	0	3	3
34 years	0	1	1
35 years	1	0	1
39 years	1	0	1
41 year	0	1	1

Demographic characteristics/ Type	Sport Science	Healthcare	Total
	N	N	N
50 years	0	1	1
N/A			4
Year of study			
Study Year			
Year 1	5	0	5
Year 2	34	24	58
Year 3	18	16	34
Year 4	44	0	44
Study Department			
Full-time	95	25	120
Part-time	6	15	21
Total	101	40	141

Research instrument

The questionnaire, developed by CARLA center, contains 6 strategies, 90 items (Kappler et al., 2009). Listening Strategy Use is measured with the help of 5 indicators (26 items), namely (a) Strategies to increase my exposure to the target language; (b) Strategies to become more familiar with the sounds in the target language; (c) Strategies to prepare to listen to conversation in the target language; (d) Strategies to listen to conversation in the target language; (f) Strategies for when I do not understand some or most of what someone says in the target language.

Vocabulary Strategy Use is measured with the help of 4 indicators (18 items), namely (a) Strategies to learn new words; (b) Strategies to review vocabulary; (c) Strategies to recall vocabulary; (d) Strategies to make use of new vocabulary. Speaking Strategy Use is measured with the help of 3 indicators (18 items), namely (a) Strategies to practice speaking; (b) Strategies to engage in conversation; (c) Strategies for when I can't think of a word or expression. Reading Strategy Use is measured with the help of 2 indicators (12 items), namely (a) Strategies to improve my reading ability; (b) Strategies for when words and grammatical structures are not understood. Writing Strategy Use is measured with the help of 3 indicators (10 items), namely (a) Strategies for basic writing; (b) Strategies for writing an essay or academic paper; (c) Strategies to use after writing a draft of an essay or paper. Translation Strategy Use is measured with the help of 2 indicators (6 items), namely (a) Strategies for translation; (b) Strategies for working directly in the target language as much as possible.

Each item was rated on a four-point Likert scale (1-4) from 1, standing for: not true of me at all, to 4, standing for: very true of me. Khampirat has obtained a written Permission to use it; Rudzinska and Khampirat have used it to compare

language strategy use differences in different cultural backgrounds (Rudzinska & Khampirat, 2018).

Analytical methods

The statistical analysis was performed with SPSS Statistics 20.0. To assess the reliability of the CARLA scale, the internal consistency of the questionnaire was evaluated using the standardized Cronbach's alpha reliability coefficient (Cronbach's α), which provides an indication of the average correlation among all of the items that make up a scale. The internal consistency is the degree to which the items that make up the scale are all measuring the same attribute. Cronbach's α values range from 0 to 1, with higher values indicating greater reliability. Values above .7 are considered acceptable, however, values above .8 are preferable

Descriptive statistics was used to summarize the characteristics of the data. Mean, Standard Deviation, Mode were used to describe central tendencies and variation of the data. To tap the most striking differences in both Program student responses, was used Mode – the most often occurring response.

Kolmogorov-Smirnov test was used to check the normality of the data. Having checked that the data have normal distribution, Independent samples t-tests were performed to test hypotheses comparing the mean differences between Sport science and Healthcare program student strategy practice indicators and items. Statistical significance level, as usually in healthcare sciences, was settled at 10% (Sig ≤ 0.10).

Research results

Reliability analysis showed that Cronbach's alpha of the CARLA scale (90 items) was 0.92. This result testifies that the reliability of the scale is high, all the indicators measure the same construct – foreign language learning strategies.

Listening (LS) and Vocabulary learning (VS) Strategy use

Listening Strategy and (LS) scale Vocabulary learning (VS) Strategy use analysis showed that (Table 2) – both for LS and VS the mean value was 2.63, std. dev. was 0.36 and .40 respectively. Since the scale of responses was from 1 to 4, conclusion can be drawn that both Program students are aware of the strategies and quite use them.

Table 2 Descriptive statistics of two Language Learning Strategies

Strategies (Abbreviations)	N	Valid N (listwise)	Minimum	Maximum	Mean	SD
Listening Strategies (LS)	141	141	1.77	3.46	2.63	.36
Vocabulary learning Strategies (VS)	141	141	1.44	3.89	2.63	.40

Before comparing differences in the means of Listening Strategy use between both Program students, was performed One-Sample Kolmogorov-Smirnov Test (Table 3).

Table 3 Listening Strategy (LS) scale One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
N		141
Normal Parameters a	Mean	2.63
	Std. Deviation	.36
Kolmogorov-Smirnov Z		.87
Asymp. Sig. (2-tailed)		.43
a. Test distribution is Normal.		

Test revealed (Sig.= 0.43, i.e. >0.05) that LS data distribution is normal, and for data analysis can be used parametrical methods, including t-test for Independent Samples. To compare the mean values of both Program LS use was performed Independent Samples t-Test (Table 4).

Table 4 Descriptive statistics of Listening Strategy, independent t-Test

Strategies (Abbreviations)	N_ Sport Science	N_ Physiotherapy	Sport Science		Physiotherapy		t-Test
			Mean	SD	Mean	SD	
Listening Strategies (LS)	101	40	2.58	0.34	2.70	0.70	- 2.44*

Listening Strategy Independent Samples t-Test showed that there is statistically significant difference between Sport Science and Physiotherapy student Listening Strategy use - Sig. (2-tailed) = .02, i.e., < .05, Physiotherapy students use them more than Sport Science students.

To find common characteristics in both Program student responses, were found the modes - the most commonly occurring numbers (Table 5, Table 6). To

reveal marginal student responses, we focused on modes for the choices 4 – Very true of me and 1 – Not true of me at all.

Table 5 Listening (LS) Strategy (VS) item mode

Listening learning Strategy (VS) item mode														
S1	S2	S4	S5	S6	S10	S11	S12	S13	S14	S15	S16	S17	S18	S20
2	4	2	2	3	3	3	3	2	2	2	2	3	4	4

Table 5 clearly shows that from LS Answer 4 (very true of me) most often was provided as the response to the Items S2 “Listen to talk shows on the radio, watch TV shows, or see movies in the target language”, S18 and S20 “Ask speakers to repeat what they have said if it wasn’t clear for me”. These strategies both Program students use most often. Therefore, we analyzed them further, wanting to know if both Program students differ as to their responses to these statements. It was found that but both Program students do not differ as to the frequent use of “Listening to talk shows on the radio, watching TV shows, or seeing movies in the target language” (Sig.=0.50, i.e. >0.10).

Vocabulary learning (VS) Strategy use

From VS Answer 4 (very true of me) most often was provided (Table 6) to the Item S27 „Pay attention to the structure of the new word” and S29 “Group words according to parts of speech”, and answer 1 (not true of me at all) - to the Item S38 “Review words periodically, so that I don’t forget them”.

Table 6 Vocabulary learning Strategy (VS) item mode

		S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37	S38	S39	S40	S41	S42	S43	S44
N	Valid	140	139	140	141	139	138	139	133	137	138	138	137	138	139	140	139	139	139
	Missing	1	2	1	0	2	3	2	8	4	3	3	4	3	2	1	2	2	2
Mode		4	3	4	3	3	2	3	3	3	2	2	1	3	3	3	2	3	2

This result shows that both Program students often discover the new word meaning by relying on their knowledge of word building – paying attention to the word structure in the terms of prefixes, suffixes, etc., and by grouping words according to parts of speech, e.g., nouns, verbs, adjectives, etc. The students, however, are not eager to pay enough attention to shifting the words from short term to long term memory - they tend not to revise them from time to time, once they have been learned. Further, we explored the differences of means of the mentioned items between both Program student responses (Table 7). Independent Samples t-Test (Table 6) revealed that Physiotherapy students less “Group words according to parts of speech” (t=-1.76, Sig. (2-tailed) <0.05), but

Sport Science students less “Review words periodically, so that I don’t forget them” ($t= 1.76$, Sig. (2-tailed) <0.10). therefore, conclusion can be drawn that Sport Science students pay less attention to memorizing what has been learned, but Physiotherapy students make less effort to classify new words in order to better understand their meaning, or the results might imply that Physiotherapy students are learning to remember and use the new words that have been learned, but Sport students are more concerned about their present language learning necessities.

Table 7 Descriptive statistics of Vocabulary learning Strategy Items, independent t-Test

Vocabulary Learning Strategy Items (Abbreviations)	N		Sport Science		Physiotherapy		t-Test
	Sport Science	Physiotherapy	Mean	SD	Mean	SD	
Pay attention to the structure of the new word (S27)	100	40	3.32	.70	3.30	.82	.15
Group words according to parts of speech (S29)	100	40	3.37	.81	3.10	.84	-1.76*
Review words periodically, so that I don’t forget them (S 38)	98	39	2.01	.95	2.33	1.03	-1.76*

Notes: * = $p < .10$ $p < .05$, ** = $p < .01$ *** (two-tailed test), scale scores ranged from 1 to 4

Speaking Strategy (SS), Reading Strategy (RS), Writing Strategy (WS) and

Translation Strategy (TS) use

From Speaking Strategies answer 4 (very true of me) most often was provided to the Item S57 „Ask for help from conversational partner” and answer 1 (not true of me at all) most often occurred to the Item S59 “Use the words from my own language, but say it in a way that sounds like words in the target language and S60 „Make up new words or guess if I don’t know the right ones”. Physiotherapy students more rarely than Sport Science students “Ask speakers to repeat what they have said if it wasn’t clear for me” (Sig.= 0.08, i.e. <0.10).

From Reading Strategies answers 1 and 4 were not provided, were given only answers 2 and 3, implying that RS use by both Program students is neither very true of them, nor not true of them at all. They are aware of these strategies, but do not use them very often. Similarly, there are no Writing Strategies, the use of which is very true of the students – no answers 4. However, there is one WS item, the use of which is not true of most of the students at all (answer 1) - „Practice writing the alphabet and/or new words in the target language”. Independent Samples t-Test revealed that both Program students equally rarely

“Practice writing the alphabet and/or new words in the target language”, because there is no statistically significant difference found ($t=.18$, Sig. $> .10$).

To Translation Strategy Items most often given answer modes were 2 and 3, implying that TS use by both Program students is neither very true of them, nor not true of them at all. They are aware of these strategies, but do not use them very often. Further analysis of some of TS with the help of Independent Samples t-Test revealed that Physiotherapy Program students more often “Plan out what to say or write in my own language and then translate it into the target language” ($t=-2.12$, Sig. $<.001$) and “Translate parts of a conversation into my own language to help me remember the conversation” ($t=-1.71$, Sig. (2-tailed) $<.005$).

Conclusions and implications

The results show that both Program students are aware of the strategies and quite use them, mean value of Listening Strategy (LS) and Vocabulary learning (VS) Strategy use was 2.63, SD - 0.36 and .40 respectively. However, Physiotherapy student use Listening Strategies more that the researched Sport Science students (Sig. (2-tailed) = .02, i.e., $< .05$).

Considering Vocabulary learning strategies, was observed that Physiotherapy students less “Group words according to parts of speech” ($t=-1.76$, Sig. (2-tailed) <0.05), but Sport Science students less “Review words periodically, so that I don’t forget them” ($t= 1.76$, Sig. (2-tailed) <0.10), the result can imply that they worry less about their future needs, and are more concerned about their present language use necessities.

Physiotherapy students more rarely “Ask speakers to repeat what they have said if it wasn’t clear for me” (Sig. (2-tailed) = .02, i.e., $< .05$), but both Program students do not differ as to the use of “Listening to talk shows on the radio, watching TV shows, or seeing movies in the target language” (Sig. (2-tailed) $=0.50$, i.e. >0.10).

Reading Strategies use by both Program students is neither very likely of them, nor not likely at all. They are aware of these strategies, but do not use them very often. Speaking strategy analysis shows that both Program students often “Ask for help from conversational partner” and rarely “Use the words from my own language, but say it in a way that sounds like words in the target language” and “Make up new words or guess if I don’t know the right ones to use” (Sig. (2-tailed) $>.0.10$).

The researched students are not very likely to use any of the writing strategies, but most of the students are not likely at all to “Practice writing the alphabet and/or new words in the target language”.

Physiotherapy Program students more often “Plan out what to say or write in my own language and then translate it into the target language” ($t=-2.12$, Sig. (2-tailed) $<.001$) and “Translate parts of a conversation into my own language to help me remember the conversation”. Although statistically significant small differences in both Program student languages learning strategy use were found, yet the strategy use of both Program students is generally the same. Program developers should consider the differences of student learning strategies; need to know which they students prefer, and which are still to develop.

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MULTILINGUAL EDUCATION – A STEP INTO THE BETTER FUTURE

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Abstract. *Contemporary globalizing processes are often associated with plurilingualism, translanguaging and multiliteracies that foster the implementation of multilingual education in the countries facing an increasing diversity: the mass migration of population, the growing number of refugees, settlements of ethnic minorities.*

The paper deals with the presentation of the latest state policies directed towards the implementation of multilingual education in Georgia – in the post-Soviet country, which has undergone drastic changes during the last decades. In the Soviet epoch, mastering Georgian or Russian was a prerequisite of a rightful citizenship. After the dissolution of the USSR, mastering Georgian started being obligatory for occupying positions in governmental institutions, organizations, etc. This fact marginalized those representatives of ethnic minorities, who had a poor knowledge of the state language. The government initiated the implementation of multilingual educational policies preventing marginalization of ethnic minorities and facilitating the rearing of plurilingual citizens sharing equal rights and responsibilities. The paper presents certain insights into the multilingual education and makes specific proposals regarding the:

- *usage of innovative teaching methods, models and approaches (CLIL approach, heteroglossic approach);*
- *creation of an appropriate lesson design;*
- *implementation of intensive training-courses focused on the acquisition of intercultural and cross-national skills, etc.*

The methodology of research includes observation, analysis and evaluation of ongoing processes.

Keywords: *cross-national, method, multilingualism, policies, translanguaging.*

Introduction

Contemporary globalizing processes present “bunches” of challenges and prospects. Minor or tremendous changes can be seen in almost all spheres of life. Aspiration to the diversity is accompanied by the strive towards the unity that

results in the attempts to protect *self* and respect *other*. The self-protection is usually associated with the safeguarding of a language – “a carrier of identity and culture... a primary tool for the expression of the self in society” (WaThiongo, 1986). A language determines a cross-cultural competence and becomes a crucial tool of communication in a multicultural society. Multiculturalism and plurilingualism are contemporary “global tendencies”, which stipulate the existence of several languages within a single domain. During the last decades, plurilingualism has become “a fundamental principle of language education policies in Europe and elsewhere in the world” (Grigule, 2011). A simultaneous acquisition of two or more languages has gained the priority in the educational arena. States have strived to implement multilingual educational strategies for answering the demands of the modern epoch, for the prevention of ethnic confrontation and promotion of socialization of the representatives of different nationalities.

The paper deals with the presentation of the latest state policies directed towards the implementation of multilingual education in Georgia – in the post-Soviet country, which has undergone drastic changes during the last decades. In the Soviet epoch, mastering Georgian or Russian was a prerequisite of a rightful citizenship. After the dissolution of the USSR, Georgian became the major language of education. Its mastering started being obligatory for occupying positions in governmental institutions, organizations, educational centers, etc. This fact marginalized those representatives of ethnic minorities, who had no knowledge or a poor knowledge of the state language. The government initiated the implementation of multilingual educational policies preventing marginalization of ethnic minorities and facilitating the rearing of plurilingual citizens sharing equal rights and responsibilities. The paper presents certain insights into the multilingual education and makes specific proposals regarding the usage of innovative teaching methods, formation of an appropriate lesson design and implementation of intensive training-courses focused on the acquisition of intercultural as well as cross-national skills or competences.

Innovative Educational Tendencies

“In the recent years one of the trends of the national policy in Georgia like in other multiethnic countries has been promotion of the study of the official language for the representatives of minorities parallel with the preservation and development of their mother language, culture and traditions” (Shubitidze, 2011). Implementation of multilingual educational programs has become a top priority for the civil integration of the Armenians, the Azerbaijanis, the Russians, etc., who reside in different parts of Georgia. According to the census of 2014, the total number of inhabitants of Georgia “is 3 713 804... Georgian population makes

86.8%... Azeri and Armenian population are the second and third representative ethnic groups comparing with others and make respectively 6.27% and 4.53%” (Gorgadze, 2006). The Azerbaijanis reside in Kvemo Kartli region, while the Armenians mainly inhabit Samthkhe-Javakheti region (Ninotsminda and Akhalkalaki districts). During the Soviet epoch, mastering Russian (lingua franca of the USSR) facilitated full integration of ethnic minorities into Georgia’s socio-cultural life. However, after the dissolution of the Soviet Union, non-Georgian population started being marginalized due to the lack of the knowledge of the Georgian language. The government initiated the implementation of bi/multilingual education programs as a part of the general education. The process was not sustainable, because the innovative mode of education implied “teaching academic subjects in the native and second languages simultaneously” (Shubitidze, 2011). Schools, educators, policy makers were not ready for new challenges.

Innovative Approaches and Lesson Design

“If the bilingual education and programs are customized to the individual needs of the students where their age, surroundings, social status, national and cultural peculiarities, physical and mental abilities are taken into consideration, the bilingual education will bring only positive results to schools” (Baker, 2006). However, successful educational policies necessitate picking up appropriate methods of teaching. During the Soviet epoch, Georgia’s schools were oriented to the traditional monoglossic approach, which was in tune with the monolinguals’ repertoires. The existence of different-language schools justified the given orientation: Russian pupils could study in Russian schools, the Azerbaijanis could attend Azerbaijani classes, etc. After the dissolution of the Soviet educational system, a monoglossic approach has been treated as an obsolete tendency, which had marginalized the representatives of ethnic minorities. Educators have been searching for new methods in the western strategies of teaching.

We, as the educators, believe that the modern epoch necessitates the shift to the innovative heteroglossic approach, which is mainly oriented to the introduction of multilingual texts (presenting samples from two languages), incorporation of bi/multilingual dialogues and creation of classroom activities promoting translanguaging. “An increasing body of research suggests that heteroglossic practices in education facilitate the connection of student home languages and literacy practices with school literacy practices in ways that are relevant to their lives” (Kiramba, 2016). If a monoglossic tradition corroborates only monolingual repertoires, heteroglossic “beliefs and practices... view the multiple languages of bilinguals as multiple and co-existing... Bilingual

educational policies... [are] responding to local interests, ideologies and contexts” (Garcia, 2009). The following list reveals the major outcomes of two approaches that indicate to the superiority and a prevailing position of a heteroglossic approach.

Table 1 Superiority of a Heteroglossic Approach

Results of a heteroglossic approach	Results of a monoglossic approach
<i>Promotes translanguaging</i>	<i>Excludes translanguaging</i>
<i>Broadens learning opportunities</i>	<i>Limits learning opportunities</i>
<i>Gives equal opportunities of self-expression to bi/multilinguals</i>	<i>Silences some bi/multilinguals</i>
<i>Activates all learners</i>	<i>Marginalizes some learners</i>
<i>Enables each learner to visualize and value self and other</i>	<i>Enables each learner to visualize and value self</i>
<i>Promotes the knowledge of diverse cultures</i>	<i>Avoids diversity via promoting the knowledge of a particular culture</i>
<i>Promotes the formation of a competitive individual, because plurilingualism is the foundation of the worldly-circulation</i>	<i>Promotes the formation of a less-competitive individual</i>

We conducted observations on two multi-ethnic groups of first-year students during chemistry classes at THU (Tbilisi Humanitarian Teaching University). In total, 60 students of different nationalities – the Georgians, the Azerbaijanis, the Armenians, the Abkhazians – were allowed to carry out chemical experiments during practical classes (2 hours per week). The experiments comprised two stages:

- explanatory, demonstratory and experimental activities of the supervisor;
- experiments carried out by the students.

During the first stage, the supervisor’s activities – retelling, demonstrating, explaining – activated the visual as well as the auditory perception. At the second stage, the students touched the tools, made experiments and named all procedures that activated visual, auditory and kinesthetic senses. During two initial classes, the only language of instruction was Russian. The students with the less command of the Russian language were passive, marginalized and less reluctant to participate in the experiments. After two weeks, the supervisor started explanation in two languages (translanguaging) and asked the students to use their mother tongues as well as the languages of instruction for naming tools during experimental activities (a heteroglossic approach). As a result, all students became

more active, listened to one another carefully, enjoyed shifting from one language to another. Their achievements gradually became better.

Therefore, the observations revealed that the best results of teaching could be achieved via the usage of a heteroglossic approach in association with VAK/VAKT (Visual, Auditory, Kinesthetic, & Tactile) learning styles. The given complex is generally well-observed in science classes, where a multilingual atmosphere of laboratory activities can encourage auditory, visual and even kinesthetic learners. A simultaneous usage of home and target languages during chemical experiments, analyses and observations enhances the understanding of subject-area concepts, specific terms and phrases. It activates all learners, broadens their learning opportunities and develops proficiency in a language of instruction via promoting translanguaging.

It is noteworthy that besides monoglossic and heteroglossic traditions of teaching, western educational bodies make distinction between CLIL (Content and Language Integrated Learning) and EMI (English-medium Instruction) approaches. The intensive implementation of the latter is stipulated by the worldwide spread of the English language and its usage as a medium of instruction for academic subjects such as science, mathematics, geography and medicine. Moreover, EMI approach “mainly focuses on content learning and little or no special attention is paid to language learning” (Sánchez, Pérez, & Ramiro, 2017).

In contrast to EMI, Content and Language Integrated Learning can be regarded as the approach, which “fuses two inherent and interdependent elements in education. The strength of CLIL is the offering of an educational view which allows learners and the wider community to experience knowledge construction holistically” (Banegas, 2017). “Among the cognitive benefits, CLIL boosts risk-taking, problem-solving, vocabulary learning skills, grammatical awareness, and spontaneity in using the language” (Panov, 2018). Content and Language Integrated Learning “is not primarily about the subject teacher’s *additional* responsibility to pay attention to language, but about the *inherent* role of language in teaching and learning” (Banegas, 2017). The following list reveals the major characteristics of two approaches.

Table 2 Superiority of CLIL Approach

CLIL Approach	EMI Approach
<i>Focuses on content learning</i>	<i>Focuses on content learning</i>
<i>Pays a special attention to language learning</i>	<i>Pays no special attention to language learning</i>
<i>Allows experiencing knowledge construction holistically</i>	<i>Does not allow experiencing knowledge construction holistically</i>

The given list reveals the superiority and a prevailing position of CLIL approach. It seems more adequate to the needs of multiethnic groups of Georgia's educational institutions. We believe that a holistic language & content teaching is more effective, overwhelming and inclusive for students with weaker state language abilities. However, the best results are achieved when CLIL approach is accompanied by an appropriate lesson design. The most effective design was proposed by American educator M. Hunter, whose model for teaching and learning was widely adopted during the last decades of the 20th century. M. Hunter's research indicated that the following elements constituted an effective lesson:

- “1) **Anticipatory Set** – A short activity, dispatch or prompt that focuses the students' attention and ties previous lessons to today's lesson.
- 2) **Purpose** – An explanation of the importance of this lesson and a statement concerning what students will be able to do when they have completed it.
- 3) **Input** – The vocabulary, skills, and concepts to be learned.
- 4) **Modeling** – The teacher demonstrates what is to be learned.
- 5) **Guided Practice** – The teacher leads the students through the steps necessary to perform the skill using multiple modalities.
- 6) **Checking For Understanding** – The teacher uses a variety of questioning strategies to determine if the students are understanding.
- 7) **Independent Practice** – The teacher releases students to practice on their own.
- 8) **Closure** – A review or wrap-up” (Elements of Lesson Design).

We practiced Dr. M. Hunter's model during 2016–2018 in three multiethnic groups of students attending the course “The Structure of the English Language” at Tbilisi State University. The groups comprised the Georgians, the Azerbaijanis and the Armenians. Each lecture focused on a short activity devoting the students' attention to the previous lesson and practiced almost all elements of M. Hunter's model accompanied via an individual as well as a group/pair work. Initially, the lecturer practiced only English as the language of instruction and interaction. Afterwards, she shifted to translanguaging – a simultaneous usage of English and Georgian. This shift raised the students' comprehension, facilitated their non-marginalization and more active involvement in classroom activities. At the end of the semester, the final marks of the above-mentioned groups were compared with the achievements of those groups, which attended the same course during 2012-2016 and practiced an ordinary post-Soviet lesson design. The comparison revealed that the students taught via M. Hunter's model had higher marks and better achievements. We believe that the better marks could be achieved if the lecturer used the Armenian and Azerbaijani languages during classroom activities.

Therefore, the practice revealed that a successful lesson design necessitated using translanguaging and focusing on explanatory as well as anticipatory activities. Moreover, each individual work should be followed by a group-work or a pair-work facilitating brainstorming, translanguaging, non-marginalization and interacting. We consider these strategies as the pillars of the intercultural communication, mutual understanding and acquisition of cross-national competences.

Preparation of the Personnel

One of the key factors of a successful implementation of multilingual educational programs in Georgia is an in-service education of teachers. “Teachers are the most important factor (in coordinating initiatives) and the most delicate. For the establishment of a coordinated program to be effective, one of the prerequisites is the presence of motivated and eager-to-participate teacher” (Panov, 2018), whose qualification and cross-national skills determine the boosting of a plurilingual circulation.

Ministry of Education, Culture, Science and Sport of Georgia is open to the issue of the implementation of training courses for bilingual educators. During 2012-2016, several trainings were held within the framework of the international project *DIMTEGU* (Development and Introduction of Multilingual Teacher Education programs at Universities of Georgia and Ukraine) carried out under the leadership of Ivane Javakhishvili Tbilisi State University (TSU). The same project initiated the implementation of “One-year program of multilingual education” approved by the Resolution of the Government of Georgia (N.68/20.02.2015) on Teachers’ Training, Professional Development and Career Growth. One-year program was adopted by the Academic Board of TSU and after going through the state accreditation, it will be implemented at the Faculty of Education and Psychology under the supervision of Prof. Nino Sharashenidze.

“One-year program of multilingual education” offers a holistic attitude towards the education of bilingual teachers. It considers:

- teaching compulsory theoretical subjects related to pedagogy - *Teaching methods and strategies; Educational psychology, learning and development theories; Management of diversity in the classroom / Inclusive education; Introduction to second language teaching and learning theories; Introduction to content and language integrated learning / bilingual education, etc.* (40 ECTS);
- compulsory pedagogical practice (10 ECTS);
- elective modules - *subject teaching methods in: mathematics, physics, chemistry, biology, history, geography, social education, Georgian as*

the second language, Armenian as a native language, Azeri as a native language, English as a foreign language (10 ECTS).

The implementation of the given program will be a new direction of Georgia's educational space. However, we believe that its strategic perspective should be reinforced via the supervision or perpetual cooperation with European universities having an outstanding experience in the preparation of bilingual educators. The program may envisage the invitation of foreign professors/trainees, especially, in the fields (CLIL approach and subject teaching methods in non-humanitarian subjects), which are less-experienced in Georgia. Moreover, educational processes can be enriched with study visits abroad.

Summary

The paper discusses the latest tendencies of Georgia's educational system. The major accent is put on the presentation of the state policies directed towards the implementation of multilingual education preventing marginalization of ethnic minorities and facilitating the rearing of plurilingual citizens sharing equal rights and responsibilities. The paper presents certain insights into the creation of an appropriate lesson design as well as the usage of innovative teaching methods, models, approaches (CLIL approach, heteroglossic approach) and training techniques. The following recommendations are made for the better implementation of the envisaged innovations:

- multi-ethnic groups should be taught via using a heteroglossic approach promoting translanguaging and CLIL;
- in science classes a heteroglossic approach should be associated with VAK/VAKT learning styles;
- CLIL approach should be accompanied by an appropriate lesson design promoting learners' participation during explanatory and anticipatory activities, simultaneous usage of individual, group and pair works, etc.;
- foreign scholars supervision or perpetual cooperation should be involved in "One-year program of multilingual education".

Conclusions

Contemporary globalizing processes are often associated with plurilingualism, translanguaging and multiliteracies that foster the implementation of multilingual education in the countries facing an increasing diversity: the mass migration of population, the growing number of refugees, settlements of ethnic minorities as well as migrants.

On the background of these global tendencies, the Republic of Georgia faces the need of the civil integration of the Armenians, the Azerbaijanis, the Russians and other ethnic minorities, who reside in different parts of Georgia. Implementation of multilingual educational programs has become a top priority in this respect. Georgia's educational bodies share the slogan "Multilingual education – a step into the better future" via attempting to facilitate multilingualism and translanguaging in multiethnic groups. The given attempts need reasonable planning and an adequate formulation of challenges. The paper presents certain insights into the multilingual education and makes specific proposals regarding the usage of innovative teaching methods, formation of an appropriate lesson design and implementation of intensive training-courses focused on the acquisition of intercultural as well as cross-national skills or competences.

We believe that adherence to the recommendations will ensure a successful development of state policies directed towards the integration of ethnic minorities via innovative educational strategies. Georgia's policies can become useful for other post-Soviet countries, which strive to implement western-oriented strategies.

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ОСОБЕННОСТИ ИНТЕГРАЦИИ УЧЕНИКОВ ИЗ РАЗНОЙ КУЛЬТУРНОЙ-ЯЗЫКОВОЙ СРЕДЫ

Peculiarities of Inclusion of Pupils Living in Different Cultural / Linguistic Environments

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Abstract. *Population mobility is expanding. Some citizens decide to leave, others return home with their families. Such mobility is reflected both in society and in the education system, so the topicality of the problem is important. According to the international classification, pupils with special educational needs include those who come to school from different cultural / linguistic backgrounds. The research question is – what are the peculiarities of the inclusive process of these students. For this purpose, 10 students and 5 teachers working with pupils from different linguistic / cultural backgrounds were interviewed in Kazakh schools. The study sought to find out what kind of support these pupils are looking for, what competences the teachers themselves want to develop. The study revealed that pupils living in a different linguistic / cultural environment who came to a general education school, expect a positive psychological climate, and want to learn the language of the country in which they live and study. Meanwhile, teachers pointed out that they did not have enough knowledge how to apply language learning methods while teaching a subject. The study revealed the identity and differences between respondents from different countries.*

Keywords: *inclusion, different cultural/linguistic environments.*

Введение

Introduction

Жизнь современного человека характеризуется постоянными изменениями, обильным потоком информации, возможностями сменить место жительства, работу. В Европейском Союзе это отчасти связано с возможностью расширения, присоединения новых государств-членов, а в других странах мира международная мобильность основана на характеристиках людей, стремящихся найти лучшее качество жизни для себя и своих родственников. Мобильность, общение и сотрудничество создают межкультурную компетенцию человека. Она основана на его собственной национальной идентичности и новом опыте, приобретенном в

другой культурной среде. Межкультурная компетентность исследовалась учеными в различных аспектах, выделяя такие как: культурная осведомленность (Sercu, 2004), открытость новым ценностям, терпимость и саморефлексия в новом культурном контексте (Williams, 2009). По мнению Е. Martišauskiene (2007), постмодернистский релятивизм меняет иерархию ценностей, признаки национального самосознания, морали, ответственности перед человеком, смешивает идентичность. Приобретая межкультурную компетенцию, ученик ведет себя по-разному в школе, со своими сверстниками, и его опыт отличается от тех, кто всегда живет в обычной среде, не меняя места жительства. Поскольку в этой статье анализируется проблема интеграции учеников, важно ответить на вопрос о том, какие проблемы возникают у учеников из разных культур и учителей, которые их учат.

Во многих демократических странах законы национальных меньшинств, беженцев, реэмигрантов, возможности для обучения и работы закреплены в законе. В документах Европейской Комиссии подчеркивается, что ученики с различным культурным и языковым происхождением классифицируются как группа учеников с особыми образовательными потребностями, испытывающими трудности в обучении. Страны ЕС придерживаются этого различия и применяют дополнительные меры поддержки и обучения с такими учениками. Однако есть и другой опыт в странах, не входящих в ЕС, где особые образовательные потребности этих учеников не обсуждаются, поэтому важно проанализировать особенности образования в Литве и в Казахстане, интеграции учеников с различным культурным опытом. Предметом исследования являются особенности интеграции в контексте обучения учащихся из разных культур.

Методология исследования *Research methods*

Методы исследования: сравнительный анализ, анкетирование, интервью. Учителя и ученики приняли участие в исследовании: ученики, приезжающие жить и учиться в другую страну, не владеющие языком страны, и учителя, работающие с ними. Сравнительное исследование проводилось в Казахстане и в Литве. Результаты теоретического исследования (статьи, документы) между отдельными странами были проанализированы и сравнены, анкетный опрос и интервью проводились в тех случаях, когда учитель общается с учеником не на родном языке, а на английском или русском.

Пилотное исследование проведено для определения психолого-педагогических аспектов обучения предмета на английском языке: было

проведено анкетирование среди 140 учителей предметников общеобразовательных школ Жамбылской области (Казахстан). Вопросы анкетирования были разделены на 5 разделов: планирование уроков по технологии CLIL; организация деятельности учеников на уроках проводимые по технологии CLIL; оценивание учебной деятельности на уроках по технологии CLIL; педагогика сотрудничества; совместная работа с родителями. Варианты ответа: «Легко», «Сложно, но справляюсь», «Могу поделиться опытом», «Нуждаюсь в поддержке (психологическая, методическая)». Качественное исследование (неструктурированное интервью) проводилось в два этапа. На первом этапе был задан вопрос, в чем заключаются проблемы учителя при работе с учениками из других культур и преподавании предмета на английском языке. Было опрошено 7 учителей (3 мужчины и 4 женщины). На втором этапе было важно выяснить, какие компетенции нужны учителю. Было опрошено 5 учителей (3 мужчины и 2 женщины). Полученные данные были сопоставлены с исследованиями литовских учителей. Кроме того, 10 студентов (4 мальчика и 6 девочек) из других культур были опрошены методом неструктурированного интервью. Цель состояла в том, чтобы выяснить, какую помощь они ожидают во время уроков, в которых предмет преподается на английском языке. Результаты исследования сравнивались с проведенным в Литве исследованием ожиданий учителей относительно ожиданий учеников.

Исследование проводилось с учителями, которые преподают в соответствии с методом CLIL, поэтому важно выделить основные особенности этого метода. Многоязычие в Европейском Союзе, или способность говорить на нескольких языках, рассматривается как основа для знаний, инноваций и творчества. В 2002 году в Литве стартовал проект «Интегрированное обучение предмета и языка», который усилил инициативу школ. Предмет и английский язык также преподавались интегрированным способом. Это было особенно актуально при работе с учениками, которые выросли в разных языковых и культурных условиях. В конечном счете, двуязычный метод обучения был назван «CLIL» (Контентно-языковое интегрированное обучение). В других странах его название было переведено буквально, но в Литве он оставался на английском языке. С другой стороны, такое обучение можно рассматривать как двуязычное, но CLIL метод основное внимание уделяет преподаванию предмета.

Результаты исследования *Results of the research*

Исследователи в Литве и мире раскрыли мнения учащихся и преподавателей, помогли прояснить возможности обучения на иностранных

языках (Budvytyte-Gudienė et al., 2011). Анализ исследований в Литве (Janulienė, 2010) показывает, что уже десять лет назад учителя знали о преимуществах и проблемах интегрированного обучения предметам и иностранным языкам, но у них не было необходимой предметной подготовки, специальной литературы, часто возникали сомнения в том, что обучение на другом языке может нарушить чувство национальной идентичности ученика. V. Vijeikienė и D. Pundziuvienė (2015) провели исследование по предметному обучению на английском языке и опросили 20 учителей и 118 студентов. Данные исследований показывают, что ученики положительно относятся к этому виду обучения, но им трудно, потому что «обучение идет медленнее, знания сильно страдают». Опрошенные ученики и учителя выделяют самые важные преимущества изучения иностранных языков: знания, культурная осведомленность, разнообразие уроков, пространство для творчества, эмоциональное состояние учеников и их мотивация. Недостатком является то, что такое обучение занимает больше времени, а учителям не хватает знаний специальной дидактики.

В целях определения ряда психолого-педагогических проблем в интегрированном обучении предмета и языка была проведена беседа с учителями-респондентами. В результате беседы, определены индикаторы показывающие конкретное состояние данной проблемы. Были идентифицированы проблемы в обучении предметов на английском языке. Определено, что данная проблема может быть причиной профессиональной нестабильности, понижении мотивации в достижении успеха в обучении и в спросе учителя на конкурентоспособном рынке труда. В нижеприведенной таблице показаны примеры некоторых ответов.

Таблица 1. Диагностика психолого-педагогических, методических проблем учителей

Table 1 Identification of psychological, pedagogical, methodological problems of teachers

Категория	Иллюстрация
Планирование, разработка ежедневного плана урока	Опираюсь на помощь учителя английского языка (Сулушаш, учитель химии).
Освоение содержания учебника, учебной программы	Возникают сложности учеников в освоении предмета на трех языках, так как, они не владеют в совершенстве английским языком, во-вторых, предмет естественнонаучного цикла (Гулназ, учитель физики).
Использование на уроках интерактивных методов обучения	Ученикам сложно выполнять задания на иностранном языке, нуждаются в работе со специальными словарями (Майра).

Развитие интересов учеников к учебе	Очень интересно ученикам проводить занятия интегрируя с английским языком, но возникают некоторые сложности, так как это не учитель иностранных языков, а учитель-предметник (Гулсим).
Проблемы в успеваемости и «типичные» ошибки учеников	Требуют помощи психолога (Айгул). Мешает языковой барьер (Самалгул).
Оценивание учебных достижений учеников в ходе урока	Надо разработать критерий оценивания (Дина, учитель химии).
Проблемы в управлении учебно-воспитательного процесса	Нуждаюсь в дополнительных курсах английского языка (Рахматулла).

Опрошенные казахские учителя выделили следующие особенности обучения иностранным языкам: планирование и освоение программы, интересы учеников и использование интерактивных методов. Они выявили проблемные ситуации, связанные с оценкой и успеваемостью учеников, сотрудничеством учителей и вовлечением родителей в школьную жизнь.

Сравнивая результаты двух исследований, отмечается, что литовские учителя больше внимания уделяют культурному восприятию, учитывают эмоциональное состояние ученика (наблюдает, испытывает ли ученик большой дискомфорт на уроке, на котором не говорят на его/ее родном языке). По мнению авторов исследования (Bijeikienė & Pundziuvienė, 2015), такие уроки более разнообразны, это дает пространство для творчества и импровизации. Между тем, казахские учителя больше направлены на обучение, планирование, освоение программ, то есть, на целевой педагогический профиль, не включая социокультурные, психоэмоциональные аспекты образования.

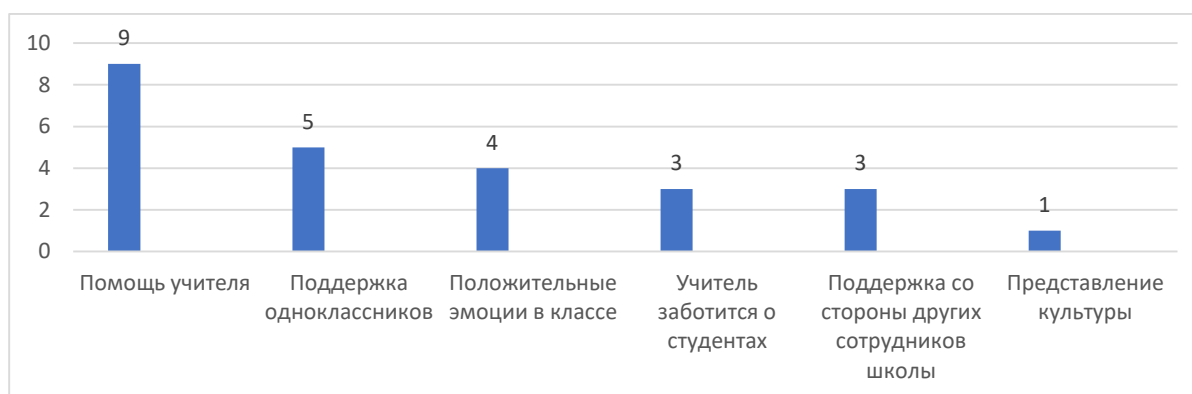


Рисунок 1. Ожидания учеников, прибывающих из других стран
 Figure 1 Students believes when they come to school from a different country

Чтобы узнать больше, каковы ожидания будущих прибывающих учеников и учителей, работающих в не родной языковой/культурной среде, было проведено эмпирическое исследование в школах города Тараз. В нем приняли участие 10 учеников пятого-седьмого класса из языковой среды, отличной от казахской (узбеки, таджики, китайцы, дунганцы) и 5 учителей, работающих с иностранцами и применяющими метод CLIL. Целью интервью было выяснить, какую поддержку ученики из других культурно-языковых сред ожидают от окружающих (учителей, одноклассников).

Из числа ответов отмечается, что учащиеся в наибольшей степени сосредоточены на знаниях и предметной поддержке учителя (9 ответов), таких как «я надеюсь на дополнительные советы», и «я хотел бы, чтобы учитель объяснил мне индивидуально». Мнение одноклассников, возможность быть вместе очень важно для них (5 ответов): «Я хочу подружиться с одноклассниками», «чтобы одноклассники не смеялись над моим акцентом». По крайней мере, ученики думают о своей культурной самобытности, о представлении своей культуры одноклассникам и учителям (1 ответ) - «представить свою культуру».

Казахстанским учителям, работающим с такими учениками, был задан вопрос, какие компетенции, по их мнению, они должны улучшить. Мнения опрошенных учителей можно разделить на несколько категорий:

Таблица 2. Компетенции учителей работающих с учениками из других культур
Table 2 Competences of teachers working with students from other cultures

Категория	Подкатегория	Иллюстрация
Психологическая компетентность	Распознавание личности	Ученики приезжие из другой страны обычно бывают очень закрытыми Надо учить высказывать свои мнения открыто
	Установка эмоциональных состояний	Диагностика психического состояния студента
Компетентность владения языком	Знания иностранных языков	Использовать словари, переводы на уроках Развивать языковые компетенции
Общая педагогическая компетентность	Применение соответствующих методов	Применение интерактивных методов
	Работа с родителями	Организовывать мероприятия по сотрудничеству с родителями из других культур Поддерживать связь с родителями организовать беседы

	Индивидуализация образования	Составить индивидуальный учебный план Индивидуально организовать адаптацию ученика
Социальная компетенция	Посредничество среди сверстников	Расширить общение со сверстниками
	Посредничество между прибывшим учеником и лидером класса	Одновременно с прибытием ученика посадить самого активного ученика класса Поговорить с лидером класса, чтобы помочь начинающему ученику быстрее интегрироваться
	Общение в спортивных и культурных мероприятиях	Узнать достижения студента в спорте и организовать спортивные мероприятия, чтобы ученик мог проявить свои таланты. Организовывать культурные мероприятия

Данные исследования показывают, что психологическая, педагогическая, социальная и компетентность владения языком должны быть улучшены. В ответах едва ли упоминается культурная, межкультурная компетентность, хотя исследования показывают обратное: учитель должен знать социокультурный характер учащегося, традиции своего народа. Частично это может быть решено во время общения с родителями, что часто и подчеркивается в ответах учителей.

Между тем учителя, работающие в Литве с учениками из других культур, согласно А. Židžiūniene (2018), отмечают, что сирийцы, курды, таджики, иранцы и ученики других национальностей, часто называемые беженцами, постоянно беспокоятся о будущем, тоскуют по дому. Это вызывает психологические проблемы и эмоциональные расстройства. Достижения и мотивация этих учеников зависят от устремлений родителей: если семья решает не оставаться в стране, дети неактивны, не учатся, живут в ожидании. Учителя, работающие с такими детьми, утверждают, что интеграция была бы более привлекательной, если были бы организованы совместные мероприятия, концерты, художественные проекты, даже музыкальная терапия.

Выводы *Conclusion*

Исследование подтвердило проблемы учащихся с особыми образовательными потребностями из другой культурной/языковой среды. После анализа документов, на основе которых организовано обучение, выяснилось, что в Казахстане, в отличие от Литвы, ученики этой группы по-прежнему не отнесены к группе учеников с трудностями в обучении, им не уделяется достаточного внимания для интеграции в учебный процесс.

Учителя, работающие с такими учениками, используют инновационные методы для максимально эффективного преподавания и изучения. С этой целью метод CLIL используется в Литве с 2002 года, в последние годы и в Казахстане, что характеризуется тем, что предмет преподается на иностранном, обычно английском или (в Казахстане) на русском языке.

Исследования показали, что учителям обеих стран важно передавать знания по предмету, применять соответствующие методы и чувствовать ответственность за психологическое состояние учеников, успешную адаптацию и интеграцию. Учителя в Казахстане больше сосредоточены на освоение программ и хорошие результаты обучения, в то время как в Литве большое внимание уделяется эмоциональному благополучию ученика, его национальной идентичности.

Отношение учеников отражало мировоззрение учителей, которые их учат: ученики, обучающиеся, хотя и не на своем родном языке, в общеобразовательных школах и в центре для беженцев, показали, что на уроках была творческая свобода, желание импровизировать, общаться со сверстниками. Учащиеся в Казахстане подчеркнули необходимость дополнительных уроков и индивидуального консультирования учителей и почти не были заинтересованы в представлении своей культуры своим сверстникам.

Summary

In nowadays schools it is possible to meet people of various nations. Therefore, the intercultural competencies are important for a teacher and a student. Students who come from another linguistic/cultural environment faces many psychological, emotional and adaptive problems. In Lithuania and EU they are attributed to a group of students with special needs. Not all the countries give equal attention to students of such group, therefore it is relevant to compare Lithuanian and non-European country, in this case Kazakhstan, peculiarities of student integration. This country was selected also because it is considered to be multinational country in which many languages and cultures are intertwined. Object of the research – the peculiarities of inclusion in a context of education of students from different cultures. For this research, teachers, who apply a CLIL method, were selected. It is an integrated education of a subject and a language. In Lithuania the subject was taught in Lithuanian and English, Lithuanian and French, in Kazakhstan students learn in their native language and Russian, and, nowadays, also in English.

Research results were analysed and compared between different countries (articles, documents), a questionnaire and an interview was held in Taraz city schools (Kazakhstan). 10 fifth-seventh grade students from a linguistic environment, other than Kazakhs, participated in this interview, as well as 5 teachers, who work with foreigners and apply the CLIL method. The interview aimed to find out what kind of support from

others (teachers, classmates) the students hope for when they come to school and their cultural background is different. The teachers were asked which competencies they should develop when working with foreign students. During the research it was revealed that it is important to the teachers of both countries to convey the knowledge of the subject, to apply suitable methods; they feel responsible for students psychological condition, successful adaptation and integration.

The teachers from Kazakhstan are more focused on assimilation of programs and good education results, while in Lithuania they mostly are focused on the emotional state of a student, on his or her cultural peculiarities.

Approaches of the students revealed the worldview of their teachers: in Lithuania students who learn at schools at common education, as well as the ones who study in refugees reception centre, even while communication in a foreign language, revealed that lessons are full of freedom for creativity, a wish to improvise, to communicate with their peers in various events. Students who learn in Kazakhstan highlighted the need of additional classes and individual lessons; they almost did not show especial interest in representation of their culture.

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PROFESSIONAL FOREIGN LANGUAGE COMPETENCE FOR SUCCESSFUL INTEGRATION INTO THE LABOUR MARKET

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Abstract. *Good knowledge of a foreign language is an important factor contributing to the professional recognition and career prospects. In order to improve professional foreign language competence, the study of the situation in professional foreign language teaching and learning was carried out in three business sectors: logistics, transport, service industry. The survey was carried out among three target groups: employers, foreign language teachers and students. Employers were asked to name language skills which employees need most to perform work, to express an opinion on the role of employers in the English language learning process as well as to identify topics, most common words, phrases, or specific professional terms which would be important for their employees to know. Students were asked about motivation and foreign language needs, training environment and teaching methods as well as about their learning styles. Foreign language teachers' questionnaires contained the evaluation of teaching process and methods used, lessons preparation and evaluation of learning. The study results show that foreign language competences are considered by employers as one of the most important for the employees. However, the level of language competences varies according to the position and role within the company. Based on the findings, suggestions and recommendations were developed for acquiring a professional foreign language in the three business sectors.*

Keywords: *English, foreign language competence, professional foreign language.*

Introduction

As the modern, constantly changeable labour market is open for international manpower movement, the demand of the knowledge of foreign languages is huge. Good knowledge of a foreign language may be an important factor contributing to the professional recognition and career prospects. The knowledge of languages increases the opportunities of finding a job and pursue a career not only in companies operating in one's own country, but also in international companies. It is interesting to note that employers consider the knowledge of foreign languages

as a very important basic skill for job success not only in Latvia. For example, the results of the survey carried out among employers in the United States rated foreign languages among the top five basic important skills for graduates entering the labour market (The Conference Board, 2006).

According to the employers in the mentioned research, knowledge of foreign languages opens broader perspectives on the issues of globalization, global markets and serves as a tool for understanding other nations, markets and cultures thus enhancing the employability of young people. Employability by the European Centre for the Development of Vocational Training (Cedefop) in its Skills Panorama Glossary is defined as “a combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers”.

For that reason, it is necessary to get and improve professional foreign language competences. As regards language education for employability, competence means to carry out certain language activities in some general or particular professional context. It includes the readiness and ability to communicate successfully, the criteria of success being defined by the nature and purposes of the tasks which are set and by the contextual and situational parameters that are determined by a particular professional challenge or environment.

Literature review

The teaching of language for special purposes for students of different specialities in educational institutions is meant to develop competences necessary for the world of work to enhance the employability of students. Study courses of foreign languages for special purposes or ESP, if the foreign language is English, are designed according to the needs analysis and mostly are content-based. Students at the university improve their language skills acquired during the secondary school, and gain new skills and the knowledge necessary for the future carrier. In ESP classes students improve their language skills acquired during the secondary school, and gain new skills and the knowledge necessary for the future carrier and the academic environment. “European Reference Framework” (2018) has included communication in foreign languages among eight key competences for lifelong learning stating that essential skills for communication in foreign languages consist of ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions both in spoken and written form (listening, speaking, reading and writing) in an appropriate range of social and cultural contexts according to one’s wants and needs EC (2018). The research describes the experience of teaching professional English language. ESP researchers (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987) define ESP

teaching/learning as a study course that is designed to meet specific needs of adult learners and is related in content, methodology and activities to a specific subject field or occupation focusing on those language aspects of syntax, vocabulary, text structure, semantics and so on that are appropriate to such content. During ESP classes students develop knowledge and skills necessary for the reception (reading and listening) of professional texts to broaden students' understanding of their subject field and production (speaking and writing) in relation professional activities. The teaching/learning is built on blended learning, printed and online authentic materials, popular science publications, free online resources, tailor-made tasks and activities. The ESP study courses include acquisition of terms in the subject field, their use in the authentic texts. There are various definitions of the term that could be summarized as follows: the term is a word or a collocation denoting or designating a specific concept of a particular subject field which in turn belongs to a system of concepts which maps out the structure of the subject field (Bušs et al., 2007; Anderman & Rogers, 1999).

Methodology

Background rationales of this research are based on the needs to understand the situation in the professional foreign language teaching and learning and to carry out a further analysis. The problem has been approached by analysing and evaluating the scientific literature as well as a number of information sources and reports, taking into consideration the authors' reflection, experience and observations. For the development of the methodological basis of the research, theoretical analysis of topical issues as the definitions of professional terminology, listening, speaking, writing skills, etc. has been performed.

The research was carried out in the framework of Nordplus Adult education development project NPAD-2015/1000. The project was implemented during September, 2015 and August, 2018 by five adult education institutions from three Baltic States with the aim to strengthen the link between adult learning and working life. The result to be achieved in the project was to develop innovative teaching materials for acquiring a foreign language and communication skills that could be applied in real daily work. Therefore, the views of all stakeholders on foreign language skills, difficulties and expectations for learning a foreign language had to be identified. In companies language requirements vary according to the position and the role within the company. Therefore, three directions of interest of all partners were chosen: logistics, transport, service industry.

The research consisted of four parts: surveys of employers, students, vocational teachers and English language teachers. In total, 85 employers' representatives participated in the survey: 42% were senior managers, 43% were managers and 15% others (Nordplus Adult education ..., 2015).

Further, 38 vocational teachers took part in this research. Most of them have work experience more than 10 years. They teach different subjects: auto mechanics, the maintenance and car repair, accounting, economics, business, IT subjects: computer networks, operating systems, etc., logistics, customs procedures, marketing, professional ethics, social studies, international transportation, catering service, tailoring, etc.

In total, 163 students were asked about the needs, difficulties and expectations of learning a foreign language and language skills that are necessary for their profession.

Sixteen English teachers expressed their views in the questionnaire available here. The English teachers' characteristics in terms of their experience are as follows: 56% of English teachers have more than 10 years work experience, 13% - more than 20 years.

A number of diagnostic blocks were included in the questionnaire, but all respondents were questioned about the necessary foreign language skills in the relevant professional fields, as well as on methodological and organizational issues of foreign language acquisition. The characteristics of a sample is given in Table 1.

Table 1 The research sample

	Employers	Vocational teachers	Students	English teachers
<i>By country</i>				
Latvia	39%	31%	42%	38%
Lithuania	36%	45%	42%	39%
Estonia	25%	24%	16%	23%
<i>By gender</i>				
Woman	67%	80%	47%	81%
Man	33%	20%	53%	19%
<i>By age</i>				
14-20	0%	6%	88%	0%
21-30	6%	18%	9%	19%
31-40	41%	39%	1%	68%
41-50	47%	27%	2%	0%
51-70	6%	10%	0%	13%
<i>By professional field</i>				
logistics	25%	22%	20%	n/a
transport	26%	20%	23%	n/a
service industry	48%	40%	48%	n/a

n=302

Research results and discussion

According to the research results, the most important foreign language skill for logistic, transport and service industry is a speaking skill. Respondents were asked to rank different language competences (reading, writing, listening, speaking, knowledge of professional terminology) in the scale from 1-5. 63% of professional teachers, 52% of employers, 33% of students think that speaking is the most important language skill. 27% of English teachers pay more attention to speaking skills.

Professional terminology was the most commonly referred to as the second most important issue: 79% of professional teachers, 46% of employers, 18% of students, 23% of English teachers held such an opinion. The listening skill was considered as the third most important.

The results of English teachers' survey show that the least attention is paid to writing and reading skills: only 14% of teachers consider that these skills should be focused on in teaching English. Also, students (15%), employers (21%) and vocational teachers (13%) consider writing skills to be less important.

Most often (in 46% of all the cases) speaking skill was evaluated by employers in the selection process of potential employees, in 37% of the cases - listening skill and only in 25% of the cases – the knowledge of professional terminology. Figure 1 depicts employers' answers regarding the evaluation of their employees' knowledge of English (Figure 1).

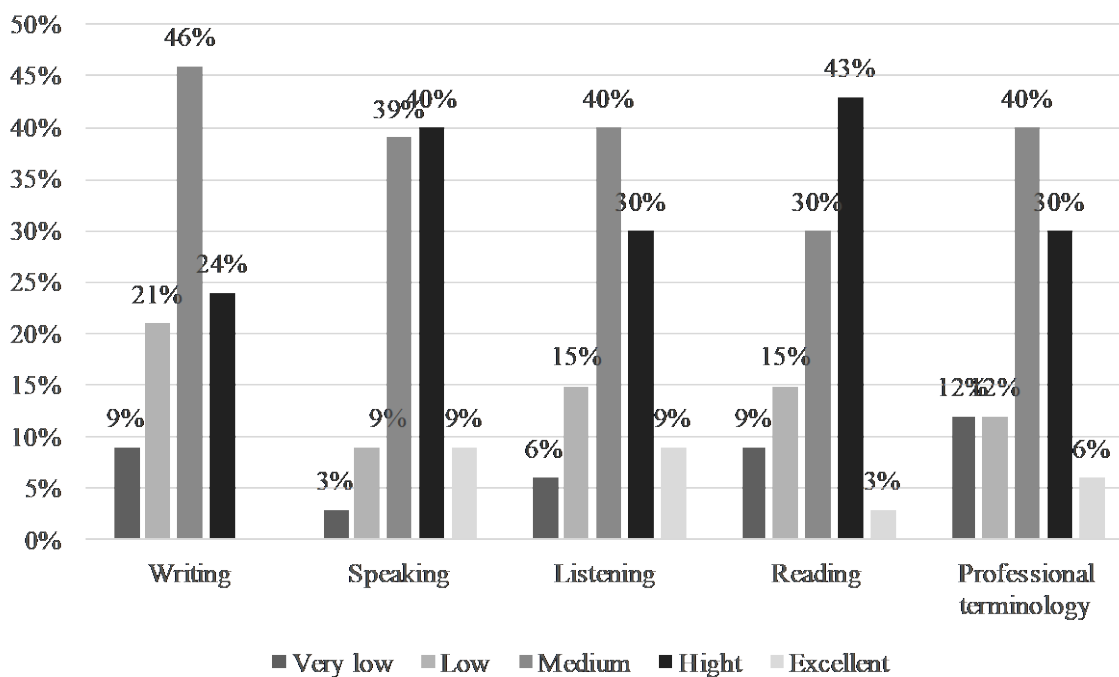


Figure 1 English language skills of employees in the assessment of employers

21% of employers are ready to organise language training courses in their companies in order to improve English language skills of their employees, 17% of employers can finance employees' English language learning outside their company. However, 34% think that it should be employees' individual responsibility to improve their foreign language skills, but 28% of employers expect that education institutions will teach professional English.

Employers and also vocational teachers were asked to name the topics that would be important for employees / students to know in everyday and professional English. The topics given by employers could be grouped in six groups:

- 1) Terminology of transport/ service/ business.
- 2) Everyday communication, polite expressions.
- 3) Clarification of customers' needs and desires.
- 4) Emotional and social areas.
- 5) The organisation of work process.
- 6) Greetings.

The following topics appear to be important for vocational teachers:

- 1) Professional terminology.
- 2) Communication phrases: everyday and vocational; conversations with customers, polite customer service, business communication, etiquette etc.
- 3) Dialogues, role plays.
- 4) Vocabulary learning.
- 5) It's important to understand the content and structure of sentences.
- 6) Conflict solution.
- 7) Social etiquette.

The study also highlighted the most important topics in each of the professional areas: logistics, transport and service industry.

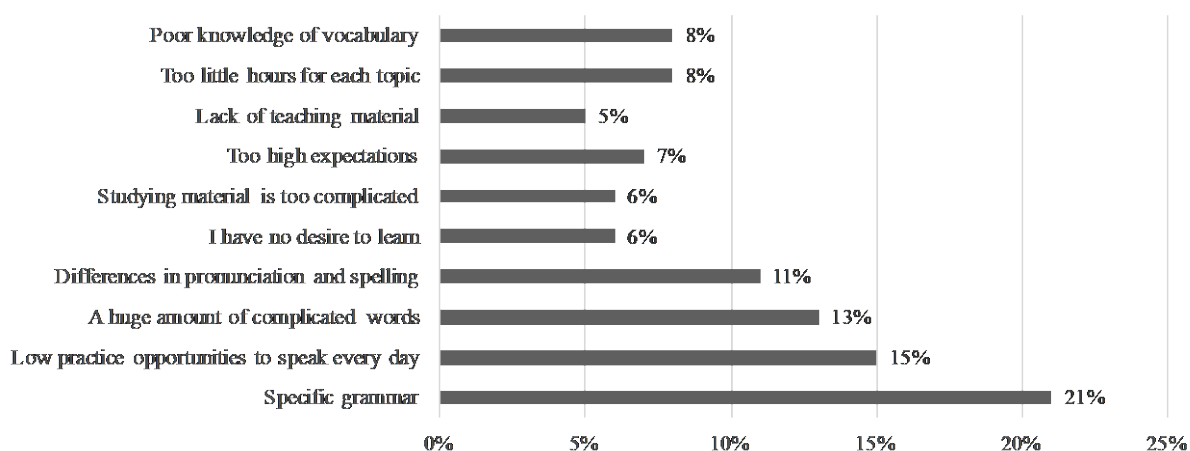


Figure 2 Students' main difficulties in learning the English language

As Figure 2 shows, the main difficulty in learning English refers to specific grammar areas. Therefore, grammar rules (Past Simple, Past Continuous, Present Simple), spelling and pronunciation were the most important topics for students in the learning process.

The respondents were asked to evaluate, which was the best location to learn English. The answer was that definitely during exchange programmes abroad. 64% of employers and 50% of vocational teachers chose this option as the most important opportunity. Learning English in working environment was chosen as the second most important opportunity (10% of employers and 39% of vocational teachers). Learning English during travelling or on the Internet was ranked as the third choice. However, students also preferred the classroom as the best learning environment (39%). Watching TV (movies, shows) was mentioned as the second choice.

Group work and discussions were preferred by students in English language classes (Fig. 3). Such methods as role-plays, story telling/picture descriptions, essay /letter writing were not very popular among students.

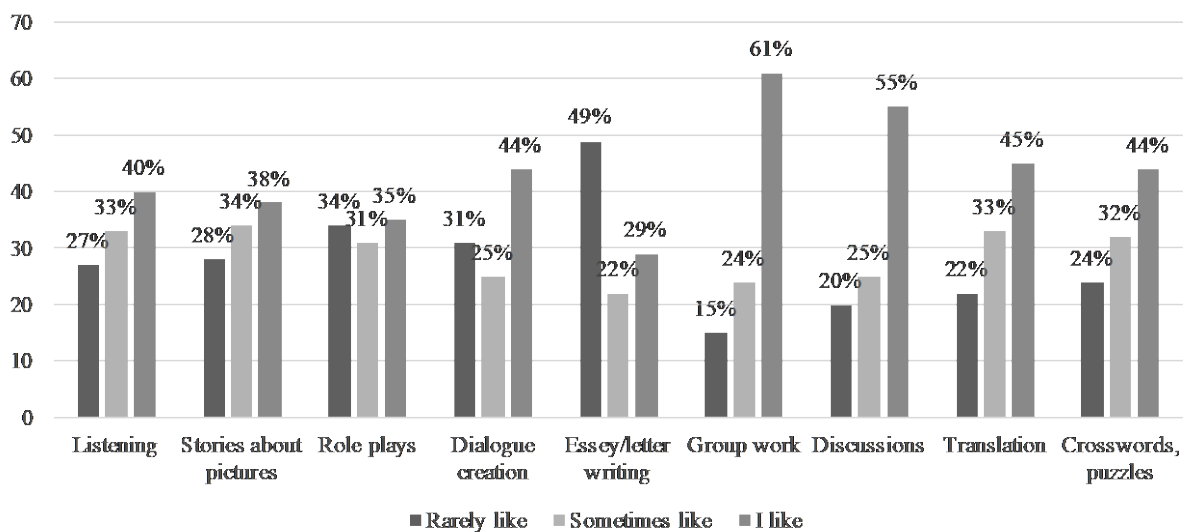


Figure 3 English teaching methods' evaluation by the students

Listening and multiple choice tasks were most often used methods by teachers in English classes. Songs, also stories about the picture and games were not very often used methods by teachers (Fig. 4).

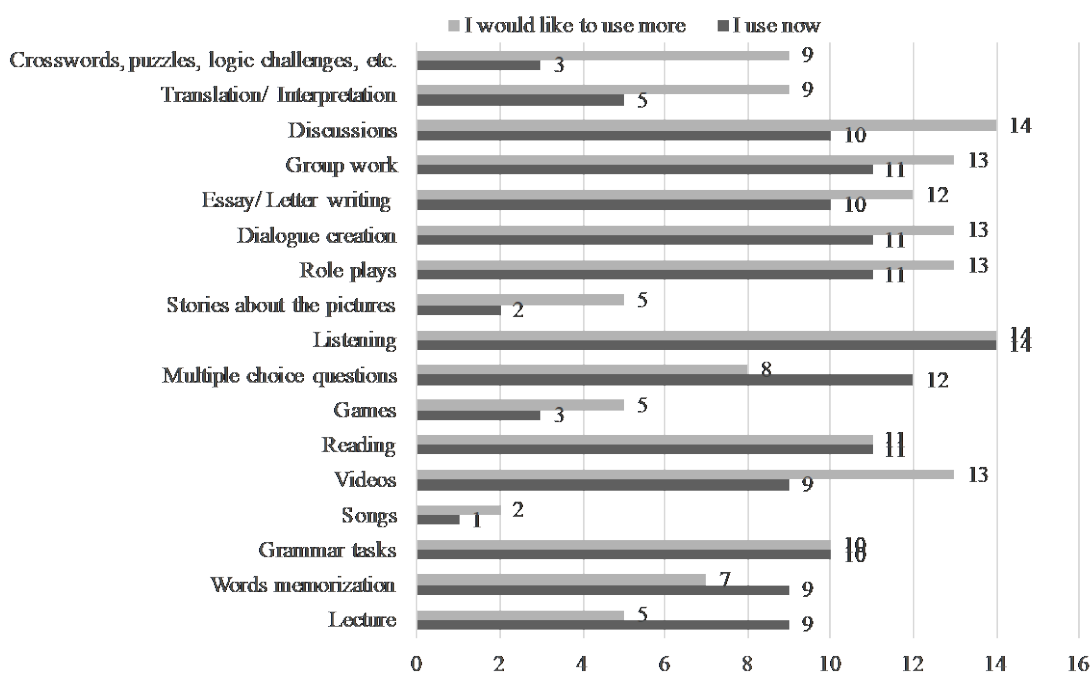


Figure 4 English teaching methods used by the teachers

To prepare lessons, English teachers most often use materials made by colleagues (more in 50% of cases) or they use professional textbooks (in 50% of cases), the Internet resources are used in 44% of the cases. Only 19% of English teachers who participated in the survey use self-made materials which prove the importance of this project's objectives. The research results show that different materials are used additionally to teach the English language:

- 1) Video materials with the tasks
- 2) A prepared textbook for the particular sphere
- 3) Authentic materials, the ones used in real working life
- 4) IT smart boards
- 5) Materials for advanced level
- 6) Materials for auto mechanics
- 7) More updated materials prepared by professional English teachers

Teachers were questioned about the main difficulties in teaching English. The lack of students' motivation was the most often mentioned difficulty. The survey results show that students' motivation and interest play a decisive role in the preparation of lessons and choosing teaching methods and materials.

According to the students' answers, the most important benefit of the English language knowledge is expanding career opportunities. Students' motivation is displayed in Figure 5.

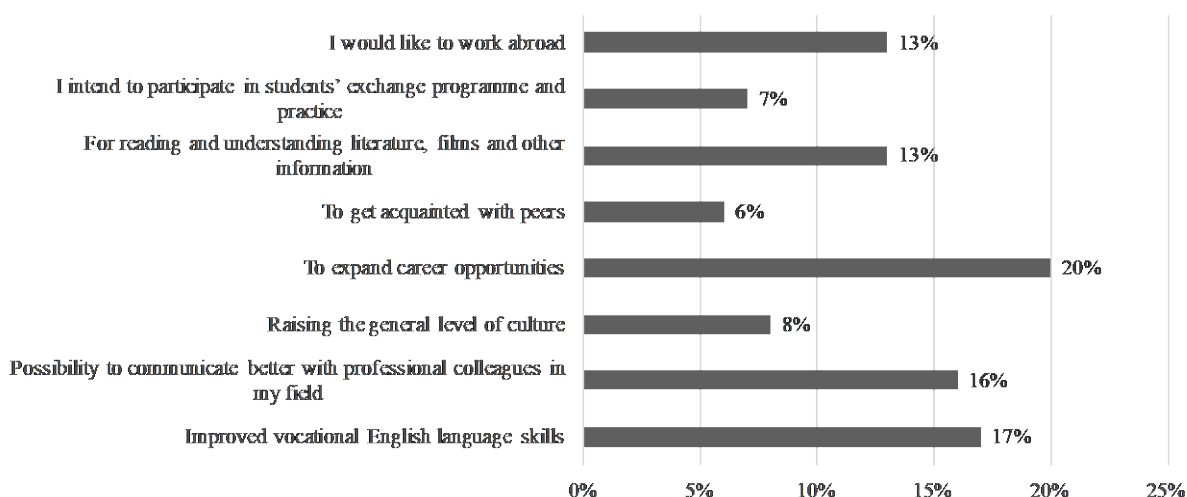


Figure 5 Students' motivation to learn English

Conclusions and recommendations

Speaking is the most important English skill for the specialists of logistics, transport and service industry, as well as the knowledge of professional terminology.

The speaking skill in a foreign language is often evaluated in the process of selecting potential employees. In general, employers are content with their employees' English language skills being below average. Only one fifth of employers are ready to organise language training in their company in order to improve English language skills, but 34% of employers think that it should be employees' individual self-education process.

There is a need for new innovative and interactive English teaching materials since only 19% of English teachers use self-made materials to prepare lessons.

To summarize the answers to the open questions of the survey, the most common language learning problems were identified. They are: students do not identify their needs, they cannot determine their goals, they are not able to plan the time for learning, students learn words by heart but they do not know how to use them and do not see the language interconnections, they try to talk (in English) by translating words from the native language, acquire communication minimum, etc.

In order to encourage students, it would be desirable to use an action-oriented approach and different interactive teaching methods, enrich the teaching process with modern tools for language learning (e-courses, video courses, online tests etc.), facilitate the students' ability to learn, increase motivation, promote a positive atmosphere for students to support each other rather than compete, support students by using positive evaluation and praise.

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