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LATVIJAS SUPERVIZORU ĒTIKAS KOMPETENCES NOZĪMĪGUMA UN ĪSTENOJAMĪBAS PAŠNOVĒRTĒJUMS

Self-Assessment of the Importance and Attainability of Supervisors' Ethical Competence in Latvia

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Abstract. *Code of Ethics of Supervisors' in Latvia is currently being developed and it is important to understand how Supervisors themselves evaluate professional ethical competence. The aim of this study is to find out what is the Self-Assessment of the Importance and Attainability of Supervisors' Ethical Competence in Latvia. The research questions were the following: 1) What is the self-assessment of the importance and attainability of Supervisors' ethical competence in Latvia? 3) Are there differences in the self-assessment of the importance and attainability of Supervisors' ethical competence in Latvia and if so, what they are? 3) Are there differences in the self-assessment of the importance and attainability of Supervisors' ethical competence in Latvia between supervisors with different work experience and if so, what they are? The participants of this study were 48 supervisors with practice experience in different professional fields. Two forms were filled out online: 1) demographical data form; 2) self-assessment of the importance and attainability form. Self-assessment forms were evaluated on a 5-pont Likert scale. For data analysis the descriptive statistical methods, Kolmogorov-Smirnov test and Wilcoxon signed-rank test were used. The results showed that the supervisors' ethical competence is evaluated* as *very and quite important and fully and mostly attainable. The results indicated statistically significant differences in 13 out of 16 supervisors' ethical competence that was evaluated higher in importance than attainability.*
Keywords: *attainability, ethical competence, importance, supervision, supervisor.*

Ievads
Introduction

Mūžilgas mācīšanās aktualitāte ir saistīta ar 21. gadsimtā vadošajām pieaugušo izglītības idejām. Mācīties visas dzīves garumā, apgūstot un pilnveidojot kompetences – zināšanas, prasmes un attieksmes un spēja tās pielietot (Akadēmiskās informācijas centrs, 2016) ir nozīmīgs personības

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attīstības, konkurētspējas darba tirgū un cilvēkkapitāla vērtības palielināšanas priekšnosacījums (Saeima, 2010).

Mainīgā profesionālā vide, profesiju attīstība un vairāku profesiju izzušana norāda uz pieprasījumu pēc produktīvām profesionālās attīstības iespējām mūžizglītības kontekstā. Mūsdienīgs un efektīvs profesionālās pilnveides veids ir supervīzija (Stankus-Viša, 2017). Supervīzijas procesu var izprast un skaidrot kā pieaugušo izglītības veidu, kas ir mērķtiecīgi organizēts konsultatīvs un izglītojošs atbalsts, ko profesionālajā kontekstā saņem indivīds, grupa vai organizācija, lai pilnveidotu profesionālo kompetenci un profesionālās darbības kvalitāti (Valsts izglītības satura centrs [VISC], 2019). Supervīzijas process ir mijiedarbība, kas balstās uz reflektīvu praksi, un tajā iesaistītās puses – supervizors un supervizējamais savu profesionālo darbību veic, balstoties uz savai profesijai izvirzītajām prasībām, kas ir iekļautas profesijas standartā, normatīvajos aktos, ar organizāciju saistītos noteikumos un ētikas kodeksā (Stankus-Viša, 2017).

Latvijā supervizorus apvieno biedrība Latvijas Supervizoru apvienība (LSA), kas ir Latvijā vienīgais Eiropas Nacionālo supervīzijas organizāciju apvienības (*Association of National Organisation for Supervision in Europe* [ANSE]) pilna statusa biedrs. Latvijas Supervizoru apvienības mērķis ir ANSE standartiem atbilstošas supervizoru izglītības un prakses ieviešana Latvijā.

Lai gan supervīzijas pakalpojums Latvijā ir pazīstams jau kopš Latvijas neatkarības atgūšanas laikiem, kā patstāvīga profesija tā izveidojās 2014.gadā, kad tika izveidots pirmais profesijas standarts un supervizors kā profesija tika iekļauta profesiju klasifikatorā (Ministru kabinets, 2014). Supervizora profesijai attīstoties, mainoties Latvijas normatīvo aktu prasībām profesijas standartu izveides metodoloģijā, 2019. gada 12. jūnija Profesionālās izglītības un nodarbinātības trīspusējās apakšpadomes (PINTSA) sēdē atbilstoši MK noteikumiem Nr. 633 tika saskaņota supervizora profesijas standarta jaunākā versija, kurā ir definēts, ka supervizors ir noteiktas profesionālās nozares speciālists, kurš papildus ir ieguvis supervizora kvalifikāciju un kurš sniedz supervīzijas pakalpojumu (VISC, 2019).

Supervīzijā kā jebkurā profesijā viena no kompetencēm attiecas uz ētiskas prakses nodrošināšanu. Ētikas kompetenci ANSE Eiropas supervizoru kompetenču salīdzināšanas un apstiprināšanas sistēmā (*A European Competence Framework of Supervision and Coaching* – turpmāk tekstā *ECVision)* (Ajdukovic et al., 2015) definējusi kā vienu no 24 supervizora pamata kompetencēm, un, kā norādīts ANSE Ētikas kodeksā, supervīzija savā būtībā ir ētiska aktivitāte (ANSE, 2012).

ANSE Ētikas kodeksā, kuru ievērojot tiek veikta supervizora prakse Latvijā, ir formulēta supervizora fundamentālā ētika, šīs nostādnes kalpo kā profesionālās prakses vadlīnijas, vienlaikus paredzot dalībvalstīm iespēju izstrādāt savus ētikas kodeksus. Saskaņā ar šo uzstādījumu LSA ir uzsākusi nākamo posmu supervizora profesijas attīstībā un 2019.gadā ir aktualizējusi ētikas kodeksa izstrādi (LSA, 2019a; LSA, 2019b).

LSA izvirzītā aktualitāte par ētikas kodeksa izstrādi saskan ar mūsdienu izpratni par labu praksi. Proti, atbilstoši normatīvo aktu prasībām vai brīvprātīgi – profesionālās ētikas kodekss tiek izstrādāts, lai palīdzētu speciālistam orientēties ar profesionālo darbību saistītos ētikas jautājumos. Profesionālās ētikas kodekss ir profesijas attīstības, profesionālās atbildības un uzticības profesijai zīme. Tas nav tikai regulējošs instruments, bet normas un principi, zināšanas un prasmes, kas apkopotas, lai veiktu kvalitatīvu profesionālo darbību (Lasmane, 2012).

Ētikas jautājumi ir uzskatāmi par īpašu ētikas kompetences formu (Frunza & Sandu, 2016), un LSA sertificētajiem supervizoriem ir jābūt vienotai izpratnei par profesijas ētikas kompetences pamatnostādnēm. Vairāki ANSE izstrādātie dokumenti – ētikas kodekss (ANSE, 2012), Eiropas supervizoru kompetenču salīdzināšanas un apstiprināšanas sistēma (Ajdukovic et al., 2015) kurus ievērojot tiek veikta supervizora prakse Latvijā, tika pieņemti jau pirms aktuālā Latvijas supervizora profesijas standarta saskaņošanas. Analizējot tos, var secināt, ka aktuālajā standartā aprakstītās ētikas kompetences formulējums atšķiras no ANSE dokumentos ieviestā formulējuma. Savukārt labas prakses princips, kura dod ieguvumu klientiem, prasa profesionāļa izpratni par standartiem un ētiku kā pamatu klientu uzticības iegūšanai (Bond, 2015; Corey, Corey, & Callalan, 2007).

Supervizoru profesionālai kompetencei Latvijā ir tikusi pievērsta uzmanība. 2014.gadā tika veikts pētījums un publicēti pilotpētījuma rezultāti "Supervizora kompetence un profesionālā darbība: pilotpētījuma rezultāti" (Mārtinsone, Mihailova, & Mihailovs, 2014). 2016.gadā tika izstrādāta "Supervizora profesionālās kompetences pašnovērtējuma aptauja" (Ļevina et al., 2017). Šajos pētījumos ir sniegts Latvijā praktizējošā supervizora raksturojums, kas ir analizēts visā tā daudzveidībā un atšķirīgajās pieejās tā definējumā, vērtēts, atšķirīgais skatījums uz supervizora profesionālo kompetenci un skaidroti vērtību konflikti, kas ir saistīti ar individuālajām vērtībām un varas vērtību (Hartmane, Ļevina, & Mārtinsone, 2017). Tomēr ētikas kompetence, ietverot aktuālajā supervizora profesijas standartā iekļautās ētikas kompetences saturu, līdz šim nav pētīta.

Apkopojot analizēto supervizora profesijas attīstību un dažādo profesionālo raksturojumu, tas norāda, ka profesijas ietvarā ir notikušas un notiek būtiskas izmaiņas, tāpēc ir nepieciešamība uzzināt, vai profesionālajā vidē ir vienota izpratne par ētikas kompetenci. Kompetences attīstība ir profesionālās kompetences un lietpratības līmenis, kas vairumā gadījumu tiek sasniegts pēc pieciem konkrētā darbā vai profesijā pavadītiem gadiem (Gibson, Dollarhide, &

Moss, 2010; Skovholt, 2012; Geidžs & Berliners, 1999). Arī Latvijas sertificētu supervizoru kontekstā tika atklātas profesionālās identitātes atšķirības supervizoriem ar dažādu darba stāžu (Vaivade-Kalnmeiere & Mārtinsone, 2017). Tāpēc ir svarīgi noskaidrot, vai vienota izpratne par ētikas kompetenci ir vērtējama darba stāža kontekstā, dalot supervizorus divās grupās – ar darba stāžu līdz pieciem gadiem un virs minētā stāža.

Izmantojot Krievijas psiholoģes un pētnieces Jeļenas Fantalovas (Fantalova, 2001, 2013) izstrādāto teoriju par vērtību nozīmības un īstenojamības attiecībām, kompetence šajā pētījumā tiek skatīta kā profesionāļa vērtība. J. Fantalovas pieeja skaidro, kā indivīda uztvere par vērtības nozīmības un īstenojamības attiecībām ietekmē konkrētā indivīda motivāciju un uzvedību. J. Fantalova uzskata, ka vērtību konflikts neizbēgami veidojas, ja vērtības nozīmīguma pašnovērtējums ir augstāks par īstenojamības pašnovērtējumu. Ja īstenojamība ir novērtēta augstāk par nozīmīgumu, indivīds var izjust "iekšēju vakuumu" jeb motivācijas trūkumu (Fantalova, 2001). Ja nozīmīguma un īstenojamības vērtējumi ir līdzīgi, veidojas stāvoklis, ko dēvē par neitrālo zonu, kas tiek raksturota kā harmoniska, bez iekšēja konflikta (Fantalova, 2013).

Šajā rakstā izklāstītā pētījuma mērķis bija noskaidrot, kāds ir Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējums un atklāt, vai pastāv atšķirības aptaujāto supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma rādītājos.

Atbilstoši pētījuma mērķim tika izvirzīti vairāki pētījuma jautājumi.

1. Kādi ir Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma rādītāji?
2. Vai pastāv atšķirības Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma rādītājos un, ja tādas pastāv, tad kādas tās ir?
3. Vai pastāv atšķirības Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma radītājos supervizoriem ar atšķirīgu darba stāžu supervizora profesijā un, ja pastāv, tad kādas tās ir?

Metodoloģija
Metodology

Pētījuma īstenošana notika divas posmos – pētījuma sagatavošanas un pētījuma posmā.

Pētījuma sagatavošanas posmā bija divi apakšposmi. ***Pirmajā apakšposmā*** uzdevums bija formulēt supervizora profesionālās kompetences pašnovērtējuma aptaujas pantus par ētikas kompetenci. Šajā posmā tika analizēts supervizora profesijas standarts (VISC, 2019), supervizora ētikas kodekss

(ANSE, 2012) un ANSE Eiropas supervizoru kompetenču salīdzināšanas un apstiprināšanas sistēma (Ajdukovic et al., 2015). Izmantojot Supervizora profesijas standartā (VISC, 2019) definēto 21 uzdevumu kā kritērijus, tika izveidots supervizora ētikas kompetences un to paskaidrojošo prasmju un attieksmju saraksts un sagatavota ekspertu aptauja, kurā tika iekļauti 23 ētikas kompetences panti. Visus 23 ētikas kompetences pantus, 24 ANSE definētās supervizora pamata kompetences un 6 ētikas kodeksā noteiktās profesionālās prasības savā starpā salīdzināja vēl viena pētniece. Veicot triangulāciju, tika precizēts aptaujas pantu saturs.

Otrajā apakšposmā ekspertu aptauju aizpildīja trīs LSA sertificēti supervizori – nozares eksperti, Sertifikācijas un Ētikas komisijas locekļi. Izmantojot 3 ballu Likerta skalu, eksperti novērtēja izstrādāto aptaujas pantu saprotamību un atbilstību. Divi no ekspertiem papildus sniedza savus komentārus un ieteikumus, kas galvenokārt bija saistīti ar atsevišķu ētikas kompetences pantu korekciju un vairāku pantu apvienošanu.

Ekspertu ieteikumi tika ņemti vērā, izstrādājot aptaujas pantus ētikas kompetences mērīšanai "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptauja" fināla versiju. Tika izveidota tematiskā grupa "Supervizora ētika", kurā tika iekļauti 16 izveidotie panti ētikas kompetences mērīšanai. Aptauja tika izstrādāta, organizēta un īstenota sadarbībā ar pētnieci Leldi Kāpiņu, kas pētīja tematiskās grupas "Supervīzijas sagatavošana un uzsākšana"; "Supervīzijas vadīšana"; "Supervizora attieksme, pašrefleksija, empātija"; "Supervizora profesionālā darbība".

Pētījuma posms

Instrumentārijs. Aptaujai ir divas daļas. Pirmo daļu veido 14 sociāli demogrāfiskie jautājumi, otro daļu – "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptauja", kurā tika iekļauti 50 profesionālās kompetences panti, no kuriem 16 attiecas uz ētikas kompetenci, tāpēc tie ir analizēti šajā pētījumā. Aptaujā iekļautās kompetences bija jānovērtē Likerta skalā pēc to nozīmīguma (1 – nemaz nav nozīmīga; 2 – diezgan nenozīmīga; 3 – vidēji nozīmīga; 4 – diezgan nozīmīga; 5 – ļoti nozīmīga) un īstenojamības (1 – nemaz nav īstenojama; 2 – drīzāk nav īstenojama; 3 – vidēji īstenojama; 4 – lielākoties īstenojama; 5 – pilnībā īstenojama).

Dalībnieki. Aptaujātie dalībnieki bija biedrības LSA sertificētie supervizori.

Pētījuma respondentu skaits bija 48 (56%) no visiem 85 (100%) LSA sertificētiem supervizoriem. Respondentu vecuma robežas bija no 35 līdz 77 gadiem, vidējais vecums bija 49 gadi (M = 49, SD = 7,99).

Pēc supervizora izglītības iegūšanas veidiem puse – 24 (50%) pētījuma respondentu ir ieguvuši profesionālo maģistra grādu un supervizora kvalifikāciju, 12 (25%) no tiem pedagoģijā, 6 (12,5%) sociālajā darbā un

6 (12,5%) vadībzinātnē. Otra puse 24 (50%) respondentu apguvuši supervizora izglītību tālākizglītības programmā, ieguvuši profesionālo augstāko izglītību ārzemēs, vai sava virziena psihoterapijas izglītību supervizora līmenī.

Pamata – pirmā augstākā izglītība pētījuma dalībniekiem bija iegūta dažādās jomās - pedagoģijā 14 (29%), sociālajā darbā 13 (27%), medicīnā un veselības aprūpē 8 (17%), psiholoģijā 8 (17%), mākslā, mūzikā 6 (13%), ekonomikā, biznesa vadībā, finansēs 4 (8%), kā citu to minēja 8 (17%) respondentu.

Supervizora darba stāžs pētījuma respondentiem vidēji bija 7 gadi. 24 (50%) respondentiem darba stāžs kā supervizoriem bija līdz 5 gadiem un 24 (50%) respondentiem supervizora darba stāžs bija vairāk par 5 gadiem. Savukārt apkopotie dati par supervizora slodzi parāda, ka tikai viens respondents kā supervizors bija nodarbināts pilnā slodzē. Kopumā pētījuma respondenti kā supervizori bija nodarbināti vidēji 36% no visas darba slodzes: 14 (29%) no aptaujātajiem praktizēja supervīziju 5–10%, 6 (13%) 15–25%, 13 (27%) 30-40%, 10 (21%) 50–70% no sava ikdienas darba laika un 5 (10%) praktizēja supervīziju 80% un vairāk no sava ikdienas darba laika. No iegūtās aptaujas datiem secināms, ka 12 (25%) no aptaujātajiem supervizoriem būtu svarīgi praktizēt tikai vienā – supervizora profesijā, bet 28 (58%) respondentiem šāda iespēja nav svarīga.

Procedūra. Interneta aptauju vietnē *www.club-interactive.com* tika izvietota elektroniska aptauja. Katram LSA sertificētam supervizoram, kura elektroniskā pasta adrese bija publicēta LSA tīmekļa vietnē www.supervizija.lv, tika nosūtīts uzaicinājums piedalīties aptaujā. Saite uz aptauju bija ievietota uzaicinājuma beigās, saiti aktivizēt varēja katrs uzaicinājumu saņēmušais supervizors, un aizpildīt aptauju bija iespējams vienu reizi. Dalība pētījumā bija brīvprātīga, no visiem respondentiem tika saņemta informētā piekrišana par dalību pētījumā, un viņi tika informēti par to, ka aptaujas dati tiks analizēti tikai apkopotā veidā, lai nodrošinātu respondentu anonimitāti. Aptauja tika veikta no 2019. gada 17. oktobra līdz 1.novembrim.

Rezultāti
Results

Empīriskā aptaujas pantu atbilstība normālsadalījumam tika noteikta izmantojot Kolmogorova-Smirnova kritēriju, iegūtais atbilžu sadalījums neatbilst normālsadalījumam, tāpēc datu atšķirību noteikšanā izmantota neparametriskā statistikas metode Vilkoksona kritērijs (*T*). Datu analīzei un apstrādei izmantota *MS Excel* un *IBM SPSS Statistics* 26.00 datorprogrammas. Lai atbildētu uz pētījuma jautājumu, kādi ir Latvijā sertificēto supervizoru ētikas kompetences nozīmīguma pašnovērtējuma rādītāji, tika aprēķinātas nozīmīguma skalas pantu mediānas *(Mdn)*, novērtējuma vidējie aritmētiskie rādītāji *(M)* un standartnovirzes *(SD)*. Kopumā visas 16 supervizoru ētikas kompetences tika novērtētas kā diezgan un ļoti nozīmīgas, tai skaitā maksimālais vidējais aritmētiskais nozīmīguma vērtējums tika konstatēts kompetencei "*Spēja ievērot konfidencialitāti*" (Mdn = 5, M = [4,96], SD = [0,20]) un minimālais vidējais aritmētiskais nozīmīguma vērtējums kompetencei "*Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību*" (Mdn = 4, M = [4,13], SD = [0,84]). 14 ētikas kompetences tika novērtētas kā ļoti nozīmīgas (Mdn = 5, M = [4,50; 4,96], SD = [0,65; 0,20]), divas ētikas kompetences tika novērtētas kā diezgan nozīmīgas (Mdn = 4, M = [4,13; 4,38], SD = [0,84; 0,70]) (1.tab.): "*Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību*"; "*Spēja aktualizēt, diskutēt un risināt ētikas dilemmu jautājumus profesionālajā vidē, proti, koleģiālās diskusijās, apvienības sapulcēs, ētikas komisijā*".

1.tabula. ***Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma rezultātu aprakstošās un secinošās statistikas rādītāji***
Table 1 ***Indicators of descriptive and inferential statistics of the self-assessment of the importance and attainability of supervisors' ethical competence in Latvia***

Ētikas kompetences panti	Nozīmīguma skala				Īstenojamības skala				Atšķirības
	Mdn	*M*	*SD*	*Z*	*Mdn*	*M*	*SD*	*Z*	*T*
Spēja izturēties pret supervizējamiem ar vienlīdzīgu cieņu, saskaņā ar cilvēka pamattiesībām	5	4,92	0,28	0,534	5	4,77	0,42	0,476	-2,111*
Spēja ievērot supervīzijas praksē tiesiskumu	5	4,71	0,46	0,446	5	4,71	0,46	0,446	,000
Spēja īstenot rūpes kā būtisku vērtību supervīzijas praksē	5	4,50	0,65	0,362	5	4,58	0,54	0,384	-,816
Spēja ievērot konfidencialitāti	5	4,96	0,20	0,540	5	4,71	0,46	0,446	-3,464**
Spēja pamanīt iespējamo vai esošo interešu konfliktu un rīkoties saskaņā ar ētikas principiem	5	4,71	0,46	0,446	4	4,27	0,57	0,348	-3,900**
Spēja vienmēr kalpot supervizējamā interesēm un aizsargāt supervizējamā godīgumu	5	4,63	0,53	0,406	4	4,33	0,56	0,350	-2,985**
Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību	4	4,13	0,84	0,233	4	3,77	0,86	0,230	-2,194*
Spēja apzināties un proaktīvi rīkoties ar supervizora ētikas dilemmām	5	4,63	0,53	0,406	4	4,19	0,64	0,303	-3,513**

1. tabulas turpinājums

Spēja pamanīt dubultās lomas (attiecības) un rīkoties saskaņā ar ētikas principiem	5	4,63	0,57	0,412	4	4,29	0,62	0,307	-3,138**
Spēja risināt varas un konkurences situācijas supervīzijas procesā	5	4,50	0,58	0,346	4	4,00	0,71	0,292	-3,853**
Spēja ievērot supervizora profesionālās robežas	5	4,81	0,39	0,495	4,5	4,48	0,55	0,330	-3,771**
Spēja iegūt supervizējamā uzticēšanos un izturēties pret to cieņpilni un ētiski	5	4,81	0,39	0,495	4	4,40	0,54	0,353	-4,472**
Spēja respektēt supervizējamā personības integritāti (veselumu)	5	4,69	0,51	0,438	5	4,65	0,53	0,416	-,471
Spējaīstenot supervīziju kā patiesi ētisku rīcību	5	4,75	0,48	0,468	4	4,48	0,50	0,350	-2,837**
Spēja aktualizēt, diskutēt un risināt ētikas dilemmu jautājumus profesionālajā vidē, proti, koleģiālās diskusijās, apvienības sapulcēs, ētikas komisijā	4	4,38	0,70	0,292	4	4,10	0,72	0,245	-2,419*
Spēja aktualizēt, diskutēt un risināt ētikas dilemmu jautājumus ar supervizējamo sesijas un supervīzijas procesa laikā	5	4,60	0,64	0,397	4	4,38	0,61	0,295	-2,101*

*Piezīmes. N = 48. *p<0,05. **p<0,01. Apzīmējumi: Mdn – mediāna, M – vidējais aritmētiskais rādītājs, SD – standartnovirze, Z – Kolmogorova-Smirnova kritērijs, T – Vilkoksona kritērijs.*

Lai atbildētu uz pētījuma jautājumu, kādi ir Latvijā sertificēto supervizoru ētikas kompetences īstenojamības pašnovērtējuma rādītāji, tika aprēķinātas īstenojamības novērtējuma skalas pantu mediānas (Mdn), vidējie aritmētiskie rādītāji (M) un standartnovirzes (SD) (1.tab.). Attiecībā uz ētikas kompetences īstenojamību maksimālais vidējais aritmētiskais īstenojamības rādītājs tika konstatēts kompetencei “*Spēja izturēties pret supervizējamiem ar vienlīdzīgu cieņu, saskaņā ar cilvēka pamattiesībām*” (Mdn = 5, M = [4,77], SD = [0,42]) un minimālais vidējais aritmētiskais rādītājs tika konstatēts kompetencei “*Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību*” (Mdn = 4, M = [3,77], SD = [0,86]). Tādejādi redzams, ka ētikas kompetenci “*Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību*” respondenti salīdzinoši novērtē kā mazāk nozīmīgu un mazāk iespējamu īstenot kā pārējās kompetences. 10 ētikas kompetences tika novērtētas kā lielākoties īstenojamas (Mdn = 4, M = [3,77; 4,48], SD = [0,86; 0,55]) un 6 kā pilnībā īstenojamas (Mdn = 5, M = [4,58; 4,77] SD = [0,54; 0,42]).

2.tabula. ***Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptaujas ētikas komptences nozīmīguma un īstenojamības atšķirību rādītāji respondentiem ar dažādu darba stāžu***

Table 2 ***Indicators of descriptive statistics and Wilcoxon signed-rank test differences of the self-assessment of the importance and attainability of supervisors' ethical competence in Latvia for supervisors with different work experience***

Ētikas kompetences panti	Darba stāžs līdz 5 gadiem (n=24)					Darba stāžs virs 5 gadiem (n=24)				
	Nozīmīguma skala		Īstenojamības skala		Atšķirības	Nozīmīguma skala		Īstenojamības skala		Atšķirības
	M	*SD*	*M*	*SD*	*T*	*M*	*SD*	*M*	*SD*	*T*
Spēja izturēties pret supervizējamiem ar vienlīdzīgu cieņu, saskaņā ar cilvēka pamattiesībām	4,88	0,34	4,71	0,46	-1,414	4,96	0,20	4,83	0,38	-1,732
Spēja ievērot supervīzijas praksē tiesiskumu	4,71	0,46	4,71	0,46	,000	4,71	0,46	4,71	0,46	,000
Spēja īstenot rūpes kā būtisku vērtību supervīzijas praksē	4,46	0,72	4,50	0,59	-0,258	4,54	0,59	4,67	0,48	-1,000
Spēja ievērot konfidencialitāti	4,92	0,28	4,63	0,49	-2,646**	5,00	0,00	4,79	0,41	-2,236*
Spēja pamanīt iespējamo vai esošo interešu konfliktu un rīkoties saskaņā ar ētikas principiem	4,58	0,50	4,17	0,64	-2,500*	4,83	0,38	4,38	0,49	-3,051**
Spēja vienmēr kalpot supervizējamā interesēm un aizsargāt supervizējamā godīgumu	4,54	0,59	4,33	0,56	-1,890	4,71	0,46	4,33	0,56	-2,324*
Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību	4,17	0,87	3,67	0,76	-1,985*	4,08	0,83	3,88	0,95	-1,020
Spēja apzināties un proaktīvi rīkoties ar supervizora ētikas dilemmām	4,63	0,58	4,21	0,66	-2,500*	4,63	0,49	4,17	0,64	-2,517*
Spēja pamanīt dubultās lomas (attiecības) un rīkoties saskaņā ar ētikas principiem	4,58	0,65	4,25	0,74	-2,138*	4,67	0,48	4,33	0,48	-2,309*

2. tabulas turpinājums

Ētikas kompetences panti	Darba stāžs līdz 5 gadiem (n=24)					Darba stāžs virs 5 gadiem (n=24)				
	Nozīmīguma skala		Īstenojamības skala		Atšķirības	Nozīmīguma skala		Īstenojamības skala		Atšķirības
	M	*SD*	*M*	*SD*	*T*	*M*	*SD*	*M*	*SD*	*T*
Spēja risināt varas un konkurences situācijas supervīzijas procesā	4,50	0,66	3,83	0,82	-2,980**	4,50	0,51	4,17	0,56	-2,530*
Spēja ievērot supervizora profesionālās robežas	4,79	0,41	4,42	0,58	-3,000**	4,83	0,38	4,54	0,51	-2,333*
Spēja iegūt supervizējamā uzticēšanos un izturēties pret to cieņpilni un ētiski	4,75	0,44	4,42	0,58	-2,828**	4,88	0,34	4,38	0,49	-3,464**
Spēja respektēt supervizējamā personības integritāti (veselumu)	4,58	0,58	4,63	0,58	-,333	4,79	0,41	4,67	0,48	-1,000
Spēja īstenot supervīziju kā patiesi ētisku rīcību	4,58	0,58	4,50	0,51	-,632	4,92	0,28	4,46	0,51	-3,317**
Spēja aktualizēt, diskutēt un risināt ētikas dilemmu jautājumus profesionālajā vidē, proti, koleģiālās diskusijās, apvienības sapulcēs, ētikas komisijā	4,25	0,68	4,08	0,72	-1,027	4,50	0,72	4,13	0,74	-2,496*
Spēja aktualizēt, diskutēt un risināt ētikas dilemmu jautājumus ar supervizējamo sesijas un supervīzijas procesa laikā	4,58	0,58	4,42	0,65	-1,027	4,63	0,71	4,33	0,56	-1,941

*Piezīmes. N = 48. *p<0,05. **p<0,01. Apzīmējumi: M – vidējais aritmētiskais rādītājs, SD – standartnovirze, T – Vilkoksona kritērijs.*

Lai noskaidrotu, vai pastāv atšķirība starp Latvijā sertificēto supervizoru ētikas kompetences nozīmīguma un īstenojamības rādītājiem un, ja tāda pastāv, tad kāda tā ir, tika izmantots Vilkoksona kritērijs. Statistiski nozīmīgas atšķirības starp nozīmīguma un īstenojamības rādītājiem tika konstatētas 13 no 16 ētikas kompetencēm (T = [-2,101; -4,472], p < [0,01; 0,05]). Attiecīgi 13 ētikas kompetencēm vidējais aritmētiskais nozīmīguma pašnovērtējuma rādītājs ir (M = [4,13; 4,96;], SD = [0,84; 0,20]), bet vidējais aritmētiskais īstenojamības pašnovērtējuma radītājs ir (M = [3,77; 4,77]; SD = [0,86; 0,42]) (1.tab.). Visos gadījumos, kad tika konstatēta statistiska nozīmīga atšķirība pašnovērtējumā ētikas kompetences īstenojamība tika novērtēta zemāk nekā nozīmīgums.

Lai noskaidrotu, vai pastāv statistiski nozīmīgas atšķirības Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma radītājos supervizoriem ar atšķirīgu darba stāžu supervizora profesijā un, ja pastāv, tad kādas tās ir, tika izmantots Vilkoksona kritērijs. Atbilstoši demogrāfisko datu rezultātam dati tika analizēti, respondentus sadalot divās grupās – ar darba stāžu līdz pieciem gadiem, un ar darba stāžu virs pieciem gadiem.

Atbilstoši pētījumā iegūtajiem rezultātiem respondentiem ar darba stāžu līdz pieciem gadiem statistiski nozīmīgas atšķirības ētikas kompetences nozīmīguma (M = [4,17; 4,92], SD = [0,87; 0,28]) un īstenojamības (M = [3,67; 4,63], SD = [0,76; 0,49]) pašnovērtējuma rādītājos tika konstatētas 8 no 16 ētikas kompetencēm, bet respondentu grupai ar darba stāžu virs pieciem gadiem 10 no 16 ētikas kompetencēm nozīmīguma (M = [4,50; 5,00], SD = [0,72; 0,00]) un īstenojamības (M = [4,13; 4,79], SD = [0,74; 0,41]) rādītājos (2.tab.), 7 identiskas ētikas kompetences respondenti novērtēja kā vairāk nozīmīgas, nekā iespējamas īstenot.

Diskusija
Disscusion

Pētījuma rezultāti parādīja, ka atbilstoši Fantalovas vērtību konflikta teorijai Latvijas supervizoru ētikas kompetenču nozīmīguma un īstenojamības pašnovērtējumā ir vērojamas norādes uz iekšējā konflikta stāvokļa risku. Ētikas kompetenci supervizori paši ir novērtējuši kā diezgan un ļoti nozīmīgu, bet pastāv iemesli, kuru dēļ tiem ir grūtības lielu daļu šo kompetenču realizēt vismaz tādā līmenī, cik tās viņiem ir nozīmīgas profesionālajā dzīvē (Fantalova, 2013). Lai noskaidrotu iemeslus un apstākļus, kas neļauj supervizoriem kompetenci realizēt ir jāveic šo iemeslu un apstākļu izpēte, taču var izteikt pieņēmumu, ka supervizori apzinās profesionālā pilnveides procesa nepārtrauktību darba dzīves garumā un zināmā mērā šo problēmu varētu risināt, iekļaujot kompetences īstenošanai nepieciešamo prasmju apguvi un pilnveidi šobrīd jau esošajās supervizoru izglītības un tālākizglītības programmās, kā arī nodrošinot jaunu tālākizglītības programmu un semināru izveidi, tādējādi sekmējot profesijas attīstību, uzticību tai un augstas kvalitātes supervīzijas pakalpojuma piedāvājumu.

Rezultāti liecina par to, ka atbilstoši Fantalovas vērtību konflikta teorijai vienai kompetencei "*Spēja ievērot supervīzijas praksē tiesiskumu*" ir vērojama "neitrāla zona" visiem respondentiem – neatkarīgi no darba stāža. "Neitrāla zona" ir tāds profesionālās kompetences uztveres stāvoklis, kas norāda uz līdzsvaru, kurā profesionālā kompetence tiek uztverta kā vienlīdz nozīmīga un īstenojama (Fantalova, 2013), kas nozīmē – profesionālis sev svarīgu kompetenci spēj īstenot atbilstoši savām vērtībām.

Analizējot pētījuma rezultātus saskaņā ar lietpratības un pieredzes modeli (Geidžs & Berliners, 1999), var secināt, ka piecus un vairāk gadus praktizējušiem profesionāļiem būtu jākļūst par lietpratējiem un ekspertiem, kas nozīmē – tie veiksmīgi var izmantot savas intuitīvās un darba iemaņu prasmes, pieredzē balstīto risināto situāciju izpratni, līdzību pazīšanu, līdz ar to šādu ekspertu varētu dēvēt par intuitīvi racionālu, kurš darbojas brīvi un bez redzamas piepūles. Tomēr statistiski nozīmīgi šī grupa atzīmē lielāku skaitu ētikas kompetences kā grūtāk īstenojamas nekā nozīmīgas, salīdzinot ar iesācējiem. Aplūkojot pētījumā atklātos datus par supervizoru slodzi, var secināt, ka vidēji pētījuma respondenti praktizēja supervīziju 36% no sava ikdienas darba laika, 29% – 5–10%, 27% – 30–40%, 10%–80% un vairāk no sava ikdienas darba laika. Izlases apraksts liecina: lai pēc iespējas objektīvi izpētītu Latvijā sertificētu supervizoru ētikas kompetences pašnovērtējumu, ir jāvērtē dati par profesionālās noslodzes intensitāti stundās.

Var izteikt pieņēmumu, ka, iespējams, supervizoriem ar mazāku darba stāžu vēl nav nācies saskarties ar situācijām, kurās ētikas kompetence būtu jāīsteno, īpaši ņemot vērā pētījumā atklāto supervizoru noslodzi, vai arī viņi nav apzinājušies, ka saskaras ar ētikas jautājumiem, tāpēc nav varējuši novērtēt objektīvi kompetences īstenojamību. Pastāv iespēja, ka, saskaroties ar situāciju, kad ir jāīsteno ētikas kompetence, supervizori ar lielāku darba stāžu ir konstatējuši: pastāv apstākļi, kāpēc vienmēr ētikas kompetenci īstenot nav iespējams, tāpēc to būtu vērtīgi noskaidrot nākamajos pētījumos. Izaugsme prasa, gan laiku, gan profesionālajā darbībā iegūtu pieredzi un tas ļauj izteikt pieņēmumu, ka turpinot pilnveidi visiem supervizoriem ir iespēja tuvināties lietpratēja un eksperta līmenim.

Kompetences "*Spēja izmantot digitālās tehnoloģijas, tai skaitā tiešsaistes sesijām, nodrošinot konfidencialitāti un datu drošību*" pašnovērtējums parāda, ka būtu jāpievērš uzmanība profesionālai darbībai pieejamo digitālo tehnoloģiju rīku atbilstībai datu drošības un konfidencialitātes prasībām. Noskaidrot vai supervizoriem ir aktuāla digitālo tehnoloģiju rīku apguve var, veicot aptauju un organizējot tālākizglītības seminārus. Iespējams, ka kompetences panta formulējumā respondentos apjukumu, neizpratni radīja termina "konfidencialitāte" iekļaušana vienā pantā ar terminu "datu drošība", jo "datu drošība" ir datu aizsargātība pret tīšu, vai netīšu nesankcionētu rīcību, kas var radīt to modificēšanu, atklāšanu, vai bojāšanu (Latvijas Zinātņu akadēmija, 2020). Turpmākajos pētījumos vajadzētu izpētīt, vai supervizoriem ir vienota izpratne par datu drošību un datu aizsardzību, kā arī noskaidrot, vai Latvijā ir aktuālas distances supervīzijas sesijas, un, ja ir, tad kurai mērķauditorijai tās ir nozīmīgas.

Līdzīgi turpmākajos pētījumos būtu jānoskaidro, vai iegūtie ētikas kompetences pašnovērtējuma rezultāti nozīmē turpmāku iespēju pilnveidoties kompetences īstenošanā, vai ir kādi apstākļi, kas šo kompetenci neļauj īstenot vismaz tādā līmenī, cik tā supervizoram ir nozīmīga. Ja tādi apstākļi tiktu atklāti, par tiem būtu jādiskutē, jāmēģina tie novērst un jāiekļauj vai jāpapildina studiju un tālākizglītības programmas ar kompetences īstenošanai nepieciešamajām un apgūstamajām prasmēm.

Kā pētījuma ierobežojumus var minēt, ka aptauja tikai izveidota tikai elektroniski. Anketas aizpildīšanai bija nepieciešamas 20 minūtes, tas ļāva iegūt datus no aktīvākiem un atsaucīgākiem 56% biedrības LSA sertificētiem supervizoriem. Tā kā aptauju nebija iespējams aizpildīt papīra (drukātā) formātā, viens no ieteikumiem, atkārtojot aptauju nākotnē, būtu šādu iespēju paredzēt. Tā kā pētījuma rezultāti raksturo vairāk nekā pusi LSA sertificētu supervizoru, viens no ieteikumiem ir iepazīstināt LSA un citus interesentus ar pētījuma rezultātiem un rosināt diskusiju profesionālajā vidē.

Izveidoto "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptauju" nākotnē ieteicams izmantot supervizoru pašnovērtējumam profesionālās pilnveides novērtēšanai.

Aptaujā izmantotos ētikas kompetences pantus iespējams pārveidot supervīzijas pakalpojuma saņēmēju aptaujai un noskaidrot viņu viedokli par to, kuras supervizora ētikas kompetences viņiem ir nozīmīgas un kuras tiek īstenotas supervīzijas procesa laikā. Tas ļautu iegūt plašāku priekšstatu par supervīzijas procesā abu iesaistīto pušu vērtību attiecībām.

Secinājumi
Conclusions

Pētījuma rezultātā ir sasniegts mērķis – ir noskaidrots, kāds ir Latvijas supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējums, un atklāts, vai pastāv atšķirības aptaujāto supervizoru ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma rādītājos.

Latvijā sertificēti supervizori ētikas kompetenci raksturo kā ļoti vai diezgan nozīmīgu un galvenokārt, vai pilnībā īstenojamu, no kā var secināt, ka supervīzijas pakalpojums Latvijā tiek sniegts atbilstoši ANSE, LSA un aktuālajā supervizora profesijas standartā izvirzītajām prasībām. Tātad Latvijā praktizējoši supervizori ētikas kompetenci ir apguvuši un tā profesionālajā darbībā tiek īstenota.

Attiecībā uz ētikas kompetences nozīmīguma un īstenojamības pašnovērtējuma rādītājiem, kuros ir konstatētas statistiski nozīmīgas atšķirības, kopējā grupā lielākajai daļai kompetenču šobrīd izdarāmie secinājumi ir saistīti ar vajadzību noskaidrot novēršamos iemeslus un apstākļus ētikas kompetences īstenojamības rādītājiem. Vienlaikus jānorāda, ka ar šiem rādītājiem tiek uzsvērta nepārtrauktas pilnveides aktualitāte visa darba mūža garumā. Ētikas kompetences apgūšanu pilnā apjomā var raksturot kā procesu, kas, balstoties mūžizglītības nostādnēs, mainīgajā profesionālajā vidē ir klātesošs un nepārtraukts profesionālās pilnveides kontekstā.

Summary

In the 21st century, leading adult education ideas are based on lifelong learning. Demand for productive professional development opportunities in this context can be explained by continuous changes in professional fields, development of new and disappearing of some professions. A productive and effective way of learning can be supervision, which is characterised as adult learning and is based on reflective practice. Both sides supervisor and supervisee are professionals in their own profession and they should be able to use competencies based practice. Association of National Organizations for Supervision in Europe (ANSE) whose partner is Latvian Association of Supervisors (LSA) determined 24 core competencies for supervisors and one of them is ethical competence. As supervision is an ethical activity this competence can be crucial for the learning process where reflection is based on trust. There have been significant changes in the regulation of Supervisors' practice in Latvia from 2014 and these changes are still happening. The latest standard of the profession was accepted in 2019 and LSA is currently being developed an Ethical code of Supervisors' of Latvia. This show that it is important to understand how supervisors themselves evaluate ethical competence. The aim of this study is to find out what is the Self-Assessment of the Importance and Attainability of Supervisors' Ethical Competence in Latvia and explore differences in self-assessment of the whole group and based on practice in the profession period.

In this study, competence is explained as the value of supervisor and is based on J. Fantalova's theory of conflict of values. Three states – vacuum, neutral, conflict can be explored in this theory, which means that a neutral state is a balance where competence is important and attainable at the same level, conflict where competence is more important than attainable and vacuum where competence is more attainable than important.

The study was performed in a two-stage mixed research design. Two forms were filled out online 1) demographic data form; 2) self-assessment of the importance and attainability form. Self-assessment forms were evaluated on a 5-point Likert scale. For data analysis, the descriptive statistical methods, Kolmogorov-Smirnov test, and Wilcoxon signed-rank test were used. All the competencies were evaluated as very and quite important and fully and mostly attainable however the results indicated statistically significant differences in 13 out of 16 supervisors' ethical competence that was evaluated higher in importance than attainability. The most important ethical competence was "*The ability to maintain confidentiality*" but the most attainable "*To treat supervisees with equal dignity in accordance with fundamental human rights*".

This study shows that in Latvia certified supervisors are working in the framework of ethical competence according with applicable standards, guidelines and code of Ethics but

there is still place for professional development in attainability of ethical competence which is a process of lifelong learning.

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VOCATIONAL TEACHERS' OPINIONS ABOUT THE ALREADY ACQUIRED AND YET TO BE IMPROVED COMPETENCES IN THE CONTEXT OF THE FOURTH INDUSTRIAL REVOLUTION

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Abstract. *The fourth industrial revolution is associated with the ever-increasing requirements for vocational training. The important factors that are required for the qualitative change of vocational training include increasing the diversity of the vocational training programs, optimization of the school network, increasing the effectiveness and interaction between primary vocational training and the training systems of the labor market, and effective improvement of the qualification/competences of vocational teachers. The understanding of the changing role of vocational teachers and the expression of their competences are directly related to the learning motivation, self-education, striving for continuous education, and orientation towards the improvement of the acquired professional qualification among the learners of vocational training centers. This paper presents theoretical insights into the vocational teachers' competences, comparing the documents that regulate European and Lithuanian vocational training, and presents the results of the interview of a focus group with vocational teachers of Kaunas city vocational training centers. The qualitative study aimed at revealing which competences were expressed among vocational teachers in the context of the fourth industrial revolution. The study showed that the vocational teachers regarded the group of functional (activity) competences as most important for the quality of their work and recognized the influence of the fourth industrial revolution on changes in their competences.*
Keywords: *vocational teacher, competence, fourth industrial revolution.*

Introduction

As the fourth industrial revolution is gaining momentum, the requirements for specialists –professionals are ever increasing, requiring continuous development of their qualification and competences.

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Schwab (2017) stated that the challenges of the fourth industrial revolution (Industry 4.0) may only be overcome with the help of Education 4.0 (education 4.0 is understood as the teaching/learning process in the digital age). Education will have to adapt, to introduce radical changes in its educational content, to organize the educational process in the modern way, and to develop the abilities that correspond to the global development trends. Education 4.0 is a plan of life-long learning – from childhood to the workplace (Fisk, 2017). The main principles of Education 4.0 are individual work and teamwork, creation in all stages of work, continuous personality development, and cooperation with social partners in accordance with the value-based principles (Harkins, 2008). The greatest challenges that are faced by modern business (and especially production) enterprises are a lack of workers and an increase in work efficiency determined by the 21st-century activity competences (Boyatzis & Boyatzis, 2008, Binklley, Erstad, Herman, Raizen et al., 2012).

Changes in the economy and the associated necessity not only to provide newly trained workers to the labor market, but also to create conditions for continuous updating of the workers' qualification are the challenges that vocational training institutions are facing today because vocational trainings the area where the future of the labor world is forming.

As global practice indicates (CEDEFOP, 2001-2018), important factors that are required for the qualitative change of vocational training include increasing the diversity of the vocational training programs, optimization of the school network, increasing the effectiveness and interaction between primary vocational training and the training systems of the labor market, and effective improvement of the qualification/competences of vocational teachers. Special emphasis is placed on vocational teachers' personal characteristics, motivation, an innovative approach to their activity, and willingness to improve continually through the adoption of the good experience in vocational training (Daukilas, Mičiulienė, Kovalčikienė et al., 2016). The understanding of the changing role of vocational teachers and the expression of their competences are directly related to the learning motivation, self-education, striving for continuous education, and orientation towards the improvement of the acquired professional qualification among the learners of vocational training institutions.

The object of this study was vocational teachers' competences.

The aim of the study was to reveal which competences were expressed among vocational teachers of Kaunas city vocational training centers in the context of the fourth industrial revolution. To achieve this aim, we 1) presented theoretical insights into the vocational teachers' competences, comparing the documents that regulate European and Lithuanian vocational training, and presented the results of the interview of the focus group with vocational teachers of Kaunas city vocational training centers; 2) we analyzed Kaunas city vocational teachers' opinions about the already acquired and yet to be improved competences in the context of the fourth industrial revolution.

Vocational teachers' competences

Education 4.0 is directly related to the quality of vocational teachers' activity because the teachers are involved in the training of highly qualified future workers. The competences demonstrated by vocational teachers and the way the teachers implement their activities and perform their roles as educators will significantly influence their learners' – future professionals' readiness to confront the challenges of the fourth industrial revolution.

In this article we propose definition of teacher competence based on the analysis of the most widely referenced definitions of competence. When analyzing the Common European Principles for Teacher Competences and Qualifications published in 2005 by the European Commission, Caena (2011) noted the provision that a teacher should be capable of effectively working in all three overlapping fields of activity:

1. work with information, technologies, and knowledge;
2. work with people (learners, colleagues, and other partners); and
3. work with the society and in the society on the local, regional, national, European, and global levels.

The document emphasizes four important competence groups that the pedagogues should have:

- Cognitive competences involving the use of theory and concepts, as well as informal presumed experience-based knowledge;
- Functional competences involving skills and technical knowledge, i.e. the things that individuals should be capable of doing when acting in a certain field of work, learning, or social activity;
- Personal competences – i.e. knowing how to behave in a certain situation;
- Ethical competences – i.e. the expression of certain personal and professional values.

These competences described in the aforementioned document of the European Commission are in line with the competences of Lithuanian pedagogues highlighted in the Description of Teachers' Professional Competences approved by the Order of the Minister of Education and Science of the Republic of Lithuania No. ISAK – 54 on January 15, 2007. It highlights overall cultural, professional, and general competences. The compatibility of these two competence groups has been analyzed in various aspects by Bankauskienė and Masaitytė (2018, 2019), Kunter, Klusmann, Baumert, Richter, Voss, Hachfeld, (2013), Oluwasola (2014), Grollmann (2008) and other.

In order to emphasize the quality of vocational teachers' activity, specific documents related to the teachers' roles in the education process have been adopted.

The Regulations of Vocational Teachers' Qualification Improvement approved by the Order of the Minister of Education and Science of the Republic of Lithuania No. ISAK -591 on April 3, 2007 emphasized vocational teachers' professional, overall cultural, general, and special competences.

On August 29, 2014, the Description of the Requirements of Teachers' Qualification was approved by the Order of the Minister of Education and Science of the Republic of Lithuania No. V-774. This document sets qualifications necessary for teachers working in vocational training programs.

Another document that is important for the activity of a vocational teacher is the Methods of the Description of the Positions of Teachers (Except for Coaches) (Ministry of Education and Science of the Republic of Lithuania, Order No. V-674, July 26, 2018). This document emphasizes the following abilities: digital literacy, the Lithuanian language, foreign languages, and three groups of a teacher's functions that require a vocational teacher's competence:

- Functions for the implementation of the (...) vocational training (...) educational program according to the hours set in the education (teaching) plans;
- Functions for the preparation for the implementation of the programs: planning of the educational activity, preparation for classes, evaluation of the learners' achievements, informing the learners and their parents about the learners' educational and self-education needs and the learning progress, and professional development;
- Functions related to the activity for the benefit of the school community, other educational activity with the learners, cooperation (...) with the group, (....) coordination or preventive programs, and other activities.

An even more detailed description of vocational teachers' activities and competences was presented in the Professional Standard of the Activity of the Education Sector and Libraries approved on July 19, 2019. This document describes 18 competences of a vocational teacher in 6 areas of activity corresponding to the main functions of a vocational teacher:

- Planning of the content and the process of vocational training;
- Theoretical and practical vocational training;
- Evaluation of the learners' achievements and progress;
- Professional information and consulting;
- Continuous professional development;
- Activity for the benefit of the school community.

Table 1 ***Associations between the Common European Principles for Teacher Competences and Qualifications and Lithuanian normative documents on vocational training with respect to vocational teachers' competences***

Common European Principles for Teacher Competences and Qualifications (2005)	Lithuanian normative documents on vocational education and training		
	Competences of the Description of Teachers' Professional Competences (2007)	Vocational teachers' competences according to the Methods of the Description of the Positions of Teachers (2018)	Vocational teachers' competence groups according to the Professional Standard of the Activity of the Education Sector and Libraries (2019)
Cognitive competences	- communication and information management; - research activity; - reflection and learning to learn.	- knowledge of the Lithuanian and foreign languages; - professional development.	- planning of the content and the process of vocational training.
Functional competences	- information technology use; - organization improvement and change management; - planning and improvement of the subject content; - creation of educational environments; - management of the teaching/ learning process; - evaluation of learners' achievements and progress.	- digital literacy skills; - activity in the school community; - planning of the educational activity; - preparation for classes; - carrying out vocational training; - evaluation of learners' achievements.	- theoretical and practical vocational training; - professional information and consulting; - activity for the benefit of the school community.
Personal competences	- knowing the learners; - communication and cooperation; - professional development; - intercultural competence.	- identification of learners' educational needs; - cooperation with learners' parents and colleagues; - professional development; - group management, coordination of various projects.	- Continuous professional development.
Ethical competences	- learners' motivation and support; - recognition of the learners' progress.	- communication and cooperation with the learners; - recognition of the learners' progress.	- evaluation of the learners' achievements and progress.

The competences of vocational teachers described in normative documents of the Republic of Lithuania on vocational training show associations with the aforementioned competences defined by the European Commission (2005) and the overall cultural, professional, general, and special competences that are not explicitly indicated there (See Table 1).

In general, it can be stated that the Lithuanian normative documents that regulate vocational training and define the competences of vocational teachers are in line with the EU normative documents identifying groups of cognitive, functional, personal, and ethical competences.

Methods of the study

The empirical study was carried out from December 2019 to January 2020. We conducted a qualitative limited-scope study by applying a *focus* group interview and qualitative content analysis. Based on the analysis of European and Lithuanian normative documents on vocational training, we constructed an interview containing open-ended questions. The empirical focus group interview was carried out as a round-table discussion. The studied group was formed by applying the criterion-based selection technique according to the following criteria: current work in the profession and at least 3 years of working experience in the profession and in different vocational training programs. The study was based on the provision that studies of vocational teachers' opinions and evaluations are important because not only do they allow for analyzing the expression of the vocational teachers' competences, but they also are important for the improvement of vocational teachers' education and training as well as for the planning of their qualification improvement directions. Concerning the methodological approach, this is a qualitative study (Marshall & Rossman, 2011).

The focus group study involved 10 vocational teachers (experts), of which 9 were females, and 1 was male. Their work experience ranged from 3 to 40 years. The participants' verbal consent was obtained prior to the interview. The interview was recorded with an audio recorder. The transcribed text was saved as a document, which, according to the time of the creation (the interview was recent) and the authorship (the authors of the record are members of the focus group study), the document may be regarded as a primary source. The document was then analyzed by applying content analysis. The participants of the study were assigned identification codes. The data of the study were grouped by forming categories and subcategories to which the participants' statements were assigned.

During the study, continuous validity assurance was applied. In this study, internal validity was ensured by the following measures: the use of a recorder, the involvement of the investigators in data collection, transcription, and analysis, and the application of the data filtering mechanism.

The interview consisted of five questions:

- What competences should a vocational teacher have?
- What competences are most important for your work as a vocational teacher?
- Are the competences that a vocational teacher should have changing as a result of the realities of the fourth industrial revolution?
- Are the competences that a vocational teacher should have changing due to contacts with modern learners (the “Z” and the “0” generations, etc.)?
- Which competences do you think you need to acquire/improve?

The study participants were assigned identification codes (PM1, ..., PM10). The data of the study were grouped by forming categories and subcategories to which the participants’ statements were assigned.

Expression of vocational teachers’ activity competences

The analysis of the data obtained during the focus group interview allowed for defining five categories based on the open-ended questions presented to the study participants during the interview:

1. The importance of competences for the quality of avocational teacher’s work;
2. The competences that are most important for the studied vocational teachers’ work;
3. The changes in the competences that a vocational teacher should have as a result of the realities of the fourth industrial revolution;
4. The competences that a vocational teacher should have with respect to the modern learners;
5. The competences that should be acquired/improved.

We identified subcategories that corresponded to the competence groups presented in the EC document Common European Principles for Teacher Competences and Qualifications.

1. The studied vocational teachers identified **competences important for the quality of avocational teacher’s activity** (Fig. 1).

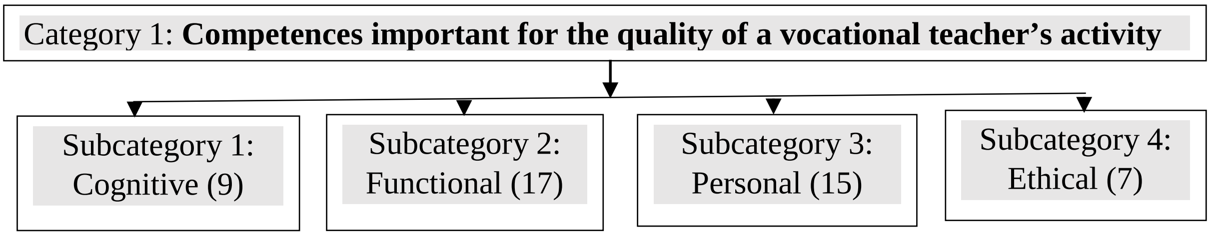

Figure 1 ***Subcategories of the category "Competences important for the quality of a vocational teacher's activity", and the number of the supporting statements***

This was also illustrated by the vocational teachers' statements in the focus group study:

> "*A vocational teacher is a person who has both theoretical and practical knowledge. It is important to be capable of conveying theoretical knowledge through practical assignments. The presentation of theoretical material should be oriented towards the analysis of the practical experience of the subject taught, creating realistic situations. The teacher's ability to learn and to improve his or her knowledge in the context of the subject taught is important here, as is the ability to evaluate critically the novelties and to apply them when conveying knowledge to the learners. Also of importance are general competences such as the ability to work with a computer and communication and cooperation skills when working with learners and colleagues*" (PM1).
>
> *"A vocational teacher should know his or her work well, should be able to communicate with learners of different ages and abilities, should know the modern technologies, and should have general competences"* (PM5).

When identifying competences that vocational teachers should have, members of the focus group mentioned technological (*subject/vocational training program*), pedagogical (*creation of learning/teaching environments, content planning, management of the learning/teaching process, evaluation of learners' achievements, etc*.), personal (*learning and improving one's knowledge*), and general competences (*communication, cooperation, IT use, and overall cultural competence*):

> *"First of all, a vocational teacher has to be a specialist in the field and should know his or her subject well. Of course, all the professional competences of a teacher are of equal importance: the use of information technologies, planning and improvement of the subject content, evaluation of the learners' achievements and progress, professional development, etc."* (PM2).

Most frequently, the respondents mentioned competences attributed to the functional subcategory (17 statements), while competences of the ethical subcategory were mentioned least frequently (7statements).

2. The participants of the study were vocational teachers who were teaching professions in the areas of personal services and engineering. When identifying **competences that were most important for a vocational teacher's**

work, the respondents noted that of importance were the majority of the competences characteristic of general education teachers:

> *"The most important competences that I would identify include selection of the learning material that would be interesting to the learners, management of the learning process, management of conflicts or discords, modern technology use, and application of different teaching and learning techniques. Stimulation of the learners' creativity and critical thinking is also of utmost importance." (PM6).*
>
> *"In addition to the theoretical and practical knowledge of the taught subject, communication skills are also important, as they help to involve the learner into the learning process. A teacher's communication skills help to arouse the learner's interest not only in the subject taught, but also in the teacher's personal characteristics, which forms a positive opinion about both the teacher's profession and the learner's future profession. The public speaking competence helps manage the audience and maintain attention. Computer literacy is important for conveying the material in an interactive and attractive manner. A teacher's ability to evaluate and encourage a learner's personal characteristics motivates the learner for striving to achieve the aims, for self-improvement, and for self-realization."* (PM1).
>
> *"Work in a class involves great responsibility, creativity, cooperation and communication, working skill formation, technological novelties, and value-based attitudes."* (PM9).

The teachers did not speak about concrete competences that were important for a subject/profession and were attributed to the functional competence subcategory, grouping them as "professional" or "technological" competences. Most frequently, the teachers mentioned competences of the functional subcategory (13 statements), and did not mention competences of the cognitive subcategory (Fig. 2).

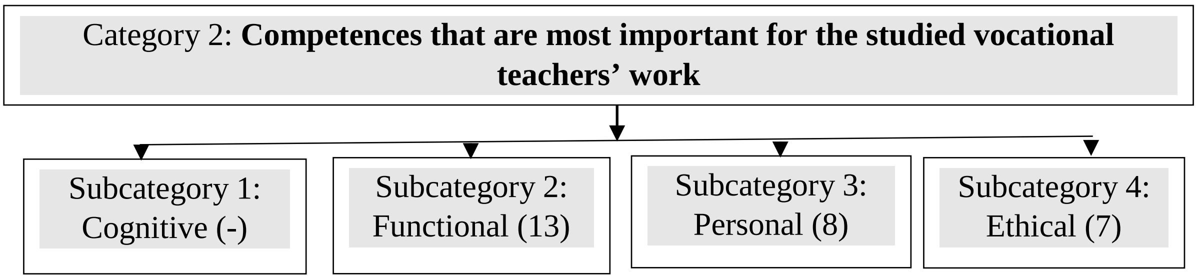

Figure 2 ***Subcategories of the category "Competences that are most important for the studied vocational teachers' work", and the number of the supporting statements***

3. The third category was called **Changes in the competences that a vocational teacher should have as a result of the realities of the fourth industrial revolution**. All the teachers who participated in the study recognized the need for changes in vocational teachers' competences (Fig. 3). Digitalization

of the industry was the most frequently mentioned cause of changes in vocational teachers' competences:

> *"Yes, there are significant changes. As digitalization is increasing and new technologies are emerging, vocational teachers' competences have to change as well"* (PM8).
>
> *"There are changes. The use of information technologies is important when applying knowledge. Theoretical material may be used in video or audio format, replacing or supplementing the usual articles or books. Learners prefer listening to or watching lectures to reading articles or slides. Communication with the learners became accessible and fast. The most recent news is rapidly spread with five-minute accuracy. Provision of information in the taught subject or enhancement of professional knowledge may be carried out via simple cooperation or correspondence, by sharing information via social networks or via e-mail. However, the industrial revolution has negative consequences as well: the continuous use of information technologies reduces the learners' interest and ability to concentrate. Their attention is "jumping" all the time. Continuous communication with friends sometimes becomes more important than the topic of the class, and thus the learners are not always capable of arranging their time properly."* (PM1).

Vocational teachers noted that the fourth industrial revolution encouraged teachers to become more interested in technologies and to improve their IT competences.

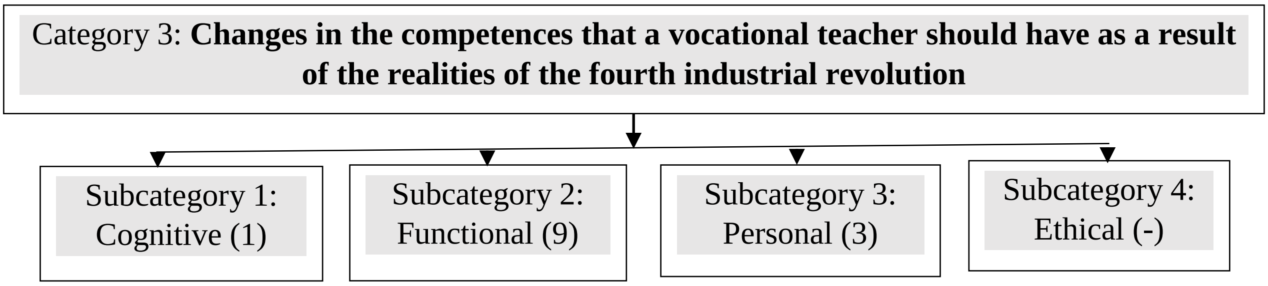

Figure 3 ***Subcategories of the category "Changes in the competences that a vocational teacher should have as a result of the realities of the fourth industrial revolution", and the number of the supporting statements***

In this category, vocational teachers most frequently mentioned competences in the functional subcategory (9 statements), while none of the respondents mentioned any competences in the ethical subcategory.

4. In the category **Competences that a vocational teacher should have with respect to the modern learners (generations "Z" and "0")**, the vocational teachers expressed their attitudes towards changes (Fig. 4):

> *"Yes, there are changes because the learners themselves are changing because of the extensive IT information stream" (PM10).*

“Yes. A teacher should be dynamic, fast orienting, and interested in novelties. A teacher should use social networks, applications, and, if possible, should include smartphone and computer use into the learning process. Psychological knowledge about learners of a certain age and their behavior is also highly important.” (PM2).

However, some vocational teachers who participated in the study did not see such changes:

„The competences do not change, simple more novelties that are important for the presentation of the material emerge. A teacher should continuously learn and improve his or her knowledge and skills.” (PM6).

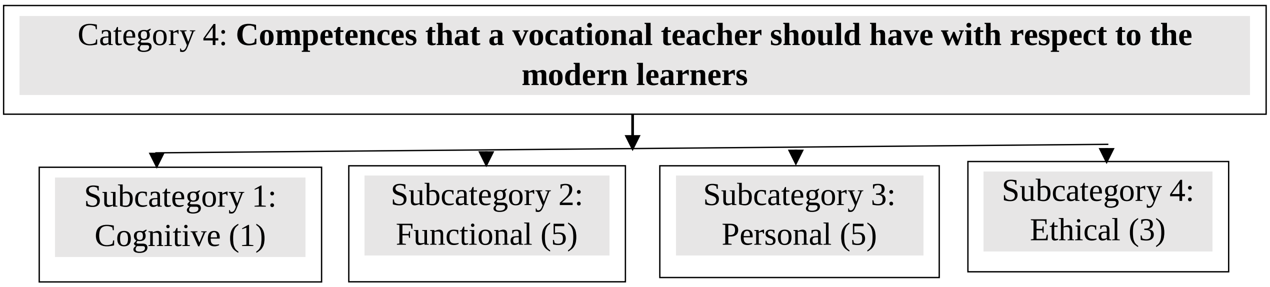

Figure 4 ***Subcategories of the category “Competences that a vocational teacher should have with respect to the modern learners”, and the number of the supporting statements***

The respondents most frequently mentioned competences in the functional and personal subcategories (5statements each), while competences in the cognitive subcategory were mentioned least frequently (1 statement).

5. **Competences that should be acquired/improved.** This category of competencies attracted all participants’ attention and comments. Vocational teachers understand that lifelong learning is a necessity, as are updating of the current competences and acquisition of new ones (Fig. 5):

“The newest trends in information technologies during classes, continuous improvement of the communication and cooperation skills, and updating of professional knowledge.” (PM1).

“I think that the competence of information technology use should be improved all the time. In addition, the competence of the use of new teaching and learning methods should be acquired or improved.” (PM2).

“Professional competences, subject-based competences, and improvement of psychological and communication competences.” (PM4).

The analysis of the interview with vocational teachers showed that in this category, the most frequently mentioned competences were those of the functional subcategory (9 statements), while competences of the cognitive subcategory were mentioned least frequently (1 statement).

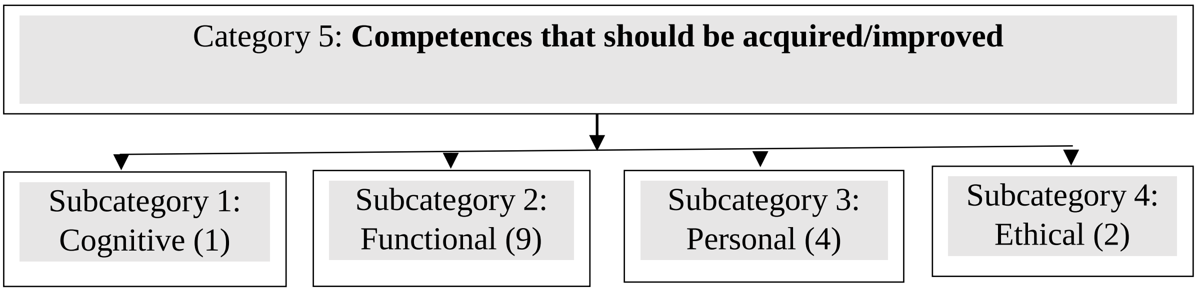

Figure 5 ***Subcategories of the category "Competences that should be acquired/improved", and the number of the supporting statements***

In general, the round table discussions revealed that vocational teachers especially highly valued functional or activity competences. The teachers indicated that they had the highest number of such competences, but they would also like to improve them in the future. The teachers also associated these categories with challenges of the fourth industrial revolution.

Statements about vocational teachers' cognitive competences might raise some discussion. The teachers seemed to think that they had such competences as part of their theoretical preparation, and this emerged in their claims that they are capable of planning the subject content, creating educational environments, managing the learners, and widely applying information technologies. However, these functional competences are essentially impossible without cognitive competences. For this reason, the respondents, while especially emphasizing the functional competences, did not highlight cognitive competences.

The study also showed that the respondents emphasized personal competences. This indicates that vocational teachers especially value a person's education and ability to reflect, evaluate, and self-evaluate.

The respondents also emphasized the importance of ethical competences when presenting their opinions about the expression of personal and professional competences.

Conclusions

1. The groups of cognitive, functional, personal, and ethical competences described in Lithuanian documents that regulate teachers' qualification and vocational training are compatible with those described in the respective European documents.
2. The study of the opinions of teachers who worked in Kaunas city vocational training centers showed that:
   - vocational teachers regarded the group of functional (activity) competences as most important for the quality of their work;

- vocational teachers recognized the influence of the fourth industrial revolution and the peculiarities of the learners (generations "Z" and "0") on changes in teachers' competences. According to vocational teachers, these factors had the greatest influence on the group of functional competences;
- the studied vocational teachers thought that they needed further development of their functional competences.

3. The interview with vocational teacher's highlighted all the competence groups described in the aforementioned documents. The group of functional competences was expressed the most, while the group of cognitive competences had the weakest expression.

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KARJERAS ATTĪSTĪBAS ATBALSTA MODELIS SIEVIETĒM PĒC BĒRNA PIEDZIMŠANAS

Career Development Support Model for Women after Childbirth

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Abstract. *The article addresses the problem of obstacles to use the labour potential of women after childbirth. The aim of the study is to develop a post-natal career development support model for modern women, based on research on barriers to women's career advancement and promoting the balance of life between women's integration into the labour market and child upbringing. The study was developed in the Latvia University of Life Sciences and Technologies, the Institute of Education and Home Economics within the Master study programme Career Counsellor. A study on barriers to women's career development after childbirth were involved 647 respondents. An expert evaluation of the career development model for women was carried out with the participation of 4 experts in the field of career counselling. As a result of the study, the main obstacles for working age women / mothers were: lack of childcare services (245 respondents' answers); number of vacancies in the place of residence (151 respondents); insufficient partner support (110 respondents' answers). Experts' assessment allowed to conclude that the Career Development Support Model developed by the authors promotes a work-life balance between family life and work for women after childbirth. Results of the research could be used in the work of adult career counsellors.*
Keywords: *career development support, women's career, adult education.*

Ievads
Introduction

Šajā rakstā tiek pētīti šķēršļi sieviešu darbaspēka potenciāla izmantošanai pēc bērna piedzimšanas. Nepietiekams atbalsts (sociāls/sabiedrības, ģimenes u.tml.) sievietēm pēc bērna piedzimšanas vairumā gadījumu izraisa pēcdzemdību depresiju, kas var izmainīt arī nākotnes dzīvi. Arī bērnu aprūpes pakalpojumu trūkums un to nepieejamība ir šķērslis sievietes karjeras attīstībai pēc bērna piedzimšanas – lai sāktu strādāt, bērns jāatstāj bērnu dārzā, kur pašvaldības piešķirtā vieta ne vienmēr sakrīt ar periodu, kad mātei jāatgriežas (vai jāstājas) darba attiecībās. Var arī izvēlēties bērnu aukles pakalpojumus, kas

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izmaksātu teju vai lielāko daļu no mātes nopelnītās darba algas. Iespējams, ka finansiālais faktors arī ir šķērslis, lai veiksmīgi uzsāktu darba gaitas. Sievietei, pēc bērna piedzimšanas, domājot par savu karjeras virzību un iestāšanos darbā, jārēķinās ar dažādām izmaksām: tālākizglītības kursu apmeklēšana, jauns, lietišķs apģērbs, transporta izdevumi, bērna aukles izdevumi. Sabiedrībā valdošie stereotipi (sieviete ir tikai māte, ja ir bērns, tad par karjeru nav ko domāt) arī var degradēt sievietes morālo nostāju, viņas nākotni, negatīvi ietekmēt mērķus, bet ne vienmēr tā notiek.

Daudzas ģimenes apzināti "atliek" bērna radīšanu uz, viņuprāt, labāku dzīves periodu, kad uzlabosies finansiālā situācija. Doma, ka vispirms jāvelta sevi karjerai un tikai pēc tam "jābūvē" ģimene, ir laba – tas atkarīgs no katras konkrētas personības. Tāpat pārdomas rada, cik lielā mērā bērns, līdz ar to pārtraukums sievietes karjerā, ir abu partneru pārdomāts lēmums, plānots solis. Tā tam vajadzētu būt, bet, ja nav, tad tas ir traucējošs faktors sievietes karjeras attīstībai. Iespējams, ka daļai sieviešu nevis ārējie faktori jeb šķēršļi bremzē viņas karjeras attīstību, bet iekšējie – nav tāda vēlēšanās, ir labi jau esošajā vietā un nav nepieciešamība to mainīt, kompleksi un citi faktori.

Vēl viens būtisks aspekts, kas, iespējams, bremzē jauno (un ne tikai jauno) māmiņu karjeras attīstību, ir niecīgs vai vispār neesošs pakalpojumu piedāvā jums, kas orientēts uz šīs mērķa grupas interesēm, vajadzībām, aktualitāti – nodarbības (individuālas vai grupu), kurās iespējams izzināt sevi, varbūt mainīt savu attieksmi, atrast dzīves aicinājumu, saprast savu pašreizējo nozīmi vispārējā dzīves telpā 18, 38 vai 58 dzīves gados. Jebkurš dzīves posms sievietei var būt svarīgs un izšķirošs tālākajā ceļā.

Pēc tirgus un sabiedriskās domas pētījumu centra (SKDS) 2017. g. februāra pētījuma datiem, tikai 32% darbaspējas vecuma Latvijas iedzīvotāji norāda, ka patlaban lielāka nozīme ir karjerai, bet 59% apgalvo, ka svarīgāka ir ģimene (Aptauja..., 2017).

Latvijā noteikto darbspējas vecumu var salīdzināt ar kopējo statistiku, kas parāda reālo vidējo darbā stāšanās vecumu. Piemēram, Eiropā tie ir 23 gadi sievietēm, un tad pēc gandrīz 9 gadu darba stāža sievietei piedzimst pirmais bērns. Latvijā vidējais darba uzsākšanas vecums ir 22 gadi, un pēc tam pēc 5 gadiem piedzimst pirmais bērns (Lifeline of…, 2017).

Pētījuma mērķis ir izstrādāt mūsdienu sievietes karjeras attīstības atbalsta modeli pēc bērna piedzimšanas, kas balstās uz pētījuma rezultātiem par šķēršļiem sievietes karjeras virzībā, un kas veicina dzīves balansu sievietēm starp bērnu audzināšanu un integrēšanos darba tirgū, un veikt modeļa ekspertvērtēšanu.

Literatūras apskats
Literature review

Karjeras attīstības teorijas sievietēm

Karjera ir viens no galvenajiem elementiem, kas nosaka cilvēka dzīves kvalitāti. Veiksmīga karjera dod cilvēkam iespēju īstenot savas spējas un intereses personīgajā, profesionālajā un sociālajā ziņā. Diemžēl bieži vien karjeru uztver kā procesu, kas ir atkarīgs no cilvēka nodarbošanās, respektīvi, cik veiksmīgi cilvēks ir izvēlējies profesiju un cik veiksmīgi viņš veido savu profesionālo karjeru, cik lielā mērā cilvēks ir apmierināts ar pašizziņu profesionālajās aktivitātēs. Tomēr mūsdienīga koncepcija par karjeru atklāj daudz vairāk, veiksmīga karjera tiek uztverta kā konsekventa lomu secība cilvēka mūža garumā (Hall & Chandler, 2005). Citi karjeras speciālisti uzsver, ka mūsdienīga koncepcija par karjeru vienlaikus ietver arī personīgo brīvību, pašizziņu un cilvēka personīgo izpratni par veiksmi. Tādējādi viens no veiksmīgas karjeras nosacījumiem ir līdzsvars starp darbu, ģimeni un brīvo laiku (Ardelean et al., 2010).

Kā norādīts “Thomson Reuters” fonda pētījumā, kurā piedalījās 9500 sievietes, kas dzīvojošas G20 (McAviney & Graham, 2018) valstīs, vispopulārākās problēmas, ar ko nākas saskarties darba vidē ir: darba-privātās dzīves balanss; vienlīdzīga samaksa; pazemojums; karjeras iespējas; bērni un karjera. Runājot par karjeru un bērniem, uz jautājumu: “Vai man var būt ģimene, neizbojājot karjeru?”, sievietes no 9 valstīm (Brazīlija, Indonēzija, Dienvidāfrika, Turcija, Indija, Saūda Arābija, Ķīna, Meksika, Krievija) atbild apstiprinoši (ar procentuālu vērtējumu, augstāku par 50%), savukārt 10 valstu iedzīvotājas (Argentīna, ASV, Kanāda, Austrālija, Francija, Itālija, Lielbritānija, Austrija, Vācija, Japāna) apgalvo, ka to nespētu (The top five issues..., 2015; Thomson Reuters foundation, 2019).

Sieviešu karjeras attīstību kā īpašu, bet ļoti līdzīgu vīriešu karjeras teorijai min Dž. Holands (Holland, 1994). Arī D. Supers (Super, 1957) apraksta sieviešu karjeras modeļus un izvirza sieviešu karjeras jautājumus mūža garumā. Savukārt S. Osipovs (Osipow & Fitzgerald, 2015) atzīmē karjeras teoriju nespēju skaidrot sieviešu karjeras jautājumus kā “atsevišķu grupu vai “īpašu apakšgrupu”, pēc L. Īzaksona un D. Brauna (Isaacson & Brown, 1993), norādot, ka sievietes paliek ārpus esošo karjeras teoriju straumes. Raisās diskusija par to, vai nepieciešama atsevišķa sieviešu karjeras teorija vai visaptveroša teorija visām sabiedrības grupām (Miķelsone et al., 2008).

Šo diskusiju rezultātā ir izveidojušās 5 pieejas sieviešu karjerai.

Pirmā pieeja – sieviešu karjeras atsevišķu teoriju veidošana. Tās izveidi pamato atšķirīgās vajadzības, perspektīvas, izvēles, prioritātes un veidi. Tādi faktori kā laulības, gandarījums, ģimenes finanses, sociālā piederība, vecāku izglītība un nodarbošanās, vērtības, sociālā mobilitāte un draugu izvēle sievietēm izpaužas atšķirīgi nekā vīriešiem. Zinātnieki (Zytowski, 1969; Super, 1957; Psathas, 1968) uzsver laulību, mātes lomas un mājas veidošanas nozīmi sieviešu karjerā. Tiek izdalīti trīs sieviešu nodarbinātības faktori: darba uzsākšanas vecums; darbā pavadītais laiks; darbā iesaistīšanās pakāpe (Miķelsone et al., 2008). Pamatdoma tiek balstīta uz to, ka sievietes galvenā loma ir mājsaimniece un tā pārsvarā nav savienojama ar nopietniem nodarbinātības un karjeras meklējumiem (Osipow & Fitzgerald, 2015).

Otrā pieeja – esošo teoriju adaptācija. Visvairāk no šīm teorijām jeb sistēmām ierosināja tieši D. Supers (Super, 1957). Pirmais teorētiķis, kurš nopietni pievērsās sieviešu karjeras attīstībai, atzīmējot, ka mājsaimniecības un bērnu aprūpe ir galvenie organizatoriskie elementi sievietes dzīvē, taču viņš to apvienoja ar sieviešu pieaugošo līdzdalību darba dzīvē (Osipow & Fitzgerald, 2015). L.F. Fitzdžeralde un L. Veicmane (Fitzgerald & Weitzman, 1992) atzīmē, ka sieviešu karjeras izvēle atkarīga ne tikai no interesēm, bet arī no lomas ģimenē un finansēm.

Trešā pieeja – visaptverošu sieviešu un vīriešu karjeras teoriju veidošana. Tiek izveidotas teorijas abu dzimumu karjerai, uzsverot vides un personas individuālo īpašību ietekmi uz karjeras lēmumiem. H.S. Astina uzskata, ka abu dzimumu darba motivācija ir vienāda, bet atšķiras viņu agrīnās socializācijas pieredze un iespēju struktūras karjeras lēmumu pieņemšanai. Viņa apvieno motivāciju, darba ekspektācijas, dzimuma lomas socializāciju un iespēju struktūras (Astin, 1984). Savukārt L. Gotfredsone pauž atziņu, ka personības struktūras veidošanos ietekmē dzimums, sociālā grupa, inteliģence, intereses, vērtības un to mijiedarbība ar priekšstatiem par nodarbinātību (Gottfredson, 1981).

Ceturtā pieeja – saistās ar specifisku, individuāli atšķirīgu sieviešu karjeras izvēles izpēti. H.S. Farmere izvirza teoriju, kas saista izcelšanās faktorus (dzimums, rase, sociālais slānis, skolas atrašanās vieta, vecums) ar personas psiholoģiskajiem (pašvērtējums, vērtības, attieksme pret mājām, sasniegumu uztvere) un vides faktoriem (sabiedrības attieksme pret sieviešu darbu, skolotāju un vecāku atbalsts). Piemēram, sieviešu pievēršanās karjerai 20. gs. 80.–90. gados palielinājās, jo bija vērojams vides atbalsts (Farmer 1997).

Piektā pieeja – sieviešu karjerai piemērojamu, sociāli kognitīvo modeļu veidošana. Tās autori Dž. Hakets un N. Becs (Hackett & Betz, 1981) izskaidro socializācijas ietekmi uz karjeras veidošanu, izmantojot A. Banduras (Bandura, 1977) definētos personas pašpārliecības rādītājus: sasniegumu uzrādīšana, citu pieredzes izmantošana, saņemts verbāls iedrošinājums, emocionāls pacēlums (augstākajā pakāpē kā cenšanās, zemākā kā pašpārliecība). Pētot vīriešu un sieviešu profesionālo pašpārliecību, tika novērotas atšķirības: vīrieši jutās pārliecināti gan tradicionālās vīriešu, gan tradicionālās sieviešu profesijās, bet sievietes pārliecinātākas jutās tradicionāli sieviešu profesijās un mazāk pārliecinātas tradicionāli vīriešu profesijās (Miķelsone et al., 2008).

Savukārt sieviešu karjeras attīstības pētniece A. Rācene (Rācene, 2017) izstrādājusi profesionālās krīzes pārvarēšanas modeli sievietēm, kurā iekļauta klienta attīstošā programma karjeras maiņai sievietēm profesionālās krīzes situācijās. Zinātniece iesaka karjeras konsultantiem sekojošas darbības: apzināt situāciju klienta karjeras attīstībā, noteikt galvenos virzienus, ceļus, kā uzsākt karjeras maiņu, noteikt prasmes un vēlmes, novērtēt nākamās profesijas piemērotību, gan profesijas pieprasījumu darba tirgū, gan klienta konkurētspēju, konsultēt, kā uzsākt darba meklēšanas procesu, kā sagatavoties darbam, veicināt sociāli aktīvas un izglītotas personības attīstību, kas spētu pilnvērtīgi, aktīvi iesaistīties un dzīvot mūsdienu sabiedrībā (Rācene, 2012; Racene, 2013; Rācene, 2017; Rācene & Dislere, 2014).

Pēc R. Kegana (Kegan & Lahey, 2009) domām, kļūstot par pieaugušo, cilvēks neiemācās jaunas lietas (nepievieno tās prāta "konteineram"), bet drīzāk notiek transformācija – mainās veids, kā cilvēks izzina un saprot pasauli (izmaina "konteinera" faktisko formu). Tas nozīmē, ka cilvēks kļūst patstāvīgāks, veido sevis izjūtu, un iegūst ar gudrību un sociālo briedumu saistītas iezīmes (Morad, 2017). Tas ir stāsts par to, ka nevar izmainīt pasauli, bet var mainīt savu attieksmi un skatījumu uz lietām.

Sievietes jaunās identitātes piedzimšana, kļūstot par māti, var būt tikpat prasīga kā bērna piedzimšana. Notiek ģimenes dinamikas maiņa, veidojas jaunas attiecības ģimenē, gan ar savu partneri, gan bērnu, kas prasa papildu enerģiju un tā vienmēr ir žonglējoša darbība starp došanu un ņemšanu (Sacks, 2017).

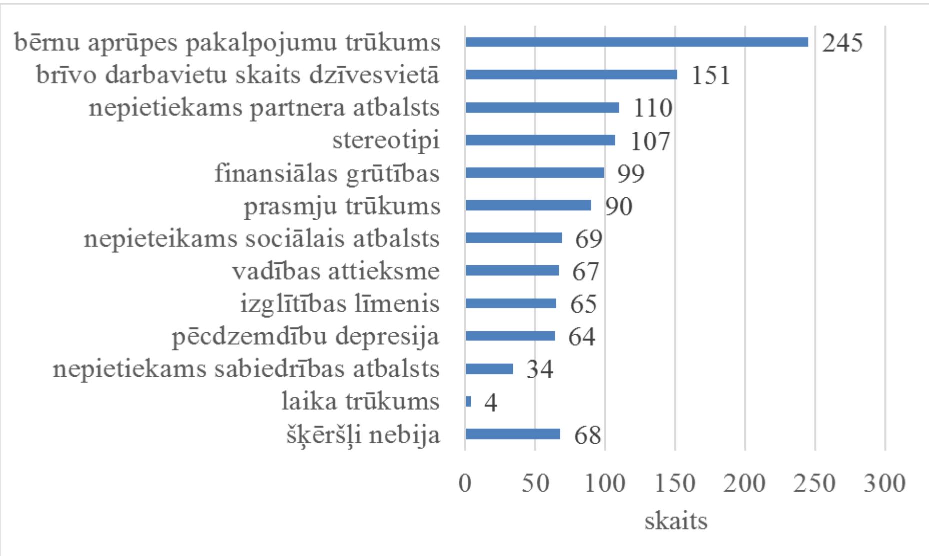
Sieviešu dzīves pāreju vislabākie indikatori ir ģimenes cikla posmi. Pamatojoties uz to, pētnieki secināja, ka sievietēm var nebūt 30 (40 un 50) gadu krīzes. Biežāk par pāreju var uzskatīt bērna piedzimšanu vai pieaugušo bērnu aiziešanu no ģimenes. G. Kraiga (Krejg, 2000) raksta par pētījumiem, kas veikti, novērojot sievietes, kuras par mātēm ir nolēmušas kļūt tad, kad jau ir sasniegta zināma dzīves stabilitāte, viņas ir spējušas sevi finansiāli nodrošināt. Iegūtā profesija ir iemācījusi viņas organizēt savu dzīvi, būt kompetentām un mērķtiecīgām, viņas bieži cenšas balstīties uz iegūto pieredzi, lai labāk sagatavotu sevi bērna piedzimšanai un audzināšanai. Lai arī kāda būtu šo sieviešu izglītība, tā nav viņas sagatavojusi tam dezorganizācijas līmenim, kuram viņas tiek pakļautas, dzīvē ienākot mazulim (Svence, 2003).

Metodoloģija
Methodology

Pētījums izstrādāts Latvijas Lauksaimniecības universitātē Izglītības un mājsaimniecības institūtā maģistru studiju programmas "Karjeras konsultants" ietvaros. Anketēšana veikta 2019. gadā, izmantojot gan e-pastus, gan sociālos tīklus (Facebook, Twitter), kā arī skolā visai ģimenei Tukumā - "Sajūtu Lāde", Jaunpils reģionālajā attīstības centrā "RATS". Pētījumā piedalījās 647 respondenti – 629 darbspējas vecuma sievietes/mātes Latvijā un 18 sievietes "Sajūtu Lāde" apmeklētājas), kā arī 4 eksperti. Kā pētījuma objekts tika izvēlēta sieviešu karjeras attīstība. Statistiskajos aprēķinos tika izmantots Frīdmana tests un datorprogramma SPSS. Šī raksta uzdevums ir analizēt zinātnisko literatūru par sieviešu karjeras attīstības teorētiskām nostādnēm, empīriskā pētījumā noskaidrot šķēršļus sievietes karjeras attīstībai pēc bērna piedzimšanas un izstrādāt karjeras attīstības atbalsta modeli dzīves balansa veicināšanai, kā arī veikt modeļa ekspertnovērtēšanu.

Rezultāti un diskusija
Results and Discussion

Dažādi teorētiķi jau izsenis ir aprakstījuši sievietes cīņu starp visu viņas lomu sinerģisku mijiedarbību. Piemēram, M.S. Hornere (Horner, 1970) apraksta sievietes bailes no panākumiem, konfliktu starp māju/ģimeni un karjeru, lai gan to ietekmē dažādi faktori, piemēram, vecums, ģimenes stāvoklis, rase un izglītība (Cochran & Penelope, 1976). Grūtniecības un pēcdzemdību periodā kaut kāda līmeņa psihoemocionālie traucējumi ir lielākai daļai sieviešu, norāda Rīgas Dzemdību nama speciāliste, 10-15% sieviešu saskaras ar nopietnu depresiju (Brikmane, 2014).Pētījuma rezultāti par šķēršļiem sieviešu karjeras attīstībai, pēc bērna piedzimšanas, skatāmi 1. attēlā, anketēšanā bija iespējama vairāku atbilžu izvēle.



1.attēls. ***Respondentu viedoklis par šķēršļiem, kas ietekmējuši sieviešu karjeru, pēc bērna piedzimšanas***
Figure 1 **Respondents' views on barriers to women's careers after childbirth**

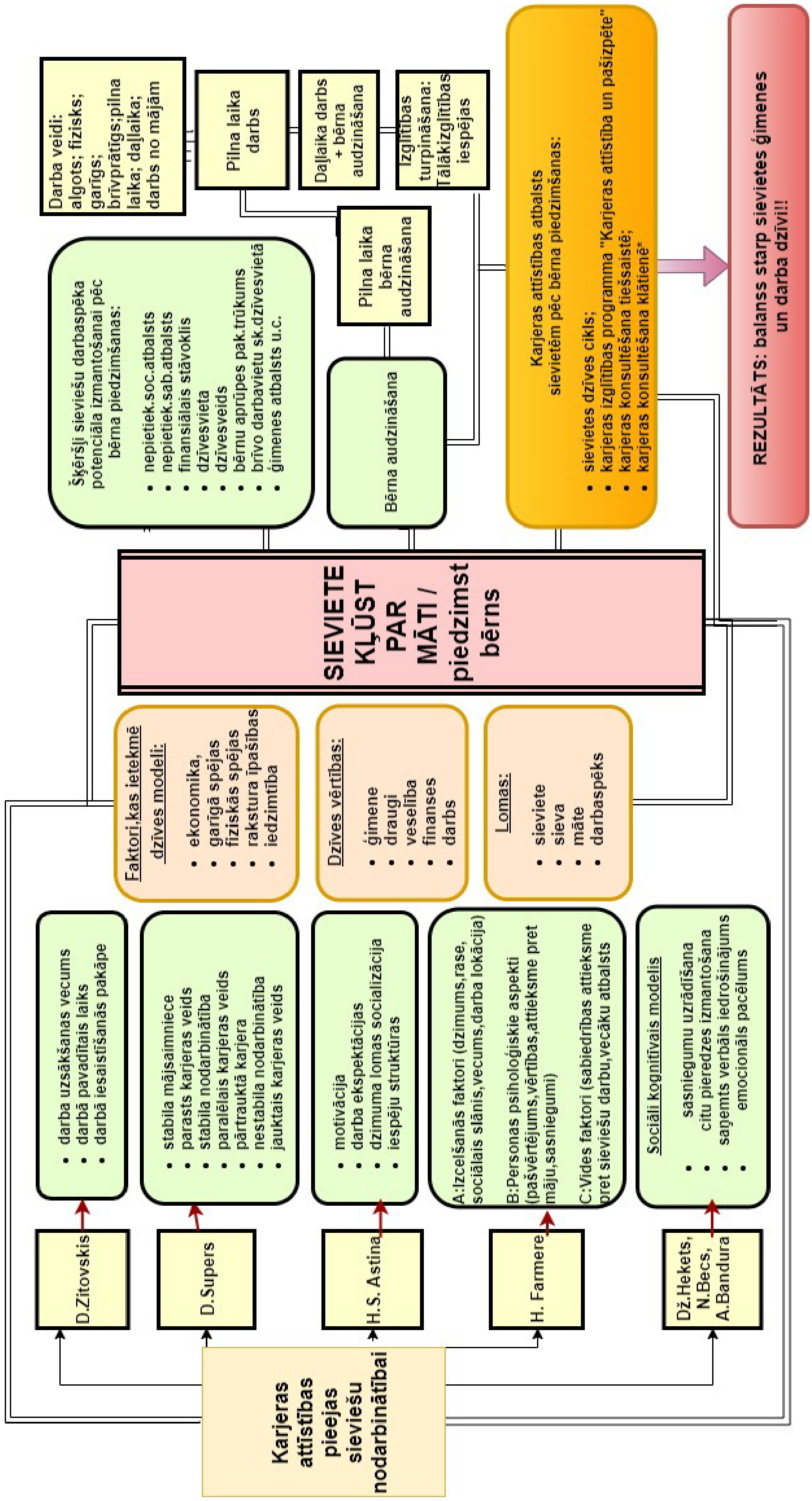
Lielākā daļa, jeb 245 respondentes, kā šķērsli atzīmējušas *bērnu aprūpes pakalpojumu trūkumu*. Savukārt 151 atzīmē, ka šķērslis karjeras attīstībai ir bijis *brīvo darbavietu skaits dzīvesvietā*, un trešā populārākā atbilde ir *nepietiekams partnera atbalsts* (110). Šajā jautājumā neviena sieviete nav izteikusi, ka bērns varētu būt šķērslis karjeras ceļā, turklāt 68 respondentes atzīmēja, ka šķēršļi nebija.

Karjeras attīstības atbalsta modelis sievietēm pēc bērna piedzimšanas
Career Development Support Model for Women after Childbirth

Autoru izstrādātais modelis (2.att.) ir skatāms, sākot no teksta lodziņa *Karjeras attīstības pieejas sieviešu nodarbinātībai*. Tam seko autoru izvēlēti piecu karjeras attīstības teoriju pieturpunkti, kas raksturo sievieti tēmā - sievietes, karjera un nodarbinātība. Tālāk aplūkoti dažādi faktori, kas ietekmē sievietes dzīvi jau daudz individuālāk, gan personīgie faktori, tādi kā iedzimtība, rakstura īpašības, fiziskās un garīgās spējas, gan ārējie faktori, piemēram, ekonomika, pieprasījums pēc darbaspēka. Līdz beidzot sievietes dzīve nonāk situācijā, kuru daudzi uzskata par sievietes misiju un sūtību – būt par māti. Tālāk sekojošā informācija ir tā, ar kuru jārēķinās, vai jāapsver brīdī, kad no bērna auklēšanas atkal jāsāk domāt par savu nākotni, karjeras turpināšanu un tālākajām izvēlēm.

Tie ir dažādie šķēršļi, kas var ietekmēt sievieti kā darbaspēku – nepietiekams sociālais atbalsts, bērnu aprūpes pakalpojumu trūkums, prasmju vai izglītības trūkums, finansiālās problēmas. Protams, neaizmirstot par bērnu audzināšanu, jāatrod sev, bērnam un ģimenei kopumā atbilstošākais nodarbinātības variants – pusslodzes darbs vai pilna laika darbs, izmantojot auklītes pakalpojumus.

Tālāk modelī tiek piedāvāts karjeras attīstības atbalsts sievietēm pēc bērna piedzimšanas, ko realizē karjeras konsultants, veicot sievietes dzīves cikla izvērtējumu, piedāvājot karjeras izglītības programmu "Karjeras attīstība un pašizpēte" (Šteina, 2019) un nodrošinot karjeras konsultēšanu gan klātienē, gan tiešsaistē pēc nepieciešamības, ievērojot visus iepriekš minētos faktorus un modelī aprakstītos elementus, kā rezultātā sievietei izdosies sasniegt balansu starp ģimenes un darba dzīvi.



2.attēls. ***Sievietes karjeras attīstības atbalsta modelis pēc bērna piedzimšanas (autoru konstrukcija)***
Figure 2 ***Female Career Development Support Model after Childbirth (authors' construction)***

Karjeras konsultants var palīdzēt izdarīt labāko izvēli, ierosināt domāt un izsvērt savu potenciālu. Konsultanta dalība šajā modelī attēlota kā būtiskākā, bet jāsaprot, ka nav hierarhiskas secības modeļa elementiem. Konsultanta loma ir viena no vissvarīgākajām brīdī, kad rodas nelīdzsvarotība – nav līdzsvars starp ģimenes un darba dzīvi. Karjeras konsultants palīdz noskaidrot vai apzināties disbalansa patieso iemeslu, noskaidro klienta intereses, vēlmes, prasmes un zināšanas, sniedz atbalstu karjeras plānošanā, lēmumu pieņemšanā, informē par aktualitātēm nozarē. Konsultantam savā darbībā ir jāveic trīs svarīgas funkcijas karjeras atbalstam – informēšana, izglītošana un konsultēšana.

Ekspertvērtējums
Expert evaluation

Pētījuma ietvaros autores veica sievietes karjeras attīstības atbalsta modeļa ekspertvērtējumu, piedaloties 4 ekspertiem, nozares speciālistiem, lai noskaidrotu, vai tajā ietvertie elementi atbilst izvirzītā mērķa sasniegšanai. Katram ekspertam tika lūgts atbildēt uz 5 jautājumiem un tos lūdza novērtēt no 1 (pilnībā nepiekrītu) līdz 5 (pilnībā piekrītu): (1) vai izvēlētās karjeras attīstības teoriju pieejas sieviešu nodarbinātībai ir adekvātas; (2) vai faktori, kas ietekmē dzīves modeli, ir visaptveroši; (3) vai autores izpētītie šķēršļi, sieviešu darba spēka potenciāla izmantošanai pēc bērna piedzimšanas, ir atbildoši situācijai pēc bērna piedzimšanas; (4) vai autoru piedāvātais karjeras atbalsts ir pietiekami kvalitatīvs; (5) vai izstrādātais modelis ir pietiekami labs tajā izvirzītā mērķa sasniegšanai. Lai salīdzinātu ekspertu vērtējumus, tika izvirzītas divas statistiskās hipotēzes: Ho: atšķirības starp ekspertu vērtējumiem nav statistiski nozīmīgas; H1: atšķirības starp ekspertu vērtējumiem ir statistiski nozīmīgas. Hipotēžu pārbaudē tika izmantots Frīdmana tests datora programmā SPSS. Iegūtie rezultāti ($x = 3$; $p=0,281 > \alpha = 0,05$) liecina, ka nulles hipotēzi nevar noraidīt. Var pieņemt, ka, lai gan starp ekspertu vērtējumiem nav sakritība, atšķirības nav statistiski nozīmīgas. Tā kā visi eksperti ir mammas, tad, iespējams, vērtējot iedomājās arī savu dzīves pieredzi, ja ne šobrīd, tad brīdī, kad šāda karjeras konsultanta palīdzība būtu bijusi nepieciešama, tāpēc autores uzskata, ka cilvēki, kuri ir tieši saistīti ar karjeras izglītību un konsultēšanu kā arī ar bērnu audzināšanu vislabāk arī varēja novērtēt karjeras attīstības atbalsta modeli sievietēm pēc bērna piedzimšanas.

Secinājumi
Conclusions

Nozīmīgākie šķēršļi sievietes karjerai pēc bērna piedzimšanas, pēc autoru pētījuma rezultātiem, ir bērnu aprūpes pakalpojumu trūkums (245 respondentu atbildes), brīvo darbavietu skaits dzīvesvietā (151 atbilde) un nepietiekams partnera atbalsts (110 respondentu atbildes).

Izstrādātais daļēji aprobētais un ekspertnovērtētais sievietes karjeras attīstības atbalsta modelis ir laba iespēja sievietēm pēc bērna piedzimšanas saņemt profesionālu karjeras konsultanta atbalstu. Sekmīgā sadarbībā ar karjeras konsultantu vislielākais ieguvums ir sievietes/mātes balanss starp darba un ģimenes dzīvi. Karjeras attīstības atbalsta modelis ir instruments, ar kuru palīdzību karjeras konsultants veiksmīgāk var palīdzēt sievietei balansa atrašanā, palīdzēt atrisināt sievietes problēmjautājumus, neskaidrības, attiecībā uz tālāko karjeras ceļu.

Ekspertu vērtējums ļāva secināt, ka autoru izstrādātais karjeras attīstības atbalsta modelis ir vērtīgs ieguvums un veicina dzīves balansu sievietēm starp bērnu audzināšanu un integrēšanos darba tirgū. Pētījuma rezultātus ieteicams izmantot karjeras konsultantu darbā.

Summary

The article addresses the problem of obstacles to use the labour potential of women after childbirth. The aim of the study is to develop a post-natal career development support model for modern women, based on research on barriers to women's career advancement and promoting the balance of life between women's integration into the labour market and child upbringing. Latvian women place their first child in the world at the age of 25, at that time she already has a higher education. The study was developed in the Latvia University of Life Sciences and Technologies, the Institute of Education and Home Economics within the Master study programme Career Counsellor. A study on barriers to women's career development after childbirth were involved 647 respondents. The main obstacles to a woman's career after childbirth, according to the authors' study, are the lack of childcare facilities (245 respondents), job vacancies at home region (151 answers) and lack of partner support (110 respondents). An expert evaluation of the career development support model for women was carried out with the participation of 4 experts in the field of career counselling. As a result of expert evaluations, it can be assumed that although there is no coincidence between expert evaluations, the differences are not statistically significant. The career development support model for a woman, worked out and partly approbated by authors, and evaluated by experts, which includes career guidance provided by a career counsellor through a woman's life cycle assessment, offering a career education program called "Career Development and Self-Study" and providing face to face and on-line counselling, taking into account all of the above mentioned factors and elements described in the model, is a valuable benefit and a good opportunity for women to have professional guidance after childbirth. The greatest benefit of a successful partnership with a career counsellor is the work/life balance of

a woman/mother. The career development support model is a tool that a counsellor can use to help to woman better to find her balance, to help to solve a woman's problematic issues, and to confuse her further career path. Results of the research could be used in the work of career counsellors.

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DETERMINANTS OF PROFESSIONAL MOTIVATION OF SOCIAL WORKERS WORKING WITH PEOPLE WITH DISABILITIES

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Abstract. *The main precondition for good care of people with disabilities is not only social workers' knowledge of pedagogical, psychological or social work but also their own personal qualities, values, attitudes, empathy and psychological resilience in difficult situations. Professional motivation encompasses employees' motives and needs guiding them to purposefully certain personal and organisational goals. Motivation is the basis and the cause of the professional activity, which is related to the satisfaction of the employee's needs and which may be conditioned by the employee's experience. Problems of the research: What are the intrinsic and extrinsic factors of social worker's motivation to work? The aim is to analyse the motivation factors of professional activities of social workers working with people with disabilities. Research methods: 1) A semi-structured interview for data collection; 2) A qualitative content analysis based on the content of the analysed text. Sample. The survey involved 12 social workers from Lithuania who work with with people having disabilities. The results disclose intrinsic and extrinsic factors of social workers' professional motivation in Lithuania. Extrinsic factors that stimulate social workers are not the main source of motivation for work. Social workers point out that the main factors driving employees to work are the pay, working conditions and work environment, well-being in the work environment, positive feedback from the manager, co-workers' support and trust, client appreciation, manager praise. Intrinsic factors promoting social workers' professional activities are self-realization, opportunities for improvement, clients' well-being, training in supervision, qualification improvement.*
Keywords: *motivation, professional motivation, people with disabilities, social work, social workers.*

Introduction

The social worker's activity influenced by changes in knowledge, skills and values tends to turn into the professional and creative activity responding to actualities of social change (Kavaliauskienė & Nikolajenko, 2017). To ensure effective professional activities of social work specialists, it is necessary to pay much attention to employee motivation and motivating (Lipinskienė, 2012).

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Having chosen the social worker's profession and performing such duties, the person's motivation acquires particular importance: this helps to achieve a high professional level, treating one's work as meaningful and seeking good performance (Lepeškienė & Žuromskaja, 2012). Motivation for the professional activity is a system of behavioural incentives, which is generated by various motives behind one's work. Motivated employees create attractive work environment, work more professionally and effectively (Šinkūnienė & Katkonienė, 2010). Scientists working in the social work field pay attention to the social worker's motivation function aiming to: improve the social worker's functioning, develop professional culture, consolidate professional identity, develop the ability to cognize, understand the ever-changing social reality, create the opportunity for every social worker to become a valued professional while providing quality social services to clients of different levels (Kavaliauskienė & Nikolojenko, 2017). The choice and use of different forms of motivation motivate the employee in his/her professional activity, promote him/her to provide quality services and improve, reflect on value orientations; therefore, motivation trends are the key to successful social work, especially working with people having disabilities (Richard et al., 2001; Zaviršek, 2009). According to Juodaitytė and Jablonskienė (2013), motivation at work can be described as the totality of the very employee and psychosocial factors of his/her surrounding environment, which stimulates work activities and determines the form, direction, intensity and duration of professional activities. Motivation at work encourages to focus and act purposively, seeking the match between personal needs and organisational interests, provides value and meaning to the activity (Morkevičiūtė, Endriulaitienė, & Jočienė, 2018).

Social workers' motivation to perform professional activities becomes relevant because in many countries, the field of social work and social services is attributed to the fields of higher occupational risk (Žibėnienė & Mikniūtė, 2016). Working with the people having disabilities, social workers often encounter psychological problems (Lloyd, 2002; Huxley, 2005; Diržytė et al., 2010; Wilberforce et al., 2014) which often leads to the reduction of employees' motivation to work and refusal to stay in this field of professional activity any longer (Kim & Stoner, 2008; Webb & Carpenter, 2012). Thus, social work with people having disabilities is a specific area requiring great effort and abilities from social workers. This field poses numerous problems determining that the social worker is less interested and motivated to work, which often leads to withdrawal from this professional field, choosing another less "sensitive" group of clients. The main aim of enhancing motivation is to improve the social worker's functioning, professional culture, strengthen professional identity by developing the ability to cognize and understand the constantly changing social reality, enable every social worker to become a recognized professional

(Kavaliauskienė & Nikolajenko, 2017). Modern and often chaotic society changes the attitude towards the employee and his/her motivating, because the organization's success depends on its employees; therefore, it is relevant to find out what factors motivate employees to perform their work in a quality manner today (Adomaitytė, Girdvainytė, & Martinkienė, 2016). *The problem question* formulated in this study is: What intrinsic and extrinsic factors of professional motivation determine successful performance of the social worker's activity, working with people having disabilities?

The object of the research: motivational factors for social workers' professional activities. *The aim of the research:* to analyse the experience of social workers working with people with disabilities, distinguishing motivational factors for professional activities.

Material and Methods

Seeking to analyse motivational factors of social workers working with people having disabilities to perform professional activities, data was collected choosing a semi-structured interview method. The interview questionnaire consisted of open-ended questions to find out the extrinsic and intrinsic motivational determinants of social workers working with people with disabilities. The data analysis was performed employing the content analysis method (Žydžiūnaitė & Sabaliauskas, 2018).

The study involved 12 social workers. The data was collected until it started showing repeats and a decrease in informative capacity became obvious, in other words, until data saturation substantiating a statement proving that the revealed features exist was achieved (Saunders et al., 2018) As professional motivation is important to all social workers providing services to persons with different types of disabilities, a convenience, purposive non-probability sampling was chosen to conduct the study (Žydžiūnaitė & Sabaliauskas, 2018). Applying this selection method, the most easily accessible research participants working with persons who have different disabilities were selected.

Research Results

Work with people with disabilities may require particular psychological resources; therefore, first of all, it is necessary to take care of the employee's psychological state and quality of life. Positive well-being at work is an important factor determining job satisfaction and effectiveness, working with people having disabilities (Kreivinienė & Vaičiulienė, 2015). In the initial stage of the study, it was sought to find out social workers' emotional state in the work environment, which, as shown in the studies conducted by many scientists, influences the social worker's motivation to perform activities. This article presents and analyses data; i.e., presents major categories the notional content of which coincided for more than half of research participants. The analysis of data resulted in distinguishing two categories and eight subcategories justifying them (see Table 1):

Table 1 ***Social workers' emotional state in the work environment***

CATEGORY	SUBCATEGORY
Positive microclimate in the organization	Positive feelings
	Enjoyable job
	Sense of security
	Supportive environment
Negative microclimate in the organization	Experienced tension
	Manifestations of stress
	Negative atmosphere in the workplace
	Experienced difficulties

The category "*Positive microclimate in the organization*" reflects that social workers experience positive feelings in their work environment and this determines their job satisfaction:

> *"... At work, I feel well enough..."; "... I feel very well in my work environment and I am satisfied with my job ..."; "... my emotional state at work is almost always good ..."; "... I feel wonderful, pleased with my job ...".*

The obtained results confirm the results of conducted studies that well-being in the work environment ensures the employee's sense of security, positive disposition, not only increases effectiveness at work but also promotes the employee's motivation and job satisfaction (Lipinskienė, 2012). The statements of study participants also testify to the fact that social workers do the enjoyable job, feel support and security:

> *"... for me, work is like a holiday, I feel great ..."; "... I'd say well because I'm doing the work I like ..."; "... I really like such work ..."; "... if everything is calm, well, you feel safe enough ...".*

According to Viningienė (2012), well-being in the work environment influences employees' job satisfaction and quite considerably affects work motivation.

Four subcategories came to prominence in the category "*Negative microclimate in the organization*". The subcategory "*Experienced tension*", which collected most notional units, revealed negative feelings experienced by employees in the work environment. The statements of research participants can be related to Klokmanienė's (2014) opinion that due to the occupational risk in social work with people with disabilities, employees may encounter the lack of security, fear, feel constant anxiety and risk. It should be envisaged that most often, social workers carry out their activities in the positive microclimate (positive feelings at work), experience positive emotions (feel good because they do the enjoyable job, are supported and feel secure), and these factors motivate them for professional activities. The study revealed that there were also such employees who felt bad in their work environment because of the negative microclimate in their workplace: they experienced tension, felt stress and negative atmosphere, which suggests that these factors may determine social workers' demotivation for professional activities.

The person's integration into the labour market is subject to many individual, social and economic factors. Career design is one of the determinants of professional success. The choice of the profession is perceived as the aspect of giving a sense to the professional activity, as the combination of the potential of the professional activity, personal qualities and self-motivation. As every employee is individual, the motives promoting to work are different. Encouraging the employee to be motivated while performing his/her duties, it is sought to apply the individualised system of promotion in social work practice. It was aimed to find out the strongest motivators of social workers in their professional activities. After performing content analysis of research participants' data, five key categories and their constitutive sub-categories were distinguished, revealing the most motivating factors in the social worker's professional activity (see Table 2).

Table 2 ***Factors promoting social workers' professional motivation***

CATEGORY	**SUBCATEGORY**
Meeting personal needs	Physiological needs
	Security needs
	Social needs
	Self-esteem and recognition needs
Organisational culture and psychological working conditions	Common goals and traditions
	Supportive position of the manager
	Positive relationships with co-workers
	Satisfaction with the physical work environment
Professional and personal development opportunities	In-service training
	Seeking career and self-realization
Communication and provision of assistance	Communication and maintaining the relationship with the people with disabilities
	Opportunity to help people
Altruistic commitment and respect for the people having disabilities	Assistance without expecting material reward
	Determination to work

Motivation for the professional activity encourages to focus and act purposively, seeking compatibility of personal needs and organisational interests, gives greater value and meaning to the activity (Markevičiūtė, Endriulaitienė, & Jočienė, 2018). The first two categories, "*Meeting personal needs*" and "*Organizational culture and psychological working conditions*" namely reveal main personal and the organisation's intrinsic motivational factors. Meeting personal needs in professional activities is directly related to the pay that employees receive for their work:

> *"... I would be lying if I said that it doesn't matter ... so that I could meet my needs, be recognised because I am a professional in my field, but I am paid almost the minimum salary..."; "... in any case, the salary is important for various personal needs and, still there are taxes, rent, a car ...".*

The content of constitutive sub-categories testifies to considerable importance of the pay for meeting social workers' security needs. According to Lipinskienė (2012), based on the theory of justice, the employee should receive such remuneration that would correspond to his/her input and ensure his/her feelings of security and self-esteem.

The analysis of the research participants' experiences also showed that they testified to good psychological working conditions in their work:

> *"Comfort in the team and the manager's authority are great stimuli to work, create a good atmosphere ..."; "In our work, much attention is paid to the psychological working conditions, great care is taken of employees' mental health, employees get the psychologist's consultations".*

The psychological environment is the organisational culture comprised of management structure, work style, values, traditions and work ethic (Čapienė & Merkienė, 2014). Social workers point out particular importance of the psychological means created by their organization's manager, shaping the organisation's general work culture. Social workers distinguish the manager's behaviour (the leadership style) and good work atmosphere as very important motivating factors in the work environment.

The category "*Professional and personal development opportunities*" and the content of its constitutive sub-categories reveal that involvement in the continuous learning process and development of competencies in the various in-service training courses are a particularly important social workers' motivational factor.

> *"... in-service training courses enabling me to provide increasingly better quality assistance to clients ..."; "... in this work we have huge funding for in-service training courses, I am curious and that is why this encourages me ...".*

Based on Žaptorius' (2007) research results, it can be stated that career and professional development opportunities, participation in courses, seminars, comprehensive improvement of employees as professionals, supervisions are important for social workers. Research participants indicated the importance of personal development and career aspiration. Statements of research participants reveal opportunities, interests and priorities, seeking personal development:

> *"... I think improvement of myself as an employee ..."; "... like I said, I really want to improve as much as possible so that I can be a professional in my field and maybe then the opportunity to climb the career ladder would appear...".*

The experiences imparted by social workers enable to assume that the freedom of choice and personal development are a significant motivational factor. Work in the organisation can be successful when the individual realizes his/her personal potential and pursues life goals by improving professionally and as a personality (Lipinskienė, 2012). Research participants' experiences coincide with Petružytė's (2013) research results demonstrating that in the definition of the social work law, legal acts and codes of ethics, self-realization as the vision of social work is identified as one of the essential goals in professional activities.

The content of the category "*Communication and provision of assistance*" reveals that one of the essential factors promoting professional motivation is communication with clients, making a contact with them and supporting them because of the opportunity to help them:

> *"... in general, I really enjoy working with people when you can constantly communicate..."; "... I like communicating with* people having disabilities *and this actually encourages me to undertake activities ...".*

The category "*Altruistic commitment and respect for the people with disabilities*" highlights the trend that most social workers do not give prominence to the material reward in their work with the disabled and work being promoted by personal professional calling and commitment rather than the pursuit for selfish goals. The results of the study confirmed Viningienė's (2012) research results revealing that employees who rationally assume responsibility at work are more motivated by intrinsic factors in their professional activities:

> *"... you think that maybe you don't need to try so hard because the salary is low, but the people with disabilities d are not guilty for that and maybe I couldn't behave differently, I feel respect, no matter how much I get, let's say ...".*

People are less motivated or demotivated by various factors that can be determined by both personal and environmental circumstances; therefore, hindrances arising at work affect employee motivation (William, 2010). The question "What factors motivate you less in social work?" was given to find out the factors demotivating social workers in their professional activities. After analysing the results of research participants, 3 categories and their 8 constitutive sub-categories, which reveal demotivating factors in the professional activity with people having disabilities, were distinguished (see Table 3).

Table 3 **Demotivating factors in social work**

CATEGORY	SUBCATEGORY
Psychosocial work environment	Lack of security
	Negative atmosphere and climate
	Physical work environment
Interrelation with the manager, co-workers and clients	Absence of feedback
	Absence of support from the manager
	Lack of mutual understanding and cooperation
	Clients' negative assessment
Social economic factors	Low salary

The content of sub-categories distinguished in the category "*Psychosocial work environment*" suggests that the lack of security at work is one of the demotivating factors. Social workers note that there are quite many situations at work when they feel insecure. They also note that work motivation is influenced by the dominant atmosphere. The atmosphere arousing dissatisfaction and negative emotions at work particularly reduces the desire to work:

> *"... sometimes the dismal work environment is unsatisfying ..."; "... in my work environment I don't feel well at times, sometimes I feel negative atmosphere ..."; "... it's not always good at work, that negative climate in the work environment does not make me happy ...".*

In many cases, demotivation of social workers arises within the organization itself due to the formed emotional atmosphere between employees, employees and clients, managers. According to Klokmanienė (2014), the work atmosphere, psychological environment are a particularly significant factor motivating employees. The negative atmosphere in the work environment causes the employee's job dissatisfaction.

The sub-category "*Low salary*", grounded in the category "*Social economic factors*", reflects research participants' dissatisfaction with the pay they receive:

> *"... salary, well, sometimes it doesn't promote ..."; "... there are times when I think that we work almost for the minimum salary, this sometimes really doesn't encourage ..."; "... sometimes I lose motivation when I get a pay slip ..."*

It is noteworthy that the data seem to be ambiguous: in one case social workers work on an altruistic basis; and in another case, because of the salary. This can be explained by the fact that the poor material reward is more related to the content of personal life in order to meet personal needs. This factor was not distinguished as relevant and significant in the context of the experiences in relation to the people with disabilities. Social workers' dissatisfaction with low salaries, which is identified as demotivating, confirms Viningienė's (2014) opinion that one of the most important factors determining work motivation is the salary and its amount, which would let the employee feel that he/she has received a fair reward for performed work. If the salary is too low, the employee may feel dissatisfaction that in some cases manifests itself as reluctance to try one's best at work.

The content of the subcategories distinguished in the category "*Interrelationship with the manager*" reveals that social workers do not receive feedback and support from their manager in their professional activities. According to Lipinskienė (2012), employees' motivation is significantly influenced by the management style, attention to employees, support, communication: when the manager fails to lead appropriately, employees' motivation decreases. The analysis of the research data enables to envisage that positive interpersonal relationships with colleagues are very important for social workers providing services to the people with disabilities: friendly, collegial relationships grounded on support, trust and assistance are of particular importance to motivation for performing professional activities. Mutual agreement in the team is necessary not only seeking effective teamwork but also improving the general work atmosphere motivating employees to work.

The content of experiences of social workers' relationships with the client reveals that employees feel clients' dissatisfaction with the provided recommendations for ensuring personal well-being. It should be assumed that clients often express dissatisfaction with the recommendations they receive. The importance of assessing client-employee relationships is confirmed by a study conducted by Oželraitienė, Gaigalaitė, Arnatkevič (2014), stating that positive evaluation of employees by clients motivate employees to pursue personal and organisational goals. Employee recognition and praise can do as much as the material incentive to keep people motivated and assured of their value.

Conclusions

Intrinsic factors determining social workers' motivation for professional activities include seeking the client's and personal well-being, communication and maintaining the relation with clients, professional development, courses and in-service training, self-realization through assistance provision, personal and professional abilities, and self-realisation through job satisfaction.

The extrinsic factors influencing social workers' motivation for professional activities include positive means of the manager's influence on subordinates: mutual understanding, cooperation, promoting leadership style, positive interpersonal relationships with colleagues, positive evaluation of social workers by clients, non-material incentives. Factors ensuring successful performance of activities and job satisfaction also include psychological working conditions – positive psychological climate and culture in the organisation – as well as physical working conditions.

Extrinsic factors that demotivate social workers in their professional activities most are the lack of security at work, work atmosphere causing negative emotions, dissatisfaction with the pay, problems of interpersonal communication between colleagues, with clients and the organization's manager.

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DESIGNING A TEACHER TRAINING PROGRAMME FOR CHARACTER EDUCATION: AN INTERNATIONAL PARTNERSHIP

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Abstract. *There is a need of innovative teacher training programmes for character education. This paper addresses three research questions: What are the challenges that a teacher training programme for character education should address? What are the learning outcomes that the programme should achieve? How should the programme be structured for supporting the achievement of those learning outcomes? Two regional authorities, three schools, three universities and a centre of teacher training from Latvia, Estonia and Spain created a strategic partnership for answering these research questions, using design-based implementation research. The results include six domains of learning outcomes and a programme structure adaptable to different educational context.*
Keywords: *character education, instructional design, learning outcomes, teacher training.*

Introduction

The purpose of education is not only to transfer knowledge to young people but to facilitate the development of their personality (Campbell, 2008; Sanger, 2012; Osguthorpe, 2013). In order to contribute to the fulfilment of this broad purpose, a 'good teacher' needs to possess not only subject knowledge, skills and competences, but also a good character and good sense (Arthur, Davison, & Lewis, 2005; Carr, 2007; Rosenberg, 2018). However, teachers in general education schools all over Europe are facing the challenge of an overloaded school curriculum focused on knowledge and skills, a lack of time for understanding in depth and developing their own character.

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In a virtue ethics perspective, which is the theoretical background of this paper, character is defined as “a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct” (The Jubilee Centre, 2017, p. 2). A good character includes the cultivation of intellectual, moral, performance and civic virtues, guided by good sense: the meta-virtue of prudence. Virtues are moral habits that enable human beings to give an appropriate ethical response to situations in any area of experience (p. 3) and that sustain a well-rounded life and a thriving society (p. 5).

During teacher training, pre-service teachers shape their future professional practice and their understanding of their educational role. Most teachers desire to address the ethical dimensions of their work during their training (The Jubilee Centre, 2015) because a teacher training based exclusively on competences will not prepare them for the ethical demands of the role (Arthur et al., 2005). Insufficient attention has been paid to character during teacher’s initial teacher education (Arthur, Fullard, Watts, & Moller, 2018). In a recent investigation involving 369 pre-service teachers in UK, more than 80% of respondents considered character education to be ‘important’ or ‘very important’, but only a minority (7.7%) of respondents stated that they were familiar with the term ‘character’ and that they knew what it meant, and less than 25% reported that they felt ‘very prepared’ or ‘prepared’ to develop the character of the pupils in their classrooms (Arthur et al., 2018).

There is a need of innovative teacher training programmes for character education which adopt innovative approaches and methods for meeting the needs of today's schools and society. Teachers need to be empowered for daring to initiate programmes and elaborating materials for character education at school. Ideally, those materials should be cultural-sensitive, adapted to the concrete educational spaces, school environment sensitive and family inclusive. Schools need teachers who are able to initiate innovative practices for supporting the development of pupils’ character and transversal competences. And families increasingly need support from school to transmit values to youngsters in a sustainable way.

Qualitative teacher training in character and virtue education may have a direct positive impact in pupils. Within a context of overloaded school curriculum which focusses on the competitive acquisition of knowledge and skills, pupils need a profound education in values and character development (honesty, commitment, and grit for personal flourishment). Moreover, pupils need support for acquiring and developing the specific transversal skills that underpin innovative behaviour (Chell & Athayde, 2011), such as self-efficacy (e.g., self-belief, self-assurance, self-awareness) and energy (e.g., drive, motivation, hard work, persistence and commitment).

For addressing the challenges mentioned above, in 2017 two regional authorities, three schools (two of them as associated partners), three universities and a centre of teacher training from Latvia, Estonia and Spain created a strategic partnership within the Erasmus+ project "Supporting teachers for developing intra-personal competencies and character education at school – Arete Catalyst"(in Greek, *arete* means 'virtue' or 'character excellence'; and a *catalyst* is an 'activator or facilitator of changes and transformations'). The project aimed at supporting schoolteachers in the development of pupils' intrapersonal competences and character through innovative multifaceted perspectives such as philosophy for children (P4C), education for citizenship, transversal competences and virtues ethics. During the project, an innovative research-based teacher training programme, called "Arete Catalyst", was created, in order to provide teachers the knowledge and skills necessary to promote character education initiatives adapted to needs of their school, embracing the whole school culture, and involving all educational actors: municipalities, school staff, teachers, parents and pupils.

Literature Review

The initial theoretical framework used for the elaboration of the training programme within the project "Arete Catalyst" was based on the work of the Jubilee Centre for Character and Virtues of the University of Birmingham (The Jubilee Centre, 2015; The Jubilee Centre, 2017). During the preliminary research, this approach was enriched with different perspectives proposed by participants, such as P4C and education for citizenship. Philosophising with children in school age improves learners' self-esteem and has a positive impact on cognitive and reasoning abilities (Sharp, Reed, & Lipman, 2010). These findings were confirmed by recent studies addressing the implementation of P4C in Estonia (Säre, Luik, & Tulviste, 2016; Säre, 2018). In the field of education for citizenship, recent research has found that the project 'Support for positive behaviour' (Dreikurs, Grunwald, & Pepper, 1998; Dreikurs, Cassel, & Ferguson, 2004) facilitates pupils' positive behaviour and personality development, and contributes to the reduction of behaviour breaches at school (Ogden & Sørlie, 2009; Daniela, Nīmante, & Kraģe, 2014).

The target group of the programme were in-service teachers. The design of training courses and material for adult learners is challenging. In the elaboration of the program "Arete catalyst', the principles of adult learning were taken into account (Knowles, Holton, & Swanson, 2005): teachers are professional leaders of teaching processes, who were asked to bring their experience and knowledge to the programme; in the programme design, participants were given place for sharing their ideas, opinions, and knowledge, which enriched the overall quality of the learning process; in addition, adults often are decision-makers and self-directed learners, and therefore, in this teacher training programme design, the trainer was conceived as a ‘guide on the side’ rather than a ‘sage on the stage’; the program also took into account that adult learners need flexibility in the delivery of the training, and that they also are particularly motivated by their own ‘generative themes, i.e., the concerns and issues that are most important in a person’s life.

Considering the importance in adult learning of personal motivation and emotional well-being, five principles for instructional design that promote adaptive learners’ motivation and emotion (Linnenbrink-Garcia, Patall, & Pekrun, 2016) were also embedded in the programme design, namely: supporting participants’ feelings of competence, enhancing autonomy, using personally relevant and active tasks, emphasizing learning over social comparison, and encouraging feelings of belonging.

Educational design is wide field of research (McKenney & Reeves, 2018; Kelly, Lesh, & Baek, 2014). Moreover, the process of designing a new educational programme itself can be characterized as a research process. Recent scientific literature on instructional design adopts a problem-solving approach, which is similar to the research process (Romiszowski, 2016). In this perspective, the process of programme design was conceptualized as a path from a ‘training problem’ to a ‘training solution’ (Van Merriënboer & Kirschner, 2017), and the research questions were formulated in terms of which instructional design will better address the educational problems detected in the preliminary research. In this paper the elaboration of the teacher training programme “Arete catalyst” is presented as a research process that uses a specific methodology for answering the research questions.

Design-based implementation research (DbIR) (Fishman, Penuel, Allen, Cheng, & Sabelli, 2013) is an emerging user-centred research model for the design of educational interventions which emphasizes the ethical values of direct and indirect stakeholders throughout an iterative design process. The principle of DbIR is that researchers and practitioners meet in presence or virtually for sharing knowledge and generating context-sensitive new knowledge about how to integrate values in future practice. A feature of this approach, which made it most appropriate for the design of our teacher training programme, is the continuous engagement of practitioners and researchers at all the parts of the process: the definition of the research design, the formulation of research questions, gathering and analysing data, and interpreting the research results.

Methodology

Research questions

The focus of this paper was on the research process that led to the formulation of the learning outcomes and to the definition of the basic structure of the programme. The elaboration of the concrete learning activities and the assessment procedures of the programme were out of the scope of this work. The research questions guiding our inquiry were:

1. What are the challenges that a teacher training programme for character education should address, taking into consideration international experiences and national contexts?
2. What are the learning outcomes which will be useful for addressing those challenges?
3. What is the most appropriate structure of a programme intended to achieve those learning outcomes?

Participants

Thirty five experts (educational researchers, programme developers, school teachers and headmasters, policy makers, educational supervisors) from seven institutions joined their efforts in order to elaborate an innovative training programme for supporting teachers who desire to be “catalyst” for introducing innovative character education practices at their schools. The selection of partners was based on their capacity to influence education, their experience of working with schools, their ability to engage other relevant stakeholders, and their experience in the field of character education. The final team of partners was well balanced, participants presenting both common characteristics and a rich diversity.

Chronology of the elaboration

The preparatory phase included extensive communication between partners to refine the project aims and work plan, using individual telephone conversations, email exchange, and on-line videoconferences with all partners. Two face-to-face meetings were also organized in Asturias (Spain) (November 2016) and in Estonia (December 2016). During this preparatory phase, the key roles and responsibilities of the partners involved were defined.

For the elaboration of the programme, at the beginning of the project (December 2017) a kick-off meeting was held in Latvia with the participation of all partners for enhancing synergy, mutual knowledge and defining collaboration channels and responsibilities. In January 2018, a 3-days long technical workshop was held in Asturias (Spain), where academic partners and regional authorities decided the methodology to be used during the preliminary research, which was implemented from January till June 2018. The main goal of the preliminary research was to gain knowledge about the national and international contexts of character education and to benchmark the initiatives of teacher training already existing around the world. In June 2018, a second technical workshop took place in Latvia, with the participation of all partners, for discussing the results of the preliminary research (Arete Catalyst, 2018) and setting up the process of designing the teacher training programme. From July 2018 till December 2018 the learning outcomes and general structure of the programme were finalized.

Research design and methods

The methodology used in the project included three steps: preliminary research; definition of the learning outcomes; and elaboration of the programme structure (Hamza, 2012). The first step for designing the programme was a preliminary research implemented by academic partners in close collaboration with regional authorities in each country. It addressed the contexts of character education in the partner countries and looked for information about the different understandings of character education and the existing initiatives (programmes, teaching methodologies and teacher training). On these bases, a SWOT analysis of character education in each country and a joint benchmarking of teacher training initiatives worldwide were performed. Case studies of good practices were also implemented in each partner country.

The methodology used during the preliminary research included online desk research of character education programmes and teaching methodologies; desk-analysis of existing teacher training programmes in each country; and web-based benchmarking of best practices on character education. For investigating the case studies, in-site visits and interviews with headmasters, teachers and pupils were organized at the chosen school. The preliminary research ended with a synthesis about the desirable general features of a teacher training programme for character education at school (Arete Catalyst, 2018). An expert seminar, with the participation of teachers, career consultants and school principals, was also organized at the beginning of the technical workshop in Latvia in June 2018 for discussing the results of the preliminary research.

The second step was the definition of the learning outcomes of the programme. Design-based implementation research (Fishman et al., 2013) was used for aligning the learning outcomes and the structure of the programme (Biggs, 1996): based on the initial ideas discussed during the preparatory phase and on the results of the preliminary research, an initial set of intended learning outcomes and a provisory programme structure aligned with them was proposed as starting point for discussion during the second technical workshop in Latvia in June 2018. Thirty participants (teachers, academics, educational experts, external advisors, regional authorities) from the three partner countries worked on three groups. Each group explored independently the initial proposal and elaborated suggestions for improving the formulation of the learning outcomes and of the general structure of the programme. After that, during a general session, each group presented its opinion about the learning outcomes and the related programme structure, and the proposals were jointly discussed. A consensus on six main domains of learning outcomes was reached, and several formulations for the learning outcomes relating to each domain were proposed and discussed. A consensus was also reached regarding the structure of the program: the main modules and the kind of activities that could be included in each module. At the end of the technical workshop the scientific adviser of the project summarized all the accepted proposals and elaborated a final version of the learning outcomes and of the programme structure, which was sent to all participants for refining the final formulation.

Research Results

In this section firstly the results of the preliminary research (Arete Catalyst, 2018) and then the learning outcomes, the structure and the main features of the programme will be presented.

Inputs from the preliminary research on the teacher training programme

Regarding the challenges that a teacher training programme for character education should address (first research question), three inputs were obtained from the preliminary research: the gaps that the teacher training programme should address were clarified; good practices were discovered during international benchmarking and integrated in the programme; and recommendations from the experts' seminar were considered.

Gaps in teacher training initiatives to be addressed by the programme

Several gaps were detected in the participant countries regarding the initiatives for teacher training in the field of character education. Overall, the teacher training initiatives in Latvia currently address only partially the different aspects of the field of character education: some initiatives are theory-oriented, other are oriented to the classroom work, or focus on concrete subject matters (e.g., literature), some focus on a concrete group of virtues (e.g., civic virtues, patriotism), others – on the integration of values in the school life or on interdisciplinary aspects of character education. It was found that there is a need for a teacher professional development programme in Latvia (Surikova & Pigozne, 2018; Fernández González, 2019) that integrates the four teacher training aspects the Latvian Education Law (1998) refers to: 1) improvement of teachers' self-experience in the field, 2) enhancement of communicative competence for creating a school culture, 3) elaboration of methodical and didactic materials, and 4) school and class management. Several teacher training programmes are being proposed in the field of virtue education, but they have an episodic character: for example, the seminars “Improvement of a teachers' professional competence on the issues of national and virtue education”, “Improvement of virtues in the upbringing process”, and “Basic principles of successful upbringing within the aspect of value and virtue education”, implemented in 2017-2018, lasted only 6 hours or less (Surikova & Pigozne, 2018).

In Spain, teacher training for character education is done mostly from the perspective of developing pupils’ mutual respect and tolerance, but courses related to education for coexistence and education in values remain optional in teacher training curricula. The regional ‘Continuous teacher training plan’, which is intended to improve the scientific, didactic and professional preparation of teachers, includes several priority lines related to character education, such as teachers’ preparation for enhancing coexistence in the educational centres and preventing bullying, and enhancing teachers’ ability of developing didactic materials in this field. Some concrete teacher training methodologies, such as the ‘pedagogical gatherings’ at school level, and working groups of methodological innovation at municipality level, are put forward, bet have not yet reached a wide dissemination (Arete Catalyst, 2018).

In Estonia, teacher training related to character education adopts the perspective of P4C, teacher ethics and value education. The Estonian national programme “Value development of Estonian society” which was initially implemented in 2009-2013 and then continued for 2015–2020, included several teacher training activities: for example, a game for teachers for discussing values was developed, introduced and practiced in the teacher training sessions, and a book describing four active learning methods promoting value education for different ages in educational organisations was published. Numerous in-service training courses for value education were developed through an annual in-service training programme. And materials for addressing value education in teacher education were elaborated within the programme “Development of teachers’ value education competencies in teacher training”. However, this educational offer is not sufficient to prepare adequately the future teachers (Schihalejev, 2011).

Good practices revealed during the international benchmarking

Nowadays many international and national projects address pupils’ character education from different perspectives (Fernández González, 2018). Efforts have been done also in the field of teacher training for character education. In the UK, there are a number of initiatives for teachers’ professional competence development in this field. For example, in 2016, the School of Education at the University of Birmingham introduced the world first online

MA programme in Character Education, which is taught by expert members of the Jubilee Centre for Character and Virtues. Short online courses are also available for free, such as "Building character through youth social action" and "What is character? Virtue ethics in education". In the USA, there are also a multiplicity of courses for teachers' professional competence development in character education. For example, Character.org offers multiple support and training opportunities for schools, districts, and state-wide initiatives, which range from one day seminars to multi-year assistance.

Personality development has often been addressed from the lens of P4C and mindfulness, and there is a number of teacher training initiatives in these fields. For example, DialogueWorks (UK) encourages pupils to focus on carefully chosen personal and social virtues that will help them most in their learning and their lives. The practical training for teachers includes a two-day foundations course, a two-day advanced training in philosophical teaching, and a one-day course showing teachers how to build pupils' skills in the metacognitive framework. The programme SAPERE (UK) provides teacher training in P4C, in order to encourage children to think critically, creatively, collaboratively and caringly in order to become lifelong learners. The teacher training programme includes a foundation course and several advanced courses of two or three days for examining the nature, purpose and methods of philosophical enquiry, showing how to choose and create materials to stimulate deeper thinking, explaining how P4C can impact the school's standards and values, and showing how to plan a progress in P4C across curriculum. The programme "Akademie Kinder Philosophieren" (Germany) offers courses for teachers and parents. The foundational course for teachers consists of four two-days modules (all together eight days and 64 hours), focussing on different questions (who am I? Me and others; what is the world? what are values?). The programme "Akademie Philosophieren mit Kindern und Jugendlichen" (Austria) focus on philosophizing with big groups of children, or with a team of colleagues or parents. However, there is a lack of programmes focussing on training teachers for implementing holistic character education at school.

Once the different good practices were analysed and compared, the following ones were retained for the design of the programme "Arete catalyst":

- The programme DialogueWorks (UK), which set a strong theoretical and philosophical foundations for their course.
- The programme SAPERE (UK), which offers a very clear structure for the courses, focusing on the learner becoming an expert in the field. This programme is also clear about the importance of practice for acquiring understanding of character growth.

- The mindfulness courses, which provided insights about the importance of including different levels of expertise in the teacher training programme for character education, and also offered examples of exercises and the content of courses.
- The P4C courses from Germany and Austria, which were good examples of how the course structure should be developed and what to take into account when deciding about the contents. An important idea used in these courses is that there should always be a 3-4 weeks gap time between meetings, so that pre-service teachers are able to practice the lessons learnt and to discuss their experience with other teachers. Organizing meetings over a longer period of time helps participants to transform practice into a consistent professional habit. Another important aspect is the practical approach of the teacher training course: teachers have to be able to take part in philosophical discussions and should experience by themselves the impact the discussions have on them. Another useful idea was that at the end of course each participant carried out a planned discussion with other participants (as an examination).

Recommendations of the experts' seminar

A seminar with educational experts was organized in June 2018 in Latvia during the technical workshop. The work done during the first months of the project was presented to them and a joint discussion about the design of the teacher training programme "Arete catalyst" took place together with project participants. The main suggestions proposed during this seminar were summarised (Arete Catalyst, 2018) as follows:

- About the contents of the programme: Teachers need to acquire personal experience and understanding of their own values and virtues, obtained through personal and group reflection. A multicultural perspective is necessary. Mindfulness exercises, which enhance awareness and an open (non-judgemental) attitude, would be desirable to work on teachers' self-knowledge and own values.
- About the programme materials: Teachers need support to elaborate materials to implement character education in the classroom. Considering that many classroom materials are available online, the programme should show catalyst teachers where these resources are and should include practical workshops about how to adapt those materials to their local and classroom contexts.

- About programme methodology and assessment: Considering that schoolteachers often feel saturated, the programme should build on the materials teachers have already elaborated for their own lessons, upgrading them by including in their worksheets or presentations some questions related to character education. The delivering of the programme should be flexible, and the methodology should be innovative, including blended learning and the use of virtual spaces, collaborative activities and peer assessment. The programme should be very practical.
- About the school community: A priority of the programme should be to involve the educational community as a whole. To be sustainable, the administration of the school should support strongly the introduction of character education. Parents and pupils should also be involved in the design of the programme at school level and in the choice of values/virtues to focus on.
- About terminology: Values and virtues are similar concepts but not identic. Clarification of the meaning of these terms should be included in the programme. Regarding country specificities, in Latvia it might be better to use the term 'education of moral habits' instead of 'character education' or 'virtue education'. In Estonia the term 'value education' is widely accepted and, with the appropriate explanations, could cover also 'virtue education'. In addition, the term *vaikuseminutid* is being used as a synonym of 'mindfulness'. In Spain (Asturias), the most appropriate would be to use the perspective of education for coexistence for addressing character education at school.
- The teacher training programme should include common transnational elements, but also should take into account country specificities (Arete Catalyst, 2018, 46).

These inputs strengthened the rational for the formulation of the learning outcomes and the choice of the programme structure, which are presented below.

The learning outcomes of the programme

Regarding the second research question, the learning outcomes of the programme were defined based on the preliminary research and following the process explained in the methodology section. Six compulsory domains were defined, and one or two learning outcomes were formulated for each domain (Table 1).

Table 1 **Six compulsory domains of learning outcomes**

Domain	Learning outcomes
Advanced disciplinary knowledge and practices	Graduates will have acquired advanced knowledge and skills in the fields of value and virtue education and development of transversal competences, and an ability to evaluate them critically in the context of their country and school.
Self-awareness and cognitive skills	Graduates will have developed advanced awareness of and critical thinking about their own values and virtues, and those of their educational community.
Methodological and didactic skills	Graduates will have acquired the knowledge and skills necessary for selecting/elaborating materials for the classroom, for a lesson or for integrating value/virtue education transversally through their subject. They will be able to use them in the classroom and evaluate them.
Communication, adaptive and interactional skills	Graduates will be able to communicate effectively to a range of audiences (school administration, other teachers, parents, pupils).
Practising values	Graduates will have developed an understanding of the importance of practising values inside a community for developing character skills and good habits. They will be able to demonstrate this knowledge together with others during a project with a social dimension.
Transformative skills	Graduates will have developed the ability of conceptualizing and formulating a proposal adapted to their school situation for the creation of a school culture that supports value and virtue education, involving all educational actors

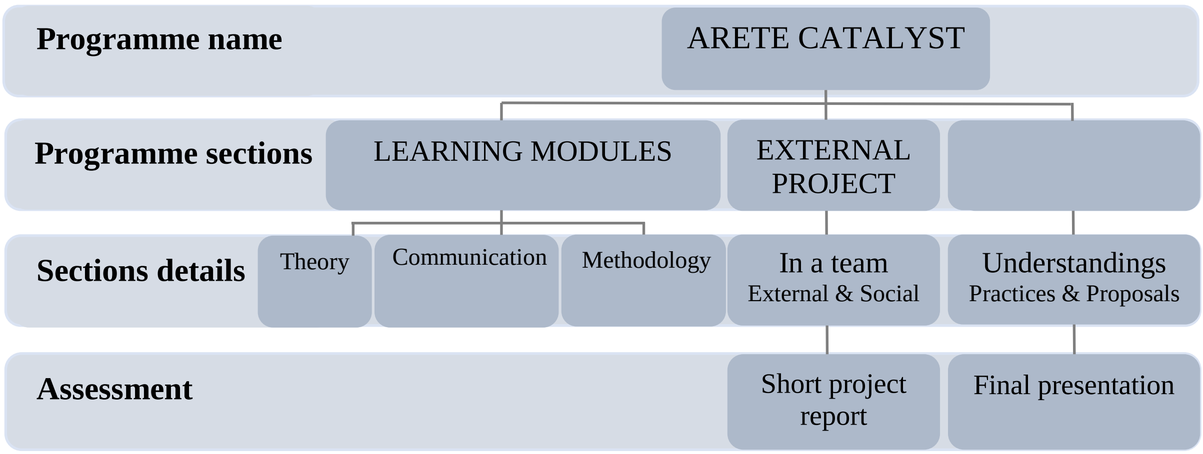
Source: Arete Catalyst, 2019, 7-8

The developers of the program decided that all the 6 domains are non-negotiable and should be covered by the programme, but the concrete formulation of the learning outcomes is negotiable at the beginning of each programme implementation: the learning outcomes can be discussed with the participants, and emerging learning outcomes can be added at the beginning or during the implementation of the programme.

Programme structure and features

The third research question addressed how the programme should be structured for supporting the achievement of those learning outcomes. It was found that the programme should include 3 learning modules, an external project and a final assignment (Fig. 1).

Figure 1 ***General structure of the programme*** *(Arete Catalyst, 2019, 6)*



Regarding the learning modules, the first module aims at the enhancement of teacher's theoretical and applied knowledge of the field, and of teacher self-awareness about their own values and virtues. The second module aims at the enhancement of teacher's communicative skills for the transformation of the school culture: definition of school values, work with parents, teachers and administration. The third module aims at the enhancement of teachers' methodological competence by designing activities and materials and piloting them in the classroom.

The 'external project' should fulfil 3 conditions: 1) it should be implemented in a team (together with other catalyst teachers attending the programme, or with teachers and/parents of their school, or with pupils); 2) it should have an external dimension (it should be implemented out of the settings where the group comes from); and 3) it should have a social dimension, addressing people with different needs (loneliness, illness, ageing, migrants, vulnerable youngsters, people with different dependences, etc.).

For the final assignment, participants in the programme have to create a digital portfolio collecting/summarizing the contents of the course, which will have a practical utility for the teacher. It should include a section 'Action proposal for my school'. The portfolio could have the following sections:

a) *Understandings of virtues and values*. this section can include several sub-sections: my values and virtues; my school values and virtues; international perspectives; theoretical bases (academic papers).
b) *Practical materials*. this section can include several sections: materials for classroom hours; teaching values and virtues through subjects; description of social projects; materials for working with families and school administration, etc.
c) *Action proposal for my school.* A practical and realistic proposal for transforming the teachers' whole school culture. This proposal can

have several sections: general aims, context analysis (opportunities, difficulties at school), steps to implement, necessary resources, etc. (Arete Catalyst, 2019, 7).

The programme "Arete catalyst' includes some common (fixed) elements, which confer a unitarian identity to the programme, and some flexible elements, for allowing its adaptation to different settings/countries (Table 2).

Table 2 ***Fixed and flexible elements of the programme***

Aspects	Common elements	Flexible elements
Name of the programme	"Arete catalyst"	Can have "national subtitles".
Target public	In-service teachers (catalyst teachers)	Can be implemented for different teachers, or within a single school.
Academic workload	32 hours (incl. independent work)	Programme timeline can vary. The number of contact hours can vary.
Programme structure	3 learning modules, an external project and a final assignment	Order of modules can vary. Hours per module can vary. Order and duration decided before starting.
Intended learning outcomes (ILOs)	Six compulsory domains of ILOs	The formulation of the ILOs within each domain can vary. Emerging ILOs can be added.
Learning activities	Described using a common template. Aligned with ILOs. Three kinds of activities to be included (reflective, practical, planning). The activity set should sum 32 hours.	Set of activities decided before launching according to ILOs. Local implementation can vary from the description file.
Supplementary materials	Details in the activity description file.	Supplementary materials can vary.
Assessment	Details in the activity description file. Assessment refers to the programme ILOs.	Assessment modalities can vary.

Source: Arete Catalyst, 2019, 9

Discussion

In this discussion, the benefits obtained during the programme elaboration and the expected impact of the programme will be addressed.

The joint elaboration of the project had a positive impact on participants' professional development: it enhanced their motivation and satisfaction in daily work, and enhanced their own transversal competences, such as the ability to use practically foreign languages. The methodology used also helped participants to develop collaborative skills. It also provided them a better understanding of practices, policies and systems in education across the participant countries.

The project had also positive effects on the participating organisations. They increased their capacity to work at international level and reinforced their professionalism in cooperating with other countries. They also increased their capacity of addressing new target groups (teachers, school staff, parents), by offering them an attractive teacher training programme in line with their concrete needs and expectations. Participant schools developed a school culture more sensitive to character education and improved their school networking.

This process also reinforced the interaction between practitioners, researchers and policy makers. The process of elaboration of the programme "Arete catalyst" was a good example both of integration of research and design of educational programmes, and of interdisciplinarity approach, integrating different branches of science (educational sciences, psychology, philosophy, ethics and religion). The transnational character of the elaboration process enhanced a joint reflection and a novel and culturally sensitive approach to the development of pupils' character and transversal competences.

The final version of the teacher training programme is available in English, Latvian, Spanish and Estonian on the website of the project "Arete Catalyst" (www.aretecatalyst.me). The programme is being piloted at national level, and the results will be discussed to improve the quality of the programme.

In the future, the implementation of the teacher training programme "Arete catalyst" would strengthen the professional profile of teachers, enhancing their continuing professional development in the field of pupils' transversal competences and personality development. The knowledge and skills included in the learning outcomes of the programme will strengthen schoolteachers' leadership. In the long term, the work of catalyst teachers graduating the programme "Arete catalyst", who will be experts in character education at school, is expected to have also a positive impact at systemic level, by the modernisation and reinforcement of the response of education to the main challenges of today's world: promotion of social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, and active citizenship.

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TRANSPORTLĪDZEKĻA VADĪTĀJA JĒDZIENA KRIMINĀLTIESISKĀ IZPRATNE VADĪTĀJA APMĀCĪBAS UN IEMAŅU PĀRBAUDES LAIKĀ

Criminal Understanding of the Concept of a Driver During Driver Training and Skill Testing

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Abstract. *The determination of the driver of a vehicle has a key role to play in administrative infringement cases and criminal matters related to the violation of road trafficking rules, since the driver who committed the offence is recognised as a subject of an administrative violation or criminal offence, which is called the liability provided by the law.*
The concept of a driver covered by the Road Traffic Law is unclear and limits the right of the trainee to a high quality education in a safe training process within the framework of breakdown training, creating unjustified risks for the trainee or training (instructor) responsibility.
As part of the study, the problem with the concept of driver will be identified and a new concept of driver will be developed.
Keywords**:** *driver, driver training, motorcycle driver training, trainee, driving skills testing.*

Ievads
Introduction

Līdz ar straujo transporta un tehnoloģiju nozaru attīstību, un transportlīdzekļu pieejamību, Latvijas iedzīvotāju, dzīves ritms kļūst arvien ātrāks, pieaugot cilvēku nepieciešamībai pēc transportlīdzekļa vadītāja kvalifikācijas iegūšanas.

Transportlīdzekļa vadītāja kvalifikācijas iegūšana ir mācību process, kura noslēgumā, apmācāmā persona kārto eksāmenu, kura nokārtošanas gadījumā, persona saņem attiecīgās kategorijas transportlīdzekļa vadītāja apliecību.

Šī brīža Ceļu satiksmes likuma 1.panta 28.punkta redakcijā ir noteikts, ka transportlīdzekļa vadītājs ir fiziskā persona, kas vada transportlīdzekli, tai skaitā vadīšanas iemaņu pārbaudes laikā, kura notiek normatīvajos aktos noteiktajā kārtībā, vai apmāca vadīt transportlīdzekli personu, kurai nav atbilstošas kategorijas transportlīdzekļa vadīšanas tiesību. Šis termins uz personu, kura ir

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vadījusi transportlīdzekli, attiecas līdz tam brīdim, kad šo transportlīdzekli sāk vadīt cita persona (Ceļu satiksmes likums [CSL], 2020).

Šāds transportlīdzekļa vadītāja termins tika iekļauts Ceļu satiksmes likumā ar 2007.gada 15.februāra likuma grozījumiem, kas stājās spēkā 2007.gada 15.martā.

Līdz 2007.gada 15.marta izmaiņām Ceļu satiksmes likumā bija noteikts, ka transportlīdzekļa vadītājs ir fiziskā persona, kas vada transportlīdzekli vai apmāca vadīt transportlīdzekli personu, kurai nav atbilstošas kategorijas transportlīdzekļa vadīšanas tiesību. Šis termins uz personu, kura ir vadījusi transportlīdzekli, attiecas līdz tam brīdim, kad šo transportlīdzekli sāk vadīt cita persona (CSL, 2007).

No minētā izriet, ka šobrīd transportlīdzekļa vadītājs vadīšanas iemaņu pārbaudes laikā, kura notiek normatīvajos aktos noteiktajā kārtībā, ir persona, kura ir pabeigusi teorētisko un praktisko apmācību autoskolā, ir nokārtojusi teorētisko zināšanu eksāmenu VAS Ceļu satiksmes drošības direkcija un tur pat kārto praktiskās braukšanas eksāmenu.

Tas ir attiecināms uz jebkuras transportlīdzekļa vadīšanas tiesību kategorijas iegūšanu, neatkarīgi no tā, vai persona agrāk ir ieguvusi kādu citu transportlīdzekļa vadīšanas tiesību kategoriju vai tādu agrāk nav ieguvusi.

No minētā izriet tiesiska problemātika, proti, ja vadīšanas iemaņu pārbaudes laikā VAS Ceļu satiksmes drošības direkcija notiek ceļu satiksmes negadījums, piemēram, ar cietušajām personām, no juridiskā viedokļa par transportlīdzekļa vadītāju ir uzskatāma persona, kura fiziski vadīja transportlīdzekli, proti, kārtoja eksāmenu, bet eksāmena pieņēmējs – inspektors – ir uzskatāms par pasažieri, neatkarīgi no tā, ka viņš atrodas priekšējā pasažiera sēdvietā transportlīdzeklī, kas ir aprīkots ar dublējošām vadības ierīcēm un papildus spoguļiem.

Inspektora pienākums ir novērtēt eksaminējamās personas teorētisko zināšanu pielietošanu praksē un praktiskās vadīšanas iemaņas, kā arī šo pārbaužu laikā nepieļaut un novērst bīstamu situāciju izraisīšanu ceļu satiksmē, tostarp, iejaucoties transportlīdzekļa vadīšanā.

Varētu šķist, ka šim apstāklim ir formāla nozīme, taču gan administratīvo pārkāpumu lietās, gan krimināllietās, nodarījumos, kas ir vērsti pret ceļu satiksmes drošību, transportlīdzekļa vadītājs ir nodarījumu izdarījušais subjekts, bet Ceļu satiksmes noteikumu attiecīgie punkti ir blanketās jeb atsauces normas, par kuru pārkāpšanu ir paredzēta administratīvā atbildība vai kriminālatbildība.

No minētā izriet, ka par vadīšanas iemaņu pārbaudes laikā, kas notiek normatīvajos aktos noteiktajā kārtībā VAS Ceļu satiksmes drošības direkcija, jebkuru izdarītu ceļu satiksmes noteikumu pārkāpumu, kā arī par ceļu satiksmes negadījuma izraisīšanu ar cietušajām personām vai bez tām, atbildīga būs pārbaudījumu kārtojošā persona, proti, transportlīdzekļa vadītāja pretendents, kurš juridiski, saskaņā ar šī brīža tiesisko regulējumu, ir uzskatāms par transportlīdzekļa vadītāju.

Autora ieskatā, šāda situācija neatbilst Latvijas Republikas Satversmes 112.panta pirmajam teikumam, proti, ikvienai personai ir tiesības uz izglītību, līdz ar to persona nevar atbildēt par sekām, kuras iestātos apmācības procesa noslēguma fāzē, proti, apmācāmas personas zināšanu pārbaudes laikā izraisītā ceļu satiksmes negadījuma rezultātā (Latvijas Republikas Satversme [Satversme], 2019).

Transportlīdzekļu vadītāju apmācība saskaņā ar Izglītības likuma 1.panta 2.[1]punktu ir formālā izglītība, tā ir apmācība, kas notiek pēc īpašas, normatīvajos aktos paredzētas, programmas, kuras noslēgumā, persona kārto kvalifikācijas eksāmenu un tā nokārtošanas rezultātā persona saņem valstī atzītu dokumentu, proti, atbilstošas kategorijas transportlīdzekļa vadītāja apliecību (Izglītības likums, 2020).

Iepriekš minētais, saskaņā ar Krimināllikuma 261.pantu ir attiecināms uz visu veidu automobiļiem, traktoriem un citām pašgājējām mašīnām, tramvajiem, trolejbusiem, motocikliem un citiem mehāniskajiem transportlīdzekļiem, kas pārvietojas ar savu enerģijas avotu, izņemot transportlīdzekļus ar iekšdedzes dzinēju, kura darba tilpums ir mazāks par 50 kubikcentimetriem (Krimināllikums, 2019).

Otrkārt, transportlīdzekļa vadītāja noskaidrošanas tiesiskā problemātika ir aktuāla gadījumos, kad, veicot A (motocikla) vai AM (divriteņu mopēda) kategoriju transportlīdzekļu vadītāju apmācību vai viņu gūto iemaņu pārbaudes laikā, ir izdarīts ceļu satiksmes noteikumu pārkāpums vai ir noticis ceļu satiksmes negadījums, jo apmācība vai braukšanas iemaņu pārbaude notiek, instruktoram vai inspektoram, neatrodoties uz apmācāmās personas vadītā transportlīdzekļa, kas pilnībā liedz iespēju šīm personām (instruktoram vai inspektoram) ietekmēt apmācāmo vai pārbaudāmo personu rīcību satiksmei bīstamās situācijās.

Pētījumā izmantotās metodes:

Pētījuma ietvaros tika izmantotas tiesību normu interpretācijas metodes – gramatiskā, vēsturiskā, teleoloģiskā un sistēmiskā metode.

Tiesību normu gramatiskā interpretācijas metode tika izmantota, lai nonāktu pie pētījuma secinājuma, pētot tiesību normu jēgu no gramatiskā viedokļa.

Vēsturiskā tiesību normu interpretācijas metode tika izmantota, lai noskaidrotu tiesību normu jēgu, ņemot vērā apstākļus, uz kuriem pamatojoties tā radīta, galvenokārt, attiecinot to pētījuma nosaukumā ietverto terminu.

Teleoloģiskā tiesību normu interpretācijas metode tika izmantota, lai noskaidrotu tiesību normu jēgu un ar tām sasniedzamos mērķus.

Sistēmiskā tiesību normu interpretācijas metode tika izmantota, lai noskaidrotu tiesību normas jēgu saistībā ar citām tiesību normām, proti, ceļu satiksmes noteikumi ir blanketā norma gadījumos, kad ir jāvērtē transportlīdzekļa vadītāja atbildība par to pārkāpšanu, kas atbilstoši sekām tiek paredzēta Administratīvo pārkāpumu kodeksā vai Krimināllikumā.

Pētījuma ietvaros tika izmantotas sekojošas pētniecības metodes – datu nepārtrauktās salīdzinošās analīzes metode, novērošanas metode, aptauja.

Datu nepārtrauktās salīdzinošās analīzes metode tika izmantota, lai pētījuma ietvaros iegūtajos datos atrastu līdzīgo un atšķirīgo attiecībā uz termina – transportlīdzekļa vadītājs definējumu un lietošanu, noteiktu ar konstatētajām atšķirībām saistīto problemātiku, lai varētu izstrādāt jaunu transportlīdzekļa vadītāja terminu.

Ņemot vērā to, ka pētījuma autors ir praktizējošs teorijas pasniedzējs un braukšanas mācību instruktors, novērošanas metode tika izmantota, lai pētītu braukšanas apmācības un vadīšanu iemaņu pārbaudes procesus un noskaidrotu, kā tiek risināta ar transportlīdzekļa vadītāja terminu saistītā problemātika ikdienā.

Aptaujas metode tika izmantota, lai aptaujātu transportlīdzekļu vadītāju apmācības pakalpojuma sniedzēju komersantus, Ceļu satiksmes drošības direkcijas pārstāvjus, Valsts policijas amatpersonas un tiesu sistēmai piederīgās amatpersonas saistībā ar termina transportlīdzekļa vadītājs definējumu un lietošanu.

Pētījuma mērķis ir:

1. noskaidrot ar transportlīdzekļa vadītāja terminu saistīto tiesisko problemātiku,
2. noskaidrot, kā formulēt transportlīdzekļa vadītāja terminu, ar to saistītās tiesiskās problemātikas kontekstā?

Pētījuma jautājumi ir:

1. Kas ir transportlīdzekļa vadīšana vadīšanas iemaņu pārbaudes laikā, kura notiek normatīvajos aktos noteiktajā kārtībā?
2. Kādas ir vadīšanas iemaņu pārbaudei pakļautās personas rīcības juridiskās sekas, ja transportlīdzekļa vadītāja kvalifikācijas iegūšanas eksāmenā, persona, pārkāpjot Ceļu satiksmes noteikumu prasības, izraisa ceļu satiksmes negadījumu ar cietušajām personām?
3. Kura persona ir uzskatāma par transportlīdzekļa vadītāju, veicot A kategorijas transportlīdzekļa (motocikla) vadītāja apmācību un vadot šīs kategorijas transportlīdzekli transportlīdzekļa vadītāja kvalifikācijas iegūšanas eksāmenā?

Vadīšanas iemaņu pārbaudes tiesiskais regulējums
Legal framework for managment skill testing

2010.gada 2.februāra Ministru kabineta noteikumi Nr.103 Transportlīdzekļu vadītāja tiesību iegūšanas un atjaunošanas kārtība un vadītāja apliecības izsniegšanas, apmaiņas, atjaunošanas un iznīcināšanas kārtība, nosaka minimālās prasības mehāniskā transportlīdzekļa vadītāja profesionālās kvalifikācijas iegūšanai, kārtību, kādā persona iegūst mehānisko transportlīdzekļu vadīšanas tiesības, tostarp, teorētiskā un vadīšanas eksāmena pieņemšanas un vērtēšanas kārtību (Ministru kabineta noteikumi Nr.103 Transportlīdzekļu vadītāja tiesību iegūšanas un atjaunošanas kārtība un vadītāja apliecības izsniegšanas, apmaiņas, atjaunošanas un iznīcināšanas kārtība, 2010).

Ceļu satiksmes drošības direkcijas interneta vietnē www.csdd.lv ir atrodama informācija arī par braukšanas iemaņu pārbaudi autovadītājiem.

No publiski pieejamās informācijas izriet, ka braukšanas iemaņu pārbaude jeb izmēģinājuma eksāmens ir iespēja brīvprātīgi kārtot B, BE, C un CE kategoriju braukšanas eksāmenu izmēģinājuma režīmā.

Pēc izmēģinājuma eksāmena inspektors izskaidro pieļautās kļūdas un neprecizitātes, kā arī izsniedz protokolu ar vērtējumu.

Informācijā ir norādīts, ka topošie autovadītāji var pierast pie transportlīdzekļa, ar kuru būs jākārto valsts eksāmens, var iepazīties ar valsts eksāmena atmosfēru un pieņemšanas kārtību, tādējādi mazinot satraukumu, lai valsts eksāmenā pilnvērtīgi nodemonstrētu iegūtās zināšanas un iemaņas.

Pieteikties braukšanas iemaņu pārbaudei topošie autovadītāji var tikai pēc tam, kad pilnībā apguvuši apmācību autoskolā, par ko ir izdarīta attiecīga atzīme CSDD Transportlīdzekļu un to vadītāju reģistrā, un nokārtojuši kvalifikācijas iegūšanai nepieciešamo teorētisko eksāmenu.

Šāda pakalpojuma piedāvāšana apmācāmajām personām, ir vērtējama pozitīvi, taču tā dēvēšana par braukšanas iemaņu pārbaudi vai izmēģinājuma eksāmenu ir maldinoša, jo arī pēc labu vadīšanas prasmju un iemaņu demonstrēšanas, apmācāmā persona transportlīdzekļa vadītāja kvalifikāciju nesaņems.

Minētā braukšanas iemaņu pārbaude vai izmēģinājuma brauciens nenotiek 2010.gada 2.februāra Ministru kabineta notikumos Nr.103 noteiktajā kārtībā, līdz ar to nav uzskatāma par vadīšanas iemaņu pārbaudi, kura notiek normatīvajos aktos noteiktajā kārtībā atbilstoši Ceļu satiksmes likuma 1.panta 28.punktā noteiktajam.

Ceļu satiksmes likuma 20.panta trešajā daļā ir noteikts, ka transportlīdzekļa īpašnieks, valdītājs vai turētājs nedrīkst dot atļauju vadīt transportlīdzekli personai, kurai nav atbilstošas kategorijas transportlīdzekļu vadīšanas tiesības, izņemot gadījumus, kad Ceļu satiksmes noteikumos paredzētajā kārtībā notiek transportlīdzekļa vadīšanas apmācība vai vadīšanas iemaņu pārbaude (CSL, 2020).

Ar 2015.gada 18.septembra Rīgas apgabaltiesas Krimināllietu tiesu kolēģijas spriedumu administratīvā pārkāpuma lietā Nr.117003015 tiesa secina, ka vadīt transportlīdzekli var nodot personai gadījumos, kad atbilstoši Ceļu satiksmes noteikumu prasībām notiek mācību braucieni, kā arī notiek transportlīdzekļa vadītāja kvalifikācijas iegūšanas pārbaude.

Tiesu kolēģija uzskata, ka jēdzieni izmēģinājuma brauciens un izmēģinājuma eksāmens neietilpst Ceļu satiksmes likuma pirmā panta 28.punktā norādītajā – tajā skaitā vadīšanas iemaņu pārbaudes laikā, kura notiek normatīvajos aktos noteiktajā kārtībā saturā, jo normatīvajos aktos tas netiek regulēts.

Tiesu kolēģija atzīst, ka izmēģinājuma brauciens pēc savas būtības atbilst mācību braucienam, kura laikā transportlīdzekļa vadītājs ir apmācītājs (instruktors).

Tiesa spriedumā atsaucas uz lietā esošo izmēģinājuma eksāmena aprakstu, no kura redzams, ka topošie autovadītāji pēc izmēģinājuma eksāmena var saņemt ieteikumus, kas vēl būtu pilnveidojams eksāmena kārtošanai un patstāvīgai transportlīdzekļa vadīšanai.

No šī apraksta tiesa secina, ka transportlīdzekļa vadītājs vēl tikai mācās un pilnveido savas prasmes auto vadīšanā, lai nākotnē automašīnu varētu vadīt patstāvīgi.

Ņemot vērā minēto, tiesa atzīst, ka apmācāmā persona izmēģinājuma eksāmena laikā nav atzīstama par transportlīdzekļa vadītāju (Rīgas apgabaltiesas Krimināllietu tiesu kolēģijas spriedums lietā Nr.117003015, 2015).

Secināms, ka atbilstoši šī brīža tiesiskajam regulējumam, transportlīdzekļa vadīšana vadīšanas iemaņu pārbaudes laikā Ceļu satiksmes likuma 1.panta 28.punkta izpratnē, kas notiek normatīvajos aktos noteiktajā kārtībā, ir uzskatāma par patstāvīgu transportlīdzekļa vadīšanu, nevis par braukšanas apmācību, ar visām no tā izrietošajām juridiskajām sekām.

Apmācāmā persona vai transportlīdzekļu vadītāju eksaminācijas inspektors, kā atbildības subjekts
The trainee or the driver's examination instructor as a liability holder

Autors nepiekrīt, ka vadīšanas iemaņu pārbaudei transportlīdzekļa vadītāja kvalifikācijas eksāmena laikā pakļautā persona ir atzīstama par transportlīdzekļa vadītāju un secina, ka tādejādi tiek aizskartas šīs personas Satversmes 112.panta pirmajā teikumā garantētās tiesības uz izglītību, proti, transportlīdzekļa vadītāja kvalifikācijas iegūšanu, kā arī izraisīta ceļu satiksmes negadījuma gadījumā ar cietušajiem, tiesības uz taisnīgu tiesu, kas ir ietvertas Satversmes 92.panta pirmajā teikumā (Satversme, 2019).

2010.gada 2.februāra Ministru kabineta noteikumi Nr.103 Transportlīdzekļu vadītāja tiesību iegūšanas un atjaunošanas kārtība un vadītāja apliecības izsniegšanas, apmaiņas, atjaunošanas un iznīcināšanas kārtība nosaka minimālās prasības mehāniskā transportlīdzekļa vadītāja profesionālās kvalifikācijas iegūšanai, kuras saskaņā ar šo noteikumu prasībām tiek vērtētas teorētiskā un vadīšanas eksāmena ietvaros.

Šo noteikumu 48.punktā ir noteikts, ka vadīšanas iemaņu pārbaudē izmantojamajiem transportlīdzekļiem ir jāatbilst prasībām, kas mācību transportlīdzekļiem noteiktas normatīvajos aktos par transportlīdzekļu vadītāju sagatavošanu (izņemot prasību par pazīšanas zīmi), un jābūt noslēgtai brīvprātīgajai apdrošināšanai. B, C1, C, D1 un D kategorijas transportlīdzekļiem jābūt reģistrētiem kā mācību automobiļiem transportlīdzekļu un to vadītāju valsts reģistrā (Ministru kabineta noteikumi Nr.103, 2010).

No šīm prasībām izriet, ka vadīšanas eksāmena laikā tiek izmantoti mācību transportlīdzekļi, kas ir aprīkoti ar papildu aprīkojumu, proti, atpakaļskata spoguļiem un dublējošām vadības ierīcēm, izņemot pazīšanas zīmi, kas liecinātu, ka notiek mācību brauciens.

Šādu prasību noteikšana attiecībā uz eksāmenu transportlīdzekļu aprīkojumu ir saprotama un loģiska, jo vadīšanas eksāmena laikā konstatētās personas zināšanas un prasmes var nebūt pietiekamas, lai pārbaudāmai personai piešķirtu transportlīdzekļa vadītāja kvalifikāciju.

Transportlīdzekļu vadītāju eksaminācijas inspektors (turpmāk – inspektors), vērtējot pārbaudei pakļautās personas prasmes, ir apveltīts ar tiesībām jebkurā, viņam šķietami bīstamā situācijā, tieši iejaukties transportlīdzekļa vadīšanā, izmantojot viņam pieejamās transportlīdzekļa vadības sviras.

Šādas inspektora tiesības izriet no 2011.gada 26.aprīļa Ministru kabineta noteikumu Nr.326 Noteikumi par prasībām transportlīdzekļu vadītāju eksaminācijas inspektoriem 2.3.3.apakšpunkta, saskaņā ar kuru inspektoram ir jāpiemīt prasmei prognozēt situācijas attīstību, saskatīt potenciālās problēmas un rast piemērotu risinājumu (Ministru kabineta noteikumi Nr.326 Noteikumi par prasībām transportlīdzekļu vadītāju eksaminācijas inspektoriem, 2011).

Secināms, ka vadīšanas eksāmena saturs, forma un uz pārbaudē izmantojamo transportlīdzekli attiecināmās prasības, atbilst mācību brauciena saturam un formai, tādēļ šāda braukšana nedrīkst būt atzīstama par personas patstāvīgu transportlīdzekļa vadīšanu ceļu satiksmē, jo vadīšanas iemaņu pārbaudes laikā pārbaudāmās personas zināšanu un prasmju atbilstība to minimālajam apjomam nav noteikta.

Ar 2012.gada 5.decembra Latvijas Republikas Augstākās tiesas Senāta Civillietu departamenta spriedumu lietā Nr.SKC-502/2012 tiesa, vērtējot apdrošinātāja regresa prasījuma tiesības par ceļu satiksmes negadījumā nodarītu zaudējumu, ko radījis transportlīdzekļa vadītājs, kurš sakarā ar uzvārda maiņu nebija apmainījis transportlīdzekļa vadītāja apliecību, nonāca pie secinājuma, ka, pirmkārt, Sauszemes transportlīdzekļu īpašnieku civiltiesiskās atbildības obligātās apdrošināšanas likuma 41.panta pirmās daļas 1.b apakšpunkts par to, ka apdrošinātājs ir tiesīgs iesniegt regresa prasību pret transportlīdzekļa vadītāju, ja tas vadījis transportlīdzekli bez tiesībām vadīt attiecīgās kategorijas transportlīdzekli, tulkojams tieši un nepaplašināti, noskaidrojot, vai tiesības braukt ar attiecīgās kategorijas transportlīdzekli vainīgā persona ieguvusi atbilstoši valstī noteiktajai kārtībai.

Otrkārt, Ceļu satiksmes likuma 28.panta pirmās daļas un Sauszemes transportlīdzekļu īpašnieku civiltiesiskās atbildības obligātās apdrošināšanas likuma 41.panta pirmās daļas pirmā punkta analīze norāda, ka likumdevēja griba, paredzot apdrošinātāja regresa prasījuma tiesības, ir bijusi, nošķirt gadījumu, kad vadītājam nav attiecīgas kategorijas transportlīdzekļu vadīšanas tiesību, no situācijas, kad viņam šādas tiesības ir, bet kādu Ceļu satiksmes likuma 30. panta otrajā daļā iestājušos apstākļu dēļ, vadītājs tās pagaidām nedrīkst izmantot.

No minētā izriet, ka atzīstot personu par transportlīdzekļa vadītāju vadīšanas iemaņu pārbaudes laikā, kas notiek normatīvajos aktos noteiktajā kārtībā, apdrošinātājs ir tiesīgs iesniegt regresa prasību pret transportlīdzekļa vadītāju, kas ceļu satiksmes negadījumā nodarījis zaudējumus trešajai personai, ja tas vadījis transportlīdzekli bez tiesībām vadīt attiecīgās kategorijas transportlīdzekli vai vadījis transportlīdzekli, kas neatbilst vadītāja apliecībā norādītajam ierobežojuma kodam, un ceļu satiksmes negadījumā nodarītajam zaudējumam ir cēlonisks sakars ar minēto pārkāpumu.

Spriedumā Senāts analizē un nošķir transportlīdzekļa vadīšanas tiesību neesamību no transportlīdzekļa vadīšanas tiesību izmantošanas aizlieguma un pamatoti secina, ka apdrošinātāja regresa prasības iesniegšanas tiesība pret transportlīdzekļa vadītāju ir tikai gadījumā, ja persona transportlīdzekļa vadīšanas tiesības nav ieguvusi valstī noteiktajā kārtībā.

Senāts spriedumā pamatoti konstatē, ka regresa atbildība transportlīdzekļa vadītājam iestājas Ceļu satiksmes likuma 28.panta pirmās daļas 4.punkta gadījumā, proti, ja vadītājam nav atbilstošas kategorijas transportlīdzekļu vadīšanas tiesību (Latvijas Republikas Augstākās tiesas Senāta Civillietu departamenta spriedums lietā Nr.SKC-502/2012, 2012).

Tādejādi tiek skartas personas tiesības uz formālās izglītības ietvaros pieejamo izglītību, proti, tiesībām iegūt transportlīdzekļa vadītāja profesionālo kvalifikāciju, vienlaikus pakļaujot personu riskam, kas saistīts ar personas saukšanu pie administratīvās atbildības vai kriminālatbildības ar tai sekojošu sodu un pret transportlīdzekļa vadītāju vērsto regresa pieteikumu par trešajai personai nodarītajiem zaudējumiem.

Vienlaikus tiek pārkāptas arī Satversmes 92.panta pirmajā teikumā paredzētās personas tiesības uz taisnīgu tiesu.

Ņemot vērā minēto, autors secina, ka no braukšanas mācību uzsākšanas brīža līdz eksāmenam, kas notiek normatīvajos aktos noteiktajā kārtībā, par transportlīdzekļa vadītāju ir jāatzīst braukšanas mācību instruktoru, bet eksāmena laikā par transportlīdzekļa vadītāju ir jāatzīst transportlīdzekļu vadītāju eksaminācijas inspektoru, izņemot A vai AM (divriteņu mopēda) kategoriju transportlīdzekļus.

Apmācāmā persona vai braukšanas mācību instruktors, kā atbildības subjekts motociklu vadītāju apmācības laikā
The trainee or the driving instructor as a liability holder during the training of motorcycle drivers

Ceļu satiksmes likuma 1.panta 28.punktā ietvertais transportlīdzekļa vadītāja jēdziens ir attiecināms arī uz A vai AM (divriteņu mopēdu) kategoriju transportlīdzekļu vadītāju apmācību un vadīšanas iemaņu pārbaudi, kura tiek veikta normatīvajos aktos noteiktajā kārtībā.

Jautājuma problemātika ir saistīta ar to, ka Latvijas Administratīvo pārkāpumu kodeksā un Krimināllikumā atbildība par ceļu satiksmes noteikumu pārkāpšanu ir paredzēta transportlīdzekļa vadītājam, izņemot atsevišķus pārkāpumus, piemēram, darba un atpūtas laika režīma neievērošana vai atsevišķu kravas pārvadāšanas nosacījumu neizpildīšana, kad sods tiek uzlikts gan transportlīdzekļa vadītājam, gan pārvadātājam.

Atbilstoši likumā noteiktajam, transportlīdzekļa vadītājs ir persona, kas vada transportlīdzekli vai veic personas apmācību, taču starp A vai AM (divriteņu mopēdu) kategoriju un citām transportlīdzekļu kategorijām atšķirība ir tāda, ka apmācāmā persona un braukšanas mācību instruktors (turpmāk – instruktors) atrodas uz dažādiem transportlīdzekļiem, kas liedz instruktoram tieši ietekmēt apmācāmās personas rīcību, lai novērstu pārkāpumu izdarīšanu.

Kā arī, instruktors, atrodoties uz cita transportlīdzekļa, nevar fiziski izdarīt tādas darbības, par kuru izdarīšanu transportlīdzekļa vadītājs ir saucams pie administratīvā atbildības vai kriminālatbildības.

Ņemot vērā minēto, instruktora darbībās nav nedz administratīvā pārkāpuma, nedz noziedzīga nodarījuma sastāva pazīmes.

Šis apstāklis ir šī brīža tiesiskā regulējuma problemātika.

Piemēram, ja apmācot personu vadīt motociklu vai mopēdu pa ceļu, instruktors brauc aiz apmācāmā vadītā motocikla ar automobili un apmācāmais izraisa ceļu satiksmes negadījumu, kā rezultātā gājējam tiek nodarīti miesas bojājumi un ir uzsākts kriminālprocess, par transportlīdzekļa vadītāju būtu atzīstams apmācāmais, kurš patstāvīgi un tieši vadīja motociklu, jo instruktors apmācības laikā neatradās uz apmācāmā vadītā motocikla un to nevadīja, līdz ar to nevarēja izdarīt transportlīdzekļa vadītājam inkriminējamos ceļu satiksmes noteikumu pārkāpumus, kā arī nevarēja iejaukties transportlīdzekļa vadīšanā, lai novērsu ceļu satiksmes negadījuma izraisīšanu.

Veicot transportlīdzekļu vadītāju apmācības pakalpojuma sniedzēju aptauju, un analizējot gadījumus, kad apmācāmās personas, vadot motociklu ir izraisījušas ceļu satiksmes negadījumus, autors secina, ka šādos gadījumos negadījumā iesaistītās personas situāciju ir risinājušas pārrunu ceļā, neiesaistot policiju.

Administratīvo pārkāpumu lietās un krimināllietās, lai personu sauktu pie atbildības, ir jākonstatē administratīvā pārkāpuma sastāvs vai noziedzīga nodarījuma sastāvs, proti, objekts, objektīvā puse, subjekts, subjektīvā puse.

Secināms, lai iestātos kriminālatbildība pēc Krimināllikuma 260.panta, ir jākonstatē noziedzīga nodarījuma sastāva obligātās pazīmes, tostarp tas, ka transportlīdzekļa vadītājs ir pārkāpis ceļu satiksmes noteikumus, ir iestājušās panta attiecīgajā daļā paredzētās sekas, cēloniskais sakars starp ceļu satiksmes noteikumu pārkāpšanu un sekām, transportlīdzekļa vadītāja vaina Ceļu satiksmes noteikumu pārkāpšanā un seku izraisīšanā (Krastiņš, Liholaja, & Hamkova, 2019)

No minētā izriet, ka motocikla vadītāja apmācības laikā braukšanas mācību instruktors nevar būt apmācāmās personas izdarītā administratīvā pārkāpuma vai noziedzīgā nodarījuma subjekts.

Ņemot vērā minēto, motociklu vadītāju apmācības vai iemaņu pārbaudes laikā par transportlīdzekļa vadītāju nav atzīstams instruktors, bet gan pati apmācāmā persona.

2010.gada 13.aprīļa Ministru kabineta noteikumu Nr.358 Noteikumi par transportlīdzekļu vadītāju apmācību un transportlīdzekļu vadītāju apmācības programmām 60.punkts nosaka, ka ceļu satiksmē vienlaikus atļauts apmācīt tikai vienu personu, izņemot A1, A2 vai A kategorijas transportlīdzekļu vadītājus, kad vienlaikus atļauts mācīt divas personas (Ministru kabineta noteikumi Nr.358 Noteikumi par transportlīdzekļu vadītāju apmācību un transportlīdzekļu vadītāju apmācības programmām, 2010).

Šādā gadījumā braukšanas apmācības laikā uz ceļa vienlaikus atrodas trīs transportlīdzekļi, kurus vada viens transportlīdzekļa vadītājs, kas fiziski nav iespējams.

Ceļu satiksmes likuma 22.panta trešajā daļā ir noteikts, ka individuāli apmācīt personu vadīt transportlīdzekli, neveicot komercdarbību, atļauts transportlīdzekļu vadītājiem, kuru attiecīgās kategorijas stāžs ir vismaz trīs gadi, un tikai ar A1, A, B1 un B vadītāju apliecību kategorijām atbilstošiem transportlīdzekļiem.

Autors secina, ka A vai AM (divriteņu mopēdu) kategoriju vadītāju apmācības laikā un vadīšanas iemaņu pārbaudes laikā par transportlīdzekļa vadītāju ir jāatzīst personu, kura vada transportlīdzekli, nevis instruktors vai inspektors, jo šīs personas nevar izdarīt nedz ceļu satiksmes noteikumu pārkāpumu, nedz iejaukties transportlīdzekļa vadīšanā, lai novērsu ceļu satiksmes noteikumu pārkāpumu.

Ir vispārzināms fakts, ka viena persona ar vienām darbībām nevar vienlaikus vadīt trīs transportlīdzekļus, tādēļ instruktors nevar ar būt juridiskās atbildības subjekts, ja ceļu satiksmes noteikumu pārkāpums ir izdarīts, veicot A kategorijas transportlīdzekļu vadītāju apmācību.

Secinājumi
Conclusions

Pētījuma ietvaros autors nonāk pie secinājuma, ka šobrīd spēkā esošais transportlīdzekļa vadītāja termins, kas ir iekļauts Ceļu satiksmes likuma 1.panta 28.punktā skar apmācāmās personas tiesības uz formālo izglītību, kā arī A un AM (divriteņu mopēdu) kategoriju braukšanas mācību instruktoru tiesības uz taisnīgu tiesu administratīvo pārkāpumu lietu vai kriminālprocesa ietvaros.

Šī brīža tiesiskais regulējums paredz, ka transportlīdzekļa vadītājs ir fiziskā persona, kas vada transportlīdzekli, tai skaitā vadīšanas iemaņu pārbaudes laikā, kura notiek normatīvajos aktos noteiktajā kārtībā, vai apmāca vadīt transportlīdzekli personu, kurai nav atbilstošas kategorijas transportlīdzekļa vadīšanas tiesību.

Šis jēdziens uz personu, kura ir vadījusi transportlīdzekli, attiecas līdz tam brīdim, kad šo transportlīdzekli sāk vadīt cita persona.

Personas atzīšana par transportlīdzekļa vadītāju braukšanas iemaņu pārbaudes laikā nav tiesiski pamatota, jo personai nav piešķirtas transportlīdzekļa vadīšanas tiesības, bet instruktora atzīšana par transportlīdzekļa vadītāju motociklu vadītāju apmācības laikā nav tiesiski pamatota, jo viņš nevada konkrēto transportlīdzekli un nevar fiziski iejaukties tā vadīšanā.

Autors piedāvā transportlīdzekļa vadītāja jēdzienu formulēt šādi – transportlīdzekļa vadītājs ir fiziskā persona, kas vada transportlīdzekli vai apmāca vadīt transportlīdzekli personu, kurai nav atbilstošas kategorijas transportlīdzekļa vadīšanas tiesību, vai veic vadīšanas iemaņu pārbaudi, kura notiek normatīvajos aktos noteiktajā kārtībā, izņemot apmācību un vadīšanas iemaņu pārbaudi ar A vai AM (divriteņu mopēdu) kategorijas transportlīdzekļiem.

Šis jēdziens uz personu, kura ir vadījusi transportlīdzekli, attiecas līdz tam brīdim, kad šo transportlīdzekli sāk vadīt cita persona.

Summary

As part of the study, the author comes to the conclusion that the concept of the driver currently in the force, which is included in Section 1 (28) of the Road Traffic Law, concerns the right of the trainee, as well as the right of the motorcycle driver (instructor) to a fair trial in the framework of criminal proceedings.

The law currently provides that the driver is a natural person who drives the vehicle, including during the testing of drifts, which takes place in accordance with the procedures specified in regulatory enactments, or trains to drive a person who does not have the right to drive a vehicle in an appropriate category.

This concept shall apply to the person who has driven the vehicle until that time when the vehicle is started by another person.

The recognition of a person as a driver during the testing of driving trials is not legally qualified because the person has not been granted a driving right, but the recognition of the tracing (instructor) as a driver during the processing of motorcycle drivers is not legally adjusted because he or she is not driving the vehicle in question and cannot physically interfere in driving it.

By specifying the concept of the driver of a vehicle, the author proposes to formulate it as follows: the driver of the vehicle is a natural person who drives a vehicle or trains to drive a vehicle for a person who does not have the right to drive an appropriate category, or carries out a testing of driving skills which takes place in accordance with the procedures specified in regulatory enactments, except for training and testing of driving skills with a category A and bicycle of category AM.

This concept shall apply to the person who has driven the vehicle until the time that the vehicle is being driven by another person.

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TEACHERS' ENGAGEMENT WITH WORK AND THEIR PSYCHOLOGICAL WELL-BEING

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Abstract. *A number of studies are focusing on interrelations that exist between teachers' subjective well-being and financial well-being, occupational stress and other factors that influence teachers' happiness at work. The aim of this study is to explore the factors influencing teachers' psychological well-being. This involves teachers' engagement with their professional development. Psychological well-being is conceptualized as a psychological state of mind of teachers in balancing expectations and ability to meet those requirements, a desire for a mindful and meaningful involvement with their work, as well as resilience and competency to deal with the challenging requirements at the workplace. Teachers' well-being and happiness at work positively influences their performance and a well-being of pupils as well. As a rule, teachers' profession is associated with high stress, heavy workload, high demands on management in the classroom, high demands on pupils' academic achievements, and the additional pressure placed on teachers' engagement with further education. The authors carried out a questionnaire among the teachers from Latvia (n=247). They filled in a questionnaire on a voluntary basis about their subjective well-being in relations to their involvement with the pedagogical work. The authors explored correlation between teachers' engagement with the research, their educational level, involvement in administrative work, teachers' personal growth, their view on pupils as open systems and their well-being. It was concluded that all teachers who took part in this study is a relatively homogenous group. Considering their diverse experience of work, educational level and involvement with the scientific and administrative work, their psychological wellbeing can be evaluated higher as average.*
Keywords: *teachers' psychological well-being, satisfaction at work, resilience.*

Introduction

The aim of this study is to explore the factors that determine teachers' psychological well-being. The topicality of this study is determined by growing demands placed on teachers' job and by the reform processes on all levels of education towards implementing a competency based approach in education.

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This causes quite a high level of stress and burnout among teachers. This requires teacher trainers to provide teachers with the tools and strategies necessary for developing resilience in dealing with the reform based transitions in education.

The research methodology designed for the purpose of this study is a questionnaire with the aim to measure teachers' well-being and the analyses of the data gained in the questionnaire. The sample is comprised of two hundred forty-seven teachers representing all age groups who were asked to fill in a questionnaire on a voluntarily bases in both paper format and in an electronic version. The questionnaire was originally designed by Carol Ryff (1989) and was adopted for the Latvian context.

Teachers' Psychological Well-Being Defined

Well-being is a complex term that is difficult to define (Pollard & Lee, 2003). This makes it difficult for the researchers to design the scale to measure teachers' well-being. Dodge et al. (2012) proposes a new definition of a well-being as "the balance point between an individual's resource pool and the challenges they face" (p.230). Resource pool includes one's socio economic status, psychological factors, and beliefs about one's competency equipping the person to adapt the resources in order to gain his or her well-being.

One of the determining factors of teachers' well-being in relation to a professional field of work is teachers' qualification and continuous upgrading of their knowledge. The determining factors of success of teachers at work can be explained/strengthened with the best practice from the Finish educational system where the main emphases is placed on high certification of teachers gained in the research and professionally oriented master's programs that ensure high qualification of teachers (Toom et al, 2000). Deep learning allows teachers to integrate new resources and knowledge into the existing schemes of knowledge and strengthens teachers' ability to reflect on their values, strength and weaknesses, as well as on obstacles and aspiration.

As Folmann (1984) states, teachers' professional stress results from teachers' perception that they cannot cope with the new situation at work since they do not have sources to deal with it. This leads to a burnout, chronic fatigue, cynicism and indifference (Heikkila et al., 2012). Paterson & Grantham (2016) suggests ecological view on teachers' well-being based on Bronfenbrenner's (1979) model that takes into account environmental, social, political and economic factors that influence teachers' well-being.

The concept of a well-being is closely related to teachers' physical fitness. Fitness attributes include social, emotional, spiritual and cognitive dimensions, namely, alignment with teachers' health, happiness and energy reserves (Price &

McCallum, 2014). The authors conclude that by reflecting on peaks and obstacles of a well-being trajectory of teachers, one can discover the factors that influence those patterns that determine teachers' capacity for resilience in the midst of the reform process and their ability to undertake agency.

Age is another factor that influences teachers' well-being that was included as one of the factors in the questionnaire. Senior teachers differ from the younger ones due to their biological, mental and social characteristics, since their physical and intellectual resources decrease with their age. Aging is also associated with a burnout and emotional exhaustion of teachers. The supportive relationships can help to cope with a burnout (Sottimano, Guidetti, Converso, & Viotti, 2018). The age can be both, a priority because of teachers' practical wisdom and skills to cope with the professional stress and the obstacle in the process of introducing innovations and technologies in the classroom practice. There are numerous interventions aimed at enhancing teachers' well-being. One of them is a compulsory further education and training seminars for teachers.

Roeser et al. (2012) relate teachers' psychological well-being with teachers' mastery of classroom management skills, ability to control their emotions and skills in dealing with stress. They refer to mindfulness in developing teachers' resilience and ability to deal with stress inside and outside the classroom. As Jennings (2015) asserts, mindful teacher will be able to regulate their emotions, solve power struggles with their students more constructively and to build more constructive relations. Mindfulness training also involves teacher's ability to accept uncertainty, develop their enhanced awareness of the present moment that can improve their well-being.

Research Methodology

For the purpose of this research the authors have used the scale of psychological well-being designed by Carol Riff (1995). The questionnaire was adapted in both, Russian and Latvian version from the English-language "*Scales of psychological well-being*" by Carol Riff. The questionnaire was validated several times in various versions. The questionnaire "*Scales of psychological well-being*" by Carol Riff is a theoretically substantiated tool and is designed to measure the main components of teachers' psychological well-being. Currently, the multidimensional model of Carol Riff is accepted by many researchers, and the methodology developed by her for measuring psychological well-being is actively used by the scientists in many countries. This technique measures actual psychological well-being in contrast to a potential well-being. The concept is derived from the humanistic paradigm, but is not currently operationalized by any questionnaire. For the purpose the authors adopted a version of Ryff's questionnaire adapted by Shevelenkova and Fesenko (2005) that focuses on three factors: the meaning in one's life, setting the goals in one's life, and a view of a person as an open system.

Research Participants

The number of teachers who took part in this research were n=247 teachers, from whom 169 were married and 78 claimed themselves single. The average age of participants was 37 (Mean=10.98, SD=12). Questionnaire data included such parameters as age, education, teachers' involvement in the scientific work, participation in the research, and other scientific activities.

71% of all participants work in the school setting, 15,4% of them work in the field of a vocational education, and 13,4% of them work in the secondary school setting. 57% of all the respondents who took part in the questionnaire completed bachelor studies, while 42% of them were enrolled as students in Master's program. 44% of them were engaged only in teaching, while 33,6% of all participants were engaged only in administrative work, and 79% of them were not involved in any scientific work.

Research Results

By the use of SPSS operating system, two factor analyses were carried out and all teachers who participated in this research were divided in three cluster groups. There were no significant differences discovered among the participants of those three groups.

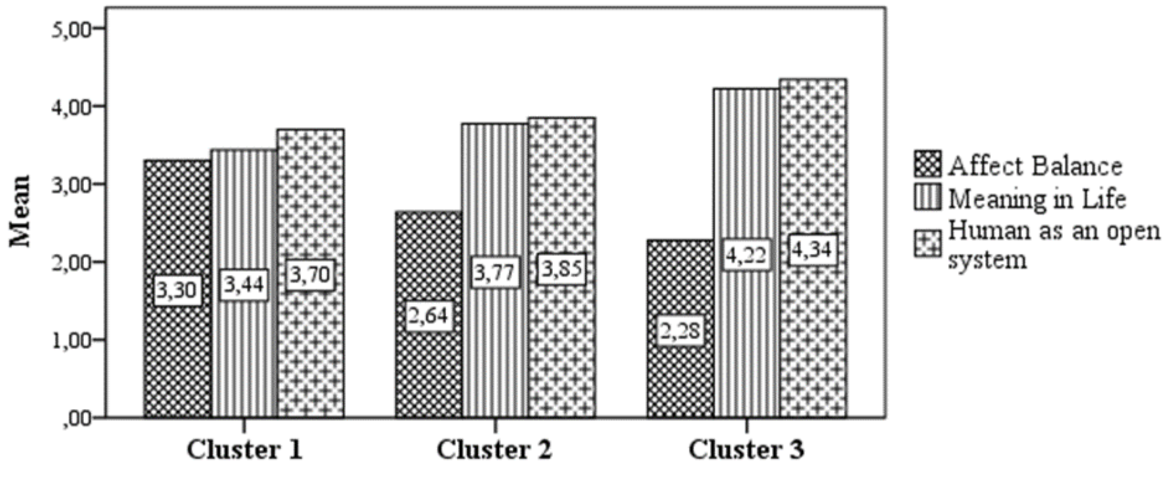

Figure 1 ***Three groups of clusters of teachers***

All three groups of teachers' form quite a homogeneous groups of respondents with having only slight differences. Their level of a psychological well-being is above average according to the Likert's five-point scale. The highest indicators are in the third cluster group among the teachers who see the highest meaning of their lives. They are involved in teaching in the comprehensive school setting at the secondary school stage, and 23% of them are involved in scientific activities. The teachers from the 3rd cluster group see and treat themselves and pupils as an open system and have much higher meaning of life as compared with the teachers from the first cluster group of participants, but all other criteria the level of teachers' well-being the teachers from all cluster groups are still above the average. Despite of teachers complains about the stress caused by the constantly changing demands and the reform processes, accompanied by a burnout, their actual level of psychological wellbeing is above the average.

The data gained in the questionnaire also indicate that the teachers with a higher level of education have a higher level of psychological well-being (see Figure 2).

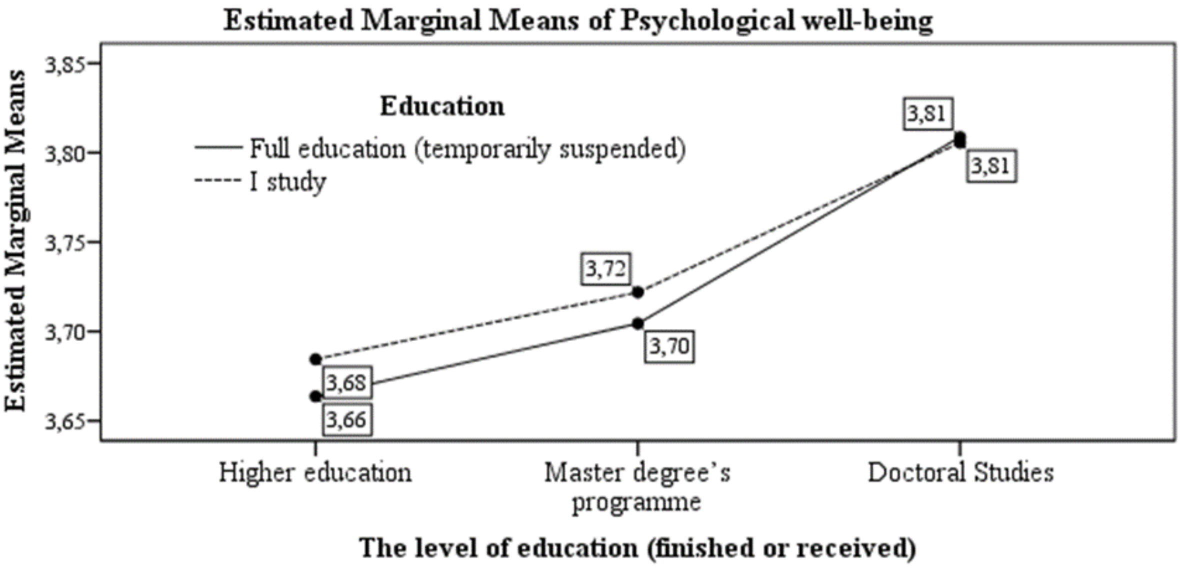

Figure 2 ***Teachers' psychological well-being and their level of education***

Data gained in this questionnaire allows one to conclude that education to some degree influences teachers' well-being. One can observe a clear correlation between teachers' level of education and their ability to set goals in their life (See Figure 3)

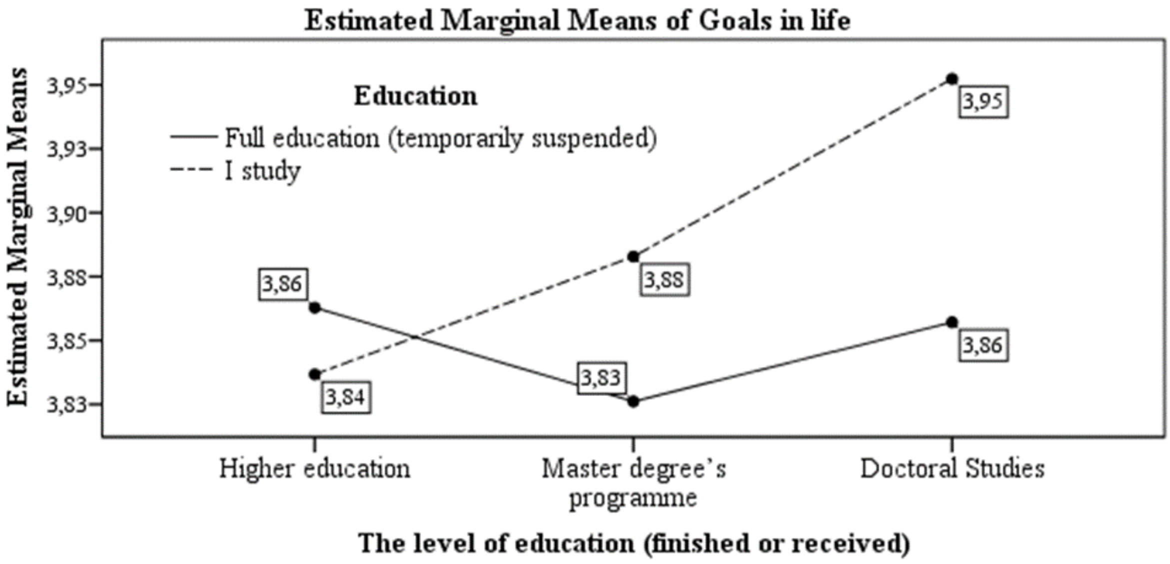

Figure 3 ***Teachers' psychological well-being and the goal setting in teachers' life***

The higher is teachers' level of education, the higher is the goal and the purpose of their lives, while, the higher is their education, the more critical and skeptical teachers are towards processes in education and in the society (See Figure 4).

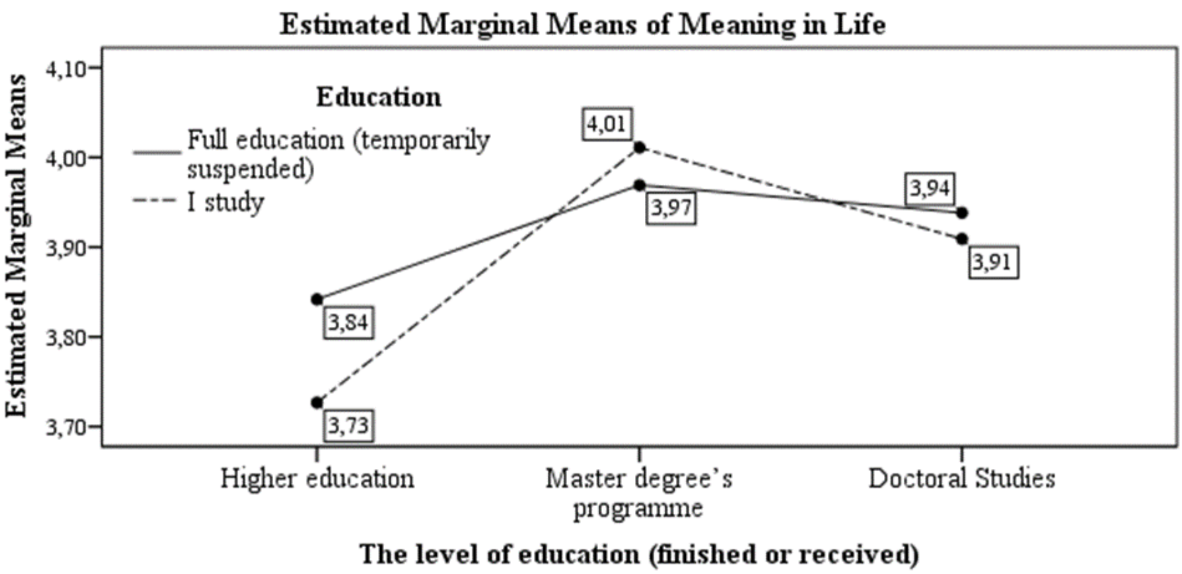

Figure 4 ***Teachers' psychological well-being and the meaning of life***

There are number of coping strategies that teachers can adapt for building higher levels of well-being in their professional and personal life. Among them are cognitive coping strategies such as planning, mastery that predict a higher academic outcomes and leads to lower levels of stress, as well as action coping strategies, such as taking action in dealing with complex educational issues, and mastering competency at the workplace. This involves ongoing critical reflection on a complex and dynamic process of work which entails making sense of one's values and experience. The school management team needs to foster teachers' sense of ownership of their work. If teachers see the meaning in work and life, and feel valued and supported, they are more engaged in their work and produce quality outcomes. Such teachers are more resilient and capable of adapting to change (Dodge & Gu, 2010; Mansfield, Beltma, Broadley, & Weatherby-Fell, 2016).

Implication for Teacher Trainers

Pupils' and teachers' well-being are interrelated. Teachers' happiness and work is directly reflected in pupils' wellbeing. The focus on many studies has been placed on teachers' ability to cope with stress caused by the internal and external pressures. In order to provide a proper support for the teachers to build their resilience, there is a need for an in-depth study of specific context of the educational, social and organizational pressures placed upon teachers.

The acquired knowledge on teachers' psychological well-being will help teacher trainers to offer teachers tools for building their resilience in reform processes that are taking place in Latvia.

The best ways of building teachers' resilience to internal and external pressures caused by the educational reform processes in Latvia, is to develop supporting school's environment as a way of building teaches' resiliency to cope with the complexities in their work.

Teachers' well-being involves their autonomy at work, trust, commitment at work, and efficacy at work, and need to be seen in relation with the demands of the external environment as well. Number of scientists encourage focusing on teachers' strength, such as open mind, critical thinking and caring for other people, and oneself. Among the other factors of teachers' resilience Mansfield, et al. (2016) have mentioned personal resources (optimism, initiative, sense of vocation and mission, motivation, hope); contextual resources (colleagues, mentors, social networks, emotional support, collaboration); such strategies as (work-life balance, professional lifelong learning, time management, goal setting and mindfulness), as well as outcome factors (agency, job satisfaction, responsibility, passion, responsibility).

Teachers work involves multiple relations and how teachers interact and make sense of those relations while interacting with a wider social and cultural community. Teacher needs to be aware of "the fabric of resiliency building possibilities" (Henry & Milstein, 2006). In the reform processes in Latvia towards competency based learning teachers need to become critically reflective practitioners who learn new practices, unlearn old assumption and shape their professional growth by developing resilience to all pressures that allow them to maintain enjoyment, motivation, commitment and enthusiasm for their work.

Conclusions

Teachers' psychological well-being is seen as multidimensional concept, including cognitive, affective, and behavioral dimensions. Since teaching is regarded as the most stressful occupation according to numerous studies (Jarvis, 2002), it is quite often accompanied by a burnout that in turn negatively impacts teachers' performance. This causes teachers' low commitment at work, low self-efficacy, low satisfaction at their workplace, and other psychosomatic complains. Within the last decade, a considerable attention has been paid to teachers' well-being and intervention strategies in order to build teachers' resilience in finding a balance in their work and life.

Teachers' well-being has been studied abundantly. Teachers with a high level of well-being see meaning in their work and life, make healthier choices and lead healthy lifestyle and they keep an open and sustainable view of a child and on future. The purpose of this study was to explore the well-being of teachers in Latvia who are required to reorient their teaching practice towards a competency based approach in education. There is a lot of ambiguity and uncertainty in the process of implementing new approach that causes stress and tension among teachers.

For the purpose of this study the authors chose the Ryff's (1995) model of psychological well-being that presents multidimensional framework of positive psychological wellbeing. It includes such dimensions of teachers' well-being as self-acceptance, autonomy, positive relationships, purpose of life and personal growth. Teachers who have a low level of well-being suffer from lower work commitment and a lack of concentration. Therefore, this is important to explore multiple aspects of teachers' wellbeing in order to propose intervention strategies.

This was concluded that all teachers who participated in this study form a relatively homogenous group. Teachers' psychological well-being can be evaluating as higher than average in different age groups, also among the teachers with different experience of work, educational level and engagement in the scientific work.

There is a correlation between the level of education of teachers and their ability to set positive goals in their life, although the higher is the level of their education, the more skeptical teachers become to unsustainable aspects of life and reform processes in Latvia that makes them become more inclined towards losing a meaning in their life. Still, they hold their pedagogical optimism and a view on their pupils as an open system. This gives hope to teachers to do their best in bringing forwards a more sustainable aim of education in the midst of reform processes in Latvia.

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THE IMPACT OF THE MIGRATION CRISIS AND POSSIBLE SOLUTIONS IN THE CONTEXT OF LIFELONG LEARNING

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Abstract. *In 2015, Europe experienced a migrant crisis – The European Union has faced an unprecedented influx of refugees and migrants. More than one million people arrived in the European Union, most fleeing war and terror in Syria and other countries, for example, the number of immigrants crossing the sea from Turkey to Greece per day (October 20, 2015) was 1,0006 people, as shown by the data of European Commission (European Commission, 2017). The migrant crisis in Europe and its consequences are our collective responsibility as Europeans and the ability to show solidarity by providing immigrants with much needed support, based on generally accepted human rights and moral responsibility issues. Along with the challenges posed by the migrant crisis the issue came up of better integration of immigrants into society, providing the necessary information regarding the assistance offered, providing the necessary information regarding the assistance offered social guarantees, protection, and knowledge of local culture, traditions, history and educational opportunities. The aim of the article is to share good practices in the field of lifelong learning by implementing an international pilot project aimed at training migrants in the context of lifelong learning, based on theoretical research methods on the consequences and challenges of the migrant crisis, as well as based on empirical research (statistical analysis, analysis of survey results, development of interactive learning environment). The main findings of the authors of the study are reflected in the interactive learning platform created within the framework of the international project, as well as the authors' recommendations for non – formal education of migrants in the context of lifelong learning.*
Keywords: *European Union, lifelong learning, migrants, migration crisis.*

Introduction

The European Union’s approach to migration has created a crisis of solidarity. As it stands, the bloc has no system through which member states can share responsibility for hosting migrants in a fair manner. As a consequence, they continue to wrangle with one another over which of them should host the asylum seekers and other migrants who reach Europe’s shores. These disputes go to the heart of member states’ current inability to agree on the reform of the

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Dublin Regulation. Member states on the EU's southern border call for the institutionalisation of relocation quotas and greater shared responsibility for migrant arrivals, but the members of the Visegrád group (the Czech Republic, Hungary, Poland, and Slovakia) refuse to support any form of solidarity mechanism. Meanwhile, countries in northern and Western Europe tend to emphasise their relative openness to limited relocations yet seem mostly concerned about stopping secondary movements. (European Council on Foreign Relations, 2019). The social inequalities observed among the Member States of the European Union in the context of the migration crisis may, in the long term, only break the founding values of the European Union and highlight some of the threats to European unity. There are many precedents, wars, catastrophes in Europe's multifaceted and complex history that make countries unite and help migrants. Providing migrants with all the necessary support is a challenge for us as Europeans in providing financial assistance, a haven in our country where migrants can fully integrate into the local community and into the labor market. Through lifelong learning, various non – formal education methods can help migrants to integrate purposefully and successfully into local communities, with a genuine interest and willingness to help people in distress from the governmental and municipal authorities, from the non – governmental sector perspective.

The aim of the article is to share good practices in the field of lifelong learning by implementing an international pilot project aimed at training migrants in the context of lifelong learning in order to better integrate different ethnic and religious groups into the Latvian labor market and society by learning Latvian and cultural. The main results of the authors of the study are reflected in an interactive learning platform created within the framework of an international project http://migis.eu/. The study uses: (I) theoretical cognitive methods to describe the consequences and challenges of the migrant crisis and to raise the profile of lifelong learning; (II) methods of empirical research – statistical analysis, analysis of survey results, content creation and research of interactive learning environment.

Consequences of the migrant crisis

The European migration crisis and its consequences are a challenge for us Europeans today, so that we can contribute European solidarity, respect for human rights and unity – diverse stakeholders must manage the myriad social, economic, political, legal, and humanitarian implications that come from the mass exodus of millions of people. The effects of the conditional migrant crisis can be divided into several categories: the economic, social and political consequences of this, as pointed out by several researchers and reports by international organizations. For example, Shellito K., a researcher at the University of Pennsylvania, admits that the migrant crisis have a positive consequences. Refugees can often bring positive economic impacts to the countries that receive them: "(I) the presence of refugees ensures enrolment stability, thereby helping to keep the schools open and functioning for all children; this in turn encourages continued investment and can improve the educational infrastructure of the country and boost long – term economic productivity; (II) many of the factors that drive refugee crises – especially war or terrorism – are relatively indiscriminate to class. Because of this, refugees can often come from skilled and educated backgrounds; (III) labor market disruptions, although often viewed as a negative, may be positive." (Shellito, 2016, p. 8-11). The oft – cited view that refugees will drain the economy by taking jobs that would've otherwise been taken by locals may be driven more by rhetoric than fact. In reality, refugees often take jobs that native citizens are unwilling to take, such as in construction or low – wage agriculture.

In order to mitigate the possible negative economic consequences of the migrant crisis, it is essential to promote the integration of migrants into the labor market. In turn European Commission report "An Economic Take on the Refugee Crisis. A Macroeconomic Assessment for the EU" (2016) states that: "based on the information available today, the short – term economic impact of the refugee inflows on the EU's GDP appear small and positive, though it is more pronounced for some Member States than others. The short – term effect is mainly driven by higher public spending. In the medium to long – term, how well refugees are integrated into the labor market will be a key factor in determining the macroeconomic effects that refugee inflows will have on Member States' economies. If well and quickly integrated, refugees can help to improve the performance of the labor market, address demographic challenges, and improve fiscal sustainability. Nevertheless, the earlier and better the integration, the more likely migrants are to make a positive contribution to growth local economy and public finances in the medium term. While the current situation of refugee inflows to the EU suggests that there is a potential for moderate economic gain ahead, downside risk appears substantial, if the required investment is not urgently undertaken to facilitate the management of flows and, for those who are granted international protection, their subsequent integration." (European Commission, 2016, p. 31). The potential positive economic benefits and preconditions for implementation are also characterized by researchers Kancs, D. and Lecca, P: "the rising numbers of forced civil war migrants pose important social and fiscal challenges as well as offering economic opportunities for EU Member State societies and economies. In the short – run, the social – beneficiary status quo of asylum seekers, by providing welfare benefits and the necessary access to education, language and the sociocultural infrastructure, increasing the budget costs of EU Member States." (Kancs & Lecca, 2017, p. 38).

Concept of lifelong learning in Latvia

The Lifelong Learning profile presented in the study outlines new trends in adult education that could contribute to the economic growth of the participating countries and the development of civil society. Traditionally, three basic aspects are relevant to characterizing education: motivation and learning; accessibility and learning; integration and learning. Lifelong learning in the sense of modern education policy means everything that happens to a person in the field of education throughout his or her life. Every member of society, throughout their lives, from kindergarten to retirement, acquires or develops knowledge and skills according to their own interests and needs. It characterizes a modern understanding of education, as opposed to the outdated view that education is acquired once in life – in youth. These components of lifelong learning were formulated during the discussion of the European Commission's Memorandum on Lifelong Learning (Commission of the European communities, 2000). Consequently, lifelong learning is in general a process which encompasses both labor market participation and participation in civil society, as well as the process of self – improvement throughout life. Thus, lifelong learning has a crucial role to play in better integrating migrants into the local community and helping them to fully participate in the local labor market, making a significant contribution to national economic growth.

Adult education policy in Latvia is determined by the Education Development Guidelines 2014 – 2020. This is a part of our daily lives, a conscious choice and a necessity. The overarching goal of education development policy is "quality and inclusive education for personal development, human well – being and sustainable national growth." (Latvijas Republikas Izglītības un zinātnes ministrija, 2013, p. 13). The guiding principles of education development policy are to shape the future education in which the individual and his / her benefits are the most important value, and the educational opportunities are created based on the needs of the individual's personal growth and self – improvement. Adult education policy in Latvia is closely related to almost any area important for the development of the country, but most closely to the economy, entrepreneurship and employment. Alongside the Education Development Guidelines for 2014 – 2020, there are a number of other policy planning documents, both at Latvian and European level, which determine the directions of education development. It should be noted that in 2016 the Cabinet of Ministers approved the "Implementation Plan for the Adult Education Management Model 2016 – 2020" which foresees a 15% increase in the share of adults (aged 25 – 64) in 2020 (Latvijas Republikas Izglītības un zinātnes ministrija, 2016). Taking into account the financial situation in the country, attraction of EU funds is very important in solving adult education issues.

Education of adult immigrants – international pilot project experience

Immigrants, especially in their first year of life in the host country, have language problems, making it difficult to offer them any educational programs (with the exception of language learning) and learning possibilities. In view of this fact, the proposed project was specially designed to create an intellectual product that would be more accessible as possible for immigrants. As a result the project developed e – Educational Tool migis.eu. Most of the measures offered to immigrants are aimed at solving individual problems (for example, only in the training of a particular national language, only information on employment, etc.), therefore the project team has developed an e – Educational Tool migis.eu, which includes interactive detailed information on the host country (60 hrs. of prepared (text and videos) for immigrants and their educators in English and native country language. In addition, Bulgaria and Lithuania prepared the material in Russian, Italian in French languages. On the migis.eu immigrants will be provided with the information on how to behave at hospital, what to do in the case of their children‘s illness, where they can learn national language for free, what to do if you want to recognize the qualifications acquired in your home country, how to deal with children in the host country, etc. The international project was implemented under the Erasmus + program KA2 Strategic Partnership Nr. 2016-1-LT01-KA204-023223. The aim of project: to develop the intellectual product, which would improve and extend the offer of learning opportunities for migrants. The partners of the project was: Klaipeda University (Lithuania), Universitatea Stefan cel Mare din Suceava (Romania), PIXEL – Associatione culturale (Italy), Arteveldehogeschool Gent (Belgium), Liepaja University (Latvia), Social – educational initiatives centre PLUS (Lituania), Shelter Safe House (Latvia), Fundaţia Euroed (Romania) and Foundation for development of the cultural BPOCS (Bulgaria).

It is often not easy for immigrants who wish to move to another country or who have just arrived to live in Latvia to find information about the country in a language they understand. This is why the project created an Internet platform with information on the Latvian state, its history, traditions and cultural values, education and job opportunities, business start – ups, health system and social security and other topics. The interactive platform was designed so that immigrants of any nationality can easily translate this material into one of the languages of the participating countries (Belgium, Romania, Lithuania, Italy, Bulgaria and Latvia). In order to create the interactive Internet platform envisaged in the project, 3 tasks were set out (search of innovative ideas, Development of the educational tool and Product testing and dissemination).

1. Search of inovative ideas

In this phase the study about the partner countries and other European Union immigrants' educational traditions will be collected, also best practices of immigrants' education will be taken into account (especially focusing on the education of the first year immigrants). This study will be based on the opinion of immigrants and immigrants' educators in participating countries (survey with 200 immigrants in each participating country and 15 interviews with immigrants' educators working in different institutions). The aim of these two methods is to investigate what are the specific needs of both immigrants' educators and immigrants.

The follow – up to this article presents some of the results of the study, which is based on data collected in Latvia. The results of the survey are available at the Institute of Educational Sciences of Liepaja University.

- Were distributed 300 questionnaires, filled in 200.
- 53% of respondents – male; 47% – female.
- Average age of respondents – 29,9
- Nationality (or citizenship as it was requested in the questionnaire):

China – 1, Turkey – 2, Bulgaria – 2, Lithuania – 10, Nepal – 2, Ukraine – 49, Columbia – 1, Egypt – 2, Indian – 17, Thai – 1, Russian – 46, Palestine – 2, Uzbekistan – 2, Kazakhstan – 6, Moldova – 4, Georgia – 4, Belarus – 20, Armenia – 6, Sri Lanka – 1, Pakistan – 8, Azerbaijan – 2, Eritrea – 2, Afghanistan – 5, Tadzhikistan – 4, Algeria – 1.

The main reasons for migrant coming to Latvia are shown in Figure 1.

Figure 1 ***Respondents` main reasons for coming to Latvia***

2. Development of the educational tools

The aim of this phase II is to develop unique innovative educational tools to acquire basic knowledge and understanding about host country's sociocultural life. For this purpose moderating partner will prepare the core tools which is called main body. This main body will consist of optimum topics and themes, on the bases of which other responsible partners will fill these topics with information from their countries peculiarities of the host country's sociocultural life for immigrants. Comparative views of migrants and teachers are presented comparing the results obtained in Latvia (table 1).

Table 1 ***What kind of information they lacked the most when arrived to the country?***

Kind of information	Number of respondents (answers of migrants)	Number of respondents (answers of educators)
Latvian history	34	8
People (residents) and their main traditions	60	9
The main social demographic characteristics	7	1
Political System	19	2
Economic System	38	6
Employment legislation	91	7
Ability to learn the official language	70	7
Health Care	85	9
Education System	31	7
Culture 38 19	38	7
Food and culinary traditions	37	3
Leisure	30	5
Security	34	6
Quality of service	19	4
Geography, climate conditions	7	7
The main national and local holidays	23	7

Survey data show that 43% of the immigrants surveyed live alone or are married – 44%. Asked if any information about Latvia has been obtained previously: 13% of the answers indicated no information and 39% of the answers indicated that there was little information about Latvia. When asked if they would like to receive some information about Latvia before arriving in their country of residence, 47% of the respondents approve the offer, indicating that they lacked information about the country. When asked where home? information was obtained, the internet and friends (other immigrants or locals) were identified as the main contributors. The findings prompted the project members to develop a single e – platform on topical issues for migrants.

Characterizing teachers who work with immigrants, the study found that not everyone was willing to share information without explaining the reasons.

3. Product testing and dissemination

During this phase created packages of the educational tools will be presented to immigrants' educators, tested on immigrants and improved. Educators from each country (from participating institutions) will be asked to participate in the training for trainers' activity, during which educational tools for immigrants will be presented. Also teachers will be taught to use these tools, same as how to use the e – platform. During this last phase of the project educational tool is improved on the bases of the migrants' and migrants' educators' suggestions and opinions. The final version of the educational tool will be presented in the e – platform in English and national languages of the partners.

The authors made testing with 34 immigrants. Almost all positions in each questionnaire are evaluated as „very good". Everyone will definitely suggest migis.eu to other immigrants. Just some of the respondents would recommend to make such information also in Russian. Videos and pictures quality evaluated as very good and very interesting presented. Just some of the respondents marked that there were problems with some videos opening via phone. And some links on page migis.eu did not work at all. Immigrants advice recommendation was to make own channel on YouTube to manage the availability of each video. Few of the respondents emphasized that they gained a lot of new and interesting information about different countries, like already have visited each country. Each respondent admitted finding information that they were looking for. However, there was too much information, respondents would recommended to check all textual information and leave the necessary one.

At the end of the project innovative educational tools based on digital technology for immigrants to acquire basic knowledge and understanding about host country's sociocultural life will be created and tested. Easy to understand tools for all immigrants and their educators will help them to integrate into a host society.

Developing an informative learning platform, the project partner countries assessed the Internet resources available in each country in the national language and English, focusing on the relevance of the information to the appropriate target group.

Conclusions

1. The European migration crisis and its consequences are the challenge for the Europeans today, so we can contribute to European solidarity, respect

for human rights and unity – to manage the myriad social, economic, political, legal and humanitarian implications that come from the mass exodus of millions of people. Providing migrants with all sorts of support is a challenge for us as Europeans in providing financial assistance, productive training in the context of lifelong learning, a haven in our country where migrants can fully integrate into the local community and into the labor market.

2. Characterizing the migration crisis in Europe in the framework of an international pilot project, each project member countries (Belgium, Italy, Latvia, Lithuania, Romania) sought its own solution to the issue and to the development of civil society, distinguishing between two main groups – migrants and asylum seekers – offering their own norms. In the context of lifelong learning, there is a common need for both target groups, namely general information on the host country.
3. A good practice example (international pilot project) highlighted the following social portrait of respondents: average age 29.9, coming to Latvia to look for a job 45% or 24% study, 44% married or living alone, 39% have little information about Latvia or in 13% of cases there has been no information, in 93% of cases migrants want to get some information about Latvia. The Internet and friends (other immigrants or residents) are mentioned as the most popular sources of information.
4. The experience of migrant teachers shows that integration and education issues are particularly important in the first year since arriving in Latvia, focusing on learning the state language, providing a place to live, and providing direct support in a specific life situation. At this stage, especially important provide professionally oriented and accessible lifelong learning, which can contribute to the better integration of migrants into the local community and the labor market.
5. According to the respondents, the efforts of the project Member States to create a single e – platform migis.eu, which brings together the most important information on the host countries, is commendable. The resulting information platform is expandable, focusing on future video and image quality technical solutions, translations into other languages such as Russian. As a separate target group, non – English speaking asylum seekers, who need information on a potential host country, appeared in the project.

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LATVIJAS SUPERVIZORU PROFESIONĀLĀS KOMPETENCES PAŠNOVĒRTĒJUMS

Self-Assessment of Professional Competency of Supervisors of Latvia

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Abstract. *In 2019, a new Professional Standard of Supervisor of Latvia was developed and adopted, defining and describing the supervisor's professional competencies. It was necessary to find out whether supervisors who have been certified over the past five years and come from a different background recognize the importance of defined competencies. The aim of this study was to identify the self-assessment of the importance and attainability of professional competence of certified supervisors of Latvia. Two stage mixed method research design was used: (1) qualitative document analysis and expert study in order to develop a questionnaire; (2) quantitative online survey of professional competence of certified supervisors. Supervisors evaluated the importance and attainability of 34 professional competencies on a 5-point Likert scale. For data analysis the descriptive statistical methods, Kolmogorov-Smirnov test and Wilcoxon signed-rank test were used. The study indicated high importance of professional competence (22 of 34 competences as very important and 12 as rather important). The indicators of the attainability of professional competence varied from average to fully attainable, but most (28 of 34 competences) were estimated as mostly attainable. The results showed statistically significant differences between the evaluations of importance and attainability in 17 professional competences. The least important and the least attainable competence was "Ability to carry out research activities for the development of supervision theory and methods". This study shows that Latvian certified supervisors consider most of defined professional competencies as very important and mostly attainable.*
Keywords: *attainability, importance, professional competence, supervision, supervisor.*

Ievads
Introduction

Izglītības paradigmas maiņa, kas atspoguļota Latvijas ilgtspējīgas attīstības stratēģijā (LR Saeima, 2010), starp vairākiem citiem rīcības virzieniem nosaka arī prasību pēc izglītības pieejamības visa mūža garumā. No tā izrietošais mūžizglītības princips paredz cilvēka personīgās izaugsmes un pašpilnveides

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sekmēšanu katrā dzīves posmā visās dzīves jomās, vērtējot iegūtas zināšanas, prasmes un kompetenci, nevis formālo vai neformālo veidu, kā izglītība iegūta (IZM, 2013). Mūžizglītības kontekstā efektīvs un mūsdienīgs pašpilnveides un profesionālās attīstības veids ir supervīzija, kas tiek īstenota caur reflektīvo praksi un mācīšanos no pieredzes, tādējādi veicinot nepārtrauktu un efektīvu profesionāļa vai speciālista tālākizglītību (Stankus-Viša, 2017; Apine, 2017). Supervizējamie supervīzijas procesa gaitā caur refleksiju un pašanalīzi attīsta savu profesionālo kompetenci un efektivitāti, savukārt no supervizoriem klienti sagaida zināmu profesionālo kompetenci, kas veidojas no supervizora apgūtajām zināšanām, prasmēm un attieksmes. Tas nozīmē, ka profesionālā kompetence ir svarīga gan no supervizora, gan no supervizējamā perspektīvas.

Profesionālo kompetenci, ko supervizējamie varētu sagaidīt no supervizora, šobrīd Latvijā apraksta supervizora profesijas standarts. 2019. gadā ir izstrādāts un apstiprināts otrais supervizora profesijas standarts (turpmāk tekstā – Standarts). Saskaņā ar to supervizors ir noteiktas profesionālās nozares speciālists, kurš papildus ir ieguvis supervizora kvalifikāciju un sniedz supervīzijas pakalpojumu – mērķtiecīgi organizētu konsultatīvu un izglītojošu atbalstu (PINTSA, 2019).

Lai gan vienots regulējums supervizoram kā patstāvīgai profesijai, kuru var apgūt uz citas profesijas bāzes, pastāv apmēram piecus gadus[1], kopumā supervīzija Latvijā attīstās jau teju 30 gadus, kuru laikā ir pastāvējušas atšķirīgas izpratnes par supervīziju un supervizoru (Mārtinsone, Mihailova, & Mihailovs, 2014). Supervizoru profesijas izveidē nozīmīga loma ir Latvijas Supervizoru apvienībai (LSA), kas kopš 2012. gada ir Eiropas Nacionālo supervīzijas organizāciju asociācijas (ANSE) pilna statusa biedrs[2]. Vienota izpratne par supervizoru profesionālo darbību un profesionālajām kompetencēm Latvijā nostiprinājās pēc 2013. gada LZA Terminoloģijas komisijas apstiprinātajiem terminiem „supervīzija" un „supervizors" un pirmā Supervizora (pārrauga) profesijas standarta apstiprināšanas (TK, 2013; MK, 2014).

2014. gadā, pēc pirmā supervizora profesijas standarta apstiprināšanas ir veikts pilotpētījums par supervizora kompetenci un profesionālo darbību, kurā secināts, ka dažādie profesionālie konteksti, prasības un supervizora izglītības iegūšanas ceļi Latvijā ir radījuši atšķirīgu skatījumu uz supervizoram nepieciešamajām kompetencēm (Mārtinsone, Mihailova, & Mihailovs, 2014).

2015.-2016. gadā pētījumā par supervizora profesionālo identitāti atklātas atšķirības starp supervizoriem iesācējiem un pieredzējušiem supervizoriem

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[1] Pirmais supervizora profesijas standarts tika pieņemts 2014.gadā (MK, 2014).

[2] LSA apvieno dažādās profesionālās vidēs praktizējošus supervizorus, kuri, ieguvuši izglītību dažādu supervīzijas tradīciju ietvaros. 2014.gada 10.decembrī tika pieņemts Latvijas supervizoru sertifikācijas un resertifikācijas nolikums. Līdz 2019.gada decembrim no visiem 123 LSA biedriem un asociētiem biedriem bija sertificējušies 95 supervizori (LSA, 2018).

ekspertiem (Vaivade-Kalnmeiere & Mārtinsone, 2017). Tas saskan ar profesionālās attīstības posmu un lietpratības un pieredzes attīstības posmu pētījumiem, kuros atklāts, ka profesionālās lietpratības vai kompetences līmenis visbiežāk tiek sasniegts pēc piecu gadu darba pieredzes (Gibson, Dollarhide, & Moss, 2010; Skovholt & Ronnestad, 2012; Geidžs & Berliners, 1999).

Izmantojot ANSE standartos un dažādās profesionālās darbības vidēs, piemēram, sociālajā darbā, klīniskajā vidē un uzņēmējdarbībā definētās supervizoru kompetences, 2016. gadā tika izstrādāta "Supervizora profesionālās kompetences pašnovērtējuma aptauja" (Ļevina u.c., 2017). Aptaujas rezultāti liecināja, ka dažādās profesionālās vidēs praktizējošu supervizoru profesionālās kompetences pašnovērtējums neatšķiras.

Pētījumi par kompetencēs balstītiem supervīzijas modeļiem liecina, ka, vairojot gan supervizoru, gan supervizējamo izpratni par kompetenču teorētiskajiem ietvariem un pamatprincipiem, pieaug to pielietošana praksē un supervīzijas kvalitāte (Gonsalvez & Calvert, 2014). Taču, lai noskaidrotu, kā LSA apvienotie profesionālie supervizori vērtē Standartā definētās profesionālās kompetences vērtību, būtu jāveic jauns pētījums.

Šī raksta autoru pētījuma metodoloģijas teorētisko ietvaru veido J. Fantalovas modificēta vērtību konflikta teorija, saskaņā ar kuru kompetenci iespējams aplūkot kā profesionāļa vērtību jeb mērķi, uz ko supervizors tiecas (Fantalova, 2013). Šāda pieeja palīdz skaidrot attiecības starp profesionālās kompetences nozīmīgumu un īstenojamību. Adaptējot teorētisko modeli par supervizora kompetenci kā vērtību, ir svarīgi novērtēt, kādas atšķirības pastāv starp kompetencēm, kuras tiek uzskatītas par nozīmīgām, un tām, kuras ir apgūtas un reāli pielietotas.

Pētījuma mērķis ir noskaidrot, kāds ir Latvijas sertificēto supervizoru pašnovērtējums par profesionālās kompetences nozīmīgumu un īstenojamību, un izpētīt atšķirības starp dažādu supervizoru pašnovērtējuma rādītājiem. Atbilstoši pētījuma mērķim un balstoties teorētiskajā modelī par kompetenci kā vērtību, tika formulēti šādi pētnieciskie jautājumi:

1. Kādi ir Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences nozīmīguma un īstenojamības rādītāji?
2. Kāda ir atšķirība starp Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences nozīmīguma un īstenojamības rādītājiem?
3. Kāda ir atšķirība starp Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences nozīmīguma un īstenojamības rādītājiem supervizoriem ar dažādu profesionālās darbības stāžu?

Kompetence kā vērtība
Competence as a value

Atbilstoši psiholoģes J. Fantalovas izstrādātās vērtību konflikta teorijas pieejai, tiek izdalīti divi vērtības aspekti. Vispirms noteikta vērtība tiek salīdzināta ar citām vērtībām, tādējādi tai tiek piešķirts nozīmīgums (*cennost'*). Savukārt vērtības sasniegšanas jeb indivīda iespēju realizēšanas process ir saistīts ar pieejamības vai sasniedzamības (*dostupnost'*) jēdzienu. Attiecībā uz kompetencēm tā tika definēta kā īstenojamība. Atšķirība vērtības nozīmīguma un sasniedzamības vērtējumā tiek interpretēta vai nu kā "iekšējais konflikts", ja vērtība ir nozīmīga, bet grūti sasniedzama, tādējādi vēlamais nesaskan ar reālo un iespējamo; vai „iekšējais vakuums", ja vērtība ir maznozīmīga, neinteresanta un tai pat laikā pieejama jeb viegli sasniedzama. Ja vērtības nozīmīgums un sasniedzamības novērtētas vienādi vai līdzīgi, tas ir "neitrālās zonas" – konfliktu brīvs, mierīgs stāvoklis, kurā nozīmīgais un sasniedzamais ir savstarpējā līdzsvarā. Indivīds šādā situācijā lielākoties ir apmierināts ar dzīves situāciju un nozīmīgā vērtība tiek realizēta (Fantalova, 2013).

Aplūkojot supervizora kompetenci kā vērtību, J. Fantalovas teorija palīdz skaidrot attiecības starp profesionālās kompetences nozīmīgumu un īstenojamību. Situācijā, ja supervizors uzskata profesionālo kompetenci par svarīgu un nozīmīgu, taču nesaskata reālu iespēju šo kompetenci īstenot, varētu rasties iekšējā konflikta stāvoklis. Iekšējā vakuuma stāvoklis supervizoram nozīmētu situāciju, kurā profesionālā kompetence ir apgūta un pilnībā īstenojama, taču nešķiet svarīga un darbam nepieciešama. Savukārt, ja profesionālā kompetence tiek uztverta kā nozīmīga un reāli īstenojama, to var definēt kā neitrālās zonas stāvokli.

Metodoloģija
Methodology

Darbs pie pētījuma notika divos secīgos posmos – pētījuma sagatavošanas un pētījuma īstenošanas posmā.

Pētījuma sagatavošana

Lai izveidotu aptaujas pantus, tika analizēti aktuālie dokumenti, kuros definētas prasības supervizora izglītībai un kvalifikācijai. Vispirms, izmantojot Standartā (PINTSA, 2019) definēto 21 uzdevumu, tika izveidots supervizora kompetenču un to paskaidrojošo prasmju un attieksmju saraksts (53 panti). Katrs no pantiem tika salīdzināts ar katru no 24 ANSE supervizoru profesionālo kompetenču standartā definētajām pamata kompetencēm un to aprakstiem, tādējādi precizējot aptaujas pantu saturu (ANSE, 2015).

Visus 53 pantus un 24 ANSE pamata kompetences savā starpā salīdzināja vēl viena pētniece[3]. Pēc abu pētnieču iegūto rezultātu salīdzināšanas un atšķirību analīzes tika secināts, ka Standartā definēto profesionālās kompetences pantu saraksts būtu papildināms ar pantiem, kas raksturo šādas ANSE definētās kompetences: pretrunības tolerance, paralēlais process, pārmaiņu veicināšana, empātija. Tāpēc pantu saraksts tika papildināts ar 15 aptaujas pantiem no "Latvijas supervizoru profesionālās kompetences aptaujas" (Ļevina u.c., 2017), kuri pēc satura atbilst minēto četru kompetenču aprakstam un saturam.

Apvienojot supervizora profesionālās kompetences pantus ar supervizora ētikas kompetences pantiem tika izveidota aptaujas sākotnējā versija un tika organizēta ekspertu aptauja ar mērķi novērtēt izstrādāto aptaujas pantu saprotamību un atbilstību supervizora profesionālajai kompetencei.

Ekspertu aptaujas dalībnieki bija trīs pieredzējuši supervizori, LSA biedri, tai skaitā Sertifikācijas un Ētikas komisijas locekļi. Eksperti pēc 3 ballu Likerta skalas novērtēja izstrādāto aptaujas pantu saprotamību un atbilstību un brīvā formā sniedza ieteikumus aptaujas pilnveidei. Iegūtie rezultāti un ekspertu ieteikumi tika ņemti vērā un tika izstrādāta "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptauja". Atbilstoši ekspertu ieteikumiem 50 pantu kompetenču saraksts aptaujā tika sadalīts piecās galvenajās tematiskajās grupās – "Supervīzijas sagatavošana un uzsākšana"; "Supervīzijas vadīšana"; "Supervizora attieksme, pašrefleksija, empātija"; "Supervizora profesionālā darbība"; "Supervizora ētika". Šī raksta ietvaros ir aplūkotas pirmās četras supervizora profesionālās kompetences kritēriju grupas, kas aptver 34 kompetences.

Pētījuma īstenošana

Instrumentārijs.

1) Sociāldemogrāfiskā aptauja ar 14 jautājumiem par respondenta vecumu, dzimumu, izglītību, supervizora darbības stāžu u.tml.
2) Pētījuma sagatavošanas posmā izstrādātā "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptauja". Aptaujas dalībniekiem bija jānovērtē 50 supervizora profesionālo kompetenču panti pēc to nozīmīguma un īstenojamības, pielietojot Likerta skalu (no 1 – nemaz nav nozīmīga/ nemaz nav īstenojama līdz 5 – ļoti nozīmīga/ pilnībā īstenojama).

Dalībnieki. Pētījumā piedalījās 48 LSA sertificētie supervizori, kas veido 56% no kopējā LSA sertificēto supervizoru skaita[4]. Pētījuma respondentu vidū bija 47 sievietes un viens vīrietis, vecumā no 35 līdz 77 gadiem (*M = 49, SD = 7,99)*. Respondenti praktizē supervīziju vidēji 7 gadus: 15 jeb 31% respondentu

[3] Pētījums tika organizēts un īstenots sadarbībā ar pētnieci A.Angenu, kura veica pētījumu par supervizoru ētiskās kompetences pašnovērtējumu.
[4] Aptaujas laikā no 2019.gada 17.oktobra līdz 1. novembrim LSA sarakstā bija 85 sertificēti supervizori.

veic supervizora darbu no 1-3 gadiem, 9 jeb 19% – 4-5 gadus, 6 jeb 13% – 6-9 gadus, 9 jeb 19% – 10-11 gadus un 9 jeb 19% 12-18 gadus. Kopumā 50% jeb 24 dalībnieki praktizē līdz pieciem gadiem, un tikpat daudz bija to, kuri praktizē vairāk par pieciem gadiem.

Pētījuma respondenti vidēji 37% no visas darba slodzes ir nodarbināti kā supervizori: 14 jeb 28% no aptaujātajiem praktizē supervīziju 5-10% no sava ikdienas darba laika, 6 jeb 12% - 15-25% no darba laika, 13 jeb 26% - 30-40% no darba laika, 12 jeb 24% - 50-70% no visa darba laika un 5 jeb 10% praktizē supervīziju 80% un vairāk no sava darba laika, tai skaitā viens respondents ir pilnu slodzi nodarbināts kā supervizors.

Procedūra. Pētījuma aģentūras interneta aptauju vietnē www.club-interactive.com tika izvietota elektroniska aptauja, kuru veidoja sociāli demogrāfisko jautājumu daļa un "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptaujas" daļa.

Informācija par aptauju tika nosūtīta LSA sertificētajiem supervizoriem, kuru kontaktinformācija atrodama LSA veidotajā un uzturētajā supervizoru sarakstā. Katram supervizoram uz sarakstā publicēto e-pasta adresi tika nosūtīts uzaicinājums piedalīties aptaujā, kā arī saite uz aptauju, kuru aktivizējot katrs supervizors varēja aizpildīt aptauju tikai vienu reizi. Dalība pētījumā bija brīvprātīga un informēta. Iegūtie dati sākotnēji tika apkopoti pētījuma aģentūrā un saņemti bez respondentu e-pasta adresēm, ievērojot to anonimitāti.

Rezultāti
Results

Aptaujas pantu empīriskā sadalījuma atbilstība normālsadalījumam tika pārbaudīta, izmantojot Kolmogorova-Smirnova kritēriju. Tā kā atbilžu sadalījums neatbilst normālsadalījumam, datu analīzei tika izmantotas neparametriskās statistikas metodes.

Lai atbildētu uz jautājumu, kādi ir Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences nozīmīguma rādītāji, tika aprēķinātas nozīmīguma skalas pantu mediānas (*Mdn*) un vidējie aritmētiskie rādītāji (*M*), kā arī standartnovirzes (*SD*). No visām 34 profesionālām kompetencēm 22 kompetences ir novērtētas kā ļoti nozīmīgas (Mdn = 5, M = [4,5; 4,88], SD = [0,33; 0,69]) un 12 kompetences – diezgan nozīmīgas (Mdn = 4, M = [3,81; 4,33], SD = [0,64; 0,79] (sk. 1. tabulā).

Visvairāk maksimālos nozīmīguma vērtējumus ieguvušas trīs kompetences: *spēja nodibināt kontaktu ar supervizējamo un uzturēt darba aliansi ar supervizējamo visa supervīzijas procesa laikā; spēja atdalīt savas emocijas no supervizējamā emocijām; spēja veikt pašrefleksiju par savu profesionālo darbību.*

Salīdzinot nozīmīgumu sadalījumā pa četrām profesionālo kompetenču grupām, kopumā kā nozīmīgās tiek vērtētas supervizora kompetences, kas saistītas ar supervizora attieksmi, pašrefleksiju un empātiju un supervīzijas vadīšanu, bet mazāk nozīmīgās ir tās, kas saistītas ar supervizora profesionālo darbību.

Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences īstenojamības rādītāji tika noskaidroti, aprēķinot īstenojamības skalas pantu mediānas un vidējos aritmētiskos rādītājus. Kā pilnībā īstenojamas tika novērtētas piecas kompetences (Mdn = 5, M = [4,4; 4,6], SD = [0,5; 0,74]). Kā lielākoties īstenojamas tika novērtētas 28 kompetences (Mdn = 4, M = [3,73; 4,42], SD = [0,48; 0,92]). Vienas kompetences īstenojamības rādītāji atbilst vērtējumam vidēji īstenojama (Mdn = 3, M = 3,4], SD = 1,03) (sk. 1. tabulā).

1.tabula. ***Latvijas sertificēto supervizoru nozīmīgās un īstenojamās profesionālās kompetences pašnovērtējuma rezultātu aprakstošās un secinošās statistikas rādītāji***
Table 1 ***Indicators of descriptive and inferential statistics of the self-assessment of the the importance and attainability of professional competence of Latvian certified supervisors***

Profesionālās kompetences panti	Nozīmīguma skala			Īstenojamības skala			Atšķirības
	Mdn/M	*SD*	*Z*	*Mdn/M*	*SD*	*Z*	*T*
Supervīzijas sagatavošana, uzsākšana							
Spēja nodibināt kontaktu un izveidot sadarbību ar supervīzijas pasūtītāju dažādās profesionālajās vidēs	**5/ 4,69**	0,55	0,44**	4/ 4,1	0,69	0,29**	**-3,86****
Spēja veikt sākotnējo izvērtēšanu, lai noskaidrotu supervīzijas pasūtītāja un/vai supervizējamā (indivīda, grupas, komandas vai organizācijas) vajadzības, profesionālās grūtības un gaidas no supervīzijas	**5/ 4,65**	0,53	0,42**	4/ 3,98	0,76	0,26**	**-4,42****
Spēja izskaidrot supervīzijas pasūtītājam un/vai supervizējamajam supervīzijas funkcijas, mērķus un procesu, ieguvumus no supervīzijas un supervizora lomu	**5/ 4,63**	0,49	0,40**	4/ 4,31	0,72	0,29**	**-2,69****
Spēja formulēt supervīzijas mērķus	**5/ 4,73**	0,49	0,46**	4/ 4,38	0,67	0,30**	**-3,15****
Spēja ieteikt atbilstošu supervīzijas veidu un formu	4/ 4,19	0,79	0,26**	4/ 4,23	0,72	0,25**	-0,37
Spēja izveidot supervīzijas pasūtītāja un/vai supervizējamā darbam, videi un vajadzībām atbilstošu supervīzijas piedāvājumu	4/ 4,31	0,72	0,27**	4/ 4,15	0,65	0,30**	-1,47
Spēja izveidot supervīzijas vienošanos, noslēgt līgumu	**5/ 4,5**	0,62	0,35**	**5/ 4,4**	0,74	0,34**	-0,93
Spēja vienoties par supervīzijas rezultātu novērtēšanu	4/ 4,25	0,64	0,30**	4/ 4,17	0,75	0,24**	-0,70

1. tabulas turpinājums

Profesionālās kompetences panti	Nozīmīguma skala			Īstenojamības skala			Atšķirības
	Mdn/M	*SD*	*Z*	*Mdn/M*	*SD*	*Z*	*T*
Supervīzijas vadīšana							
Spēja nodibināt kontaktu ar supervizējamo un uzturēt darba aliansi ar supervizējamo visa supervīzijas procesa laikā	**5/ 4,88**	0,33	0,52**	4/ 4,35	0,48	0,41**	**-5,00****
Spēja supervīzijas procesā izmantot atbilstošas problēmu risināšanas, konsultēšanas un pieaugušo izglītības metodes un tehnikas	**5/ 4,56**	0,54	0,37**	4/ 4,29	0,5	0,41**	**-2,84****
Spēja veicināt supervizējamā refleksijas procesu, iesaisti un izziņas aktivitāti	**5/ 4,77**	0,42	0,48**	4/ 4,33	0,6	0,32**	**-3,77****
Spēja analizēt un novērtēt supervizējamā profesionālās izaugsmes dinamiku un supervīzijas procesa attīstību	4/ 4,46	0,54	0,32**	4/ 4,27	0,74	0,28**	-1,49
Spēja novērtēt supervizējamā personisko jautājumu ietekmi uz profesionālajām problēmām un grūtībām	4/ 4,21	0,65	0,29**	4/ 4,04	0,74	0,27**	-1,37
Spēja apkopot supervīzijas sesiju un pabeigt supervīzijas procesu.	**5/ 4,63**	0,57	0,41**	**5/ 4,6**	0,54	0,40**	-0,21
Spēja apkopot un novērtēt supervīzijas rezultātus	**5/ 4,56**	0,54	0,37**	**5/ 4,48**	0,58	0,33**	-0,94
Spēja sniegt atgriezenisko saikni par supervīzijas rezultātiem	**5/ 4,63**	0,49	0,40**	**5/ 4,58**	0,5	0,38**	-0,50
Supervizora attieksme, pašrefleksija, empātija							
Spēja izvērtēt savu profesionālo darbību un tās rezultātus	**5/ 4,6**	0,54	0,40**	4/ 4,31	0,59	0,33**	**-2,69****
Spēja saglabāt profesionālo objektivitāti, neitralitāti un prasmi novērot	**5/ 4,71**	0,5	0,45**	4/ 4,27	0,61	0,32**	**-3,48****
Spēja atpazīt paralēlos procesus	**5/ 4,52**	0,68	0,38**	4/ 4,02	0,73	0,24**	**-3,22****
Spēja veikt pašrefleksiju par savu profesionālo darbību	**5/ 4,85**	0,36	0,51**	**5/ 4,52**	0,62	0,36**	**-3,26****
Spēja apzināties pretrunīgumu un / vai neskaidrību kā supervīzijas procesa daļu	4/ 4,33	0,69	0,29**	4/ 4,27	0,71	0,27**	-0,47
Spēja adekvāti vadīt supervīziju situācijās, kad rodas spriedze, trauksme, pretrunīgas izjūtas vai konfliktējoša komunikācija	**5/ 4,77**	0,42	0,48**	4/ 4	0,68	0,27**	**-4,89****
Spēja reflektēt par konfliktējošām jūtām, vēstījumiem, secinājumiem	**5/ 4,71**	0,5	0,45**	4/ 4,17	0,52	0,40**	**-3,96****
Spēja būt empātiskai / m	**5/ 4,58**	0,58	0,39**	4/ 4,42	0,58	0,31**	-1,63

1. tabulas turpinājums

Profesionālās kompetences panti	Nozīmīguma skala			Īstenojamības skala			Atšķirības
	Mdn/M	*SD*	*Z*	*Mdn/M*	*SD*	*Z*	*T*
Spēja atpazīt supervizējamā emocionālo stāvokli	**5/ 4,67**	0,48	0,42**	4/ 4,21	0,65	0,29**	**-3,87****
Spēja atdalīt savas emocijas no supervizējamā emocijām	**5/ 4,88**	0,33	0,52**	4/ 4,35	0,6	0,31**	**-4,35****
Spēja veicināt supervizējamo pieredzes, domu, jūtu un vajadzību verbalizēšanu	**5/ 4,58**	0,5	0,38**	4/ 4,27	0,71	0,27**	**-2,56****
Profesionālā darbība							
Spēja patstāvīgi izveidot piedāvājumu profesionālajai darbībai un vadīt supervizora praksi	4/ 4,23	0,66	0,28**	4/ 4,33	0,72	0,28**	-0,97
Spēja popularizēt un pārdot supervīzijas pakalpojumus	4/ 3,88	0,64	0,35**	4/ 3,73	0,92	0,20**	-1,01
Spēja veidot profesionālu sadarbību ar profesionālajām asociācijām, citu profesiju pārstāvjiem, t. sk., iekļaujoties multiprofesionālā un starpdisciplinārā komandas darbā	4/ 3,83	0,72	0,24**	4/ 3,85	0,8	0,26**	-0,12
Spēja informēt un izskaidrot savas un citu profesiju pārstāvjiem savu profesionālo darbību, tās mērķus, uzdevumus, iespējas un ierobežojumus	4/ 4,25	0,64	0,30**	4/ 4,23	0,69	0,25**	-0,16
Spēja nodrošināt personas datu aizsardzību atbilstoši normatīvajos aktos paredzētajai kārtībai	**5/ 4,52**	0,65	0,37**	4/ 4,31	0,66	0,27**	-1,63
Spēja atlasīt un analizēt zinātniski profesionālo literatūru un sasaistīt tajā gūtās atziņas ar praksi	4/ 4,15	0,74	0,23**	4/ 4	0,83	0,21**	-1,05
Spēja īstenot pētniecisko darbību supervīzijas teorijas un metožu attīstībai	4/ 3,81	0,79	0,26**	3/ 3,4	1,03	0,21**	**-2,61****

*Piezīmes. N = 48. *p < 0,05. **p < 0,01. Apzīmējumi: Mdn – mediāna, M – vidējais aritmētiskais rādītājs, SD – standartnovirze, Z – Kolmogorova-Smirnova kritērijs, T – Vilkoksona kritērijs.*

Kopumā sertificētie supervizori no 34 definētajām kompetencēm 28 vērtējuši kā lielākoties īstenojamas. Par pilnībā īstenojamām novērtētas piecas profesionālās kompetences: *spēja izveidot supervīzijas vienošanos, noslēgt līgumu; spēja apkopot supervīzijas sesiju un pabeigt supervīzijas procesu; spēja apkopot un novērtēt supervīzijas rezultātus; spēja sniegt atgriezenisko saikni par supervīzijas rezultātiem; spēja veikt pašrefleksiju par savu profesionālo darbību.*

Salīdzinot īstenojamību dalījumā pa profesionālo kompetenču grupām, šobrīd kā vieglāk īstenojamas tiek vērtētas supervīzijas vadīšanai nepieciešamās kompetences, bet grūtāk īstenojamo kompetenču grupa attiecas uz supervizora profesionālo darbību.

Lai noskaidrotu, vai pastāv statistiski nozīmīga atšķirība starp Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences nozīmīguma un īstenojamības rādītājiem, tika izmantots Vilkoksona kritērijs. Rezultāti parāda statistiski nozīmīgu atšķirību starp nozīmīguma un īstenojamības rādītājiem 17 profesionālajām kompetencēm, un visos gadījumos nozīmīgums ir vērtēts augstāk nekā īstenojamība (T = [-2,61; -5,00], p < [0,01; 0,05]) (sk. 1. tabulā).

Visretāk par ļoti nozīmīgām novērtētās kompetences arī bija retāk vērtētas kā pilnībā īstenojamas un biežāk vērtētas kā vidēji īstenojamas un drīzāk neīstenojamas. No mazāk nozīmīgajām kompetencēm nozīmīgums augstāks par īstenojamību bija tikai vienai: *spējai īstenot pētniecisko darbību supervīzijas teorijas un metožu attīstībai*.

2.tabula. ***Profesionālās kompetences pašnovērtējuma nozīmīguma un īstenojamības atšķirību rādītāji supervizoriem ar dažādu darba stāžu***
Table 2 **Indicators of the differences of the importance and attainability of professional competence of supervisors with different duration of work experience**

Profesionālās kompetences panti	Darba stāžs līdz 5 gadiem (n=24)					Darba stāžs virs 5 gadiem (n=24)				
	Nozīmīguma skala		Īstenojamības skala		Atšķirības	Nozīmīguma skala		Īstenojamības skala		Atšķirības
	M	*SD*	*M*	*SD*	*T*	*M*	*SD*	*M*	*SD*	*T*
Supervīzijas sagatavošana, uzsākšana										
Spēja nodibināt kontaktu un izveidot sadarbību ar supervīzijas pasūtītāju dažādās profesionālajās vidēs	4,88	0,34	4,17	0,58	**-3,56****	4,50	0,66	4,13	0,68	**-1,83**
Spēja veikt sākotnējo izvērtēšanu, lai noskaidrotu supervīzijas pasūtītāja un/vai supervizējamā (indivīda, grupas, komandas vai organizācijas) vajadzības, profesionālās grūtības un gaidas no supervīzijas	4,63	0,58	4,04	0,75	-2,97**	4,67	0,48	3,92	0,78	-3,29**
Spēja izskaidrot supervīzijas pasūtītājam un/vai supervizējamajam supervīzijas funkcijas, mērķus un procesu, ieguvumus no supervīzijas un supervizora lomu	4,58	0,50	4,25	0,79	-1,89	4,67	0,48	4,38	0,65	-1,94
Spēja formulēt supervīzijas mērķus	4,67	0,56	4,25	0,68	**-2,64****	4,79	0,41	4,50	0,66	**-1,81**

2. tabulas turpinājums

Profesionālās kompetences panti	Darba stāžs līdz 5 gadiem (n=24)					Darba stāžs virs 5 gadiem (n=24)				
	Nozīmīguma skala		Īstenojamības skala		Atšķirības	Nozīmīguma skala		Īstenojamības skala		Atšķirības
	M	*SD*	*M*	*SD*	*T*	*M*	*SD*	*M*	*SD*	*T*
Spēja ieteikt atbilstošu supervīzijas veidu un formu	4,25	0,74	4,04	0,81	-1,08	4,13	0,85	4,42	0,58	-1,81
Spēja izveidot supervīzijas pasūtītāja un/vai supervizējamā darbam, videi un vajadzībām atbilstošu supervīzijas piedāvājumu	4,29	0,62	4,00	0,66	-1,51	4,33	0,82	4,29	0,62	-0,54
Spēja izveidot supervīzijas vienošanos, noslēgt līgumu	4,42	0,65	4,17	0,76	-1,50	4,58	0,58	4,63	0,65	-0,23
Spēja vienoties par supervīzijas rezultātu novērtēšanu	4,29	0,62	4,08	0,78	-1,21	4,21	0,66	4,25	0,74	-0,23
Supervīzijas vadīšana										
Spēja nodibināt kontaktu ar supervizējamo un uzturēt darba aliansi ar supervizējamo visa supervīzijas procesa laikā	4,88	0,34	4,29	0,46	-3,74**	4,88	0,34	4,42	0,50	-3,32**
Spēja supervīzijas procesā izmantot atbilstošas problēmu risināšanas, konsultēšanas un pieaugušo izglītības metodes un tehnikas	4,63	0,49	4,25	0,53	**-2,50***	4,50	0,59	4,33	0,48	**-1,41**
Spēja veicināt supervizējamā refleksijas procesu, iesaisti un izziņas aktivitāti	4,79	0,41	4,13	0,61	**-3,58****	4,75	0,44	4,54	0,51	**-1,51**
Spēja analizēt un novērtēt supervizējamā profesionālās izaugsmes dinamiku un supervīzijas procesa attīstību	4,54	0,51	4,17	0,76	**-1,97***	4,38	0,58	4,38	0,71	**0,00**
Spēja novērtēt supervizējamā personisko jautājumu ietekmi uz profesionālajām problēmām un grūtībām	4,21	0,66	3,88	0,80	-1,73	4,21	0,66	4,21	0,66	0.00
Spēja apkopot supervīzijas sesiju un pabeigt supervīzijas procesu.	4,58	0,50	4,54	0,59	-0,33	4,67	0,64	4,67	0,48	0.00
Spēja apkopot un novērtēt supervīzijas rezultātus	4,50	0,59	4,46	0,59	-0,33	4,63	0,49	4,50	0,59	-1,00
Spēja sniegt atgriezenisko saikni par supervīzijas rezultātiem	4,63	0,49	4,46	0,51	-1,41	4,63	0,49	4,71	0,46	-0,71

2. tabulas turpinājums

Profesionālās kompetences panti	Darba stāžs līdz 5 gadiem (n=24)					Darba stāžs virs 5 gadiem (n=24)				
	Nozīmīguma skala		Īstenojamības skala		Atšķirības	Nozīmīguma skala		Īstenojamības skala		Atšķirības
	M	*SD*	*M*	*SD*	*T*	*M*	*SD*	*M*	*SD*	*T*
Supervizora attieksme, pašrefleksija, empātija										
Spēja izvērtēt savu profesionālo darbību un tās rezultātus	4,63	0,58	4,21	0,59	-2,07*	4,58	0,50	4,42	0,58	-2,00*
Spēja saglabāt profesionālo objektivitāti, neitralitāti un prasmi novērot	4,67	0,56	4,29	0,69	**-1,79**	4,75	0,44	4,25	0,53	**-3,46****
Spēja atpazīt paralēlos procesus	4,46	0,72	3,79	0,72	**-2,58***	4,58	0,65	4,25	0,68	-1,89
Spēja veikt pašrefleksiju par savu profesionālo darbību	4,79	0,41	4,38	0,71	**-2,64****	4,92	0,28	4,67	0,48	**-1,90**
Spēja apzināties pretrunīgumu un / vai neskaidrību kā supervīzijas procesa daļu	4,21	0,66	4,21	0,78	**-0,04**	4,46	0,72	4,33	0,64	**-0,73***
Spēja adekvāti vadīt supervīziju situācijās, kad rodas spriedze, trauksme, pretrunīgas izjūtas vai konfliktējoša komunikācija	4,75	0,44	3,96	0,69	-3,48**	4,79	0,41	4,04	0,69	-3,45**
Spēja reflektēt par konfliktējošām jūtām, vēstījumiem, secinājumiem	4,79	0,41	4,13	0,54	-3,26**	4,63	0,58	4,21	0,51	-2,31*
Spēja būt empātiskai / m	4,46	0,66	4,25	0,61	-1,21	4,71	0,46	4,58	0,50	-1,13
Spēja atpazīt supervizējamā emocionālo stāvokli	4,58	0,50	3,96	0,62	**-3,42****	4,75	0,44	4,46	0,59	**-1,94**
Spēja atdalīt savas emocijas no supervizējamā emocijām	4,83	0,38	4,21	0,66	-3,42**	4,92	0,28	4,50	0,51	-2,67**
Spēja veicināt supervizējamo pieredzes, domu, jūtu un vajadzību verbalizēšanu	4,63	0,49	4,08	0,78	**-2,57***	4,54	0,51	4,46	0,59	**-0,63**
Profesionālā darbība										
Spēja patstāvīgi izveidot piedāvājumu profesionālajai darbībai un vadīt supervizora praksi	4,21	0,66	4,25	0,79	-0,30	4,25	0,68	4,42	0,65	-1,03
Spēja popularizēt un pārdot supervīzijas pakalpojumus	3,83	0,56	3,54	0,93	-1,30	3,92	0,72	3,92	0,88	-0,10
Spēja veidot profesionālu sadarbību ar profesionālajām asociācijām, citu profesiju pārstāvjiem, t. sk., iekļaujoties multiprofesionālā un starpdisciplinārā komandas darbā	3,92	0,65	3,75	0,74	-1,07	3,75	0,79	3,96	0,86	-0,91

2. tabulas turpinājums

Profesionālās kompetences panti	Darba stāžs līdz 5 gadiem (n=24)					Darba stāžs virs 5 gadiem (n=24)				
	Nozīmīguma skala		Īstenojamības skala		Atšķirības	Nozīmīguma skala		Īstenojamības skala		Atšķirības
	M	*SD*	*M*	*SD*	*T*	*M*	*SD*	*M*	*SD*	*T*
Spēja informēt un izskaidrot savas un citu profesiju pārstāvjiem savu profesionālo darbību, tās mērķus, uzdevumus, iespējas un ierobežojumus	4,38	0,58	4,25	0,68	-0,78	4,13	0,68	4,21	0,72	-0,49
Spēja nodrošināt personas datu aizsardzību atbilstoši normatīvajos aktos paredzētajai kārtībai	4,42	0,72	4,33	0,70	**-0,37**	4,63	0,58	4,29	0,62	**-2,14***
Spēja atlasīt un analizēt zinātniski profesionālo literatūru un sasaistīt tajā gūtās atziņas ar praksi	4,08	0,65	3,96	0,62	-0,65	4,21	0,83	4,04	1,00	-0.85
Spēja īstenot pētniecisko darbību supervīzijas teorijas un metožu attīstībai	3,75	0,79	3,33	0,76	**-1,64**	3,88	0,80	3,46	1,25	**-2,13***

*Piezīmes. N = 48. *p < 0,05. **p < 0,01. Apzīmējumi: M – vidējais aritmētiskais rādītājs, SD – standartnovirze, T – Vilkoksona kritērijs.*

Lai uzzinātu, vai pastāv statistiski nozīmīga atšķirība starp Latvijas sertificēto supervizoru pašnovērtētās profesionālās kompetences nozīmīguma un īstenojamības rādītājiem supervizoriem ar dažādu profesionālās darbības stāžu, tika izmantots Vilkoksona kritērijs. Dati tika analizēti divās respondentu grupās – ar darba stāžu līdz pieciem gadiem un darba stāžu virs pieciem gadiem.

Supervizoru grupā ar darba stāžu līdz pieciem gadiem deviņām profesionālajām kompetencēm nozīmīguma rādītāji salīdzinājumā ar īstenojamības rādītājiem ir statistiski nozīmīgi (T = [-1,97; -3,58], p < [0,01; 0,05]). Supervizoru grupā ar darba stāžu līdz 5 gadiem starp šo kompetenču nozīmīguma un īstenojamības vērtējumiem nav statistiski nozīmīgas atšķirības (sk. 2. tabulā).

Savukārt četras kompetences, kuras supervizoru grupā ar darba stāžu līdz pieciem gadiem tiek novērtētas vienlīdz nozīmīgi un sasniedzami, supervizori ar darba stāžu virs pieciem gadiem novērtē kā nozīmīgākas salīdzinājumā ar iespēju tās īstenot (T = [-0,73; -3,46], p < [0,01; 0,05]). Divas no šīm kompetencēm attiecas uz supervizora profesionālo darbību un divas – supervizora attieksmi un pašrefleksiju aprakstošajām kompetenču grupām (sk. 2. tabulā).

Diskusija
Discussion

Pētījuma rezultāti rāda, ka lielākā daļa – gandrīz divas trešdaļas – no aptaujā iekļautajām profesionālajām kompetencēm ir novērtētas kā ļoti nozīmīgas, savukārt pārējās – diezgan nozīmīgas. Tas liecina, ka Latvijas sertificētie supervizori ir līdzīgi savā vērtējumā par Latvijas Supervizora profesijas standartā un ANSE vadlīnijās definēto supervizora profesionālās darbības pamatuzdevumu un pienākumu izpildei nepieciešamo kompetenču svarīgumu (PINTSA, 2019; ANSE, 2015).

Aplūkojot profesionālo kompetenci kā vērtību un analizējot atšķirības starp profesionālās kompetences nozīmīguma un īstenojamības pašnovērtējuma rādītājiem, atklāts, ka atbilstoši adaptētajai J. Fantalovas vērtību konflikta teorijai vismaz pusē no aplūkotajām kompetencēm rezultāti atspoguļo "neitrālās zonas" – līdzsvarotu, konfliktu brīvu stāvokli, kurā profesionālā kompetence tiek uztverta kā nozīmīga un tai pat laikā reāli īstenojama. Tas nozīmē, ka vērtējot minēto kompetenču nepieciešamību un spēju tās īstenot savā profesionālajā darbībā, supervizori var justies apmierināti ar esošo situāciju, pieņemt un necensties situāciju mainīt vai uzlabot (Fantalova, 2013).

Otra puse kompetenču, kur redzamas statistiski nozīmīgās atšķirības, norāda uz neatbilstību starp vēlamo un esošo jeb iekšējā konflikta stāvokļa risku. Tas nozīmē, ka kompetence, kas tiek uzskatīta par nozīmīgu, ir profesionālajā dzīvē grūti realizējama vai īstenojama. Šeit ir pamats un vajadzība turpmākai supervizora kompetenču attīstībai, tādējādi iespēja pilnveidot esošās supervizoru izglītības programmas un piedāvāt supervizoriem atbilstošas tālākizglītības iespējas. Lai novērstu iekšējā konflikta stāvokļa risku, nepieciešams pievērst uzmanību tām kompetencēm, kuru nozīmīguma un īstenojamības vērtējumi atšķiras un kuras ir aprakstītas un izskaidrotas ANSE vadlīnijās, bet šobrīd tiešā veidā Latvijas supervizora profesijas standartā nav definētas, t.i. *spēja adekvāti vadīt supervīziju situācijās, kad rodas spriedze, trauksme, pretrunīgas izjūtas vai konfliktējoša komunikācija; spēja atdalīt savas emocijas no supervizējamā emocijām; spēja reflektēt par konfliktējošām jūtām, vēstījumiem, secinājumiem; spēja atpazīt supervizējamā emocionālo stāvokli*.

Salīdzinoši viszemāk vērtētai kompetencei – *spējai īstenot pētniecisko darbību supervīzijas teorijas un metožu attīstībai* – piešķirtais nozīmīgums ir zemāks par vidējo, taču augstāks par īstenojamību, kas liecina, ka daļai supervizoru būtu interese pilnveidot savu pētniecisko kompetenci supervīzijas teorijas un metožu attīstībai.

Analizējot supervizoru profesionālās kompetences pašnovērtējumu atkarībā no supervizoru darba stāža, tika atklāts, ka supervizoriem ar dažādu profesionālās darbības stāžu pašnovērtētās profesionālās kompetences nozīmīguma un īstenojamības rādītāji lielākoties ir līdzīgi. Taču apmēram ceturtajai daļai jeb deviņām kompetencēm nozīmīguma rādītāji salīdzinājumā ar īstenojamības rādītājiem ir būtiski augstāki supervizoru grupā ar mazāku darba stāžu. Tas liecina, ka šo kompetenču apguvē ir svarīga prakse un treniņš un apstiprina profesionālās attīstības, lietpratības un pieredzes attīstības posmu pētījumos atklāto, ka profesionālās kompetences līmenis biežāk tiek sasniegts pēc piecu gadu darba pieredzes (Gibson, Dollarhide, & Moss, 2010; Skovholt & Ronnestad, 2012; Geidžs & Berliners, 1999). Uzmanība jāpievērš faktam, ka vienāds gadu skaits profesijā visiem supervizoriem nenozīmē vienādu vai līdzīgu prakses apjomu. Pētījuma sociāldemogrāfiskie dati rāda, ka supervizoriem ir dažāda darba slodze, praktizējot no nepilnas desmitdaļas līdz pat pilnai slodzei supervizora darbā, tāpēc turpmākajos pētījumos kompetences pašvērtējuma atšķirību izpētē būtu jāņem vērā ne tikai profesijā nostrādāto gadu, bet arī stundu skaits.

Savukārt supervizoru grupā ar lielāku darba stāžu būtiski augstāki nozīmīguma rādītāji salīdzinājumā ar īstenojamības rādītājiem ir četrām profesionālajām kompetencēm. Iespējams, ka šīs atšķirības liecina par jaunām prasībām, kuras šobrīd iekļautas izglītības programmās, piem., personas datu aizsardzības kārtība[5], ar ko pieredzējušākie supervīzijas profesionāļi, it īpaši tie, kuri izglītību ieguvuši pirms ilgāka laika, saskaras kā jauniem izaicinājumiem. Otrs iespējamais šādu rezultātu skaidrojums ir saistīts ar to, ka jaunajiem profesionāļiem ir vairāk teorijas zināšanu, bet vēl nav bijusi praktiskā pieredze, kas pieredzējušiem kolēģiem liek būt kritiskākiem savas kompetences novērtējumā.

Attiecīgi saskaņā ar J. Fantalovas teoriju (Fantalova, 2013) deviņām kompetencēm iekšējā konflikta stāvokļa risks ir lielāks supervizoriem ar mazāku darba stāžu un četrām kompetencēm pretēji – par nozīmīgu uzskatītās kompetences varētu būt profesionālajā dzīvē grūti realizējama vai īstenojamas supervizoriem ar darba stāžu virs pieciem gadiem. Tas nozīmē, ka supervizoriem ar atšķirīgu darba stāžu varētu tikt piedāvāti dažādi – katras grupas vajadzībām labāk atbilstoši profesionālās kompetences tālākizglītības kursi vai semināri.

Šī pētījuma rezultātu izvērtējumā ir jāņem vērā ierobežojums, kas izriet no izmantotās aptaujas metodes. Elektroniskā anketēšana un brīvprātības princips ļāva iegūt datus tikai no atsaucīgākās un motivētākās supervizoru daļas. Tas nozīmē, ka iegūtie rezultāti ir attiecināmi uz konkrēto izlases kopumu. Vienlaikus rezultāti indikatīvi raksturo kopējo tendenci un sniedz pamatu vairākiem ieteikumiem.

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[5] Fizisko personu datu apstrādes likums. 04.07.2018. Latvijas Vēstnesis, 132, https://likumi.lv/ta/id/300099

Pētījuma ietvaros izstrādāto "Latvijas supervizoru profesionālās kompetences pašnovērtējuma aptauju" turpmāk ieteicams izmantot topošajiem supervizoriem un jau sertificētiem supervizoriem, lai novērtētu savas profesionālās kompetences attīstības procesu. Mūžizglītības kontekstā nepārtraukta izglītošanās caur pašrefleksiju un mācīšanos no savas vai citu pieredzes ir būtiska ne tikai supervīzijas pakalpojuma lietotājiem, bet arī pašiem supervizoriem.

Ņemot vērā, ka abu pušu – gan supervizoru, gan supervizējamo vienota izpratne par profesionālās kompetences teorētiskajiem ietvariem un pamatprincipiem, veicina to pielietošanu praksē un ceļ supervīzijas pakalpojuma kvalitāti (Gonsalvez & Calvert, 2014), turpmākajos pētījumos ir vēlams aptaujāt arī supervīzijas pakalpojuma lietotājus, lai noteiktu, kā supervizoru profesionālās kompetences nozīmīgumu un īstenojamību novērtē klienti. Tas ļautu iegūt objektīvāku situācijas vērtējumu un vairotu vienotu izpratni par supervizoru profesionālo darbību gan supervizoru, gan pakalpojuma lietotāju vidū.

Secinājumi
Conclusions

Kopumā secināms, ka izvirzītais pētījuma mērķis, t.i., noskaidrot, kāds ir Latvijas sertificēto supervizoru pašnovērtējums par profesionālās kompetences nozīmīgumu un īstenojamību, un izpētīt atšķirības starp dažādu supervizoru pašnovērtējuma rādītājiem, ņemot vērā diskusijas daļā minētos aptaujas ierobežojumus, ir sasniegts, iegūtos rezultātus attiecinot uz konkrēto izlases kopumu.

Sertificētie supervizori novērtē jaunajā supervizora profesijas standartā definētās profesionālās kompetences kā nozīmīgas, kā arī vērtē savu profesionālo kompetenci atbilstoši aktuālajam standartam kā apgūtu un lielākoties pielietojamu profesionālajā darbībā. Tādējādi var sagaidīt no sertificētiem supervizoriem pakalpojumu atbilstoši profesijas standartā definētajai profesionālajai kompetencei.

Pētījums ļauj secināt, ka sertificētie supervizori kā ļoti nozīmīgas vērtē ikdienas praksē pielietojamās kompetences, kas nepieciešamas sagatavojot, uzsākot, vadot un pabeidzot vai izvērtējot supervīzijas procesu. Tāpat supervizoru skatījumā ļoti nozīmīgas ir kompetences, kas saistītas ar supervizora attieksmi, pašrefleksiju un empātiju. Taču salīdzinoši kā mazāk nozīmīgākas ir vērtētas kompetences, kas palīdzētu īstenot pētniecisko darbību, ļautu popularizēt un pārdot supervizora pakalpojumu un palīdzētu veidot profesionālas vai multiprofesionālas un starpdisciplināras sadarbības attiecības.

Raugoties uz pētījuma rezultātiem no supervīzijas pakalpojuma lietotāju perspektīvas, varam secināt, ka kopumā supervizori ar dažādu profesionālās darbības stāžu līdzīgi novērtē profesionālās kompetences nozīmīgumu un īstenojamību. Pētījums ļauj izdarīt secinājumu, ka sertificēts supervizors, kas praktizē 5 gadus un ilgāk, kā pilnībā īstenojamu vērtē spēju vienoties par supervīziju, spēju apkopot un pabeigt supervīzijas procesu un spēju sniegt atgriezenisko saiti supervizējamiem, kā arī spēju reflektēt par savu profesionālo darbību. Jāpiemin, ka atšķirībā no supervīzijas vadīšanā nepieciešamajām kompetencēm, pēdējās minētās kompetences īstenošanu pakalpojuma lietotājs reti varētu novērot tiešā veidā, jo pašrefleksija par savu profesionālo darbību visbiežāk notiek supervīzijās par supervīziju.

Vai nu savu supervīziju, vai profesionālās pilnveides, tālākizglītības kursu, semināru vai citā veidā, tomēr visi – gan pieredzējuši, gan mazāk pieredzējuši supervizori savā pašnovērtējumā ir atstājuši vietu izaugsmei, kas ļauj secināt, ka supervizoriem vērtība ir gan profesionālā kompetence, gan arī tās attīstība un pilnveide visa mūža garumā.

Summary

Supervision is recognized as a part of lifelong learning – an effective way of professional development, implemented through reflective practice. Professional competence is important both from the perspective of the supervisee and the supervisor. The professional competence of supervisors is currently defined and described by the new Professional Standard of Supervisor of Latvia (Standard), developed and adopted in 2019.

Since various professional contexts and different requirements for acquiring supervisor education in Latvia had existed for almost 30 years it was necessary to explore whether the supervisors who have been certified over the earlier years and come from different backgrounds recognize the importance of the competencies defined in the Standard. The aim of this study was to identify the self-assessment of the importance and attainability of professional competence of certified supervisors of Latvia and to explore the differences between the self-assessment indicators for supervisors with different duration of professional experience.

The theoretical framework of the research methodology consists of J.Fantalova's theory of conflict of values which clarifies the relationship between the importance and attainability of professional competence.

Two stage mixed method research design was used: a qualitative document analysis and expert study in order to develop a questionnaire; and a quantitative online survey of professional competence of certified supervisors. Supervisors evaluated the importance and attainability of 34 professional competencies on a 5-point Likert scale. For data analysis the descriptive statistical methods, Kolmogorov-Smirnov test and Wilcoxon signed-rank test were used. The study indicated that 22 of 34 of professional competences were evaluated as very important and 12 as rather important. Three the most important competences were: *the ability to establish contact with the supervisee and maintain working alliance with the supervisee during all the supervision process; the ability to separate supervisor's emotions from the*

emotions of supervisee; the ability to perform a self-reflecting approach towards one's own professional activity.

The indicators of the attainability of professional competence varied from average to fully attainable and the most of competences were estimated as mostly attainable. The results showed statistically significant differences between the estimations of importance and attainability in 17 professional competences and in all cases the importance was assessed higher than the attainability.

This study shows that Latvian certified supervisors consider most of the professional competencies as very important and mostly attainable. Supervisors assess competencies defined in the Standard and the ANSE guidelines as important and acquired for performing the professional tasks and duties of the supervisor. At the same time, supervisors recognize the potential for improvement of professional competence, suggesting that supervisors value both – professional competence as well as lifelong learning.

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ПРОФЕССИОНАЛЬНЫЕ КОМПЕТЕНЦИИ МУНИЦИПАЛЬНЫХ СЛУЖАЩИХ: ДИАГНОСТИКА И ПОВЫШЕНИЕ КВАЛИФИКАЦИИ

Professional Competencies of Municipal Employees: Diagnostics and Qualifications

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Abstract. *The article is devoted to the problems of increasing the professional competence of municipal employees in the information society. The transformation of the traditional knowledge paradigm of education on the basis of the competency-based approach is emphasized, the psychological characteristics of the activities of today's municipal servants are identified, various aspects of the ideas of domestic science on competence and competencies are identified, the specificity of the direction of additional professional education is considered. The presented study consists in the psychological diagnosis of the professional competencies of municipal employees for the further use of the results in the targeted development and implementation of continuing education programs for the mentioned category of students. Particular attention is paid to the attitude of employees towards the formation of a civic identity as an important factor in the consolidation of society. The results of the study are graphically presented in diagrams and comments, indicate the need to adapt a modern employee to changing conditions, the development of a willingness to learn new knowledge and technologies for working with people, to actively participate in the development of civil society and to widely involve additional professional education systems in this process.*
Keywords: *competency-based approach, psychological diagnosis of professional development, additional professional education, municipal employees, social transformations.*

Введение
Introduction

Быстрота изменений – это, пожалуй, определяющее свойство нашего времени, и оно присуще всем сферам жизни. В эпоху командно-административной системы управления считалось, что, овладев какой-либо

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технологией в производстве или в управлении, можно было опираться на это в течение многих лет. Сейчас важным становится не текущее владение специальными навыками, сколько способность эти навыки быстро осваивать по мере необходимости. Такую способность обеспечивают уже не профессиональные знания и умения, а профессиональная компетентность – качество, которое является основой для успешной и эффективной профессиональной деятельности (Upeniece, Arnis, Korjakovceva, & Bugajchuk, 2017).

В связи с данной тенденцией назрела необходимость изменения организационной структуры, формирования новой эффективной команды, проведения внутренних ротаций сотрудников, проведение кадрового аудита и оценки кадрового потенциала муниципальной системы управления.

В настоящее время деятельность муниципального служащего сложна и динамична. Основные психологические особенности этой деятельности можно свести к следующим: большое разнообразие видов деятельности; постановка и достижение значимых целей; неалгоритмический, творческий характер деятельности, осуществляемый при недостатке информации и в условиях часто меняющейся, нередко противоречивой обстановки; ярко выраженная прогностическая природа решаемых задач; значительная роль коммуникативной функции; высокая психическая напряженность, вызываемая большой ответственностью за принимаемые решения.

В связи с вышесказанным важное место в процессе аттестации муниципальных служащих занимает психологическая диагностика по выявлению уровня их профессиональных компетенций и дальнейшее повышение квалификации на основе ее результатов.

Представленное исследование явило собой процесс выявления элементов базовых профессиональных компетенций муниципальных служащих для организации повышения квалификации и развития их профессиональных умений.

Теоретические основы исследования
Theoretical substantiation of the problem

Концепция компетенций как условия набора кадров, их отбора, приема на работу и аттестации сотрудников стала очень популярной не только среди специалистов-практиков по управлению кадрами, но и среди руководителей. Профессиональные компетенции личности могут быть выявлены или изучены в ходе фаз отбора, приема или уже на рабочем месте (Shadrikov, 2013).

В отличие от термина «квалификация» компетенции помимо сугубо профессиональных знаний и умений, характеризующих квалификацию, включают такие качества, как инициатива, сотрудничество, способность к работе в группе, коммуникативные способности, умение учиться, логически мыслить, отбирать, оценивать и использовать информацию.

Компетенция, по нашему мнению, это знание, навык, способность или характеристика, связанные с выполнением профессиональной деятельности на высоком уровне, например, аналитическое мышление или лидерский потенциал. Некоторые определения компетенции включают мотивы, убеждения и ценности. Другие определения гласят, что компетенция – это группа знаний в определенной области, навыков и отношений, которые связанны с выполнением деятельности, влияют на нее, могут быть измерены вопреки принятым стандартам и развиты в процессе обучения. Существует ещё одно мнение. Компетенция - это базовая характеристика индивида, которая причинно связана с критериями эффективного и/или успешного действия в профессиональных или жизненных ситуациях (Tolochek, 2015).

Профессиональные компетенции – это способность субъекта профессиональной деятельности выполнять работу в соответствии с должностными требованиями. Последние представляют собой задачи и стандарты их выполнения, принятые в организации или отрасли (Zimnjaja, 2013).

Профессиональная компетентность, как мы считаем, это качество действий сотрудника, обеспечивающих своевременное и оптимальное решение проблем и типичных профессиональных задач; видение проблем и их преодоление; нахождение нестандартных решений; гибкость и готовность принимать происходящие изменения, умение их инициировать и управлять ими; владение современными технологиями управления качеством образования, коллективом; владение проектными технологиями; умение видеть, развивать возможности и ресурсы работников.

При организации психологической диагностики следует учитывать, что существуют две группы компетенций, необходимых профессионалу. Специальные компетенции - те умения и навыки, которые связаны с областью профессиональной деятельности. Базовые компетенции – группа компетенций, которая основывается на интеллектуальных, коммуникативных, эмоциональных и волевых качествах человека. Базовые компетенции обладают двумя особенностями. Во-первых, они является фундаментом, на котором строится профессиональная деятельность сотрудника. Во-вторых, по сравнению со специальными компетенциями, они гораздо труднее поддаются коррекции: изменить стиль мышления или коммуникации несравнимо сложнее, чем усвоить методику или технологию в профессиональной области. В связи с этим именно базовые профессиональные компетенции мы будем изучать с помощью психологической диагностики.

Исследованияв сфере профессиональных компетенций административных и контролирующих должностей достаточно многочислены, при этом четкого описания их базовых компетенций не дано.

Поэтому, опираясь на современные исследователи компетентностного подхода (Zimnjaja, 2013; Shadrikov, 2013; Tolochek, 2015), в которых выделяются базовые компетенции: организационная, коммуникативная, когнитивная, мы решили представить компетенции муниципальных служащих через анализ их профессиональных умений. В Таблице 1 мы раскрываем базовые компетенции муниципальных служащих через профессиональные умения, выделенные нами на основе научных материалов и нормативных документов (Spravochnik, 2017).

Таблица 1. ***Профессиональные компетенции муниципальных служащих***
Table 1 **Professional competencies of municipal employees**

№	**Базовая компетенция**	**Профессиональные умения**
1.	**Организационная компетенция**	Умение управлять временем и расставлять приоритеты (Тайм-менеджмент)
		Умение устанавливать цели и стандарты (Эффективное целеполагание)
		Умение планировать и составлять график работы
2.	**Коммуникативная компетенция**	Умение слышать и слушать собеседника
		Умение публично выступать и вести переговоры.
		Умение убеждать и влиять на собеседника (Лидерство)
		Умение конструктивно разрешать конфликты (конфликтная компетентность)
3.	**Когнитивная компетенция**	Умение выявлять и решать проблемы (Аналитическое мышление)
		Умение оценивать риски и принимать решения
		Умение направлять профессиональную деятельность на интересы государства, ориентируясь при этом на ценности и нормы гражданского общества.
		Умение творчески подходить к принятию решений (Креативность)
		Умение изучать и применять новое на практике (Обучаемость)
		Умение направлять собственные профессиональные интересы и интересы окружения на успех, выявлять мотивы поведения людей.
		Умение совладать со стрессом (Стресс-менеджмент, стрессоустойчивость)

Важно отметить, что особый акцент нами сделан на когнитивную компетенцию муниципальных служащих, и это не случайно. Развитие профессиональных умений когнитивной компетенции является необходимой базой для формирования качественного управленческого механизма, муниципальный служащий должен обладать четкой мотивацией и ценностно-смысловой основой, направленной на получение заранее желаемого социальноориентированного результата, постоянного профессионального роста и развития, развитие гражданской идентичности.

Долгое время квалификация работника измерялась тремя вопросами: Где Вы учились? Сколько? Что Вы изучали? Но сегодня знаниево-ориентированная концепция уходит в прошлое. Значение имеет лишь то, что специалист умеет делать по окончанию обучения. В компетентностной парадигме образование перестает быть процессом трансляции знаний: акцент смещается на умение учиться и на самостоятельное освоение материала. Уменьшается важность усвоения фактов, уступая место овладению умением поиска, интерпретации информации и превращения ее в новое знание. На сегодняшний день в России к реализации современного процесса образования больше всего готова система дополнительного профессионального образования (ДПО).

В отличие от базового образования дополнительное образование направлено на оказание помощи слушателю:

- в повышении или модернизации имеющегося уровня компетенций;
- в приобретении новых навыков решения проблемных профессиональных ситуаций;
- в продолжении личностной и профессиональной самореализации (Timonin, Bugajchuk, & Korjakovceva, 2016).

Таким образом, очевидно, что цель нашего исследования, заключающаяся в изучении профессиональных компетенций муниципальных служащих, а также в выработке стратегии повышения их квалификации на основе результатов исследования, является актуальной и востребованной.

Материалы и методы исследования
Materials and methods

Содержание исследования включает пять направлений.

1. Исследование гражданской идентичности личности как фактора консолидации общества.
2. Выявление социально-психологических установок личности в мотивационно-потребностной сфере. Выявление степени

выраженности социально-психологических установок, направленных на «альтруизм – эгоизм», «процесс – результат», «свободу – власть», «труд – деньги»
3. Определение развитости лидерских качеств.
4. Выявление ведущих потребностей – мотиваторов личности.
5. Исследование ценностей личности, занимающейся общественной деятельностью.

Важно уточнить, что исследование не охватывает весь спектр профессиональных умений. Мы изучали те профессиональные умения, которые связаны с мотивационной сферой муниципальных служащих.

Соответственно выбран адекватный диагностический инструментарий:
1. Анкета по исследованию гражданской позиции и гражданской идентичности личности (Bugajchuk & Korjakovceva, 2018).
2. Диагностика социально-психологических установок личности в мотивационно-потребностной сфере автор (Rajgorodskij, 2001).
3. Методика самооценки лидерских качеств (Timonin & Timonina, 2008)
4. Диагностика мотиваторов социально-психологической активности личности (Fetiskin, Kozlov, & Manujlov, 2002).
5. Диагностика ценностно-ориентационного единства (модифицированный вариант) (Fetiskin, Kozlov, & Manujlov, 2002).

В исследовании принимали участие муниципальные служащие Ярославской области. Всего приняло участие 22 человека, из них 12 человек полностью прошли всю процедуру исследования и по шкале «лжи» показали результаты в пределах нормы. Исследование проводилось в индивидуальной форме, сопровождалось беседой и комментариями своих ответов респондентами. Это позволило сделать более качественный анализ и интерпретацию результатов исследования.

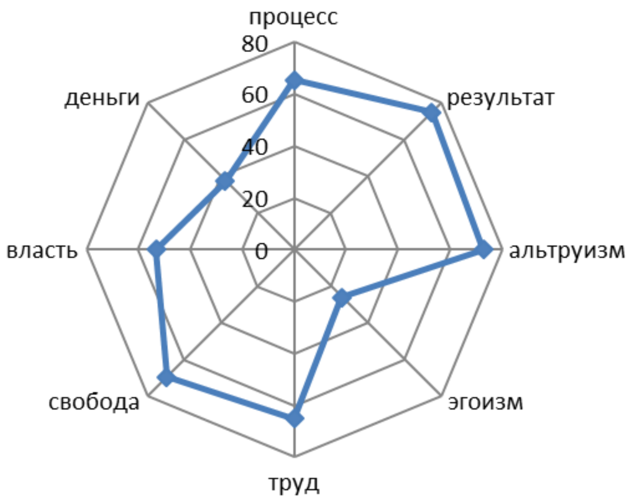
Результаты и их обсуждение
Results and discussion

1. Диагностика социально-психологических установок личности в мотивационно-потребностной сфере

Основной целью методики было выявление социально-психологических установок личности в мотивационно-потребностной сфере. Здесь мы определяли доминирующие мотивы деятельности служащих. Результаты данной диагностики изображены на рис.1.

После обработки результатов методики методами математической статистики отмечается самый высокий показательу социально-психологической установки «Ориентация на результат» (средний балл - 75). Большинство слушателей стремятся достигать результата в своей деятельности вопреки всему: суете, помехам, неудачам... Они могут входить в число самых надежных сотрудников. Но за стремлением к достижению результата иногда забывают о средствах достижения цели: например, кому-то могут ненамеренно навредить или просто сделать дело быстро, но некачественно.

«Ориентация на альтруизм» (средний балл - 73) показала, что служащие готовы действовать прежде всего на пользу другим, часто в ущерб себе (и делу). Это люди, о которых стоит позаботиться. Альтруизм – наиболее ценная общественная мотивация, наличие которой отличает зрелого человека. Традиционно эта установка считается ценной, а человек, обладающий ею, – заслуживающим всяческого уважения.



- *ориентация на процесс,*
- *ориентация на результат*
- *ориентация на альтруизм*
- *ориентация на эгоизм*
- *ориентация на труд*
- *ориентация на свободу*
- *ориентация на власть*
- *ориентация на деньги*

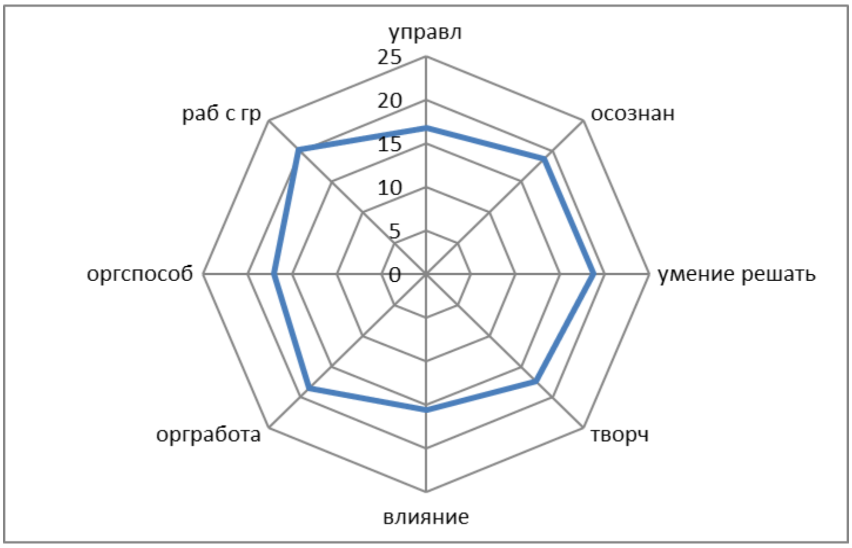
Рисунок 1. ***Результаты диагностики по методике «Диагностика социально-психологических установок личности в мотивационно-потребностной сфере»***
Figure 1 ***Diagnostic results by the method "Diagnostics of the socio-psychological personality attitudes in the motivational-need sphere"***

Следующая по количеству набранных баллов– «Ориентация на свободу». Это означает: такие люди не терпят никаких ограничений и готовы идти на жертвы ради отстаивания своих убеждений и независимости (иногда от мнимой опасности). Очень часто ориентация на свободу сочетается с ориентацией на труд, реже это сочетание свободы и денег.

Минимальное количество баллов у ориентаций «Эгоизм» и «Деньги», и это хорошо, поскольку, такие социальные установки будут действительно мешать эффективной работе служащего.

2. Методика самооценки лидерских качеств

Все показатели по самооценке своих лидерских качеств набирают высокие или средние баллы (Рис.2). Больше всех баллов набрал показатель «Работа с группой» Лишь 1 человек не отмечает у себя лидерской направленности. Также 1 человек указал преобладание у себя лидерских качеств почти по всем критериям. Сомнения в своих организационных способностях высказывают 100% служащих.



А – умение управлять собой.
Б – осознание цели (знаю, что хочу).
В – умение решать проблемы.
Г – наличие творческого подхода.
Д – влияние на окружающих.
Е – знание правил организаторской работы.
Ж – организаторские способности.
З – умение работать с группой.

Рисунок 2. ***Результаты диагностики по методике «Методика самооценки лидерских качеств»***

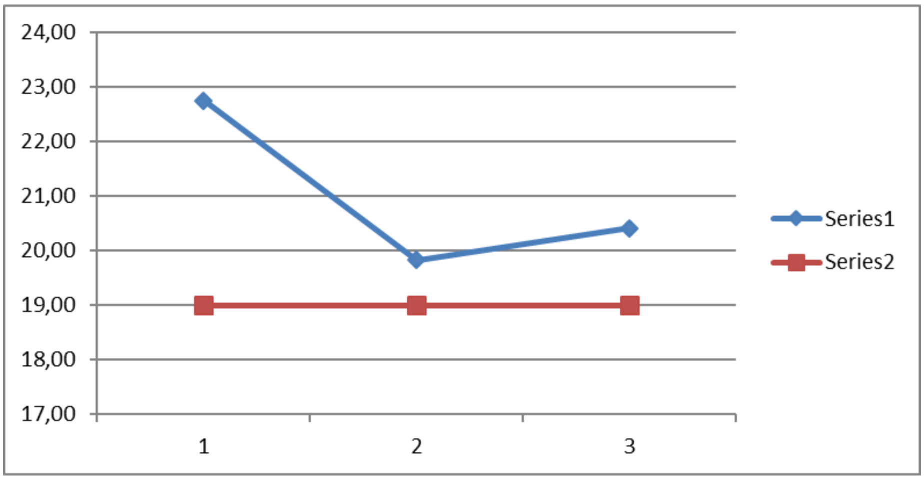
Figure 2 ***Diagnostic results by the methodology "Methodology of self-assessment of leadership qualities"***

3. Диагностика мотиваторов социально-психологической активности личности

Знание основных потребностей - исходный момент самомотивации, личностного менеджмента. Кроме того, зная ведущие потребности и используя соответствующие стимулы, руководитель может повысить субъектно-деятельностную мотивацию.

Результаты исследования показали высокий уровень всех мотиваторов социально-психологической активности личности: достижение успеха в целом, стремление к власти, тенденция к аффилиации (Рис.3). Все они представлены у служащих, причем мотив достижения успеха доминирует над другими. Важно отметить, что данный мотиватор имеет эгоистическую направленность, ориентирован больше на самого человека, а не на других. Мы предполагаем, что муниципальная служба как профессиональная деятельность для наших респондентов – это источник самоутверждения.

В сочетании с другими методиками можно отметить, что слушатели заинтересованы в достижении качественного результата, причем, предположительно – любой ценой. И это несколько настараживает.



Ряд1 – показатель по группе
Ряд 2 – высокий уровень
1 - Достижение успеха в целом
2 - Стремление к власти
3 - Тенденция к аффилиации

Рисунок 3. ***Мотиваторы социально-психологической активности личности***
Figure 3 ***Motivators of the socio-psychological activity of the individual***

4. Методика «Ценностно-ориентационное единство» (модифицированный вариант).

По данной методике выявилась система ценностей доминирующая у данной группы. Методика проводилась индивидуально, свои ответы респонденты объясняли. Итак, общая ориентация в ценностной сфере направлена на «дело». Ценность «Ответственность» занимает лидирующие позиции, ценности «Квалифицированность» и «Компетентность», «Организованность» и «Лидерство» отмечены как приоритетные у большинства служащих. Важно подчеркнуть, что ценности, связанные с нравственными и духовными ориентациями имеют невысокий ранг. Можно выделить из группы только 2 человека, которые сориентированы на честность, воспитанность и порядочность как доминирующие ценности.

Считаем, что выбор ценностей, связанных с решением профессиональных задач, объясняется спецификой профессиональной деятельности муниципальных служащих, но при этом духовно-нравственная сфера остается на «заднем плане». И здесь возникает важное противоречие – с одной стороны деятельность муниципальной службы относится к профессиям «человек-человек», а с другой стороны – качества, ориентированные на человека и его внутренний мир, не приветствуются и теряют свою значимость, что, безусловно, не может не тревожить. И здесь мы видим важность ориентации курсов повышения квалификации на личность профессионала, развитие soft-skills компетенций у служащих.

5. Исследование гражданской позиции и гражданской идентичностиличности.

1. На вопрос о роли гражданской идентичности каждого члена общества в эффективной деятельности гражданских институтов, целостности территории, социальной мотивированности населения, успеха экономических реформ 67% служащих ответили положительно, а 33% ответили отрицательно, что говорит или о непонимании сути гражданской идентичности, или о снижении роли каждого гражданина в развитии страны.
2. Необходимость участия общественных объединений в решении вопросов формирования гражданской идентичности молодого поколения 100% служащихотметили положительно.
3. На вопрос о важности участия органов государственной власти в решении вопросов формирования гражданской идентичности молодого поколения все 100% служащих ответили положительно.
4. Но при этом в ответ на просьбу перечислить государственные и социальные институты, которые, на их взгляд, должны быть задействованы в процессе формирования гражданской идентичности молодого поколения 50% считают, что этим должно заниматься только образование. Лишь 1 человек отметил важную роль органов местного самоуправления в этом вопросе.
5. В 5 вопросе мы сталкиваемся еще с одним противоречием. Уровень заинтересованности участвовать в реализации программ по формированию гражданской идентичности молодежи средний, 8 человек из 10 готовы к этому.Но при этом свою роль в данном вопросе они не прописывают. То есть мы можем

предположить, что сами они понимают значимость этойработы, но инициативу проявлять не готовы.

Хотелось бы отметить, что представления о понятиях «гражданская идентичность», «патриотизм», у служащих поверхностны. Молодое поколение они считают неготовыми к проявлению патриотизма, убеждены, что молодежь воспринимает идентичность как одинаковость, «быть как все». Сама же гражданская идентичность воспринимается служащимикак часть общества, права, государства (Korjakovceva & Bugajchuk, 2018).

Заключение
Conclusions

Изучив когнитивную основу профессиональных компетенций муниципальных служащих, мы выявили общие тенденции и пришли к следующим выводам:

1. У служащих преобладает ориентация на результат любой ценой.
2. Они оценивают свои лидерские качества высоко или выше среднего. Больше всех баллов набрал показатель «Работа с группой». Значит, они умеют работать с коллективом, при этом готовы развивать в себеорганизаторские способности и заниматься организационной работой.
3. Мотив достижения успеха доминирует, что подтверждает заинтересованность в достижении качественного результата, причем любой ценой.
4. Общая ориентация в ценностной сфере направлена на дело как ценность «Ответственность» занимает лидирующие позиции.
5. Ценности, связанные с нравственными и духовными ориентациями, для них обладают невысоким рангом.
6. Представления о понятиях «гражданская идентичность», «патриотизм», поверхностны. Сами они понимают значимость процесса формирования идентичности у молодежи, но инициативу проявлять не готовы, видимо, не считая гражданскую идентичность основой единения общества.
7. Результаты исследования делают очевидными профессиональные пробелы муниципальных служащих и подчеркивают возрастающую роль дополнительного профессионального образования в вопросах повышения профессиональной компетентности муниципальных служащих. Введение профессионального стандарта предъявляет новые требования к уровню профессионализма и ответственности за результат своего труда, в том числе -

в вопросах ценностей. Чтобы соответствовать этим требованиям, современному служащему важно адаптироваться к изменяющимся условиям, сломать сложившиеся стереотипы, освоить новые знания, новые методики и технологии работы, оценить значимость гражданского общества в развитии страны. Система дополнительного профессионального образования нацелена именно на решение подобных задач.

Summary

An important place in the process of certification of municipal employees is occupied by psychological diagnostics which is used to identify the level of employees' professional competencies and for further training based on its results. The presented study was to identify the level of basic professional competencies of municipal employees for organizing the subsequent improvement of their professional competencies in the system of additional professional education. In the competence paradigm, education ceases to be a process of knowledge transfer: the importance of assimilation of facts decreases and gives way to the mastery of the ability to search, interpret information and turn it into new knowledge. Additional professional education is aimed at assisting municipal employees based on the results of psychological research for improving or modernizing the existing level of competencies, acquiring new skills to solve problematic professional situations, and in continuing personal and professional self-realization. Obviously, the goal of our study, which consists in the psychological study of professional competencies and, first of all, in the value-motivational potential of municipal employees, as well as in the subsequent improvement of their qualifications based on the results of the study, is relevant and in demand.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ФОРМИРОВАНИЯ ЛИЧНОСТИ В СОВРЕМЕННОЙ КОНЦЕПЦИИ ПОЛУЧЕНИЯ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

Psychological and Pedagogical Support of Personality Formation in the Modern Concept of Professional Education

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Abstract. *In the educational space for vocational education, several dominants are currently being formed. The main ones are: use of all available educational content through online courses and distance education, an individual trajectory and a unique set general cultural, general professional competencies for formation of a model of a future specialist in the context of strategic thinking, development of tactics and a system of indicators for achieving, the strategic goal of vocational education, consideration of the greatest possible number of risks associated with the implementation of life activities in the broadest context for the planned period of time for obtaining a vocational education (risks of being, risk of updating the acquired knowledge and skills for the formation of professional competencies, risks of personal growth or degradation, etc.*

The article discussed the pedagogical system of psychological and pedagogical support for the personality of the student to implement his individual learning path. With its implementation, as a result, for formation of a future specialist is expected with a unique setoff competencies that will allow a future specialist to realize himself in the chosen field of activity and the necessary professional level.

The article discusses the structure of the named pedagogical system, its main elements and their characteristics for the formation of an individual risk-balanced style of professional activity. The concept of the style of risk-balanced professional activity is copyright.

Keywords: *psychological and pedagogical support, personality formation, risk-balanced style of professional activity.*

Введение
Introduction

Хотим мы того или нет, но объективная реальность такова, что мир в настоящее время стремительно и глобально меняется. Экономисты считают, что сейчас происходит процесс формирования воспроизводственной

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воспроизводственной системы нового, шестого уклада, при котором будет непрерывно возрастать интеллектуализация производства и переход к непрерывному процессу в большинстве отраслях экономики. При этом сами отрасли экономики также будут претерпевать значительные трансформации, интеграцию, но и одновременно качественно иную дифференциацию, в других, ещё не совсем актуализированных областях.

Ученые всего мира характеризуют происходящие в обществе изменения с различных позиций (Toffler, 2010; Konstantinov, 2019; Yegorov & Kovrov, 2018 и др.), но единодушны в том, что формирующийся социально-экономический уклад будет характеризоваться переходом от индустриальной экономики к экономике знаний. При этом, как известно, предполагается, что и сами знания будут полностью обновляться в 2-3-летний период.

Образование как система, в которой формируется человек, уже в который раз ставит сокраментальный вопрос – «чему и как учить?»

Содержание высшего профессионального образования базируется на национальных образовательных стандартах. Эти стандарты могут коррелировать с международными образовательными стандартами и моделями образования (EUR-ACE–Болонские стандарты и регламенты для стран континентальной Европы; ABET-Criteria 2000 –регламенты ведущих стран мира на базе американских идей; APEC–стандарты для стран Азиатско-Тихоокеанского региона). Образовательные траектории выбираются обучающимися, как правило, в рамках возможного по стандарту набора дисциплин с одной стороны, и выбранного профессионального поля деятельности с другой (промышленность, IT-технологии, сельское хозяйство, энерго- и ресурсосбережение, строительство, социальная сфера и образование, культура и искусство и т.д.). В то же время наиболее интересные и востребованные профессии будущего, скорее всего, находятся на стыке не одной, а нескольких профессий в современном их понимании. Егоров и Ковров в статье «Особенности подготовки кадров в условиях перехода на новый технологический уклад» приводят данные о наиболее интересных профессиях среднесрочного будущего на период 15-20 лет. В этот список вошли: инженер-композитчик (композитные материалы), урбанист-эколог, IT-генетик, строитель «умных дорог» с встроенными в дорожное покрытие датчиками контроля качества покрытия и систем видеонаблюдения и дистанционного управления, оценщик интеллектуальной собственности, менеджер краудфандинговых и краудинвестинговых платформ, молекулярный диетолог, генетический консультант, сити-фермер, дизайнер виртуальных миров, консультант по здоровой старости, прораб-вотчер (специалист способный произвести оценку и, если нужно, корректировку хода строительства с помощью цифровых проектов зданий), экопроповедник, специалист по преодолению системных экологических катастроф, IT-медик, проектировщик «умной» среды, сетевой юрист, проектировщик 3D-печати в строительстве и др. (Yegorov & Kovrov, 2018).

Таким образом, уже сейчас наблюдается некое противоречие между определенными рамками, которые задает система образования и тем образом желаемой профессии, которая будет актуальна в горизонте ближайшей перспективы в масштабах человеческой жизни и трудоспособного периода в ней. Разрешению этого противоречия на современном этапе посвящается содержание данной статьи.

Цель данной работы – представить педагогическому сообществу методологические аспекты концептуальных основ построения педагогической модели сопровождения обучающегося в процессе формирования у него профессиональных компетенций, которые будут актуальны не только в настоящий момент, но и в среднесрочной перспективе его жизненного периода и помогут ему быть успешным и востребованным.

В ходе исследования применялись следующие виды педагогических экспериментов:

- Естественный для выявлении проблемы и формулировки гипотезы, постановки экспериментальных занятий;
- Закрытый для обеспечения достоверности непринужденных поведенческих реакций в ходе реализации учебного процесса, общения в неформальной обстановке.

Для достижения поставленных целей использовались методы беседы, наблюдения, анализа студенческих заданий по дисциплинам образовательной программы, тренингов на активизацию самораскрытия и самоанализа.

Концептуальные основания
Conceptual Grounds

В образовательном пространстве для получения высшего профессионального образования в настоящее время формируются несколько базовых принципов:

– *принцип демократизма образования*, означающего доступность и

многообразие содержания, видов и форм предоставления человеку любого возраста образовательных услуг любого вида, в любом месте, в любое время, любого уровня в соответствии с его потребностями. Это означает возможность использования всего доступного образовательного контента через онлайн и дистанционное образование не только в рамках выбранной профессии, но и через систему дополнительного образования и переподготовку, которая может осуществляться как параллельно, так и последовательно с основным образованием;

– *принцип гуманизации образования*, предполагающей осуществление совместной творческой деятельности, взаимообучения, взаимообогащения субъектов образовательного процесса, проявление и развитие творческой индивидуальности каждого;
– *принцип горизонтальной координации* деятельности основных, дополнительных, государственных, негосударственных и общественных образовательных учреждений, создание единого образовательного пространства для полноты сформированности компетенций выбранной профессии;
– *принцип связи содержания профессионального образования с потребностями практико-преобразовательской деятельности человека и общества.* Этот принцип предполагает отказ от абстрактного получения профессии и тесную связь с реалиями жизни;
– *принцип взаимодействия и эффективного управления процессом самоорганизации.* Он направлен на создание эффективной среды для построения индивидуальной траектории получения профессионального образования. Под эффективной средой в данном контексте понимается создание условий, когда оптимально сочетается творчество, поддерживаемое внутренней мотивацией, и высокая степень организации учебной деятельности получения профессиональных компетенций. Такая эффективность возникает только в условиях высокой самоорганизации.
– *принцип учета в образовании национально-культурных традиций*, характеризующий идентичность человека той или иной культуры;
– *принцип прогностичности или опережающего образования* на меняющиеся социальные, социоприродные и техносферные условия как предвосхищающие, а не приспосабливаемые под существующие условия. Этот принцип должен опираться на стратегическое мышление, теоретические и практические аспекты которого приведены в книге «Стратегическое мышление» (Konstantinov, 2019).

Кратко это важное качество можно характеризовать как процесс управления потоком стратегических решений. Стратегическое решение –

это формирование плана достижения цели. План – это ряд предварительно обдуманных действий, мероприятий, объединенных последовательно для достижения цели с возможными сроками выполнения (Konstantinov, 2019). В такой формулировке, возможно, и нет ничего принципиально нового, но в современной трактовке стратегическое мышление «можно описать как результат взаимодействия в процессе управления потоком стратегических решений ключевых факторов – динамики, неопределенности, соперничества и системности.

К факторам динамики относятся «чувство времени», интеграция временной перспективы, видение будущего и «чувство направленности», формирование обратных связей и взаимодействие с потоком.

К факторам соперничества отнесены элементы стратегического решения соперников и наличие многоходовых комбинаций.

К фактору неопределённости относятся наличие множества сценариев и альтернатив к ним, многозначность «траекторий», оценки рисков и угроз и недостаток информации и знаний.

К системности относятся возможности построения и обоснования гипотез, ментальные модели деятельности, взаимозависимость и связность принятой модели (Konstantinov, 2019).

Изложенные выше принципы ложатся в основу педагогической системы психолого-педагогического сопровождения получения высшего профессионального образования. Центральными элементами являются:

- Субъект получения профессионального образования;
- Процесс формирования необходимых компетенций, который может быть только процессом самообучения;
- Тьютор, принимающий на себя функции, во-первых, носителя тезауруса для обеспечения трансляции информации, которая по мере протекания процесса образования должна перейти из знаний, умений и навыков в профессиональные компетенции и, во-вторых, носителем тезауруса формирования личности обучающегося.

Задачи тьютора в русле сформулированных функций видится в организации самостоятельной познавательной деятельности обучающегося, в том, чтобы научить его самостоятельно добывать знания и применять полученные знания на практике. В процессе развития личностных качеств важной задачей видится прохождение пути от смутных к ясным понятиям, воспитание рефлексии, способности к созидательно-волевому регулированию потока ощущений, представлений и идей с учетом индивидуальных особенностей. Важное значение в данном контексте уделяется такой интегральной характеристике, которая является одной из «скрытых пружин» мотивации как субъектный опыт обучающегося. В нем всегда представлены предметные и духовные смыслы, имеющие большое значение для развития личности. Поэтому при конструировании и реализации образовательного процесса необходима особая работа по выявлению субъективного опыта обучающегося, его социализация, при сотрудничестве всех участников образовательного процесса, направленном на обмен опытом различного содержания. При этом взаимодействие должно идти не по пути вытеснения индивидуального опыта, наполнения его уж имеющимся, а путем постоянного согласования, использования всего того, что уже было накоплено обучающимся как субъектом познания в его собственной жизнедеятельности. Субъектный опыт таким образом постоянно обогащается и социализируется, обретая нормативную форму.

Формулировка проблемы или постановка цели в данной концепции – это выбор профессии, актуализированной не настоящим моментом, а среднесрочным будущим, то есть периодом 10-ти -15-ти лет. Стратегические задачи в этом случае и традиционны, и инновационны одновременно – это спроектировать учебный процесс, определить актуальные взаимодействия и способствовать формированию личности, способной эффективно, комфортно для себя и окружающих осуществлять свою жизнедеятельность во всех областях жизни. Инновационность данной концепции заключается в том, что главным элементом образовательной среды, в котором будет осуществляться процесс формирования специалиста будет *зона неопределенности.*

Понятие зоны неопределенности была введена в теории интегральной индивидуальности Мерлин при рассмотрении проблемы формирования индивидуального стиля деятельности. Согласно этой теории усвоение индивидуального стиля деятельности происходит лишь тогда, когда существует зона неопределенности. Она возникает на промежуточных ступенях деятельности человека, когда еще существует набор разнообразных вариантов, путей достижения общего направления деятельности. Зона неопределенности обусловлена факторами двоякого рода. Во-первых, одни и те же объективные требования деятельности могут осуществляться при помощи различных промежуточных целей, действий, операций. Во-вторых, субъект, ориентируясь в объективных требованиях, может выбрать те цели, действия и операции, которые соответствуют его индивидуальным особенностям (Merlin, 1986) Создать зону неопределенности при психолого-педагогическом сопровождении формирования специалиста, ориентированного на актуальную в будущем профессию необходимо в различных видах деятельности: учебной, общественной, исследовательской, игровой и др. Это и должно способствовать формированию индивидуального стиля деятельности, способного осуществлять свою жизнедеятельность в условиях выбора из множества альтернатив бытия, что всегда сопровождается наличием различных рисков. Умение управлять рисками и в настоящее время, и в среднесрочном периоде абсолютно необходимое качество личности, поскольку, по мнению специалистов, риски бытия в обозримом будущем будут только нарастать (Devyasilov, 2016; Fedorets, 2013 г.).

Таким образом, в этой связи используется понятие *индивидуального стиля деятельности, на котором будет надстраиваться рискосбалансировнный стиль профессиональной деятельности. Под индивидуальным стилем деятельности понимается саморазвивающаяся, а, следовательно, периодически изменяющаяся система приемов и способов деятельности, стратегия которых определяется типологическими особенностями нервной системы и темперамента, а тактика его выполнения обеспечивается неповторимым сочетанием волевых, интеллектуальных и эмоциональных качеств, сознательно отбираемых и закрепляемых индивидом в процессе своего развития.* (Kuzhanova, Dementiev, & Kletc, 2019)

В контексте рискосбалансированного стиля деятельности можно выделить следующие составляющие его структуры:

- Риск-рефлексия;
- Саморегуляция;
- Интеллектуальные особенности и возможности;
- «Модель труда»;
- Индивидуальные биологические ритмы;
- Воля;
- Привычки и специальные приёмы деятельности профессиональной сферы.

Подробная характеристика представленных составляющих приводится работе Kuzhanova, Dementiev, & Kletc, 2019.

Риск-рефлексия является системообразующим элементом, так как именно она является формой теоретической деятельности человека, направленной на осмысление собственных действий и их законов, деятельности самопознания. Степень развитости рефлексии определяет у человека функции саморегуляции и воли. Субъективная оценка ситуации и принятие решения, связанного с рисками – это одна из функций рефлексии.

Какой видится риск-рефлексия при рискосбалансированном стиле профессиональной деятельности? Представляется, что в обществе существует концепция риска диалектически связанного, составляющего единство противоположностей: когда одна деятельность, связанная с рисками, отвечает за результативность деятельности, достижения нового запланированного результата, за прогресс, а другая – за безопасность деятельности, за сохранение жизни, здоровья, имущества, положения и т. д. *Таким образом, для одного субъекта при осуществлении деятельности риск имеет две стороны: риск, связанный со стремлением к благу и риск, связанный с желанием избежать опасностей и потерь.*

Сверхзадача подготовить специалиста, который владеет такими умениями осознанно или в, идеале, эти умения уже перешли в навыки, то есть в индивидуальный стиль рискосбалансированной профессиональной деятельности. Почему необходима такая широкая палитра рисков? Прежде всего, очевидно, что жизнь, в том числе и профессиональная, бывает часто очень противоречива и непредсказуема. Во вторых, риски бытия неуклонно растут и людям надо быть готовым к этим вызовам. В-третьих, четвертых и т.д., чем более многогранна личность, тем больше вероятность её адаптации к быстроизменяющемуся миру. Но в контексте данной статьи это означает следующее: создание образовательного пространства для формирования индивидуального рискосбалансированного стиля деятельности.

Модель образования и условия реализации
Education Model and Conditions of Implementation

На рис.1 показана структурная схема модели образования высшей школы, подготовленная для внедрения для направления подготовки «Техносферная безопасность». Пример взят для данного направления подготовки, поскольку в нем очень наглядно демонстрируется та общая тенденция увеличение рисков бытия, напряжения по которым в ближайшие десятилетия будут только возрастать. Кроме того это направление популярно практически во всех странах Европы и его содержательная часть имеет много общего для многих стран. В частности в Резекненской технологической академии и Псковском государственном университете есть подобные программы, что может быть основанием для двойных дипломов выпускников. Модель состоит из образовательных модулей и практико-ориентированных модулей.

Решая образовательные задачи первого уровня, для практико-ориентированной направленности через проектную деятельность целесообразно направлять обучающегося на взаимодействие с общественными некомерческими организациями, которые реализуют различные гранты, связанные с экологическим просвещением, решением трансграничных общих экологических проблем. Такие проекты широко распространены в трансграничном сотрудничестве Латвии, Эстонии и России.

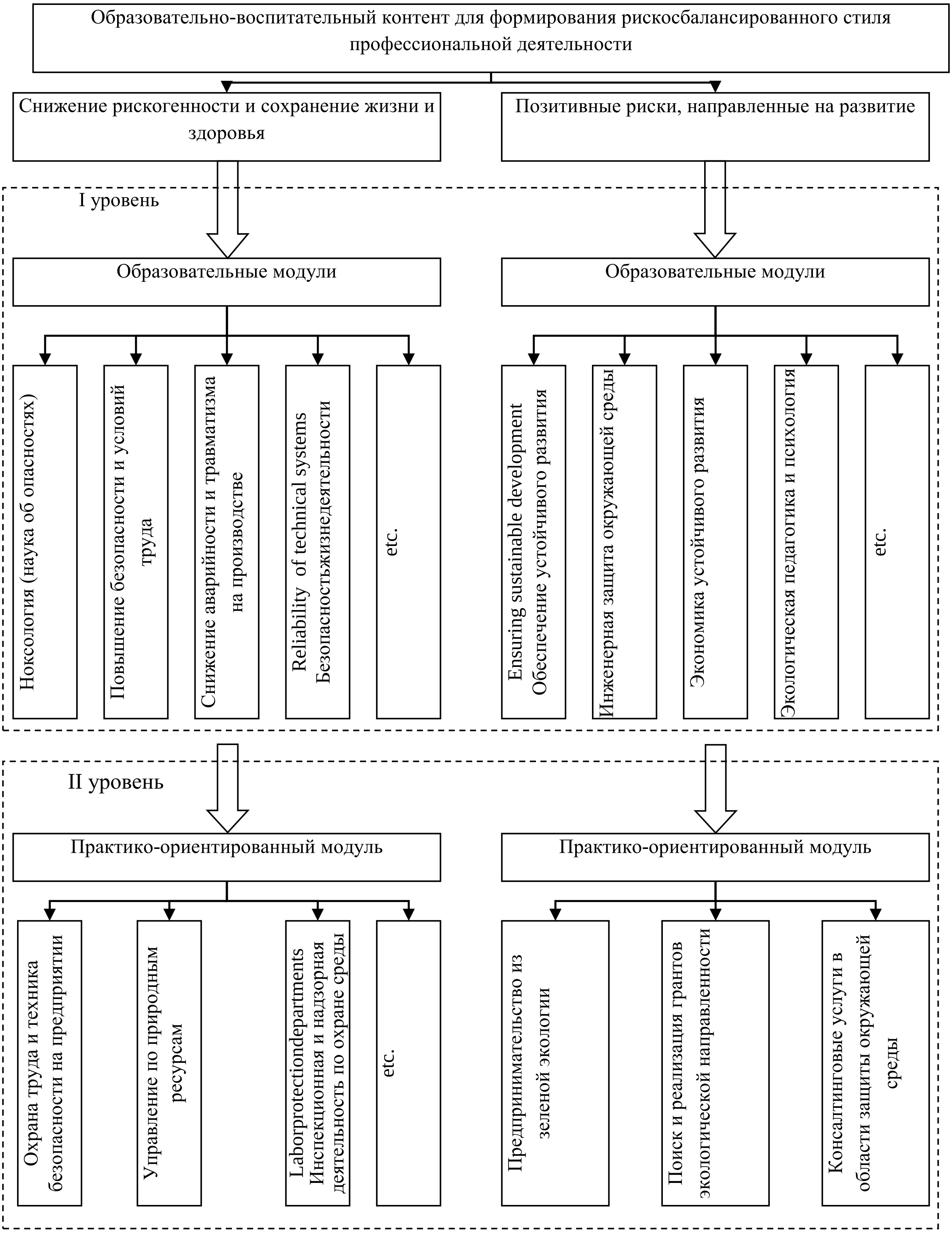

Рисунок 1. ***Структура модели образования***
Figure 1 **Education Model Structure** *(Kuzhanova, Dementiev, & Klets, 2018)*

Предметные образовательные модули, которые считаются обязательными в рамках национальных образовательных стандартов целесообразно компилировать, используя сетевую форму взаимодействия, онлайн образовательные платформы, а также доступные ресурсы образовательного пространства вузов участников Болонского процесса.

Практико- ориентированные модули второго уровня, когда обучение перемещается на площадку работодателя, необходимо дополнять различными учебными курсами дополнительного образования, которые позволяют уже приблизить компетенции обучающегося к профессиональным с привязкой к конкретному предприятию или организации, в которой видит себя обучающийся в качестве специалиста.

Все учебные программы находятся в свободном доступе и их модульная часть может быть заменена или скорректирована под практически решаемые проблемы. Система направлена на субъект-субъектные отношения обучающегося и тьютора, а сама деятельность расчитана на самоорганизацию и самообучение.

Система контроля обучения и выработка корректирующих решений остаётся за тьютером. При этом квалиметрические характеристики процесса обучения оговариваются заранее совместно с обучающимся и работодателями. Важно только отметить, что все модули направлены на формирование совокупности компетенций, предусмотренные стандартом, но планируемые результаты обучения в значительной степени зависят от стратегической цели, сформулированной будущим специалистом.

Разработанная модель позволяет организовать учебно-познавательную деятельность и её психолого-педагогическое сопровождение в соответствии со стратегической целью, формируемой совместно: обучающийся – тьютор.

Конструирование учебного процесса подразумевает следующие необходимые действия:

– анализ (стратегический и текущий) возможно большего количества условий макро- (на уровне социума) и микро- (на уровне образовательной организации), влияющих на процесс организации, проектирования и реализации образовательной модели;
– составление характеристики ситуации текущей и прогностической на среденесрочный период;
– проведение комплексного анализа учебных планов, программ, сетевых возможностей, открытых образовательных платформ с целью подбора оптимального содержания и логики содержания учебного процесса, а также социальную и производственную

составляющую для реализации второго уровня модели. Это позволяет максимально адаптировать и корректировать образовательную среду с обеспечением её профильной направленности;

– на основании выявленных характеристик образовательной среды создание учебного плана структурно-оформленного, информативно и дидактически проработанного (формы, методы, условия реализации) в логике стратегической цели формирования специалиста.

Выводы
Conclusions

Предлагаемая в статье модель образования направлена на обучающихся, формирующих высокие ожидания в своей жизненной траектории. Как показывает опыт, это в основном выпускники специализированных школ с углублённым изучением отдельных предметов или дети, которых относят к категории одарённых (победители олимпиад, творческих конкурсов и т. п.), у которых сформирована высокая познавательная активность и высокие ожидания будущей профессиональной деятельности. Предлагаемую модель следует отнести к эксклюзивной, которая не предполагает перехода к массовой реализации, но и работодатели во всех странах формируют социальных заказ не на массовый выпуск специалистов, а способных реально, креативно и эффективно работать в реальном секторе экономики, науки, на социальной площадке с конкретной временной и территориальной привязкой.

В приведённом материале отсутствуют квалиметрические характеристики эффективности предлагаемой модели, поскольку в настоящий момент идёт процесс внедрения предлагаемого подхода.

Для качественной и количественной характеристики «потенциальной емкости» проектируемой педагогической модели, а также для диагностики личностных изменений в процессе получения профессионального образования будут разработаны критерии и показатели, позволяющие качественно и количественно оценить изменения в личностном развитии обучающихся. Это необходимо будет в том случае, если предлагаемый подход в процессе его внедрения покажет свою эффективность и результативность.

Summary

The article discusses the theoretical and methodological foundation of psychological support of personality formation in the modern concept of vocational education and its model. Relevance is due to the challenges of the modern period associated with global changes that are observed in society. They are reflected in the education system, educational process management and interacting entities in it. The characteristics of interacting subjects (future specialist and tutor), the educational environment and their innovative features are given. In the context of strategic thinking, the risks of being and individual’s response to the challenges of the modern and medium-term period, an integral characteristic of personality that is able to withstand the challenges and effectively carry out its vital activity is given. Such a characteristic is called a risk-balanced style of activity. Its structure is substantiated. An algorithm for constructing an educational model is presented.

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AUDZINĀŠANA UN MĀCĪBU VIENOTĪBA KĀ AVOTS SKOLOTĀJU EMOCIONĀLĀS ATSAUCĪBAS PILNVEIDOŠANĀ

Upbringing and Learning Unity as a Source for Developing Teachers' Emotional Responsiveness

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Abstract. *In the second half of the 20th century and the beginning of the 21st century, the scientific research in Europe started focusing more on the problems of upbringing. Pedagogical science was no exception, and also started raising questions regarding upbringing including both the teaching/learning and the upbringing/self-education processes in pedagogical activities and in the education system as a whole. The united way in which the teaching/learning, upbringing/self-education work is conducted at educational institutions reflects the professionalism of the teacher. The study reveals the necessity and importance of upbringing and unity in teaching work for the pedagogical processes of the 21st century.*
The study confirms that teachers' knowledge, skills and attitude regarding education, teaching/learning, upbringing/self-education influences the obtainability of students' achievements (Hattie, 2008, Hattie & amp; Yates, 2013; Hattie & Zierer, 2018). The results of the research confirm the idea that the pedagogue has to invest in continuous development of professional competencies. The professional competence of the educator has a long-lasting impact on the individual's performance in learning and education processes as well as in their further life activities. Thus, the analysis of pedagogical theory and real-life practice shows that teaching and learning are the primary means for upbringing/self-education and performing the education functions in unity (Fišers, 2005, Hattie, 2008; Špona, 2018). In order to provide an acquisition of purposeful self-development management skills in pedagogical activities, a new approach and understanding of regularities is needed for the arrangement and management of educational learning processes.
The aim of the study is to show the unity of teaching / learning, upbringing / self-education as an important approach in modern education.
The main tasks are literary studies and evaluation, work with a target audience.
Research methods: survey.
Keywords: *attitude, learning, professionalism, self-education, upbringing.*

Ievads
Introduction

20. gadsimta otrajā pusē un 21. gadsimta sākumā Eiropā zinātniskajos pētījumos ir aktualizētas audzināšanas problēmas. Šis ir laiks, kad daudzās

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pasaules valstīs totalitārisma režīmu nomaina demokrātija. Atbilstoši laikmetam arī pedagoģijas zinātnē tiek aktualizēti jautājumi par audzināšanu, kas sevī ietver gan mācīšanas/mācīšanās, gan audzināšanas/pašaudzināšanas procesu pedagoģiskajā darbībā un izglītības sistēmā kopumā. Tas, kā izglītības iestādēs vienotībā notiek mācīšanas/ mācīšanās, audzināšanas/pašaudzināšanas darbs, liecina par pedagoga profesionalitāti. Skolotāja zināšanas, prasmes un attieksmes profesionālajā darbībā ietekmē skolēnu sasniedzamos rezultātus ilgtermiņā (Hattie, 2008; Hattie & Yates, 2013; Hattie & Zierer, 2018; Biesta, 2017; Špona, 2018). Pedagogs, paaugstinot savu profesionālo kompetenci, maina attieksmi, stiprina pedagoģiskās pārliecības (Čehlova, 2009; Špona, 2006; Šteinberga, 2019; Biesta, 2017).

Pētījuma rezultāti, ļauj apstiprināt domu, ka pedagogam ir ieguldāms nepārtraukts darbs sevis pilnveidošanas procesā. Pedagoga profesionālajai kompetencei ir ilgstoša ietekme uz indivīda rezultātiem mācību un audzināšanas darbā, kā arī tālākā dzīves darbībā .

Pārmaiņas sabiedrībā prasa jaunas pieejas pedagoģiskajai darbībai. Ziņojumā "Mācīšanās ir zelts", ko Starptautiskā komisija sniegusi UNESCO 1996. gadā, tās loceklis franču pētnieks Žaks Delors (Jacques Lucien Delors, dz.1925) akcentē: "Komisija pārrunāja vajadzību sākt veidot sabiedrību, kas mācās…, vēl labāk būtu, ja skola ieaudzinātu gan alkas, gan prieku mācīties…, vienīgais paņēmiens, kā to apmierināt, ir katram cilvēkam iemācīt mācīties" (Delors, 1996). Tādējādi šobrīd pasaulē jau otro gadu desmitu pedagoģisko pieeju centrā ir izvirzīta pašaudzināšana kā audzināšanas procesa ideja, rakstura un ieradumu veidošanas pieeja ilgtermiņās (Izglītība, 2030, OECD pamatkompetenču sistēma).

Audzināšanas vispārējais mērķis ir humāna personība, kuras pamatā ir brīvības, patstāvības un atbildības vienotība, kas veidojas un attīstās darbībā. Šādu mērķi var īstenot demokrātiskā sabiedrībā, kurā augstākā vērtība ir rūpes par cilvēku. Brīvs cilvēks neierobežo citu cilvēku brīvību. Tikai brīvs skolotājs var audzināt brīvu skolēnu (Špona, 2018; Šteiners, 2005). Pedagoģijas zinātnes profesore Ausma Špona atzīst, ka brīvs cilvēks patstāvīgi izvēlas savas darbības mērķus, patstāvīgi un atbildīgi veido savu attieksmi un uzvedību, ir atbildīgs par pieņemtajiem lēmumiem. Personībai nozīmīgā darbībā un saskarsmē, kurā tiek ievērota iespēja brīvai izvēlei, realizējas patstāvības audzināšana (Špona, 2018).

Mūsdienu pedagoga profesionalitāte attīstās kopā ar sabiedrības demokratizēšanos. Valsts demokratizācijas līmenis ir tas, kas skolotāja profesijā nodrošina brīvību, patstāvību, taisnīgumu, atbildību, uzticēšanos un cieņu savstarpējās attiecībās ar kolēģiem, skolēniem, vecākiem. Tādējādi, kā norāda Žaks Delors, "sabiedrībai jāuztur dialogs ar skolotājiem, lai pārmaiņas varētu pieņemt un lai nodrošinātu to, ka ikkatrs dod savu artavu vajadzīgo reformu panākumiem" (Delors, 1996).

Šim pētījumam tika izvirzīts šāds mērķis: parādīt mācīšanas/mācīšanās, audzināšanas/pašaudzināšanas vienotību kā nozīmīgu pieeju mūsdienu izglītībā.

Pētījuma metode: I. Kušneres veidotā aptauja šī pētījuma ietvaros.

Pētījumam tika izvirzīti trīs pētījuma jautājumi. Pirmais pētījuma jautājums – "Kas ir audzināšanas process pedagogu skatījumā?" Otrais pētījuma jautājums – "Kādi ir skolēnu ieguvumi, mainot audzināšanas pieeju pedagoģiskajā darbībā?". Trešais pētījuma jautājums - Kas ir veiksmīga mācīšanās?

Teorētiskais apskats par audzināšanas/ pašaudzināšanas nozīmību mācīšanas/ mācīšanās procesā
Theoretical overview of the importance of upbringing / self-education in the teaching / learning process

Mūsdienās audzināšana balstās uz sadarbību, kuras nosacījums ir audzināšanas un pašaudzināšanas mijsakarība. Sadarbība, kā pedagoģiskās darbības pamatprincips īstenojas integratīvā satura, metožu pieejā audzinošās mācībās, kas nodrošina radošas un humānas personības pašattīstību (Špona, 2001; Špona, 2018; Špona & Čamane, 2009; Hattie & Zierer, 2018). Pedagoģijas zinātniece Ausma Špona definē mūsdienu pedagoģijas zinātnes priekšmetu: "Pedagoģijas zinātnes priekšmets ir audzināšanas/pašaudzināšanas un mācīšanas/mācīšanās vienotība pedagoģiskajā darbībā" (Špona, 2018). Audzināšanas/pašaudzināšanas rezultāts ir cilvēka attieksme pret sevi, citiem cilvēkiem, darbu, kultūru, valsti un dabu (Špona, 2018). Būtībā tas ietver nosacījumus, kas virza indivīda un sabiedrības attīstību (Klafki, 1998; Šteiners, 2005; Šteinberga, 2019). Mācīšanas/mācīšanās rezultāts ir uz attieksmēm balstītas zināšanas, prasmes, pašpieredze un kompetence (Špona, 2018). Autore atzīst, ka pedagoģijas teorijas un prakses vienotība audzināšanas/pašaudzināšanas un mācību funkciju realizācijā galvenais līdzeklis ir mācīšana un mācīšanās. Tas nodrošina mērķtiecīgu pašattīstības prasmju apguvi, ko pedagoģiskajā darbībā var īstenot mērķtiecīgi organizētā pedagoģiskajā procesā.

Kritiskā konstruktīvisma teorijas pārstāvis Volfgangs Klafki (1998) pauž domu, ka mācīšanās procesā eksperts (mācību procesa vadītājs) var palīdzēt subjektam patstāvīgi apgūt zināšanas, iegūt prasmes, attieksmes un iemaņas.

Mērķtiecīgā, atklājošā mācīšanās nepieļauj zināšanas pārņemt gatavā veidā, bet gan rosina tās radīt patstāvīgi ar savu darbību, pieņemot cita palīdzību. Iepriekš atklātais tiek atklāts no jauna - katrs cilvēks apjēgšanas procesā atkārto atklāšanas aktu. Tātad patstāvīgā mācīšanās veicina cilvēka spriešanas spēju atklāšanu un attīstīšanu. Caur mācīšanās procesu notiek pieredzes veidošanās process, kas attīsta cilvēka pašnoteikšanās spējas, ievērojot 3 aspektus :

- prasme būt emancipētam;
- prasme būt cilvēkam, kas uzdrošinās lietot savu prātu;
- prasme būt politiski un sociāli domājošam (Klafki, 1998).

Mācīšanās pamatuzdevums ir izvēlēties piemērotāko metodi. Subjekts var pats izmantot speciālas didaktikas un psiholoģiskās mācīšanās modeļus, kas tiek piedāvāti, taču var attīstīt arī savas mācīšanās paņēmienus un metodes. Svarīgs ir mācīšanās saturs, mērķis, darbības virziens (Klafki, 1998; Vedins, 2011). Personības attīstību kopumā, no kā ir atkarīga tālākā dzīves perspektīve, ietekmē – saturs, mērķis, darbības virziens. Pedagogam, organizējot mācību procesu, būtiski ir pārdomāt – Ko es mācu? Kā es mācu? Kāpēc es mācu? Volfgangs Klafki (1998) norāda, ka pedagoģiskajā darbībā svarīgi ir izprast:

- Kāda ir aplūkojamā temata pašreizējā nozīme audzēkņu ikdienas dzīvē saskaņā ar tā praktisko izmantojamību un jauniešu iepriekšējo pieredzi?
- Cik nozīmīgs šis temats varētu būt nākotnē?
- Kādas ir nākotnē izmantojamās likumsakarības?

Berijs Cimermans ir izveidojis ciklisko pašregulētās mācīšanās modeli (Zimmerman & Campillo, 2002). Ciklam tiek izdalītas šādas fāzes:

- apdomas fāze – skolēns nosaka savu mācīšanās mērķi, motivē sevi;
- darbības fāze – pilda izvirzītos uzdevumus, vēro un regulē sevi;
- refleksija – rosina uz jaunu darbības fāzi

Šajā modelī parādās mācīšanas/mācīšanās, audzināšanas/pašaudzināšanas mijsakarības To atzīst arī vācu psihologs Alberts Cīglers un pedagoģe Heidruna Štēgere. Viņi pašregulētās mācīšanās procesā saskatīja septiņas darbības:

- pašnovērtējumu;
- mērķa izvirzīšanu, pamatojoties uz pašvērtējumu;
- darba plānošanu atbilstīgi mērķim;
- mērķa īstenošanu;
- novērošanu;
- darbības uzlabošanu;
- rezultātu izvērtēšanu (Stoeger, Sontag, & Ziegler, 2014)

Britu pedagogs Roberts Fišers, kas ir radījis mācīšanās mācīties teoriju, atzīst , ka pašregulēta mācīšanās sākas ar domāšanu par mācīšanos, turpinās ar jautājumu izvirzīšanu, darba plānošanu, noslēdzas ar diskusijām, kurās viena skolēna viedoklis tiek salīdzināts ar citu iegūtajām atziņām. Skolēns šajā procesā izmanto savas radītās kognitīvās domāšanas kartes, vienaudžu atbalstu un skolotāja sniegto atbalstu domāšanas procesā (Fišers, 2005). Apkopojot šīs teorētiskās atziņas, apstiprinās doma par audzināšanas/pašaudzināšanas, mācīšanas/ mācīšanās vienotību pedagoģiskajā darbībā. Zīmīgi, ka arī Latvijas pedagogi, iesaistoties profesionālās kompetences pilnveides programmās, kurās tiek apskatīti dažādi mācīšanās modeļi - 5 E, 9G, Klafki, Šulca, Kolba (Koķe, 1999; Stoeger, Sontag, & Ziegler, 2014; Vedins, 2011) atzīst, ka katrs no autoru piedāvātajiem modeļiem ietver sevī mācīšanas/ mācīšanās darbības, caur kurām skolēns piedzīvo audzināšanu/ pašaudzināšanu. Tikai būtiski, cik profesionāli pedagogs vada mācīšanas procesu, pievēršot uzmanību audzināšanas un pašaudzināšanas darbībām.

Pasaules izglītības politikas elite (Delors, 1996; Robinsons, 2013; Hattie, 2008; Hattie & Zierer, 2018; Biesta, 2017) atzīst, ka nepieciešams mainīt esošo izglītības un mācīšanas, un mācīšanās praksi. Tas sevī ietver pieeju maiņu mācību un audzināšanas procesā kopumā. Mācību un audzināšanas darbs mainās no bērnfokusētas pieejas uz bērncentrētu pieeju. Pedagogam ir jāprot ne tikai izvēleties atbilstošas mācīšanās pieejas, bet jārēķinās ar dažādo izglītojamo izpratnēm par mācību un audzināšanas procesu, tādējādi priekšplānā izvirzot bērncentrētas izglītības ideju pretstatā skolotājcentrētai (bērnfokusētai) izglītībai un palielina mācīšanās mācīties, dalītas atbildības un pašaudzināšanas nozīmi. Bērns ir aktīvs dalībnieks, kurš mācību un audzināšanas procesā apgūst spēju reflektēt par savu uzvedību un mācīšanās procesu. Pedagogs izvēlas darba metodes un formas, uzsverot sadarbības nepieciešamību starp bērnu, ģimeni, izglītības iestādi, apliecina mācīšanās mācīties, dalītas atbildības un pašaudzināšanas nozīmi.

Metodoloģija
Metodology

Izlases apraksts. Pētījums tika veikts skolotāju profesionālās kompetences pilnveides kursos, kuri notika 2019. gada septembrī, oktobrī, novembrī, decembrī, aptverot 30 izglītības iestādes, tai skaitā 9 vidusskolas un 21 pamatskolu no Latgales un Vidzemes novada. Pētījumā piedalījās 364 pedagogi. Izlases sadalījums pēc dzimuma: 56 bija vīrieši, no tiem 40 bija vecumā no 50 – 55 gadiem, ar augstāko izglītību, vairāk nekā 25 gadu darba pieredze pedagoģijā; 10 vīrieši vecumā no 45 – 50 gadiem, ar augstāko izglītību, vairāk nekā 20 gadu darba pieredzi pedagoģijā; 6 vīrieši vecumā no 35 – 40 gadiem ar augstāko izglītību un vairāk nekā 10 gadu darba pieredzi.

No aptaujātajiem dalībniekiem 308 bija sievietes, to skaitā 218 bija sievietes vecumā no 45 -50 gadiem ar augstāko izglītību un vairāk nekā 20 gadu darba pieredzi; 45 sievietes vecumā no 35 – 40 gadiem, ar augstāko izglītību un vairāk nekā 10 gadu darba pieredzi; 25 sievietes vecumā no 25 – 30 gadiem, ar augstāko izglītību, 3 gadu darba pieredzi; 17 sievietes bija vecumā no 50 – 65 gadiem, ar augstāko izglītību un darba pieredzi pedagoģijā 30 - 35 gadu intervālā; 3 sievietes vecumā no 70 – 75 gadiem, ar augstāko izglītību un vairāk nekā 50 gadu darba pieredzi pedagoģijā.

Pētījuma instrumenti un datu ieguves procedūra. Pētījums tika veikts izmantojot Likerta skalu, aptaujas metodi (Pipere, 2011) un autores izstrādāto aptaujas anketu. Anketā tika ietverti šādi jautājumi - “Kas ir audzināšanas process pedagogu skatījumā?”, “Kādi ir skolēnu ieguvumi, mainot audzināšanas pieeju pedagoģiskajā darbībā?”, “Kas ir veiksmīga mācīšanās?”. Jautājums – Kas ir audzināšanas process? tika uzdots visiem pedagogiem, kuri piedalījās profesionālās kompetences pilnveides kursos. Uz šo jautājumu dalībnieki atbildēja viens otram, stāstot pēc divām asociatīvajām mākslas darbu kartītēm. Tad katrs izvēlējās vienu kartīti un savas domas par audzināšanu apvienoja vienā kopīgā definīcijā, pamatojoties uz asociācijām, ko izraisīja izvēlētās attēlu kartītes. Katrs pāris prezentēja savu audzināšanas definīciju, kas tika radīta, izmantojot radošās domāšanas pieeju. Pamatojoties uz radīto definīciju, grupā notika diskusija – “Kādi ir skolēnu ieguvumi, mainot audzināšanas pieeju?” Pedagogi minēja arī praktiskus piemērus no savas pieredzes. Pēc diskusijas aptaujas dalībnieki atbildes ierakstīja anketā. Nodarbību refleksijas daļā pedagogi, pamatojoties uz apgūto teoriju, kā arī paši novērojot savu mācīšanās gūto pieredzi profesionālās kompetences pilnveides nodarbībās, atbildēja uz jautājumu: Kas ir veiksmīga mācīšanās?

Rezultāti
Results

Pētījumā iegūtie dati tika apkopoti un veikta to analīze (1.tab.). Atbildes, kuras tika sniegtas uz pirmo jautājumu varēja sadalīt 10 kategorijās, atbildes, kuras tika sniegtas uz otro jautājumu, tika sadalītas arī 10 kategorijās, bet uz trešo jautājumu sniegtās atbildes tika sadalītas 9 kategorijās.

Apkopojot pedagogu atbildes par jautājumu (1. tab.) – “Kas ir audzināšanas process?”, redzams, ka pedagogi visvairāk ir norādījuši uz tādām kvalitātēm kā “personības veidošanās process” (28%) un “prasme un griba sadarboties ar skolēniem, vecākiem, kolēģiem” (21 %), kas norāda , ka gandrīz pusei (49%) no pētījuma dalībniekiem ir izpratne un pārliecība, ka audzināšana ir darbības, sadarbības un mijiedarbības process. Atbildes uz jautājumu diskusijas laikā tika pamatotas ar piemēriem no savas izglītības iestādes darba.

Pētījuma dalībniekiem atbildot uz jautājumu – “Kādi ir skolēnu ieguvumi, mainot audzināšanas pieeju?”, visvairāk (24%) ir to dalībnieku, kuri norāda, ka “pieaug skolēnu līdzatbildība mācību darbā”, nedaudz mazāk aptaujāto atbildēja (20%), ”paaugstinās pašvērtējums, ticība sev” un “regulāri tiek veikts pašaudzināšanas process” (19%). Šādu atbilžu pārsvars norāda uz to, ka pedagogi saskata audzināšanas un pašaudzināšanas mijsakarības pedagoģiskajā darbībā, kas notiek ciešā sadarbībā ar vecākiem, kolēģiem un pašu skolēnu.

1.tabula. ***Pedagogu sniegto atbilžu kopsavilkums*** *(Kušnere)*
Table 1 ***Summary of Teacher Responses*** *(Kušnere)*

N.p.k	Uzdotais jautājums	Atbildējušo respondentu skaits	Pieminējuma biežums izteikts % daļās no kopuma	Saņemtās atbildes
1.	Kas ir audzināšanas process pedagogu skatījumā?	103	28%	Personības veidošanās process
		78	21%	Prasme un griba sadarboties ar skolēniem, vecākiem, kolēģiem
		61	17%	Pieredze, pašaizliedzīgs darbs
		37	10%	Attīstība, pilnveidošanās, mijiedarbība
		21	6%	Spēja uzklausīt, sadzirdēt skolēna vajadzības, atbalsts uz rīcību
		19	5%	Uzticēšanās sev un skolēniem
		16	5%	Drosmīga un gudra pedagoģiska rīcība
		12	3%	Sarunas par dzīves notikumiem
		10	3%	Prieks palīdzēt dzīvot
		7	2%	Pašizpausmes process tagadnē, kas vērsts uz nākotni
2.	Kādi ir skolēnu ieguvumi, mainot audzināšanas pieeju pedagoģiskajā darbībā?	88	24%	Pieaug līdzatbildība pret mācību darbu
		72	20%	Paaugstinās pašvērtējums, ticība sev
		68	19%	Regulāri tiek veikts pašaudzināšanas process
		54	15%	Mijiedarbībā piedzīvo pašattīstību
		20	5%	Prasme, griba pilnveidot, nostiprināt zināšanas, pieredzi
		18	5%	Palielinās drosme kļūdīties
		15	4%	Mācās saredzēt, izprast un novērtēt pozitīvo izglītības vidē, sabiedrībā
		11	3%	Attieksmes maiņa komunikācijā
		10	3%	Iegūtās pozitīvās pieredzes pārnese dzīves darbībā
		8	2%	Apzinās un izprot dzīves vērtības
3.	Kas ir veiksmīga mācīšanās?	75	21%	Aktīva iesaiste mācību procesā
		69	19%	Dalīšanās pieredzē par paveikto
		58	16%	Refleksijas par veikto mācīšanās darbu
		46	13%	Sasniedzamā rezultāta apzināšanās
		37	10%	Darba pilnveidošana
		24	6%	Prasme uzraudzīt savu mācīšanās procesu
		20	5%	Koncentrēšanās
		18	5%	Darbība pēc paša izvērtētiem rīcības modeļiem
		17	5%	Spēja izmantot veiktos secinājumus tālākā darbībā

Atbildot pētījuma dalībniekiem uz jautājumu "Kas ir veiksmīga mācīšanās? "visvairāk no aptaujātajiem dalībniekiem tika norādījuši, ka "aktīva iesaiste mācību procesā" (21%), daudzi pedagogi (19%)uzskata, ka mācīšanās procesā būtiska ir "dalīšanās pieredzē par paveikto". Tā kā aptaujātie pedagogi paši bija aktīvi mācīšanās procesa dalībnieki, tad daudzi (16%) pamanīja "refleksijas par veikto mācīšanās darbu" nozīmību veiksmīgas mācīšanās darbībā. Tas nozīmē, ka skolēna produktīva mācīšanās sākas ar audzināšanu jeb attieksmju veidošanu pret mācībām (Klafki, 1998; Fišers, 2005; Čehlova, 2009; Purēns, 2017; Špona, 2018; Hattie & Zierer, 2018; Biesta, 2017).

Aptaujas dalībniekiem bija iespēja vērtēt savu darbību pedagogu profesionālās kompetences pilnveides mācību procesā. Dalībnieki izteica vērtējumu 5 ballu skalā (pēc Likerta skalas). Vērtējot izvirzītos kritērijus (iesaiste mācību procesā, refleksijas par mācīšanos, izvirzītā mērķa sasniegšana), tika iegūti šādi rezultāti: 302 pedagogi jeb 83% no aptaujātajiem deva novērtējumu skalā ar vērtējumu 5 balles; 54 pedagogi jeb 15% no aptaujātajiem deva novērtējumu skalā ar vērtējumu 4 balles un tikai 8 pedagogi jeb 2% no aptaujātajiem deva vērtējumu skalā ar atzīmi 3 balles par kritēriju refleksijas par mācīšanos.

Vērojot sevi mācīšanās procesā, apzinoties piedzīvotās darbības mācīšanās procesā, novērtējot mācību darbības sekas profesionālās kompetences pilnveidē, pedagogi sarunā ar kolēģiem, pamatojoties uz teoriju (Hattie, 2008; Hattie & Zierer, 2018; Koķe, 1999; Špona, 2006; Špona, 2018; Purēns. 2017; Šteinberga, 2019) un praktisko pieredzi, stiprina un pilnveido zināšanas, prasmes, attieksmes un pašpieredzi par mācīšanas/ mācīšanās, audzināšanas/ pašaudzināšanas vienotības nozīmi pedagoģiskajā darbībā.

Pētījumā apstiprinājās fakts, uz kuru ir norādījis Dž. Hetijs, ka skolotāji caur piedāvāto mācīšanās modeli, saņemot no mācību procesa vadītāja atbalstu savu iekšējo barjeru pārvarēšanā, stiprina sevī pārliecību, ka skolotāja darbības virsmērķis ir palīdzēt bērnam iepazīt un atrast sevi, atrasties blakus, uzturēt izziņas dzirksti. Līdz ar to pedagoģiskajā darbībā skolotājs sāk veidot ieradumu regulāri runāt ar bērniem par pašaudzināšanas jautājumiem, par prasmi vadīt savu mācīšanās procesu un reflektēt par to. (Hattie, 2008; Biesta, 2017; Hattie & Zierer, 2018). Gūtajā pašpieredzes darbībā pedagogi iegūst dziļāku skatījumu uz audzināšanas procesu, apzinās mijsakarības pedagoģiskajā darbībā, kas pamatojas uz uzticēšanos, darbību un sadarbību (Biesta, 2017; Špona & Čamane, 2009; Špona, 2018).

Secinājumi
Conclusions

Audzināšanas process ir personības veidošanās process, kurā iesaistās pats skolēns, pedagogs, vecāki. Tas balstīts uz prasmi sadzirdēt, uzklausīt, atbalstīt, augt kopīgā sadarbībā. Audzināšanas procesā nozīmīga ir pedagoga pieredze un personība, profesionalitāte.

Mainot audzināšanas pieeju pedagoģiskajā darbībā, pieaug skolēnu līdzatbildība mācību darbā, paaugstinās pašvērtējums, ticība saviem spēkiem, regulāri tiek veikts mērķtiecīgi vadīts pašaudzināšanas process.

Mācību darba svarīga komponente ir pašaudzināšana, jo sevī ietver aktīvu iesaisti mācību procesā, sasniedzamā rezultāta apzināšanos, dalīšanos pieredzē par paveikto, refleksijas par mācīšanās darbu. Tā ir iespēja attīstīt un pilnveidot personības īpašības, nozīmīgu attieksmi pret sevi, cilvēkiem, dabu, kultūras vērtībām, sabiedrību un valsti.

Pedagogu profesionālās kompetences pilnveides kursos pedagogs, piedzīvojot sekundārās darbības pašpieredzi, kas notiek reālā situatīvā darbībā, mijiedarbībā, paaugstina savu pašnovērojuma primāro pieredzi, gūstot brīvības pieredzi un refleksijas pieredzi par mācīšanās procesu. Tādējādi notiek attieksmes pilnveidošanās pret pedagoģisko procesu.

Pēc veiktā pētījuma un autores pieredzes, vadot pedagogu profesionālās kompetences pilnveides kursus, būtisks ir ieteikums: organizēt un nodrošināt pedagogu profesionālās kompetences pilnveides procesā mācīšanas/mācīšanās prasmi, kurā ietverta attieksmju, zināšanu un prasmju veidošanās un apguve, kas balstīta uz teoriju, praksi un pašpieredzi.

Summary

This article provides an insight into the interplay between teaching/ learning, upbringing/ self-education in the pedagogical process. While researching and evaluating various sources of literature, the thoughts of several authors (Hattie, 2008; Zierer, 2019; Fišera, 2005; Klafki, 1998; Ziegler, 2014; Špona & Čamane, 2009; Špona, 2018) on teaching/learning, upbringing/self-education were explored finding correlation between their unity in pedagogical activities. The findings were used in teacher professional competencies development courses in 30 Latvian educational institutions.

The results of the research show that by learning the theory, linking it with pedagogical experience and by giving into the creative thinking process, the educator's professionalism improves and the thoughts and attitudes towards the importance of upbringing/self-education in teaching processes also change. Observations gained during the learning process support the idea that trust, action and cooperation are essential in the teaching/ learning, upbringing/ self-educating processes, leading to self-expression and self-assurance opportunities for the pupil. This further develops and enhances pupil's personality traits. (Hattie, 2008; Špona, 2018; Purēns, 2017).

The conclusions of the study support the idea that the unity of teaching/learning, upbringing/self-education is an important approach in modern education.

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CREATION AS A CONDITION FOR PERSONAL EXPRESSION AND INDIVIDUATION

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Abstract. *The article discusses the basic concepts and theories of creation and creativity. Creativity is not applied to action, but is rather a psychological quality of a person that is manifested through certain abilities. The question is whether creativity is considered to be determined by spontaneous, irrational factors or can be promoted and is a stimulating phenomenon. The concept of Creativity, its features, as well as traits of a creative personality are distinguished. The following articles also discusses principles, prerequisites for creative motivation – when people become most creative. Creativity is universally considered to be a distinctive feature of a matured, multifaceted and self-realizing, and thus individualized personality. Creative abilities, as a transforming force, enhance a person's sense of value, accelerate the individual's self-fulfilment and maturation of personality.*
Keywords: *creation, creative motivation, creativity, individuation.*

Introduction

The article discusses the concept of Creativity. Creation is the activity that denotes its specifics, while creativity is a personal attribute – that is the fundamental difference in the application of the two notions. The problem is how to distinguish creation as a specific feature of activity from the routine non-creative activity. Creation is one of the activities that can be applied in the process of personal individuation. Therefore, the boundary between creation and non-creation is flexible and depends on the specific situation and context. Creativity, on the other hand, is not applied to an activity, but is rather a psychological quality of a person that is manifested through certain abilities.

Creativity is a non-standard problem solving. Creativity is either considered to be something that is determined by spontaneous, irrational factors or can be promoted and is a stimulating phenomenon.

The essence of the article. Two aspects of the problem:

1. Criteria for recognition: how to recognize factors that are important, how to recognize and distinguish between creation and non-creation, and accordingly between a creative and a non-creative individual, as well as features of a creative personality.
2. What promotes the creative environment?

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Research object: dissemination of creation and creativity.

The **aim** of the article is to reveal the theoretical basis of the analysis of the concept of Creativity. The article presents the concept of Creativity, principles of creative motivation, traits of a Creative personality and features of Creativity, factors that determine Creativity.

The elucidation of the historical development of the concept of "creation" in more general terms requires first of all to note its tendency of "radicalization". Even though the concept of "creation" was known to the ancient Greeks, it actually appeared with Christianity, in the doctrine of which it acquired a new – strict and precise – meaning and began to signify the appearance of something out of nothing (Tatarkiewicz, 2018). Meanwhile, in the pre-Christian Greek thinking, for example Plato's dialogue "Timaeus", the following notion refers to the "creation", "making" or "forming" of the world out of the pre-existing, that is, eternal and therefore never created materials (Timaeus). The Christian concept of "creation" was followed by in the Middle Ages, but it was "Greekized" in the sense that, although the doctrine of the *ex nihilo* creation of the world was acknowledged, there was no doubt that the world created by God is the only and immovable reality with no alternatives. In the late Middle Ages, however, the following notion was called into question and there appeared an idea that there is an infinite number of "gods", each of whom creates one's own universe. It was a preparatory intermediate step in the transition from theocentric to the anthropocentric conception of the world, the manifesto of which is often regarded to be the "Oration on the Dignity of Man" by an Italian philosopher G. Pico della Mirandola. The main idea behind this manifesto of modern humanism is the complete human freedom to choose and create one's nature (G. Pico della Mirandola, 1984, pp. 122-144, esp. 123-124); this idea was later developed until it finally crystallized into a thought that a human being is the source of not only oneself, but of all reality – its creator. The process of transformation of the idea of the Christian creation out of nothing, the turning points of which are Kant and Nietzsche's philosophy, has facilitated the crystallization of precisely this – most radical notion of "creation". The so-called "creativity" has come to be seen as the main and universal feature of human "nature" – to the extent that the very role of the "freely created" nature generally allows to talk about the nature of a person.

The semblance and even absolutization of creation and creativity came at cost: these popular notions became so broad and vague that they lost their clear and precise meanings. The phenomenon of creation and creativity became a field of extensive and multifaceted research – it was explored in various ways by the philosophical and scientific disciplines mentioned above. The following research provided a great deal of knowledge about the phenomenon, but to claim that it has contributed to understating its essence would be too bold – rather the opposite. This situation is aptly and somewhat ironically described by McGuigan (2016), who claimed that creativity is a very good thing that we all have to strive for, even though we cannot clearly say what it is.

The following can be further proved by a cursory look at the everyday use of the concepts. There are several notions in the Lithuanian language that describe different objects of creative activity and the process itself: "creation" (Lith. "kūryba"), "creativity" (Lith. "kūrybiškumas"), "creative abilities" (Lith. "kūrybingumas"), "creative thinking" (Lith. "kūrybinis mąstymas"). The term "creativity" is proposed to be used to describe a set of qualities that characterize a creative personality; "creative thinking" is used to refer to the process of thinking, its style and nature. There is also a term that denotes creative activity and the totality of creative abilities – that is creation (Lat. "creatura", Lith. "kreatyvumas").

Definitions and descriptions of the following concepts provided in scientific literature even more exacerbate and accentuate the existing confusion. Their diversity should not be surprising, as, according to P. Meusburger, there are over a hundred different analyses of creativity in literature. A striking feature of all descriptions of creativity is that they are all too obvious in the sense that they are not too distant from the images of the phenomenon indicated by common sense.

The concept of **Creativity** is often defined as the expression of change and dynamics in an activity and is understood as the ability to generate new ideas, think independently, non-stereotypically, quickly orient in difficult situation, and easily and atypically solve problems. These are the external signs of creativity. Its inner features or determinants include the following attributes of an individual personality: volatility of imagination, speed of thinking, accuracy, flexibility, ingenuity, constructiveness, curiosity, motivational tension, personal need for continuous improvement, and one's experience, upbringing and self-education.

In a summary of scientific research into creativity, M. Mumford suggested the following definition: "Over the course of the last decade, we seem to have reached a general agreement that creativity involves the production of novel, useful products" (Mumford, 2003, p. 110). According to the definition provided by Torrance (2015), creativity is the "process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on; identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses about the deficiencies: testing and retesting these hypotheses and possibly modifying and retesting them; and finally communicating the results".

E.P. Torrance (1987), J.P. Guilford (1968), N. Kogan (1990) claim that creativity is the ability to generate ideas that are new and valuable; it is the tendency towards original modelling, composing, and new way of thinking. New way of thinking can be based on imagination or thinking operations by means of which an original and an unexpected combination is produced. Innovations are created by applying existing knowledge, but they are interconnected, linked, and transferred to new situations in a different way, by including new variables. Usually a person best perceives what is already known and understood and tends to reject new thoughts. Perception is influenced by assessments, feelings, prejudices, motives, and the widely accepted approach. The ability to see what does not fit into the frame of previous perception is more than mere observation. Creative thinking, therefore, is the result of a whole new discovery, creation of a new idea. Psychologist of creativity J.P. Guilford (1968) noted that creativity is the key to the full-fledged education and to solving most important problems of humanity.

In spite of similar ringing declarations, the study of the considerable amount of literature on the problems of creativity makes it increasingly clear that there is a great gap between the abundance of research and the examination of creation and creativity and the level of their cognition. Therefore, it is possible to only partially agree with Kilgour's opinion that to date, the development of creativity has not received sufficient attention (Kilgour, 2006). The author complains about the lack of practical studies that analyse why some people are more creative than others, what are the factors that determine creativity, and what aspects are most important. The problem is much deeper and the following is greatly demonstrated by the confusion and turmoil in the very field of the theories of creativity. At first glance, the variety of theories are to be welcomed, as it is possible to console oneself that various theories highlight different aspects of the phenomenon of creativity as if complementing each other. On the other hand, efforts to put the "puzzle" of these theories together and comprise a holistic, complete, clear and consistent picture of the nature and essence of creativity did not so far produce any results. It is necessary, thus, to agree with Ingeborg Becker-Textor that "countless attempts have been made to define the notion of creativity, but all definitions lack a definitive, comprehensive explanation". The author describes creativity as an ability of a person to objectively and subjectively create new thinking contents for oneself or others (Becker-Textor, 2001, p. 13).

It may be argued that the only common denominator of all definitions of creativity are the same fundamental, but unanswered questions posed by researchers: what is creativity? What makes a person create? Is it an innate trait or formed by the environment? Maybe it is a natural need to express oneself? Why are some people more creative than others? Is creativity innate or can it be cultivated by means of appropriate tools?

Theories of creativity differ in respect of: a) which of the above questions are the focus of attention; b) which methodological approaches to the analysis of creativity and research methods are considered preferable; c) which elements and aspects of the process of creation are considered to be most important.

Scientific literature offers the following theories of creativity: Psychometric theories; Economic theories; Stage and componential process theories; Cognitive theories; Theories based on problem solving and expertise; Evolutionary theories; Typological theories; Systems theories.

According to Mel Phi Delta Kappan (1961), at the heart of the dominant definitions of creativity is the theory of the "four Ps", which aims to explain the aspects of the phenomenon of creativity: a) creative **p**rocess; b) **p**roduct or result of the following process; c) creative **p**erson; d) **p**lace of creation, that is, the environment and conditions of the creative process.

A focus on "process" is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking.

Theories invoking divergent rather than convergent thinking (Guilford), or those describing the staging of the creative process (Wallas) are primarily theories of creative process. A focus on creative "product" usually appears in attempts to measure creativity (psychometrics) and in creative ideas framed as successful *memes*. The psychometric approach to creativity reveals that it also involves the ability to produce more.

A focus on the nature of the creative "person" considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behaviour, etc. A focus on "place" considers the circumstances in which creativity flourishes, such as degrees of autonomy, access to resources. Creative lifestyles are usually characterized by nonconforming attitudes and behaviours as well as flexibility (Sternberg Robert J., 2009).

Yet, in the context of all theories, the **componential** theory of creativity is given prominence for its comprehensiveness and influence. According T. Amabile (2013) the following theory is a comprehensive model of social and psychological factors, which defines components specific to creativity. The componential theory distinguishes creative elements and describes the creative process in a similar way as other theories of psychology and creativity, albeit with different emphases and slightly different ways of promoting creativity. All modern scientific theories of creativity define creativity as a combination of novelty and usefulness.

Theories are mainly focused on the process and mechanisms that explain how a person generates creative ideas; most of them (but not all) also include motivational elements and skills of a person. Some theories place strong emphasis on the social environment that promotes creativity. The componential theory is distinguished by several features: a) it focuses attention on skills and motivation, as well as the external social environment; b) it highlights the impact of each component of creativity on a particular stage of the creative process; c) it emphasizes the importance of social environment and its impact on the person engaged in the creative process, in particular on one's intrinsic motivation. Moreover, unlike other theories of creativity based on psychology, componential theory has been broadened to include the role of innovations in the organization of the creative process. Innovations are defined as a successful implementation of creative ideas within an organization. Thereafter, the theory became truly multileveled and explains creativity of an individual, a team and the organization as a whole. It places emphasis on one missing component of an organization –inability to adequately take into account the external factors that promote creativity, such as user preferences and economic fluctuations. So far, this deficiency in the theory has not been remedied, so in its current form it still remains incomplete in this respect and its explanatory power remains limited. Another flaw in the theory is that it does not explain the influence of the physical environment on creativity, which should be taken into account despite the fact that new research reveals that physical environment (for example, aesthetic work environment, when painting and poetry creation activities were compared) has a weaker impact on creativity than the socio-organizational one (Baer, Kaufman, & Gentile, 2004; Cattell, Glascock, & Washburn, 1918; Child & Iwao, 1968).

In so far as this theory describes psychological factors that determine creativity, it identifies psychological components that underpin creativity. The distinction is based on the definition of creativity, whereby creativity is the "production" of new ideas or results in order to achieve a specific purpose. The theory provides four components needed to find a creative response to the emerging problems. Three of them are related to **individual traits**: important skills, psychological process (features) that determine creativity, and intrinsic motivation to perform a task. One component is external – social environment, where a person lives and works. The current version of the theory encompasses organizational creativity and innovation that affect the work environment created by managers.

According to the componential theory, creativity is influenced by three components: **skills** (competence in a given field or area); **processes** of creativity (personality and cognitive processes that stimulate thinking); **motivation** to perform a task (specifically, intrinsic motivation to engage in activities related to interests, pleasures or personal challenges).

The theory emphasizes the need to combine all of the mentioned components: creativity is greatest, when there is a high level of motivation, as well as strong competence in the area where the result is to be achieved, and the ability to think deeply is also of great importance.

Processes that promote and underpin creativity (initially referred to as skills corresponding to creativity) include the cognitive style and personality traits that allow for independent thinking, risk-taking, ability to look at problems from new perspectives, as well as disciplined way of working and ability to generate ideas. The following psychological/cognitive processes open possibilities for using broad, flexible categories to synthetize information and allow to escape from the existing standard "scenarios" of perception and activity. *Personality processes* include self-discipline and tolerance for ambiguity. Motivation to perform a task is perceived as a desire to engage personally in solving an interesting problem with determination to overcome possible obstacles and difficulties.

The principle behind motivation for creativity is as follows: people are most creative when they feel motivated. In particular, not being stimulated by external motives, but above all by the interest, pleasure, satisfaction and challenges that they experience in performing a certain activity. Studies have shown that important extrinsic motives can impair intrinsic motivation, while its presence or absence in a social environment is crucial. The theory also emphasizes the presence or absence of factors that support a particular motivation, which, when disappeared, also disappears.

The external component of creativity is the work and more broadly – the social environment, which embraces all extrinsic motivations and that can often create obstacles to the task at hand. Environmental factors can even block creativity when, for example, new norms and ideas are severely criticized; effort to maintain the status quo causes political problems within the organization; attempts are made to maintain and consolidate a conservative approach. Meanwhile, other external factors can promote creativity, for example: positive challenges at work; work teams of different qualifications, but focused and pursuing common ideas and goals; freedom to carry out work; equally important are managers who encourage the development of new ideas; management that supports innovation and has a clearly formulated vision that stimulates creativity and values creation; mechanisms that help develop new ideas; norms that encourage active sharing of ideas throughout the organization.

All of the abovementioned components influence the process of creation, which in turn is analytically divided into several sub-processes: a) analysis and formulation of problems and aims to be solved, as well as assessment of their nature; b) preparation to solve a problem by accumulating necessary information and improvement of the required skills; c) development of ideas to solve the problem; d) testing or confirmation of the chosen solution and its communication to others. The chain is not robust and rigidly consistent, as sub-processes can occur anywhere within it and are often repeated until a creative result is achieved.

In 1988, Amabile published an extension version of the theory to encompass both creativity and innovation in organizations. The basic model of individual creativity remained the same, but the assumption was added that the same four components influence the creativity of teams working closely together. More importantly, a parallel set of components was proposed for innovation. According to the expanded theory, innovation depends on: a) existing resources to perform a task (analogous to domain-relevant skills at the individual level); b) skills in innovation management (analogous to an individual's creativity-relevant processes); and (c) motivation to innovate (analogous to individual task motivation). These components constitute the work environment impacting individuals and teams.

In 1996, Amabile published a revision of the original model of individual creativity, in a book that included updates by doctoral students and research associates Mary Ann Collins, Regina Conti, Elise Phillips, Martha Picariello, John Ruscio and Dean Whitney. Research conducted in the first decade after the publication of the theory encouraged to significantly modify one of the theory's most basic tenets – the principle of intrinsic motivation. While many extrinsic motivators (dictates, bribes, etc.) in the work environment undermine intrinsic motivation and creativity, some do not, if there are offsetting motives behind them. Such motives might include recognition of their competence and the value of their work, possibility to become more deeply involved in the work that excites them by providing resources to perform it. In such cases, motivation and creativity might actually be enhances. The following process is termed "Motivational Synergy" (Amabile, 1993). In 2008, along with Jennifer Mueller, Amabile published an additional theory based on new empirical evidence that emotional state can significantly impact individual creativity. The essence of the supplement is that there is a feedback link between the results of an activity and the external environment that affects it: creativity-friendly environment has a positive effect on activity, while the later, in turn influences creativity-relevant processes. This version is considered to be one of the main theories that explains creativity of individuals and organizations.

Traits of a creative personality and features of creativity

Creativity is universally considered to be a distinctive feature of a matured, multifaceted and self-realizing, and thus individualized personality. There is no holistic conception of creativity, as it is constantly being supplemented by new findings. Psychologists examine creativity in various aspects: as a result of an activity (Maslow, 1959; Rogers, 1959), as a process of activity (Stenberg, 1996; Skinner, 1972), as part of intellectual thinking (Guilford, 1950, 1968; Torrance, 1974, 1964), as a personal trait (Davis & Gardner 1999; Amabile, 1990, 1996).

Other authors have associated creativity with invention (Rothenberg & Hausman, 1976). Complex models constructed by authors such as K.K. Urban (1990) and R.J. Sternberg (1988) were used to define creativity. Mednick (1964) defined creative thinking as the ability of an individual to create new relationships between original, unrelated or distant elements.

R. May (1959), in terms of creativity, rejects psychoanalytic theories that regard the product of creation as the result of neurosis or an outcome of ego suppression. He distinguished two forms of creativity: pseudo- or escapist creativity, which is manifested in aestheticism, and true creativity, which is defined as a process when something new is born. True creativity is manifested in “being oneself” or “expansion of the human consciousness”. He examined the nature of the creative process and the special relationship of the creator with the world.

Representatives of humanistic psychology have developed the following approach by stating that creativity is the dissemination of personality that is manifested through self-expression and self-actualization. Creativity is considered to be one of the innate needs that is formed in the process of individual development, provided that dissemination of personality occurs after all physiological, security, respect and recognition, as well as cognitive needs are met. A. Maslow (1959) emphasizes the importance of self-expression in the life of a person. C. Rogers (1959) claimed that the ability to create potentially lies in each of us, one just needs to create conditions for it to unfold. Creative personality, the process and result of creation must be explored together. He defined conditions that allow creativity to flourish: psychological security, freedom and responsibility. According to C.R. Rogers (2005), many adults have similar leisure hobbies, clothing, or even eating habits. Only a few have their own style of activity, unique philosophy of life. That is why it is important to explore creativity. Thus, while developing the *humanistic theory of personality*, C.R. Rogers (1969, 2005) states that the constant search for experience is necessary in the ongoing process of personal development. As claimed by the author (2005, 175), experience reflects how internal energy is disseminated, and in many cases the following dissemination is an unstoppable process. “If a person could be fully open to his experience, every stimulus – whether originating within the organism or in the environment – would be freely relayed through the nervous system without being distorted by any defensive mechanism”. Should the stimulus be the “impact of a configuration of form, colour or sound in the environment on the sensory nerves, or a memory trace from the past, or a visceral sensation of fear of pleasure or disgust, the person would be “living” it, would have it completely available to awareness” (C.R. Rogers, 2005, 176). “Thus, one aspect of this process appears to be a movement away from the pole of defensiveness toward the pole of openness to experience.

The individual is becoming more able to listen to himself, to experience what is going on within himself. He is more open to his feelings of fear and discouragement and pain. He is also more open to his feelings of courage, and tenderness, and awe" (ibid). Nothing is "as authoritative as my experience. It is to experience that I must return again and again, to discover a closer approximation to truth as it is in the process of becoming in me", while "research is the persistent, disciplined effort to make sense and order out of the phenomena of subjective experience" (31). According to C. Rogers, Creativity can be one of the aspects of the unfoldment of experience. This field is very conductive to finding the best ways to reveal the person's creative abilities.

Experience can also unfold as self-reflection in the creative process of painting and art in general. Creative abilities, as a transforming force, enhance a person's sense of value, accelerate the individual's self-fulfilment and maturation of personality. It is the course of the process of individualization of a person. Rogers notes that "the individual has within himself the capacity and the tendency, latent if not evident, to move forward toward maturity. In a suitable psychological climate this tendency is released, and becomes actual rather than potential. It shows itself in the tendency to reorganize his personality and his relationship to life in ways which are regarded as more mature. Whether one calls it a growth tendency, a drive toward self-actualization, or a forward-moving directional tendency, it is the mainspring of life. Motivation for change appears. It is the urge which is evident in all organic and human life – to expand, extend, become autonomous, develop, mature – the tendency to express and activate all the capacities of the organism, to the extent that such activation enhances the organism or the self" (Rogers 2005, 40). Creativity, creative practice is the medium, where tendencies of personal growth can be unfolded. It exists in every human being and it is a matter of time and proper conditions for it to come and be released and expressed.

As mentioned, the second is the objectivist view of the 20^{th} c. psychological research on creativity, based on the externally observable *behaviour analysis*, which means that its representatives try to describe creative activity that is recognized by the results of the behaviour, that is, products of creation. Authors representing this view tend to define creativity as a personal trait that helps to find new ways of expressing oneself or solving a problem.

According to Benesch (2002, p. 177) there are three strands of the analysis of creativity: creativity that is associated with human experiences, events and overall productivity.

In accordance with the associative thinking model, a creative person draws more easily upon one's reservoir of associations than a non-creative one, and the following provides an opportunity for a wider and more original creative activity.

However, the following analysis faces significant challenges, the most important of which is that it is not easy to precisely define the criteria for creativity that would allow a reliable distinction between creative and non-creative activities. Research by means of tests designed by E. Torrance and J. Guilford confirm the real existence of this quandary and reveal that each person is more or less creative. J. Hayes (1989) also believes that there are no special cognitive abilities that would distinguish creative people from non-creative.

In order to avoid or rather circumvent this difficulty, attempts are made to analyse creativity from another aspect, *as a process of activity*. Many scholars suggest to examine creativity as a simple problem-solving process, which consists of processes that are characteristic of human thinking: formulation of an idea, search for a solution, enlightenment, and the solution of a problem.

While examining discoveries of scientists and creation of artists, French scholar J. Hadamard (1969) noticed that there are many similarities between them and proposed 4 stages in the process of creative thinking: first stage – emergence of an idea and preparation; second stage – maturation of thoughts; third stage – quick grasp; fourth stage – verification of the solution and presentation of the product. J. Watson (1913) distinguished two processes of creation: 1) primary, which requires inspiration, quick grasp and intuition; 2) secondary, which requires logical efforts, deductive thinking, attempts and mistakes. A. Lukas (1983) distinguished five stages of solving a creative act: 1) accumulation of knowledge and acquisition of skills; 2) gathering of additional information; 3) retreating from the problem (incubation); 4) enlightenment (insight); 5) verification.

Creative process is complex and requires consistency, effort and time. Even though the stages of the process of thinking are the same, creativity requires greater motivation, initiative, courage, spontaneity from a person. The birth of an idea is the result of long subconscious work, conditioned by the conscious activity of the mind. The distinguished stages of creation have no strict boundaries, they can be intertwined and related to one another.

Novelty is identified as one of the key indicators of creativity (Bailin, 2018), as it is easily detected and studied. Result of creation is assessed in accordance with social worth (Weisberg, 1993), aesthetic appeal and relevance (Hayes, 1989), conformity with the context (Gruces & Lockhart, 1990).

Some authors associate creativity with *personality traits*. They argue that creative people are characterized by openness to new experiences, self-confidence, risk-taking, perseverance, belief in the success of goal achievement, desire to realize oneself. Creative behaviour is determined by the interaction of human abilities, knowledge, skills. J.P. Guilford (1968), E.P. Torrance (1974) and others associate creative thinking with the *ability to solve problems*. E.P. Torrance (1983) indicates a hierarchy of the creative thinking skills.

J.P. Guilford (1950) attempted to find a factor that is described as an ability to discern problems, to see something that does not fit into the frame of previous perceptions. He distinguished two intellectual operations: divergent (holistic, individual, relational) and convergent (logical, coherent) thinking, the integration of which is essential during creative thinking. Along with E. Torrance, he highlighted 4 dimensions of creative abilities:

1. Fluency of thinking, which is indicated by the abundance of ideas, i.e. ability to generate the maximum amount of ideas.
2. Flexibility of thinking, as an ability to quickly change the direction of thoughts, generate a wide range of ideas.
3. Originality, which is characterized by the rarity, unusualness of ideas, i.e. ability to generate non-standard ideas.
4. Elaboration, the indicator of which is the elaboration of ideas, i.e. ability to provide final shape to the products of thinking.

On the basis of the following creative criteria, E.P. Torrance identified 16 opportunities for promoting creativity, including careful listening, observation, and attentive activity (Benesch, 2002, p. 177).

E.P. Torrance (1974) has also created Tests of Creative Thinking: what is the relationship between creativity and intelligence? J.P. Guilford (1950) claimed that divergent thinking is characterized by freedom and fluency of thought, originality, clarity and sensitivity to problems, and is one of intellectual strategies. J.P. Guilford hypothesized that creativity does not correlate with intelligence, even though both are elements of the same cognitive activity. D.W. MacKinnon (1965) indicated the zero correlation between intelligence and creativity, and wrote that high level of intelligence does not guarantee a high level of creativity, although a certain level of intelligence is required for creative abilities to manifest.

Guilford was convinced that creativity is first of all an ability to think and cannot be measured by intelligence tests. Work experience of creators reveal that the formation of a “by-product” is an important condition for a sudden understanding. Derivatives of elements that unexpectedly occur in the subconscious can form an “ancillary product”, which penetrates into the intermediate sphere and by means of understanding goes up to the level of consciousness, and the creator then “sees” the final answer. Thus, creation, creative thinking requires to break away from the problem being solved, i.e. take a break after long conscious searches. The summary of the works of various authors allows to claim that creativity is the predisposition of an individual towards the new, original, innovative composing of something, modelling or thinking by means of thinking operations and imagination.

Personality traits that inspire creativity and reveal its presence are studied extensively. Authors claim that creative people are characterized by openness to new experiences, self-confidence, risk-taking, perseverance, belief in the success of goal achievement, desire to realize oneself. The first step to understanding creativity lies in its definition. Many definitions of creative ideas are comprised of three components (Kaufman & Sternberg, 2010): first, the idea must reflect something different, new, innovative; second, creative idea must be of high quality; and the third, creative ideas must be tailored to a specific task.

The psychometric approach to creativity reveals that creativity also encompasses the ability to produce more. In terms of "place", focus is placed on circumstances in which creativity flourishes, for example: degree of autonomy, access to resources. Creative lifestyle is usually described as a non-standard approach and behaviour, as well as flexibility (Sternberg & Robert, 2009).

Conclusions

The summary of the works of various authors allows to claim that creativity is the predisposition of an individual towards the new, original, innovative composing of something, modelling or thinking by means of thinking operations and imagination.

Creativity depends on many internal and external factors. Some of the most important factors of creativity are: Motivation of the creator, Intrinsic motivation, Need for self-expression.

Creativity promotes innovation by supporting individual and organizational skills, necessary to adapt to the pace and nature of change in today's world, and by acting as a key process in creating new business opportunities, whether in the form of a product, process, system or service. A creative product is not only the result of a creative process, but also the starting point for product innovation; it is the embodiment of creativity and innovation.

In the contemporary context, Creativity is conceptualized. Creativity is one of the main characteristics of a person in modern society. Creativity has traditionally been associated with personal development and the process of individual growth, but lately it has been increasingly related to innovation, authentic leadership and effective management, as well as other phenomena of economic efficiency and public welfare.

On one hand, personal creativity is manifested in a wide variety of activities, not necessarily only artistic; though, it is often associated only with art and its spontaneity, chaos and freedom. On the other hand, creativity is a structured and focused activity.

Creativity is understood as the ability of an individual to discover something new, as the predisposition towards original innovative modelling or thinking. It is possible to agree, because creativity is often described as the innate human propensity to express oneself, though each person realizes this propensity in a very individual manner.

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CONSULTING AS A PEDAGOGICAL GUIDANCE TECHNOLOGY IN THE CONTINUOUS EDUCATION OF A PEDAGOGUE

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Abstract. *The present day tendency of rapid constant changes of the informational and technological space surrounding a pedagogue, suggests the necessity of continuous education. The necessity of constant renovation of knowledge leads a pedagogue to obtain new competences, to the emergence of new educational practices. As a result of high competition in all spheres of society the client-orientated course of modern system of professional education makes a pedagogue search for new forms of getting competences, which are not set in the frames of certain disciplines and thus provide the continuity of educational processes. Here we suggest consulting, having been worked out as a pedagogical technology that guaranties the achievement of the set goals, reproduction and replication. The purpose of our research is to substantiate the expediency of using the pedagogical technology of consulting to support the process of continuous professional training of a teacher directly at the workplace. The article deals with the theoretical stage results of our research in working out a consulting model as a pedagogical technology of continuous pedagogue's educational guidance as well as the analysis of pedagogue-participants' opinions concerning the pilot approbation of this model.*
Keywords: *continuous education, consulting, consulting guidance, pedagogical technology.*

Introduction

The rapid development of science, modern industrial technologies and open for innovation communication education make it all possible to develop a personality of any specialist and his professional growth, but at the same time they require a high level of requirements to his competences. A modern specialist should be ready to work in the high conditions of uncertainty: to make decisions quickly, to react to the changes in any working conditions, to distribute and to redistribute the resources and to control the time in the stream of work tasks.

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Thus, there is a need for fast education, the aim of which is that professional training of a specialist to the narrow realm of tasks for that working place at the present moment. Innovation changes in all spheres of the society suggest the constant changes in the complex of specialized tasks that will consequently lead to provide a constant personnel development according to them. The modern generation realizes the need for life-long learning (Bazarova, Waganova, Dagbaeva, Namsaraev, &Fomizkaya, 2018; Cranton, 2016; Sun & Kang, 2019).

The educational sphere in this tendency is not an exception. They actualize the requirements to pedagogue's forming competences to project the educational process that are characterized by active subjective position of the learners to study, free in time and space. The position of a pedagogue is that of a consulter, guiding the process of search and selection actual for learning situation information for teaching the subjects of training, those means and methods to work with such information, to assist promoting the achievement of their goals in education.

Our theoretical research results (Macfarlane & Burg, 2017; Macheridis & Paulsson, 2019; OECD, 2019) allow stating the appropriateness of consulting guidance to solve these tasks (Lukashenia, 2016, p.136-137). In the frame of our research, the activity on consulting guidance is technologized and is positioned as a pedagogical technology that is realized in the continuous mode.

Different aspects of continuous education have been studied in the works of many Belarusian (V.A. Gaisenok, N.I. Zaprudsky, T.A. Lopatik, A.P. Monastyrny, S.N. Nevdakh, N.V. Susha, K.A. Petrov, V.G. Reut and others), Russian (I.V. Bestuzhev-Lada, A.A. Verbitsky, S.G. Vershlovsky, B.S. Gershunsky, G.P. Zinchenko, O.V. Kuptsov, F.I. Peregudov, V.N. Turchenko, F.G. Filippov and others) and foreign (A. Groplei, R. Dive, K. Knepper, P. Lengran, Zh. Malglev, A. Pen and others) scholars. However, according to our point of view, the questions of practical realization of theoretical results to the problem of pedagogue's continuous education as a technological consulting process have been studied insufficiently.

The purpose of our research is to substantiate the expediency of using the pedagogical technology of consulting to support the process of continuous professional training of a teacher directly at the workplace.

Literature review

As mentioned above, the need for continuous cultural and professional education in the modern world is a universally accepted tendency [Berlin Communique: Realising the European Higher Education Area, 2003; Bologna Declaration, 1999]. The nature of continuous educational processes is orientated to fulfil those social functions that are realized on the basis of meaningful values. These values find their reflection in the accepted at every historical stage those paradigm bases, domineering in different periods of the human society development. They define the choice of the matter, forms, methods and means of teaching, the position of pedagogues and learners, a way of life of educational establishments and so on.

The consulting model as a pedagogical guidance technology of a pedagogue's continuous education is based on the methodology bases, shown in the unity of the following approaches:

- a system-synergetic-integrated general sciences level approach;
- a certain-scientific level (psycho-pedagogical sciences) represents andragogical and praxeological approaches;
- competence and context approaches show the peculiarities of realization of consulting guidance in the continuous education of a pedagogue at the methodological level.

The theoretical grounds of consulting model development as a pedagogical guidance technology in the continuous education of a pedagogue include the leading theses of the following theories and concepts:

- the ideas of humanistic psychology A. Maslow and "a fully functioning man" of K. Rodgers;
- the key theses of psycho-didactic (I.S. Yakimanskaya) and culturological (E.V. Bondarevskaya) concepts of personality-orientated education and upbringing (V.V. Sericov);
- the ideas of personality freedom pedagogics concept in the process of education (J.S. Gasman, P.Ya. Layudis); self-organized pedagogical activities concepts (S.V. Kulnevich); personality professional development concepts (L.M. Mitina);
- management theory leading theses (V.G. Afanasiev, A.I. Berg, M.M. Potashnik, P.I. Tretiakov, T.I. Shamova and others).

In the technological process of consulting guidance of a pedagogue's continuous education we followed the key ideas in the research of pedagogical technologies problems, laid out in the works of E.P. Argunov, V.P. Bespalko, V.I. Bogolyubov, I.V. Borisova, A.M. Voronin, V.V. Guzeev, A.E. Denisov, O.V. Dolzhenko, T.A. Ilyina, M.V. Klarin, G.V. Latyshev, T.A. Mosharova, E.I. Mashbits, G.I. Mikhailovskaya, V.M. Monahov, V.Yu. Pityukov, G.K. Selevko, V.V. Sericov, V.D. Simonenko, N.F. Talyzina, V.A. Slastenin, O.K. Filatov, A.I. Yakovlev and others.

In working out the consulting guidance of a pedagogue's continuous education model, we were guided by the research in the realm of reflection methodology (O.S. Anisimov, O. Genisaretsky, Yu.L. Kotlyarevsky, V.A. Lefebvre, V.M. Rozin, B.V. Sazonov, A.A. Tyukov, A.S. Shantser, G.P. Shchedrovitsky and others), that are the theory in organizing and realization of consulting activities with the use of experimental method of game-technical modelling (game-modelling).

Educational process game forms turn out to be the most effective means to stimulate team activities and creativity, to overcome participants' thinking patterns. The game achievements are admitted as educational results (Lefebvre, 2010, p.11).

Consulting in our research is regarded as a process of consulting function realization of the educational establishment that suggests the grounds for the management decisions which is provided by the working out and realization of the concrete practical recommendations on the problems of management in joint activity of consulters and clients (Lukashenia, 2016, p. 7).

Methodology

The functioning of modern educational establishments of any profile in accordance with the present tendency of educational humanization processes is oriented to the subjects of educational practice as the main value. Due to this, we regard educational establishment pedagogues and specialists who are having some difficulties in their professional practice realization where they introduce their own initiated novelties. Consulting in the frame of our research means the transition of the client into the position of a researcher where he fulfils his own innovation activity and life style.

A consulter in our research is a collective subject that is formed for every concrete problem of some concrete client of the staff who has already passed a special game-technical training and voluntary implement the work of the educational establishment consulting service (Lukashenia, 2016, p.241).

This service is to provide by the teaching staff itself of the organization "educational establishment" its specialists' professional competences qualitative changes that provide productive functioning of this organization subsystem. According to our supposition, due to the effect of synergy the functioning in the productive innovation activity mode of the subsystems will lead to the same mode of functioning of its wholeness (Lukashenia, 2016, p.180). The consulting guidance of a pedagogue's professional practice represents a form of his continuous education realization that suggests the working activities integration of a pedagogue with the process of his teaching directly at the working place.

To provide the productivity of communication interaction of the consulting guidance participants in the continuous education of a pedagogue a special graphic language is introduced – the language of schemes and schematic drawings that we borrowed from game-modelling methodology

(Anisimov, 2018). Communication model of the scheme language origin belongs to V.A. Lefebvre (Lefebvre, 2010).

Consulter's position presupposes some constant 'pushing up' of the participants from one stage of communication to another, help in the moments of some difficulties concerning the necessity to draw a train of thought scheme. The schematization techniques are learned by the consulting participants in the game-modelling process in their individual rate of mode.

While realizing consulting activities we use consultation technologies and techniques based on the concept of reflective-creative psychology and pedagogics, realized through intensive-game methods, providing innovation activities in education. Here we mean tutoring, supervision, moderation, coaching, facilitation etc.

Tutor activities in the set of consulting means are used if needed to support the individual process of the consulting project implementation introducing some changes in the practice realized by the client. Supervision takes place in teaching specialists of the educational establishment "consulting service" personnel resources. The mobilization tasks of consulting participants to make decisions quickly are successfully solved with the help of moderation technology. We see the explanation to this due to the time resources limits: process-teaching consulting usually takes to days off. Difficult problems consultation is done by means of consulting event holding integrating several consulting activities. Coaching is rarely used: with an opportunity to bring qualified specialists in this field (outer service).

While realizing consulting as a pedagogical guidance technology of a pedagogue's continuous education we understand that every specialist of an educational establishment is the carrier of unique personal significance and professional activities experience. Consequently, this supposes invariance of the worked out in the process of consulting activities aims, actual for the development of both - the educational establishment and every pedagogue. Thus, there is a necessity in their coordination. In the process of consulting guidance of a pedagogue continuous education this problem is solved by the use of SWOT-analysis and ways of forecasting; "top-down forecasting approach" and "bottom-up forecasting approach" online up to the consensus of all consulting participants. Correspondingly, primordially in on-line mode a unique for the whole educational establishment a matrix of participants' values is created that is consecutively corrected in accordance with outer calls and inner needs of the consulted.

The combination of group and individual forms of consulter-client interaction in fulfilling distance forms of consulting guidance is realized through the use of synchronous (webinar, electronic conference, Skype etc.) and asynchronous (e-mail, LMS Moodle, electronic conference etc.) means of communication.

The adult education technology assumes the maximum of individualization, the record of their professional experience, intellectual and cultural potential. Consulting guidance is one of the effective educational forms realizing humanistic principles of modern education and its personality orientation. Consulting guidance stimulates the conscious-content reflection of the participants, assisting the adoption of professional activities cultural norms by the individual.

The real professional practice situations, taken from the experience of the consulting participants are the objects of the reflection analysis in the process of consulting activities. Thereby we mainly imply a process-teaching consulting type, problem situations of professional practice may develop spontaneously or they may be created purposefully by means of the corresponding components of continuous education. The result of their solution is the development of new professional experience by the participants of the consulting activities.

That new professional experience of the participants, ingenuously achieved and understanding its innovation take place spontaneously at the beginning of the game experience and mainly by intuition. Game modelling increases the possibility of reflection realization of the innovation in the obtaining professional experience and intensifies the process of its accumulation. Reflection processes and mechanisms realize, along with normative and critical, a research function, which provides continuity in the professional training of a pedagogue.

The simulation experiments allow us to evaluate the productivity of the worked out control decision that radically lowers the risk of losses from groundless decisions in real practice. The structural schematization of the functioning processes in the consulted organization along with their game-modelling in help the consulting guidance participants achieve the best understanding of the problem situation and forecast the made choice consequences.

In game modelling, we create model types of executive actions that are used in the analysed problem situations. Their content makes a consulting client give up a usual way of the executive function realization. The content mobility in game modelling (scripts and plots) is a favourable basis and condition to intensify the event participants' development through the processes of self-correction.

Results and Discussion

The given above them technology model of consulting guidance in the continuous education of a pedagogue had its approbation in three higher educational establishments of the Republic of Belarus (720 participants), in three Russian higher educational establishments (379 participants), in advanced training of Belarusian (165 participants) and Bulgarian (97 participants) schoolteachers.

The consulting activities were held in the frame of the guidance in the implementation process of those novelties initiated by the universities pedagogues and schoolteachers themselves in their own professional practice. The novelties had the local character and meant the changes in the taught disciplines content or in the methods of its learning organization. The guidance was brought into effect by means of process-teaching consulting's, webinars and individual on-line consultations.

The realized achievement of the set goals of the held consulting activities in all educational establishments, a reproduction and replication possibility of the technological algorithm (certified by the taken "geography") allow qualifying consulting guidance in the continuous education of a pedagogue as a pedagogical technology.

In the process of consulting activities, we carried out an anonymous questionnaire where there were 1130 respondents from 1361 participating in the consulting activities of pedagogues.

One of the tasks in the carried out questionnaire was to reveal that positive motivation of the pedagogues to continuous education in the form of consulting.

According to the results of the questionnaire 97,3% (1099 p.) of the respondents mentioned that they had made a decision about constant participation in process-teaching consulting on the guidance of their own professional practice; 1026 pedagogues (90,8% of the total) consider consulting as a pedagogical guidance technology in the continuous education of a pedagogue, an efficient form of their own professional training realization in the continuous mode. To ground this fact they gave the following arguments:

- in the process of consulting guidance a pedagogue's motivation to introduce innovation changes in their own professional practice is stimulated (marked 89,1% of all questioned or 1007 p.);
- the participants' competence level in the sphere of professional pedagogical activities is rising (marked 1059 p. or 93,7% of all questioned) and in the innovation sphere (marked 1094 p. or 96,8% of all questioned);
- the skills in working out a project on introducing the innovation changes in their own professional practice (marked 1059 p. or 93,7%

of all questioned) and the project's implementation programs (marked 1028 p. or 90,9% of all questioned).

In the statistical data manipulation, we used a two-factor variance analysis, in which, as a variable was the self-appraisal data of the consulting participants and experts' assessment. Calculated for Fisher criterion the statistical significance level (p=0,000013) turned out to be considerably smaller than admissible (0,05) that indicates the statistical significance of the finding.

Thus, the consulting guidance in the continuous education of a pedagogue contributes to the grows of self-determination abilities and general creativity of its participants through concrete potential of the definite type of activities. In the process of consulting activities realization, optimal conditions and suppositions to innovation-creative and akmeological self-realization of its participants are created. The agility of requirements to game conduct demands a subjective self-organization and mobility. It becomes a precondition to pedagogue's new decisions and high results through the motivation-self-determination process.

The present research stage results on the problem of consulting guidance in the continuous education of a pedagogue time and again were discussed at scientific and science-practical conferences in the Republic of Belarus, Bulgaria, Poland, the Russian Federation.

Conclusions

An important result of consulting as a pedagogical technology of continuous education guidance of a pedagogue in the process of game modelling is the creation of a project and program of clients' organization functioning in the changed to some innovation situation conditions. The use of the worked in methodology structural schemes makes it possible to reveal the differences in the index providing the consulted professional practice of a pedagogue functioning in "as is" mode from the planned data "as it must be". The research of the professional future let us add and widen the scientific concept of the professional formation, development and self-determination of consulting guidance participants.

Thus, consulting guidance as a form of a pedagogue continuous professional education directly at the work place will be effective and practically feasible under the condition:

- that being realized in its answer to the real demands of the professional practice it will take account of the world tendencies in the world educational systems innovation development and it will be based on their conceptual grounds;

- under the condition of reasonable combination in the universality of the requirements to the pedagogical profile specialist in the world community with its national identification;
- if in the process of its realization the decisions on innovation changes in the professional practice of a definite pedagogue will obligatory be coordinated with the strategy development (innovation included) of the educational establishment;
- if the arsenal of consulting guidance means used during its realization includes progressive consulting techniques and technologies, information technologies, modern means of communication interaction;
- if in the structure of the educational establishment there is a “consulting service” subdivision the consulters of which upgrade their special qualification in the continuous supervision mode, involving outer service as well (coaching).

They lay emphasis on the practical problems of a pedagogue in the process of consulting realization as a technological form of the pedagogical staff continuous professional training at the work place directly. This position let us react efficiently to any of his educational demands, offering the content and methods of training that will maximum take into consideration those working conditions of a pedagogue and those real difficulties he comes across in his professional activities. Herewith the visible positive changes form in a pedagogue additional inner motivation to learning and upgrading of his professional competence in the continuous mode.

The practical approbation results, represented in this consulting model research that we used for a pedagogue’s continuous education guidance directly at his work place, confirm its productivity in the set goals achievements well as the pedagogical technology correspondence according to reproduction and replication characteristics.

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NETWORKED PROFESSIONAL LEARNING: THE INFLUENCE ON UNIVERSITY TEACHERS' SELF-EFFICACY TO CREATE A POSITIVE UNIVERSITY CLIMATE

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Abstract. *The aim of this study is to evaluate the influence of networked professional learning on university teachers' self-efficacy to create a positive university climate. The study also provides, on the one hand, the theoretical overview of the scientific papers by Ukrainian and foreign scholars related to clarifying the understanding of the research leading concepts of "networked professional learning" and "informal learning" in scientific literature and, on the other hand, empirical research into the influence of networked professional learning on university teachers' self-efficacy to create a positive university climate. The experimental research was conducted in two stages. During the first stage of research a total of 267 university teachers who volunteered to participate in the research were interviewed for eliciting information concerning their participation activity rate in specially focused network pedagogical communities. During the second stage 108 university teachers selected from the total population by homogeneous sampling completed a questionnaire on teacher self-efficacy developed by A. Bandura. Although the findings of the study show that not all university teachers believe that there is a clear link between networked professional learning and high level of university teachers' self-efficacy, the majority of respondents recognize the increasing influence of informal learning in general and networked professional learning in particular on their professional growth. For understanding the research leading concepts and interpreting obtained findings methods of scientific literature analysis and mathematical statistics were used.*
Keywords: *networked professional learning; professional learning network; informal learning; university teacher; self-efficacy; teacher growth.*

Introduction

The problem discussed in the article concerns the influence of networked professional learning on university teachers' self-efficacy to create a positive university climate. No matter how good initial teacher education is (OECD,

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2014), without lifelong learning teachers find it difficult to respond rapidly to constantly changing requirements for acquiring new teaching skills in the modern era of the Internet and information technologies. Although lifelong learning for teachers implies three forms, namely, formal, non-formal and informal learning, we are interested in the influence of the informal one on university teachers' growth and development of their self-efficacy. In this regard we consider networked professional learning as a kind of informal learning which is provided and shared by participants of professional learning networks.

Despite the fact that university teachers' active participation in professional learning networks promotes continuous professional growth and development of self-efficacy in creating a positive university climate, we believe that there are certain challenges which cannot be met by the majority of university teachers no matter how high the level of their self-efficacy is. These in most cases include the challenges caused by economic or political insecurity which affects deeply all residents of the country, creates unfavorable conditions for pursuing domestic higher education or vice-versa offers increasing possibilities for studying abroad.

Having considered all the views expressed by different scientists, we can assume that although active participation in various professional learning networks helps university teachers become more supportive with each other in creating positive university climate, there are some reasons to be skeptical.

The main objective of the study is to find out if professional learning networks influence the university teachers' self-efficacy to create a positive university climate and if there are certain situations in the workplace which are difficult to cope with despite their participation activity rate in professional learning networks. Two sub-objectives are formulated to reach the main objective: 1) to elicit information concerning the rate of university teachers' participation activity in professional learning networks; 2) to assess the influence of networked professional learning on university teachers' self-efficacy to create a positive university climate.

Literature Review

Many teachers who want to succeed in the teaching profession are notable for their aspiration to professional growth. In most cases it is expressed in the way they are ready to improve various on-the-job skills, gain new experience and share it with their colleagues and what is more important they are able to develop their self-efficacy. As a theoretical review of scientific literature indicates it is exactly self-efficacy which plays a very important role in thinking of yourself as an active agent of change in life and in the workplace (Bandura, 1977; Bandura, 1992; Bandura, 1993). As defined by A. Bandura (1977), self-efficacy is an individual's belief in his or her ability to complete a task in a specific situation, which affects the choice of activities, effort, and persistence of that individual. We fully agree that teachers whose self-efficacy is very high "tend to use more effective instructional practices, have greater enthusiasm for, and are more committed to teaching, and report greater job satisfaction" (OECD, 2014, p. 22). And teachers whose self-efficacy is low find it difficult to cope with students' misbehavior, to create positive atmosphere in the classroom to inspire confidence to students (OECD, 2014).

Following "Recognising Non-formal and Informal Learning: Pointers for policy development" (OECD, 2019), we believe that non-formal and informal learning regarded as types of learning that take place outside formal education institutions and can be a rich source of human capital. We do recognize non-formal and informal learning as being the ones that make human capital more visible and more valuable to society at large (OECD, 2019). Although informal learning unlike the formal one seems to be invisible and intangible at first sight, it is becoming more and more popular among university teachers. We are deeply convinced that in the era of increasing digitization of the world community it is informal learning that enables university teachers to strengthen their lifelong learning skills and become more efficient in the classroom.

Among various forms of informal learning professional learning networks might merit special consideration as they create a special environment or a so called "affinity space" (Krutka, Carpenter, & Trust, 2016) where university teachers can construct new knowledge, deliberate on acute problems of mutual concern and propose reasonable solutions to them.

Participating in professional learning networks on a voluntary basis university teachers become more confident in handling any task as, on the one hand, they are provided with emotional support and encouragement by other members, and, on the other hand, they learn from other network members' experience. Thus, in our opinion, facing in one way or another mutual challenges in the working place, members of professional learning networks are likely to respond to them in the most effective way which is a result of collegial solidarity and support.

Although there are many different approaches to understanding and defining the concept of "professional learning network", no consensus has yet been reached. Thus, H. Rheingold thinks that a professional learning network is a group of people linked by their participation in computer networks (1993). R. Flanigan explains that professional learning networks reduce isolation, promote autonomy, and provide inspiration by offering access to support and information around the globe (2011). According to T. Trust, D.G. Krutka and J.P. Carpenter professional learning networks are "uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth" (2016, p. 35). T. Trust thinks that "a professional learning network is a system of interpersonal connections and resources that support informal learning" (2012, p. 133). T. Trust distinguishes two types of professional learning networks, namely information aggregation and social media connections (2012). Information aggregation includes different RSS feeds and e-mail subscriptions whereas social media connections comprise social networking sites, affinity-based group sites and real-time interaction tools (2012). There is one more point of view according to which professional learning networks are divided into formally organized and informally developed ones (Lantz-Andersson, Lundin, & Selwyn, 2018). As A. Lantz-Andersson, M. & N. Selwyn (2018, p. 304) note, the distinction between mentioned professional learning networks relates only to the origin of their creation and initiation. Thus, formally organized professional learning networks are defined as top-down professional development endeavours, initiated by schools, districts and government agencies that usually function in accordance with predefined content and goals (Lantz-Andersson, Lundin, & Selwyn, 2018, p. 304). Informally developed professional learning networks are regarded as bottom-up initiatives that involve like-minded colleagues who choose to come together to discuss, share information and work together (Lantz-Andersson, Lundin, & Selwyn, 2018). Therefore professional learning networks either formally organized or informally developed help their members meet diverse social, cognitive, affective and identity needs through sharing and generating content, providing and receiving mentoring and creating diverse forms of knowledge (Krutka, Carpenter, & Trust, 2016). A literature review shows that professional learning networks, in most cases, serve as a source of collegial support, emotional engagement and reflection, sharing and filtering new ideas (Lantz-Andersson, Lundin, & Selwyn, 2018). While noting A. Lantz-Andersson, M. Lundin & N. Selwyn's point of view on classification of professional learning networks, we believe that as a result of intensified computerization of all areas of human activities functioning of formally organized and informally developed professional learning networks might imply the combination of face-to-face and online communication and sharing of information (2018).

Research Methodology

The study was carried out in the 2017/2018 academic year among the university teachers of seven higher educational institutions. These universities were National University of Life and Environmental Sciences of Ukraine (Kyiv), National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute» (Kyiv), Ivan Franko National University of Lviv (Lviv), National Aviation University (Kyiv), Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil), Donetsk National University of Economics and Trade named after Mykhailo Tugan-Baranovsky (Kryvyi Rih), Kryvyi Rih State Pedagogical University (Kryvyi Rih).

To meet the first sub-objective 267 university teachers were selected by convenience sampling. The following research questions were posed:

Question 1: *Are you a member of any professional learning network?* In case your answer is negative explain why. If the answer is positive continue answering questions.

Question 2: *What kind of member are you?*

Question 3: *Do you believe that participation in professional learning networks improves your self-efficacy to create a positive university climate?*

To meet the second sub-objective 108 university teachers were selected from the total population by homogeneous sampling based on the rate of respondents' participation activity in professional learning networks. Such a distribution of university teachers into three groups, namely active members, non-regular members and non-members professional learning networks, was substantiated in the research by N. Malykhin and O. Aristova (2018).

Data collection instrument comprised the questionnaire on teacher self-efficacy, which we adapted to evaluate university teachers' self-efficacy to create a positive university climate (Bandura, 2006). The choice of A. Bandura's questionnaire on teacher self-efficacy is due to the fact that among a large number of questionnaires developed for evaluating self-efficacy (Schwarzer & Jerusalem, 1995; Panc, Mihalcea, & Panc, 2012; Gaumer Erickson & Noonan, 2018) it seems to be the most relevant for evaluating university teachers' self-efficacy to create a positive university climate. The Self-Efficacy Survey developed by T. Panc, M. Mihalcea, & I. Panc (2012) assists in evaluating ten functional areas of life, namely, intellectual, family, educational, professional, social, religious, erotic, moral, life standard and health. The use of the self-efficacy formative questionnaire by A.S. Gaumer Erickson & P.M. Noonan (2018) makes it possible to assess the belief in personal ability and the belief that ability grows with effort. The questionnaire designed by R. Schwarzer & M. Jerusalem (1995) makes it possible to assess a general sense of perceived self-efficacy.

Having interviewed 267 university teachers from seven universities (National University of Life and Environmental Sciences of Ukraine (Kyiv), National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute» (Kyiv), Ivan Franko National University of Lviv (Lviv), National Aviation University (Kyiv), Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil), Donetsk National University of Economics and Trade named after Mykhailo Tugan-Baranovsky (Kryvyi Rih), Kryvyi Rih State

Pedagogical University (Kryvyi Rih)), we have found that university teachers are concerned about the same problems. The greatest concerns expressed by respondents are about increased students' absenteeism and dropout, teachers' inability to make students enjoy coming to university and believe they can improve their academic performance, lack of understanding among university teachers and the administration on some thorny questions etc. Bearing in mind the results of the interview, A. Bandura's questionnaire on teacher self-efficacy (2006) is considered a valid tool for meeting the second sub-objective of the research. Thus, for evaluating university teachers' self-efficacy to create a positive university climate, university teachers were asked to rate 8 statements by recording a number from 0 to 100: *1) make the university the safe place; 2) make students enjoy coming to university; 3) get students to trust teachers; 4) help other teachers with their teaching skills; 5) increase collaboration between teachers and the administration to make the university run effectively; 6) reduce university dropout; 7) reduce university absenteeism; 8) get students to believe they can do well in university work.*

Then, the obtained data were analyzed quantitavely.

Results and Discussion

The first research sub-objective was to elicit information concerning the rate of university teachers' participation activity in professional learning networks. A total of 267 university teachers were selected using convenience sampling for eliciting information concerning the rate of university teachers' participation activity in professional learning networks. The results are presented in Table 1.

Table 1 ***Distribution of respondents concerning the rate of their participation activity in professional learning networks***

Participation activity	**Distribution of respondents (267 university teachers)**	
	N	**%**
Non-members	89	33.33
Non-regular members	126	47.19
Active members	52	19.48

Source: own study
N=267

The obtained results show that only 19.48% of respondents are active members, 33.33% are non-members and 47.19% are non-regular members of professional learning networks. Besides, the data gathered through the interviews enable us to say with confidence that the views of respondents on being or not being a part of a professional learning network within each group are rather similar. Thus, university teachers identifying themselves as non-members of professional learning networks believe that it is impossible to have any experience gained only by communicating with colleagues and sharing useful information (n=89; 33.33%). Moreover, non-members of professional learning networks are convinced that new skills and knowledge that improve their work performance can be gained only doing courses of continuing training organized by state educational establishments. They regard participation in professional learning networks as a complete waste of time mentioning that they can interact with their colleagues at department meetings. Also, it is worth noting that all 89 respondents representing non-members of professional learning networks think that some specific situations which arise during the academic year cannot be influenced neither by university teachers themselves nor by administration itself. In their point of view, the respondents' responses range from university absenteeism caused by the urgent need to earn money to pay for their studies to some manifestations of violence which might be carried out by outsiders as a result of insecure domestic political situation.

Besides, respondents (n=89; 33.33%) who regard themselves as non-members of professional learning networks recognize the fact that they even avoid participating in routine events of formally organized professional learning networks that function at their higher educational institutions, for example:

"I see no reason for attending the routine meetings as they impose the interests of university administration and do not take into consideration the interests of all university faculty members. Moreover, in most cases they usually have a very formal character and we have no opportunity to discuss the things we are interested in. Therefore we prefer not to express our personal points of view during such meetings but only listen to information we need to know". (Tetyana)

47.19% (n=126) of respondents who see themselves as non-regular members point out that although they admit the numerous advantages of participating in professional learning networks they are not fully engaged in all events offered by them. They see more advantages in communicating online as in this case the communication has more virtual nature and network members are not obliged to discuss or do something they do not like:

"I do not consider myself as an active member of any professional learning network. I am more a non-regular member as I join the network events only when I need to get some information or I vice versa I know something interesting which is worth sharing etc. And although I am a member of one professional learning network informally developed by my colleagues and formally organized by university administration, I am not ready to waste all my time on the improvement of my professional skills. I prefer to be a part of professional learning networks which provide more services, activities and discussions online and keep a face-to-face interaction to a minimum. In this case you can join a discussion, attend a meeting or a seminar only when you are interested in the topic. You know the topics which are discussed in a group beforehand and if you do not know anything you have much time to find

some interesting materials to share. With regard to face-to-face meetings, I am not shy but to tell the truth sometimes I don't want to express my personal point of view in public. Besides, when my colleagues discuss issues which are not within my sphere of competence I am afraid to look stupid in front of them". (Olena)

As the obtained results show 19.48% of respondents (n=52) are active members of professional learning networks. It means that they not only take part in all types of activities provided by network administrators but initiate discussions, organize activities and try to share useful information among network members themselves. Advantages listed by all 52 respondents include joint discussions, information and networking, provision of resources for teaching the students, opportunity to reveal your potential and share your unique experience with other network members, practical and emotional support etc. We have to note that we are also profoundly convinced that joint discussions aimed at finding deliberate solutions help university teachers increase their self-efficacy which along with the development of soft and hard skills influence their professional growth. In the majority of cases, the replies of respondents who represented the active members of professional learning networks were as follows:

"Sometimes you do not know what to do even if you have great work experience. In this case join discussions help us find the appropriate solutions. We all know that together we can "move mountains". It doesn't necessarily mean that you will be explained everything you do not know immediately during the meeting. If you tell about you problems your colleagues definitely help you to tackle them sharing their own experience. And you can understand that it is in our reach to change our life for better. I adore when we meet because each new discussion is an unforgettable experience full of various emotions. But, to tell the truth, face-to-face meetings take much time which you do not often have. In this case professional learning networks which combine their face-to-face activities with activities provided online give you a complete freedom of choice in communicating with each other and sharing new ideas. Participating in online discussions we share our own experiences and useful information for members of a professional learning network you take part in without leaving your home or workplace." (Nataliia)

Interview results mentioned above offered the opportunity for us to get the necessary information which was further used for the distribution of respondents selected from the total population by homogeneous sampling. The results are given in Table 2.

Table 2 ***Distribution of respondents for evaluating the influence of networked professional learning on university teachers' self-efficacy to create a positive university climate***

Participation activity	**N**
Non-members	36
Non-regular members	36
Active members	36

Source: own study
n=108

We conducted the research to find out if professional learning networks influence the university teachers' self-efficacy to create a positive university climate. We also were interested if there were certain situations in the workplace which were difficult to cope with despite their participation activity rate in professional learning networks. Table 3 presents the obtained results.

Table 3 ***University teachers' self-efficacy levels to create a positive university climate***

Sub-categories	Respondents' participation activity in professional learning networks (N)	Respondents' degree of confidence		
		Low (N)	Medium (N)	High (N)
Efficacy to make the university a safe place	Non-members (36)	25	10	1
	Non-regular members (36)	22	12	2
	Active members (36)	23	13	0
Efficacy to make students enjoy coming to university	Non-members (36)	18	18	0
	Non-regular members (36)	12	19	5
	Active members (36)	3	23	10
Efficacy to get students to trust teachers	Non-members (36)	24	11	1
	Non-regular members (36)	13	16	7
	Active members (36)	3	24	9
Efficacy to help other teachers with their teaching skills	Non-members (36)	18	18	0
	Non-regular members (36)	10	20	6
	Active members (36)	5	18	13
Efficacy to increase collaboration between teachers and the administration to make the university run effectively	Non-members (36)	18	18	0
	Non-regular members (36)	16	17	3
	Active members (36)	4	20	12
Efficacy to reduce university dropout	Non-members (36)	22	14	0
	Non-regular members (36)	18	18	0
	Active members (36)	21	15	0
Efficacy to reduce university absenteeism	Non-members (36)	21	15	0
	Non-regular members (36)	18	18	0
	Active members (36)	20	16	0
Efficacy to get students to believe they can do well in university work	Non-members (36)	24	11	1
	Non-regular members (36)	11	19	6
	Active members (36)	1	26	9

Source: own study
n=108

While analyzing the findings of the research, we found out some interesting key traits which are shared by all respondents despite the rate of their participation activity in professional learning networks. The results show that there are some situations teachers have little influence on (Table 3). Most university teachers find it difficult to make the university a safe place, reduce university dropout and university absenteeism. Thus, 0% of the active members, 6% of the non-regular members and 3% of non-members of professional learning networks demonstrate high level of self-efficacy to make the university a safe place. A medium level of self-efficacy to make the university a safe place is demonstrated by 36% of the active members, 33% of the non-regular members and 28% of non-members of professional learning networks. 64% of the active members, 61% of the non-regular members and 69% of non-members of professional learning networks think that they have a low self-efficacy to demonstrate their competence in making university a safe place.

All respondents mentioned that it was their top priority to make university a safe place but they could not guarantee that all other people shared the same point of view. The second idea respondents noted was that it was the main responsibility of university administration to ensure the safety of teachers and students.

0% of the active members, the non-regular members and non-members of professional learning networks shows a high level of self-efficacy to reduce university absenteeism and university dropout. 45% of the active members, 50% of the non-regular members and 42% of the non-members of professional learning networks demonstrate a medium level of self-efficacy to reduce university absenteeism. Based on the results of research, 15 active members (42%), 18 non-regular members (50%) and 14 non-members (39%) of professional learning network demonstrate a medium level of self-efficacy to reduce university dropout. 20 active members (55%), 18 non-regular members (50%) and 21 non-members (58%) of professional learning networks show a low level of self-efficacy to reduce university absenteeism. The results concerning the low level self-efficacy to reduce university dropout are approximately the same. Thus, 21 active members (58%), 18 non-regular members (50%) and 22 non-members (61%) of professional learning networks think that their level of self-efficacy to reduce university absenteeism is low.

Pointing out that they cannot influence students' absenteeism and as a result their dropout, university teachers explain:

"There are students who attend their classes according to their individual schedule. They really try very hard to do all the tasks on time but sometimes they fail. On the one hand, I don't think I have the right to ask them to give up their work understanding that no one helps them pay for tuition. But on the other hand, I think they lose their opportunity to learn all the necessary skills and, moreover, as my own experience shows absenteeism often causes dropout". (Iryna)

The findings of research show that the non-regular and active members of professional learning networks are more efficient in making students enjoy coming to university, getting students to trust teachers and to believe they can do well in university work than non-members. Thus, 10 active members (28%) and 5 non-regular members (14%) demonstrate a high level of self-efficacy to make students enjoy coming to university. A high level of self-efficacy to get students to trust teachers is shown by 25% of active members, 19% of non-regular members and 3% of non-members of professional learning networks. Concerning the self-efficacy to get students to believe they can do well in university work, a high level is demonstrated by 25% of active members, 17% of non-regular members and 3% of non-members of professional learning networks.

The results of data analysis demonstrate that active members of professional learning networks are more efficient in helping other teachers with their teaching skills and increasing collaboration between teachers and the administration to make the university run effectively than non-regular members and non-members. Thus, a high level of self-efficacy to help other teachers with their teaching skills is shown by 36% of active members and 17% of non-regular members of professional learning networks. Non-members do not demonstrate a high level of self-efficacy to help other teachers with their teaching skills. 18 active members (50%), 20 non-regular members (55%) and 18 non-members (50%) of professional learning networks show a medium level of self-efficacy to help other teachers with their teaching skills. The percentage of active members of professional learning networks with a low level of self-efficacy to help other teachers with their teaching skills is 14% and of non-regular members is 28%. At the same time 50% of non-members of professional learning networks demonstrate a low level of self-efficacy to help other teachers with their teaching skills.

Evaluating their level of self-efficacy to help other teachers with their teaching skills, active members of professional learning networks note:

"When I started teaching I often spent much time on finding new engaging printables I could use during my classes. And after long search, to tell the truth, I was not ready to share my experience with anyone. One of my colleagues added me to one of professional learning networks she was an active member. I was surprised to know that people were ready to help and did not wait anything in return. Now I am an active member of several professional learning networks and thanks to participation in them I don't have to spend vast effort on attempts to find something unusual. I can simply ask my colleagues to help me and help them with pleasure. We share not only creative ideas but task cards to help students practice necessary skills, printables, various activities with instructions, ready-to-use lessons and even some materials to sharpen our skills". (Olha)

A high level of self-efficacy to increase collaboration between teachers and the administration to make the university run effectively is demonstrated by 33% of active members and 8% of non-regular members of professional learning networks. And a low level is shown by 50% of non-members, 45% of non-regular members and only 12% of active members of professional learning networks. Evaluating this sub-category, the majority of active members and non-regular members of professional learning networks mention:

"I am a member of the professional learning network which was organized at out university and its members are not only lecturers but the university administration itself. Although we have the opportunity to discuss acute problems we are not often on the same side of every issue. They say "Truth can spark when opposing ideas collide" which I think is true. Discussion often helps us identify how best to address new challenges we face in our everyday work". *(Lyudmyla)*

Thus, the analysis of obtained results shows that the respondents who are active members of professional learning networks are better able to create a positive university climate.

Conclusions and Prospects for Further Research

The primary objective of the study was to find out if professional learning networks influence the university teachers' self-efficacy to create a positive university climate and if there were certain situations in the workplace which were difficult to cope with. The findings of the research support our assumption that despite the fact that university teachers' active participation in professional learning networks promotes continuous professional growth and formation of self-efficacy in creating positive university climate, there are certain challenges which cannot be met by the majority of university teachers no matter how high the level of their self-efficacy is. Thus, finding it difficult to make the university a safe place, reduce university dropout and university absenteeism, non-members, non-regular members and active members of professional learning networks connect their inefficiency more with economic or political insecurity in the country, inability to put it an end and students' search for a better life. At the same time the results of research make it possible to state that people who can create supportive atmosphere for colleagues and help them improve their self-esteem can teach their students to trust teachers, make them enjoy coming to university, help other teachers with their teaching skills and increase collaboration between teachers and university administration.

Further research concerning the influence of professional learning networks on the improvement of university teachers' agentic qualities should be noticed more deeply.

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SOCIETY. INTEGRATION. EDUCATION
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COMMUNICATION SKILLS FOR MENTORS IN SOCIAL BUSINESS

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Abstract. *The word mentor comes from "Mentor", the old man to whom Odysseus entrusted his house and son Telemachus. Accordingly, mentoring can be assumed as the guidance whereby one person shares their experience and expertise to support other people to progress in their own lives and careers.*
Mentoring encompasses supportive relationships finalized to job performance, leadership practices, a career as well as teaching learning-processes.
This paper analyzes the function of mentors in social business and the communication skills they need in using digital media.
This paper aims to give an overview of the various aspects and issues related to social mentoring, focusing on the use of digital communication technologies to assist mentors in providing guidance, knowledge, and support.
It reports and discusses the preliminary results of the desk research carried out by the authors within the EU project DICCMEM.
Keywords: *social mentoring, social mentors, digital communication skills, digital social mentoring, mentee.*

Introduction

The word mentor comes from Ancient Greek and means "of the mind". "Mentor" was the old man to whom Odysseus entrusted his house and son Telemachus.

Mentoring is usually defined as a relationship between a mentor and a protégé. The mentor is an older, more experienced person, who helps a younger and less experienced protégé in developing their career (Megginson, 2006).

It is broadly agreed that a mentor is outside the protégé's chain of supervision.

Mentoring is an umbrella term, often opened to various interpretations, that encompasses formal or informal supporting, guiding, coaching, teaching, role modeling, counseling, advocating, and networking (Haggard, Dougherty,

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Turban, & Wilbanks, 2011). It has been identified as a supportive activity in various contexts, such as business corporations, schools, universities, and hospitals. (Hansford, Tennent, & Ehrich, 2002).

Mentoring has emerged as a key policy intervention in a wide range of contexts, from business enterprise, education, health and social care, and employment.

In the last decades, business mentoring and mentoring in business raised its popularity. Business mentoring is an organizational phenomenon involving a triad relationship (mentor, protégé, organization).

Business mentoring programs are, today, increasingly prevalent and research is growing around the world (Clutterbuck, Kochan, Lunsford, Domínguez, & Haddock-Millar, 2017; Ehrich & Kimber, 2016; Kumar, 2018; Omonijo, 2019; Zvaigzne & Kotane, 2019).

The opposite of business mentoring is *social mentoring*, which promotes and supports the mentees for social inclusion.

This paper aims to give an overview of the various aspects and issues related to social mentoring. It focuses on the use of digital communication technologies to assist social mentors in providing guidance, knowledge, and support.

The objective of the DICCMEM project

The research is conducted within the project DICCMEM (Development and Introduction of a Communication Competencies Model for Enhancing and Maintaining a Business Mentor Network), a 24-month Erasmus plus Strategic Partnership project that involves six partners from five countries (Latvia, Italy, Lithuania, Poland, and Bulgaria).

The aim of the DICCMEM project is to analyze the issues affecting communication in business mentoring and, at the same time, propose solutions to overcome them.

More in detail, DICCMEM will examine the effectiveness of mentoring focusing on communication dynamics that take place among mentor, protégé, and organization in order to reduce the impacts due to the ongoing changes that the digital revolution is imposing in every sector of human life.

The growing interest in social business and social innovation persuaded us to extend our analysis, including social mentoring.

Research methodology

In this paper, we report the preliminary results coming from a desk analysis. In carrying out our desk research, we followed the recommendations made by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) group (Moher, Liberati, Tetzlaff, Altman, & Prisma Group, 2009), whilst also considering the methodology adopted in some recent reviews in the e-mentoring field (Chong et al., 2019; Neely, Cotton, & Neely, 2017).

In order to extract relevant research from the published literature, a systematic literature search was undertaken between January 1st 2015 and September 30th 2019. From this, we collected a large number of significant articles published in Scopus and ISI Web of Science conference proceedings, as well as in the databases of leading world publishers such as WileyOnline and SAGE. We also used Google Scholar in order to integrate the results obtained and evaluate the popularity of articles, taking account of their citations. Over the last few years, Google Scholar has grown to become a highly scholarly database and has become competitive with other databases such as ISI Web of Science and Scopus (Harzing, 2013; Harzing & Alakangas, 2017). We only dealt with international peer-reviewed publications (journal articles and transactions).

The process of identifying and reviewing the literature was conducted in two phases. In the first phase, carried out between May 2019 and July 2019, we searched for relevant articles by adopting a simple search criterion, collecting articles that, in their title, abstract, or list of keywords, contained the terms "mentoring" or "mentors" as well as "business mentoring" and "social mentoring". We then analyzed the abstracts of the collected articles, eliminating items that were inconsistent or that referred to overly generic issues. Finally, we obtained a collection of 168 articles that we analyzed, taking into account:

- Empirical or theoretical results
- Reliable experimentation
- Technological architecture
- Applicability

In the next paragraphs, we highlight the notion of social mentoring as emerged from the literature analysis and shortly report some aspects related to social mentoring.

Social mentoring

In 2003, the pilot project called "Navigating Health in the Community" (NHIC) initiated to investigate the gaps and opportunities in the Brighton & Hove area for mentoring services for people with Asperger's syndrome. This project opened the research on social mentoring.

The term ''social mentoring'' was coined by Gill, the NHIC coordinator, to emphasize the centrality of the socialization process in developing mentoring practices (Gill & Jones, 2005).

The NHIC project indicated that training workshops and coaching for social workers is advantageous and increases their socialization skills.

From a literature review conducted in 2007, a preponderance emerged of the use of the term mentor (734) over the term social mentoring (0) with befriending registering a significant presence (37) (Social Mentoring Research Group, 2007).

It has been noted that, in the UK, befriending is “an approach which is synonymous with mentoring in that itis based on a dyadic attachment relationship” (Social Mentoring Research Group, 2007).

However, before the introduction of the term social mentoring, it was popular the term psycho-social mentoring to designate a mentor’s activity to give encouragement, advice and feedback, as well as an enhanced sense of competence, effectiveness and clarity of identity (Kram, 1983).

Social mentoring and business mentoring share the same central idea that the 'relationship' plays an important role in facilitating learning. Mentoring should provide the professional or the personal development of the mentee (Carruthers, 1993). Mentoring is a dynamic activity, and the form it takes within a social setting influences its potential for success or failure as a developmental intervention.

Accordingly, social mentoring should help people involved in social activities to discover what sort of person they are and how they can acquire the behavior appropriated to their role.

A mentor should be at the same time a consultant, a counselor, and a Cheerleader, but not a supervisor.

Some preliminary results

In our research, it emerged immediately the very limited number of studies in *social mentoring* (25 selected articles) respect *business mentoring* (143 selected articles).

We found that social mentoring initiatives are especially developed to support social integration and employment of disadvantaged and marginalized groups (Prieto-Flores & Gelis, 2018), including migrant integration (Bagnoli & Estache, 2019) and assisting migrant to work (De Cuyper, Vandermeerschen, & Purkayastha, 2019). Over the last few years, many social e-mentoring applications to support newcomer migrants and refugees have been implemented (Benton & Glennie, 2016).

E-mentoring encompasses computer-mediated and mutually beneficial relationships between a mentor and a protégé.

However, from our literature analysis no evidence is emerged on the effectiveness of social mentoring, although there is broad consensus about its importance.

Nevertheless, the analysis done has shown better the issues related to social mentoring and the use of digital communication to support integration and empowerment processes. Most of articles on social mentoring underline the potential of digital technology to enhance mentoring process.

E-mentoring can expand the social and professional network of protégés, offer access to online resources and job opportunities as well as increase interpersonal communication (Ponum, Samad, & Ramzan, 2018).

Although our research is at the beginning, it shows that social mentoring can be an essential component of the social inclusion process. For instance, it can provide personalized support to long-term unemployed people or socially disadvantaged and marginalized groups.

Figure 1 shows the key mentor competences as emerged from our literature analysis.

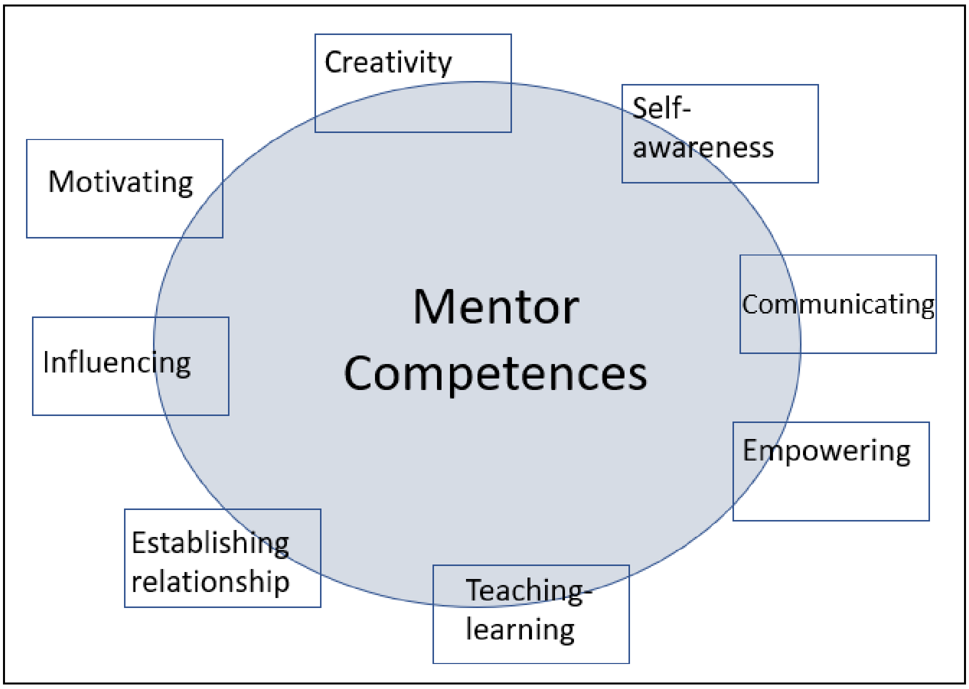

Figure 1 ***Key mentor competences*** *(own source)*

However, the above are transversal competences. Mentors should know the domain in which they should carry out their business.

Accordingly, social mentors should have specific competences and skills in the sector of their mentees. They should know the mentees' needs, habits, and behavior.

The context of mentees can impact communication processes. Depending on the particular characteristics of mentees, specific communication strategies should be provided. Moreover, in social mentoring, it might be necessary to adopt personalized strategies. This is the case of social mentoring of people with Autism Spectrum Disorders.

Digital technology can be very useful to implement new mentoring strategies and to extend the mentors' activity.

Conclusion

Face-to-face mentoring is the most common form of mentoring.

However, our literature analysis evidenced that new types of mentoring, such as virtual mentoring, e-mentoring or online mentoring, have emerged and can enhance the mentoring opportunities.

The potential of digital technology is enormous and allows for the creation of new mentoring programs. Especially mentees belonging to disadvantaged and marginalized groups can benefit. In this regard, social mentors can take advantages from the digital technology, creating new opportunities for mentoring relationships.

However, a research effort is needed. Virtual mentoring is becoming more popular in practice, but research on this form of mentoring has not kept pace.

Moreover, there are technological issues that should be considered. Privacy concerns are negatively related to e-mentoring adoption rates and maintenance of e-mentoring relationships.

In this paper, we highlighted that social mentoring is a quite unexplored field but with enormous potential.

Finally, from our preliminary research emerges that digital technology can generate changes in the scope of mentoring, making new things possible, but, at the same time, introducing new issues and challenges.

To find appropriate solutions to mentoring in the digital era, we ought to know how to use the technology available in innovative ways.

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SOCIETY. INTEGRATION. EDUCATION
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EDUCATING SOCIETY: ASSOCIATIONS METHOD AND PARTICIPATORY PLACE BRANDING

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Abstract. *Places like people have their own image now. It is best to be there, to live there and consume all what this place can afford. In theoretical literature this is characterized as an competition between places to be leaders in marketplaces.*
Places include more and more efforts on techniques and methods in their governing philosophy. Place branding is a planned activity that describes the city as an appropriate environment for living, working, shopping, leisure.
While for already known places it is just rebranding or improving existing image, many local places are doing it for the first time to be competitive.
This paper analyzes the use of associations method in building brand of the places. Research is based on two case studies on towns in Latvia – Rezekne and Preili. The purpose of this article is to find out how a city brand can be created using the associations method. Based on the analysis of stakeholders' associations, the effectiveness of associations is described.
Keywords: *associations method, brand, brand theory, identity, image, education, place branding.*

Introduction

Global marketplace makes the need for towns and cities to create a unique image, to differentiate themselves from competitors. Technological advancement and increased international competition affect the way in which places are imagined, perceived and consumed (Govers & Go, 2009).

Competition is taking place among countries, regions, and cities with the aim of attracting more financial and human capital. In this context, place branding is widely viewed as a tool for competition among places (Shahabadi, et al., 2019). It is associated with the concept of identity that forms the brand of a place (Kavaratzis & Hatch, 2013) and image how others see it. From a theoretical point of view, the main and broadly defined target groups in place marketing and place branding are: (1) visitors; (2) residents and workers; and (3) business and industry (Zenker & Braun, 2010).

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The story of the place is being created based on cultural realities, historical circumstances, ethnic situation, etc. As a result, municipalities allocate significant resources to brand development and its implementation activities. According to the researchers, this is mainly done to attract the population to the place (Brencis, 2015). Cities are striving towards the creation of the most competitive and attractive image in order to increase their market share in a global economy (Deffner & Metaxas, 2005).

Creating an image of the city applies to marketing activities that perform several city-branded functions:

(1) that support the creation of a name, symbol, logo, word mark or other graphic that both identifies and differentiates a destination;

(2) that convey the promise of a memorable travel experience that is uniquely associated with the destination;

(3) that serve to consolidate and reinforce the recollection of pleasurable memories of the destination experience, all with the intent purpose of creating an image that influences consumers' decisions to visit the destination in question, as opposed to an alternative one (Blain, 2005).

This study uses the term brand, meaning that b*rand is a network of associations in consumers' minds* and is therefore based on the perceptions of the different target groups, making branding a multi-faceted subject (Zenker & Braun, 2010). The essence of the place brand is to 'develop sets of shared values, quality standards and pricing signals even in the face of local, regional and national competition among industry participants themselves'. It is about the relationship between place identity (including attractions), experience and visitor (Govers & Go, 2009). Brands are psychological concepts held in consumers' minds (Baalbaki & Guzmán, 2016).

It was shown that identity is in fact a complex process that encompasses partial sub-processes and that branding is equally complex. Branding has a role to play in all parts of identity formation and should be thought of as a set of processes that facilitate the whole identity process. Effective place branding at the same time expresses the place's culture, leaves impressions on others, mirrors these impressions on the identity, and reflects the changes evoked back into the place culture. Place branding is best understood as dialogue, debate, and contestation. This is obviously a dialogue between stakeholders because brands are built out of the 'raw material' of identity and identity emerges in the conversation between stakeholders and what brings them together (Kavaratzis & Hatch, 2013).

Place identities are constructed through historical, political, religious and cultural discourses; through local knowledge, and influenced by power struggles (Govers & Go, 2009). If the right expectations are to be created in the minds of potential visitors, and to avoid unpleasant surprises, the 'true identity of place' should be the foundation on which to build the place brand propositions.

Researches of places and its planning Alex Deffner and Theodore Metaxas believe that several factors influence the formation of the place identity:

- Stable/structural factors – geographical location, climate, history;
- Changing long-term factors – size of municipality, population density, appearance, well-being of the population, cultural traditions;
- Symbolic factors – symbol of the territory, political climate, culture of behaviour of the population, significant events, well-known personalities, popular products, etc. variables (Deffner & Metaxas, 2005).

The study uses brand-building theory, which states that when we perceive something, we use our general knowledge of the world around us to create a more complete description of the event. As a result, our total memory exceeds the initial information provided. The paper analyzes the use of associations method in building brand image of the cities. Research is based on two case studies on cities in Latvia – Rezekne and Preili.

The purpose of the paper is to find out how a city brand can be created using the associative method. Based on the analysis of inhabitants' associations, the effectiveness of method of associations is described. As a result, the study looks at whether it is possible to create an appropriate image of the place using information and knowledge of the stakeholders – residents, non-residents.

In order to achieve the objective, the following tasks are set out:

1) to study theoretical literature on place branding and the associative method;
2) to summarize existing research on the use of the method in brand building;
3) to carry out data analysis of associative approach of Latgale cities (Rezekne and Preili) that are developing a new city brand.

The article analyses the interviews and survey data of the inhabitants of two Latgale cities, Rezekne and Preili, whose questions are based on the associative approach.

Brand building theory

The identity of the place is shaped by giving it a particular meaning, but it cannot be created by one person. The different target groups should be involved in the development of the brand. Place branding is the idea of finding or creating unique items that are different from anywhere else (Shahabadi et al., 2019).

The relationship between place image and place identity could be described as follows: The place/city identity concerns those distinctive characteristics that historically more or less provide the city/place with its character. The most important consideration is that this character may be either strong or weak. The creation of the city/place image is a supportive tool in order to secure two things: a) to maintain the strong identity and distinctiveness of the city as part of an ongoing process and b), to improve the weak identity of an area so that it becomes strong and competitive, by creating effective cities images (Deffner & Metaxas, 2005). It means the place has identity already, but image could be created.

A place brand is a representation of identity, building a favourable internal (with those who deliver the experience) and external (with visitors) image (leading to brand satisfaction and loyalty; name awareness; perceived quality; and other favorable brand associations) (Govers & Go, 2009).

It is shown that place identity is better understood as a process of dialogue between stakeholders and place branding should be thought of as a similar process (Kavaratzis & Hatch, 2013). Managing a brand without knowing how stakeholders perceive the brand is like flying an airplane without information about position, speed, or weather (Koll, Wallpach, & Kreuzer, 2010).

Constructive memory theory argues that, when we perceive something, we use our general knowledge of the world around us to construct a more complete description of the event. Our total memory therefore goes beyond the original information given. Human beings do this in several ways: simple inferences; stereotypes (a group of inferences about the personality traits or physical attributes of a whole class of people); and schemata (a mental representation of a class of people, objects, events or situations). Stereotypes are thus a kind of schema because they represent classes of people. However, schemata can be used to describe not only our knowledge about particular objects and events, but also our knowledge about how to act in certain situations, such as eating in a restaurant or checking in at an airport. By linking schemata to each other in complex networks of inferences, we simplify our cognitive processes. However, the price we pay is that an object or event can be distorted if the schema used to encode it does not quite fit (Govers & Go, 2009).

Free association technique is the most popular method for investigating brand knowledge (Koll, Wallpach, & Kreuzer, 2010). Consumers receive a stimulus - for instance, a brand name or a brand-related picture - and have to spontaneously name or write down a certain number of words that come to mind. Even though the stimulus can tap nonverbal reactions, including images, the focus is typically on retrieving easily accessible and recordable verbal associations from associative/semantic memory. The external target audience (out-group) shows a much more common and stereotypical association set with a place, while the internal target audience (in-group) has a more diverse and heterogeneous place brand perception.

The use of the free association method requires some stimulus, maybe both verbal and non-verbal. For example, pictures can be used in constructing image of the place:

"In order to attain a sense of identity, researchers-based questions on the sensory and experiential emotions that the material or physical attributes of Zeeland, contained in a series of photo images, would trigger in respondents. They used a series of twelve photo images and asked respondents to select the three images they felt were most representative of Zeeland. Accompanying the choice of three photographs out of the twelve presented in the resident survey, respondents were asked to indicate which primary affective response each image generated. They had a choice of 25 types of feelings. Respondents were also asked about typical colours, sounds, smells and tastes they associate with Zeeland. Finally, there were questions about symbols, heroes, rituals and values aimed at identifying Zeeland's cultural identity" (Govers & Go, 2009).

Rely on the brand as a stimulus to retrieve knowledge (as opposed to techniques rating or ranking the brand on a set of predefined items), and hence allow respondents to elicit knowledge at their own discretion. Thus, some of the most important aspects of our thought and behavior arise via emotionally laden, nonconscious processes. Returning to and reconceptualizing areas previously relegated to the history of psychology has proven powerful and informative (Elsey & Joffe, 2014).

However, not all researchers welcome the effects of the method, thus pointing to the general nature of the method - free association tasks focus on retrieving conscious brand knowledge (via declarative and explicit memory) while not giving insights into deeper, implicit brand knowledge (Batey, 2008). Summarizing the role of stakeholders participation in place branding process is visible: a place brand must therefore respond to three principal objectives, which are, in order of importance: a) positioning; b) a sense of ownership of the brand and identification with it on the part of local communities and, finally; c) the brand must act as a mechanism through which to generate positive perceptions of the space it represents (Eugenio, 2013).

Methodology

Based on the place branding theory, one of the findings of which is that there are several target groups involved in the process, brand building or construction was done through the involvement of inhabitants also in this study. Place branding process starts with the formulation of a vision for the place, which is then open for consultation with the people responsible for branding, the local population, and all potential partners (Karavatzis & Hatch, 2013). Brand associations, or brand associations, are further grouped into different attribute categories. In most principled models, associations fall into two categories: Functional attributes, characterized as tangible features of a product or service, and emotional / symbolic attributes, expressed as intangible features of a product that meet a consumer's need for self-assurance, self-expression, and public acceptance (Brencis, 2015).

Research was carried out using data obtained from interviews and surveys of inhabitants of Rezekne and Preili cities. It should be noted that the study of the inhabitants' associations was the basis for the development of the brands of both cities, but the methodologies varied, for example, interviews with inhabitants, which were organized in Rezekne, did not take place in Preili. The divergent approaches were determined by the resources devoted to brand development, but the two case studies had in common the incentive - a specific location.

Work on the renovation of Rezekne city brand was started in 2019 by organizing several interviews with inhabitants, opinion leaders and representatives of various fields.

Different sources were used to create a brand platform. The historical communication of Rezekne City, research of planning documents, an internet and social network case study on the views of people on Rezekne was carried out.

During the process, 16 individual and group interviews were also organised with representatives of Rezekne municipality, residents, non-governmental organisations, businessmen and representatives from local mass media. Together 20 people were interviewed. Interviews were conducted by a representative of the affiliated company and the local government on arrival at the interviewee. Interviews were conducted with young people of different ages. In order to get the widest possible opinion, both pupils and students were interviewed, as well as retirement-age residents, who are still active in one of the areas. The interview questions mostly concerned the image of the city, but in order to have as various answers as possible, abstract questions were used, which had to be answered in an associative way.

There were two creative working sessions carried out: one with representatives of the municipality, one with representatives of NGOs and business representatives. Participants worked in groups on associations based tasks to elaborate main key associations of Rezekne brand. Members of working sessions were also selected on a similar basis. There were 15 participants in each working session. They took place in the Rezekne City Council. The information gathered so far and the main objectives of the working session were presented at the beginning to give some stimulus information.

The results of interviews and working sessions were collected on a brand platform, which was published in a survey by local media and social networks to allow people to express their views. Inhabitants' views were taken into account when supplementing and refining upon the brand platform. The information collected on the brand platform was passed on to designers, and it serves as a basis for the development of Rezekne's visual identity In the future, it will be used as a basis for marketing communication strategy.

In 2019, work on the development of Preili brand was started. Initially, interviews were conducted with the leaders of the City Council's departments about their wishes for the city brand in the form of a discussion and expressing opinions, but the associative method was used in the survey.

In January and February 2020, Preili inhabitants were surveyed; people were asked to fill in an electronic questionnaire. 105 responses were received in total, which were filled mainly by residents of Preili municipality (71.4%), representing both the city authorities and persons not involved in these processes.

Initially, inhabitants were asked to describe the attractiveness of the city in order to guide survey participants to think and look at the city from different angles. The factors identified were nature, creativity and innovation in business, shopping opportunities, transport system/infrastructure, culture (events and festivals, cultural centers), services (health care), educational opportunities, job opportunities, security. They had to be rated on a scale of 1-5, where 1 meant the lowest and 5 meant the highest.

In order to find out what people's associations about Preili are, it was suggested to write answers to the following associations:

1. The brightest associations when you hear the word 'Preili'
2. Personality associated with Preili
3. Company associated with Preili
4. Animal associated with Preili
5. Colour associated with Preili
6. Scent associated with Preili
7. Figure associated with Preili

The afore mentioned stimuli were selected based on the requirements of the city in the development of the brand, so that visual elements of the city, such as environmental objects, could also be created based on the brand.

Results of the research

When gathering information for the renewed brand of Rezekne, a total of 20 representatives from different fields and opinion leaders were interviewed. Most of the questions were about the advantages of Rezekne city in the eyes of local people, as well as the main advantages in attracting tourists and investors. In order to get as much information as possible and get acquainted with the characteristics of the city attributed by the locals, they were asked to compare Rezekne with an animal and justify the answer. Similarly, three qualities attributed to Rezekne, if it was a person, should have been named. These associative questions made it possible to gather information about the values that locals associate with Rezekne city.

Several respondents named specific animals, but many people could not imagine an animal and listed such characteristics as unpredictable, cunning, promising or lazy city. Interviewees justified the choice of animals by both appearance and behavioural characteristics of the animals.

Rezekne city was compared to a fox, because it is beautiful, or a deer, which is light, graceful, impresses, is not aggressive, others admire it from a distance. Similarly, Rezekne was compared to a bear or a wolf; this choice is based on similarities in behaviour: strength, peace, stability, if needed, it can be fast, placidity, maverick, a leader followed by others. These associations provide information that is not always directly discoverable, because it is difficult to name the characteristics of a city, but it is easier to discover them through associations and comparisons.

The answers to the question about Rezekne's “personality” contained mostly human characteristics, so this information made it possible to infer the values that are important to the locals when creating the brand platform. Among the responses, the most popular options were sincerity, openness, affection, humanity, familiality, creativity, passion, joy, survival, and more.

In order to get an even deeper map of Rezekne city values, two working sessions were organized with 15-20 people divided into four groups. The aim of the creative working sessions was to discover the attitudes of Rezekne inhabitants to the existing image through creative tasks and to outline the values they want to see in the renewed brand.

In order to achieve the aim, the working groups had to complete four associative tasks:

- Brand's Loft. The team divided a piece of paper into two parts - “a treasure chest” and “a trash can”. The team had to write down as many associations, values, projects, objects, customs, etc. that characterize Rezekne as possible;
- Brand's Culture and Relationships: “Archetypes”. The teams were issued cards with 12 personality type descriptions based on K.G. Jung's classification. Within 20 minutes, the team had to choose which one archetype describes Rezekne's culture and attitude in the future and write down the reasons for the choice;
- Vision and Mission: Building the World. Each team, in association with Rezekne, had to finish the phrases “We are building a world in which ...”, “If Rezekne ceased to exist, the world would be missing

...", "In 10 years, I think there will be more and more people, who ..." and "In 10 years, I cannot imagine anyone else going to tolerate that… ";

- Brand's Kernel: "Brand's Form". Each team had to answer four questions from the future brand position of Rezekne within 20 minutes. The exercise had to take into account the conclusions. The questions to be answered in the exercise were as follows:
  - Who are you?
  - What are you advocating for?
  - What is your main goal in life?
  - What are you doing to achieve your goal?

Summarizing both the interview responses and the results obtained during the working sessions, the brand platform brought together the values that appeared most often and were emphasized most in both direct responses and through associations.

The sketch of the brand platform was compiled in a presentation, which was published together with a survey inviting citizens to comment on it. In total, 160 respondents participated in the survey.

The brand platform lists four key strengths highlighted in interviews and the working sessions:

- Rezekne is "Different Version of Latvia" - open, colourful and creative;
- In Rezekne, there is an environment that cares for people, and there are people, who reinforce each other.
- Rezekne is a city that has the courage to create and do.
- Rezekne is a city characterized by rebirth, because the city has always found a way to regenerate.

Strengths were also highlighted on the basis of associations. The motive of courage, splendor and openness was often mentioned in description of both animals and personality. The statement of rebirth was the most supported in the inhabitants' survey (63% of respondents supported it). 56% also agreed with the statement that Rezekne has the courage to create and do.

The platform also outlines the position of Rezekne: Rezekne is an open and ready workshop where you can try original things, develop new talents and launch fresh ideas. 44% of respondents supported the statement. The vision of Rezekne brand that Rezekne city and Rezekne inhabitants create an environment with a huge diversity in a small area that encourages learning and trying out new things, so everyone can find own talents and live according to them was shared by 50% of respondents. Inhabitants indicated "Rezekne is a city with a big heart" and "Rezekne has sincerity and family spirit" as the brightest features of Rezekne "personality".

The creative tasks and interview questions based on the associations allowed gaining a broader view of the local people's perception of Rezekne city. These values and a set of characteristics described were compiled in the brand platform that serves as a basis for further work on the visual identity and marketing communication strategy.

Up to 10 representatives participated in the discussion with the representatives of structural units of Preili City Council, who mainly expressed their thoughts on what could be a potential symbol of the city. As a stimulus, a raven displayed in the existing coat of arms of the city was mentioned, however, as the answers show, this bird does not create positive associations for the participants and is used very little in the visual attributes of the city. Consequently, the participants were asked to name the associations with which they would describe the city. The most frequently referred to were the buildings of cultural and historical interest, namely those objects, which are found in the environment and which are significant monuments of cultural history, for example, the complex of Preili manor, concrete gates. At the same time, companies, personalities (especially artists), as well as museums were mentioned, showing that interviewees' associations are connected with practical examples.

Summarizing the survey data, it can be seen that the respondents are influenced by objects and personalities in Preili, as well as information in the public environment, especially in the media environment. One of the questions in the survey was to write any associations hearing the word 'Preili'. The most important were named the following: Preili manor, "Preilu siers", Puppet Museum, which are specific realities found in the city. Personalities were also mentioned - Janis Eglitis, Rainis, Janis Ivanovs.

At the same time, abstract and emotional feelings dominate as well, for example, Preili is associated with birthplace, home, childhood, parents' home, people, warmth and peace. These statements vividly illustrate the importance of the city in the region, which means that it is mainly associated with pleasant experiences, a peaceful environment and the presence of nature.

A number of responses also raised the issue of the arrest of council officials, which was recently reported in the media.

Preili personalities were mentioned as the second of the stimuli. The most frequently mentioned were Janis Streics, Jazeps Snepsts, Artis Plivda. These personalities are people known in the public - artist, entrepreneur and athlete.

Answers to the question of what colour and animal are Preili associated with show that the existing symbol and colour of the city - raven and green colour - are deeply rooted in public consciousness, so there is no need to drastically change individual visual elements as they can cause confusion.

Lime-tree, lilac, fresh air, as well as the smell of cheese were mentioned as the predominant scent, which shows that the city is not only associated with plant scents. The answer - fresh air - confirms that Preili associates with a clean and natural environment.

The question about the figure associated with Preili shows that the stimulus to the figure has been perceived in very different ways. The figures include raven, triangle, cheese roll, church tower, clay pot, but the dominant association is the manor gate. Similar answers - about the gate of Preili manor - were received during the discussion.

As can be seen, the study used a specific location as an stimulus without any additional features, for example, a photo. This was done deliberately in order to get answers based on the experience of the people themselves, rather than being directed in a particular direction.

Conclusions

The associative method acquires a significant meaning, when applied to a wide group of people. It does not provide the most specific knowledge, but quite accurately expresses current attitudes and opinions, as well as habits. A resident perception approach is likely to raise potential biases and stereotypes but has advantages at the same time. For example, it offers a unique opportunity to represent a place's common history and surroundings as experienced by local 'insiders' (Govers & Go, 2009). Summarizing the results obtained, it can be concluded that the associative method can serve as an effective method for gaining in-depth inhabitants' views about the city and region by describing characteristics that would not be directly attributed to the city. In this way, the planning and evaluation process involves the public. The winner is not only brand developers but also residents. They acquire knowledge and skills to look on their place from different perspective.

In order to get the most genuine message of the city brand, it is important to find out the values that the locals associate with the city, and the associative method allows talking about such abstract city values like "sincerity", "openness", "purposefulness" and other characteristics that are commonly attributed to a person. The main difference between the two case studies is that the Rezekne association method was based on exploration and acquisition of values, whereas in Preili the visible and functional attributes, such as the gate, were acquired.

Application of the associative method is more effective by combining it with direct questions and opinions, so that the brand does not lose structure and is not too abstract.

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PROFESSIONAL POLICE OFFICERS BEHAVIOUR IN CRITICAL SITUATIONS

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Abstract. *Fast-moving processes in today's society make the importance of prompt, responsible and professional decision-making by police officers. In everyday situations that do not require important and urgent decisions, the police officer can act appropriately and avoid hasty, inadequate decisions. However, the police officer must always be prepared to face an emergency situation, to evaluate it correctly and to use the powers granted to resolve it. The only one wrong decision can have irreversible consequences for the police officer or the public. This paper aims to investigate the behaviour of professional police officers in everyday and critical situations. The research was based on scientific literature analysis and statistical data analysis. One of Lithuanian universities where future police officers are educated has been chosen for the study. A written survey for students – future police officers was performed. The study has shown that police officers, performing their daily duties without the need to take especially important decisions or making critical decisions on which depend the fate of the human, feel the legal liability and social responsibility. In critical situations requiring officers' self-decision, these decisions are affected by the officers' sense of responsibility to people, his/her obligation to comply with the law and fear of punishment if the law is violated.*
Keywords: *Critical Situations, Liability, Police Officers, Responsibility.*

Introduction

The police are the one of the main institutions ensuring public security and public order in the country. Quality of the being implemented decisions ensuring public security and public order as well as quality of public life in the country depend upon qualified and professional police officers. The aim of the police is to ensure the professional, transparent and impartial implementation of state tasks in the country. Almost every day a police officer is involved in inadequate situations and has to make decisions.

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The present time dictates new situations and, without a properly designed legal framework, a police officer may be unable to escape responsibility, whether he/she acted and performed his/her duty in a situation of increased danger, or feeling the fear and not weighing is the decision appropriate, failed to perform his/her duty properly or did not perform his/her duty at all. Just one injudicious decision or improper performance of the duty can have irreversible consequences for a police officer or the public. There is a fear or lack of knowledge of the law, where a police officer may delay in performing, improperly performing or not performing his/her direct duties at all, but the police officer may be liable for such actions in accordance with the law. Therefore, where are those levers for making the right decision when, in "no-analog" situations, a police officer has to make an important, considered, expeditious and right decision?

Scientists emphasise different points when it comes to the work of police officers in critical situations. Uspanov, Turabayevaa and Ermolovichb (2016), Šalkauskaitė, Valickas, Grikšienė and Rukšėnas (2015) analyse the importance of psychological competence in the work of a police officer. Sommera, Njå and Lussand (2017) examine how police officers with command responsibilities learn to carry out emergency response work and manage emergencies. Other scientists focused on the police officers resolving crisis incidents involving dangerous individuals (Hyde, 2016) or mentally ill population (Horne, 2018). Forde, Lægreid, Rubecksen and Rykkja (2018) highlight one of the most serious emerging risks with which policemen are confronted in their work, a risk which often falls within the usual term of work-related accident, namely the results of the actions of a certain category of citizens directed against police officers involving striking or other violence, bodily injury, injuries causing death or even murder.

This article is specifically focused on the motivations of police officers in critical situations and the scientific issue of the article is formulated with the question: What determines the behaviour of a professional police officer in critical situations?

The aim of the article is to investigate the behaviour of professional police officers in everyday and critical situations.

Tasks of the article: 1) to highlight the issues of the behaviour of police officers in critical situations; 2) to analyse empirically the behaviour of professional police officers in everyday and critical situations.

Methods used in the article: analysis of scientific literature, statistical data analysis.

Theoretical framework

The police officers often find themselves in critical situations doing complex and versatile public order protection work, taking care of road safety and fighting against the crime. In every situation, a police officer must act with skilfully, precisely and with determination. It is often on his/her depends the future direction of the situation development, sometimes even the health or life of the people.

From the point of view of the police, a crisis situation may be compared to a special situation, which is characterized by abruptness and a considerable threat to human life, health or property of significant size, as well as a facilities, which are important for state security or defence, such that controlling it requires additional and extraordinary police forces and measures (Uchroński, 2016).

The particularity of the work of police officers is related to the fact that they have to work and make decisions in emergency circumstances more often than representatives of other professions (Šalkauskaitė et al., 2015). Alexander and Walker (2000) point out that a police officer may, over the course of his/her career, be repeatedly involved in situations which endanger his/her safety or even his/her life. Being involved in these situations a person can feel insecure in his/her daily live. Norkus, Dirvelytė and Karpenko (2014) notes that police officers' stress is caused by the fact that they have a personal security problem by themselves.

The studies carried out by Brought and Williams (2007) revealed that the work of police officers poses greater stress due to safety of other people as well. This is likely to be due to the wide variety of situations in which police officers work when it comes to ensuring the safety of another person, which makes it more difficult to get used to the stress. The authors Žukauskas, Burba, Rukšėnas, Grigaliūnienė and Mitchell (2009), Ruibytė (2011) note that police officers are exposed to a variety of physiological, psychological and behavioural stressors in their work. After carrying out research in their works, Thoits (1999), Acquadro Maran, Varetto, Zedda and Franscini (2014) point out that police officers can be exposed to a variety of stress situations and become socially vulnerable, making it difficult for them to make the right decisions. Šalkauskaitė et al. (2015) state that decision-making of police officers in emergency circumstances leads to higher stress levels of the officers and universal competencies help to manage the situation.

A police officer, unlike other civil servants, must be able to fulfil both the roles that a police officer has and comprehend in unforeseen circumstances and situations. In the face of the processes of European integration, a police officer must be able to solve non-standard issues that arise, and also have a sense of social responsibility not only for individual but also for group work (Prakapa & Čepaitė, 2011). Thus, a police officer must be guided not only by law, but also by his/her own human characteristics. Therefore, it should be emphasised that the specific nature of the activities of police officers leads to their own particular concept of responsibility. Police officers, in comparison with civil servants of other institutions, have additional social responsibilities but they are not exempt from their own liability by the laws. The peculiarity of policing is that they have both social responsibility and legal liability.

According to Nedzinskienė and Nedzinskas (2018), social responsibility means caring for another person (s), helping him/her, willingness to be fair in his/her relationship with other people, and being demanding, that the other one(s) would be righteous, conditioned by the personally recognised interpersonal values. Legal liability, as Nedzinskas and Nedzinskienė (2017) point out, is a legal obligation to be responsible for one's actions and acts and to evaluate them; this obligation is conditioned by liability before the law; often the legal liability of a person is reminded of the fear that in case of offend the one will be punished according to the relevant law.

However, Misiūnas (2008) points out that officers fearing possible liability often do not use special measures and choose the role of victim rather than government representative. Such fear arises from the sufficiently strict liability, the established case law and the low qualification of police officers. According to Juraševič (2001), among the motives, which are followed by police officers in their service is the "law requires", so they are afraid of liability due to violations of lawfulness. Misiūnas (2010) assumes that the fear of legal liability limits the actions of officers and, thus, affects the quality of police officers' functions. According to Misiūnas (2010), every time officers balance on the dangerous threshold: passive reaction to a violation of law – possibility to be accused of failure to perform duties; over-emotional reaction and irresponsible exercise of rights – the possibility of being accused of an excess of authority. Every mistake is painful for a police officer and for the entire police system.

In conclusion it can be stated that a police officer must make an urgent but socially and legally responsible decision in a critical situation. A police officer has to act quickly, skilfully, adequately and without fear in the most demanding situations.

Methodology

The original questionnaire as the research instrument was used for the investigation of police officers behaviour in critical situations. A written survey was performed using this questionnaire. Recipients were asked to fill their answers to the following questions:

- What would a police officer feel like performing his/her everyday job which does not require crucial decisions?
- What would a police officer feel if he had to make crucial decisions that would affect a person's fate?
- Is the decision made by a police officer in critical situations requiring self-determination influenced by following: 1) a sense of responsibility towards a person; 2) the duty to comply with the law; 3) fear of being punished if the law is breached?

One of Lithuanian universities where study program “Law and Police Activities” is performed was chosen for the investigation. 102 students – future police officers participated in the survey in 2011 and 109 students – in 2015.

Statistical data analysis using IBM SPSS 23.0 software was performed for the processing results of the written survey.

Results

The performed analysis has indicated the behaviour of police officers in everyday and critical situations.

A police officer performing his/her everyday duties which do not require crucial decisions. Students – future police officers were asked to imagine themselves as police officers and they were asked what would they feel like performing everyday duties which did not require making crucial decisions? The results are presented in Fig. 1.

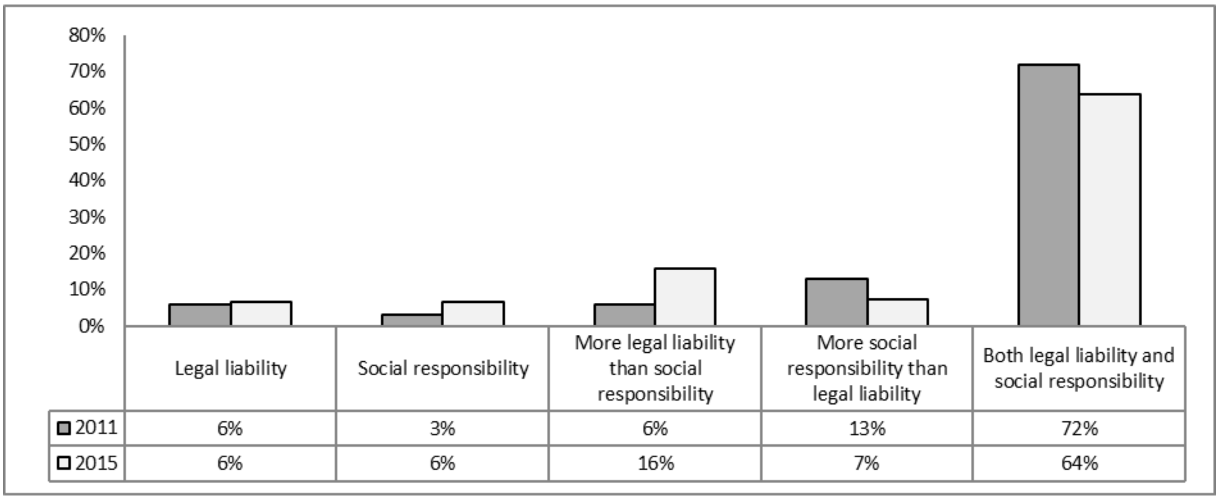
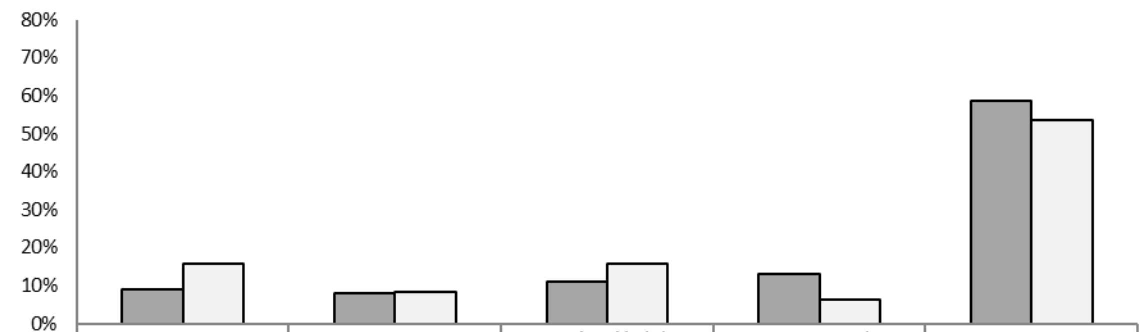


Figure 1 ***Distribution of respondents' opinions on legal liability and social responsibility when performing everyday duties which did not require making crucial decisions, in 2011 and 2015***

72% in 2011 and 64% in 2015 of all respondents, who participated in the survey, indicated that they would feel legal liability and social responsibility when performing their everyday duties which do not require crucial decisions. Therefore, it could be stated that future police officers would follow both the statutory norms and their own intrinsic value system.

It can be either stated that over time the views have changed and that future professionals become more and more legally responsible. Such their choice may have been determined by current issues in Lithuania, where legal liability becomes more important than social responsibility, as every decision made by a police officer is subject to official inspection and the office, who offended the law, is subject to disciplinary / official, administrative, criminal or substantive / civil liability. Police officers without feeling social responsibility take risks and may be condemned by the society or the media.

A police officer who would to make crucial decisions which would affect a person's fate. The students were also asked to imagine themselves as police officers and were asked what would they feel like making crucial decisions which would affect a person's fate? The results are presented in Fig. 2.



	Legal liability	Social responsibility	More legal liability than social responsibility	More social responsibility than legal liability	Both legal liability and social responsibility
2011	9%	8%	11%	13%	59%
2015	16%	8%	16%	6%	54%

Figure 2 ***Distribution of respondents' responses to legal liability and social responsibility whether they have to make crucial decisions which would affect a person's fate, in 2011 and 2015***

59% in 2011 and 54% in 2015 of all respondents, who participated in the survey indicated that if they had to make crucial decisions which would affect a person's fate that they would feel legal liability and social responsibility. The same tendency is observed as in the case of everyday duties; i.e. there is a growing awareness of legal liability versus social responsibility.

The aim was also to determine whether there is a relationship between the feelings of respondents when performing their everyday duties and their feelings when making crucial decisions which would affect a person's fate. To measure the relation between the respondents' answers to the questions about their feelings, there was calculated the Kramer's V (V = 0.078; p = 0.642) coefficient. There was determined that respondents' feelings performing their everyday duties and feelings when making crucial decisions are independent and there was no statistically significant relation between the choice of the options of answers.

A decision made by a police officer in critical situations. Opinion of the respondents, who participated in the survey, on that in critical situations requiring self-determination their decision-making is influenced by a sense of responsibility towards a person, had no statistically significant difference ($\chi 2$ = 3.900; p = 0.142) in 2011 and in 2015. In 2011 – 52%, and in 2015 – 65% of all interviewed students – respondents indicated that in critical situations requiring self-determination their decision-making is influenced by a sense of responsibility towards a person.

Students, future police officers, were also asked a two-part question. The first part of the question asked students – respondents whether they can say that in critical situations requiring self-determination their decision-making is influenced by the duty to comply with the law. In another part of the question, future professionals were asked about their fear of breaking the law: can you say that in critical situations that require self-determination, your decision-making is influenced by the fear of being punished if the law is violated?

Opinion of the respondents, who participated in the survey, on that in critical situations that require self-determination, their decision-making is influenced by the duty to comply with the law had no statistically significant difference ($\chi 2$ = 3.708; p = 0.447) in 2011 and 2015. For the most part, in 2011 – 61%, and in 2015 – 72 % of the respondents, who participated in the survey, indicated that in critical situations requiring self-determination their decision-making is influenced by the duty to comply with the law.

Meanwhile, the opinion of the respondents that in critical situations that require self-determination, their decision-making is influenced by the fear of being punished if the law is violated in 2011 and 2015 were statistically significantly different ($\chi 2$ = 18.345; p = 0.001). In 2011 a half, i.e. 50% and in 2015 already 72 % of all respondents, who participated in the survey said that their decision-making in critical situations requiring self-determination is influenced by the fear of being punished if the law is violated (see Figure 3).

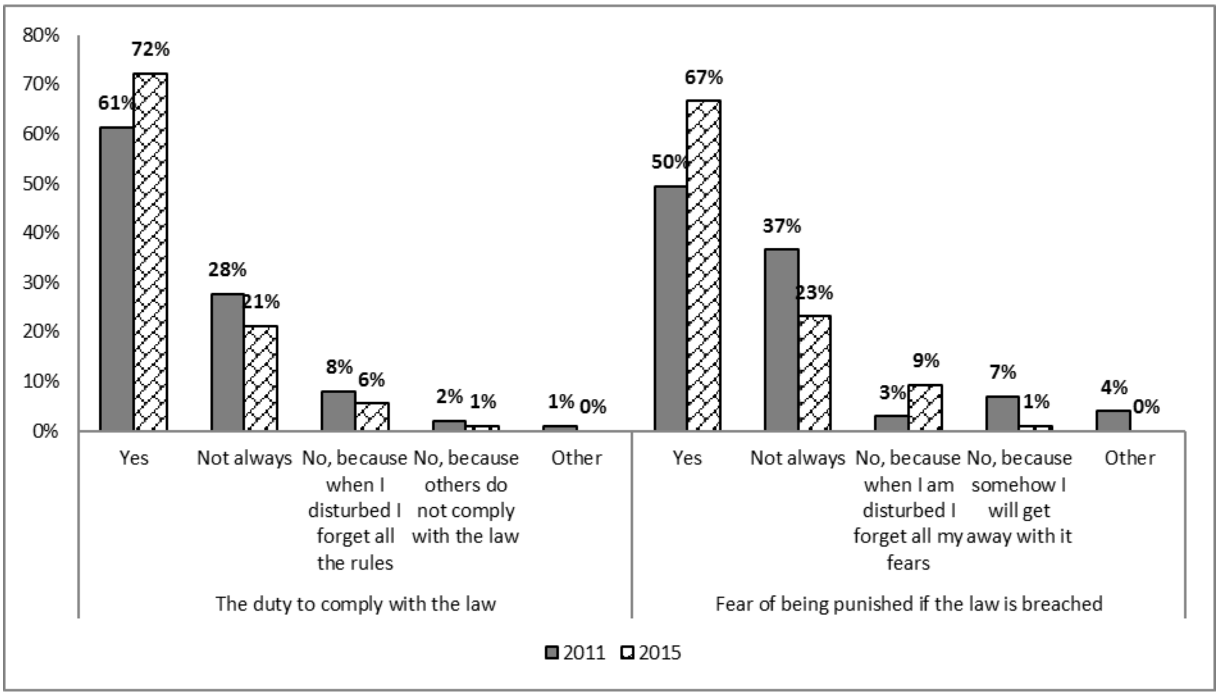


Figure 3 ***Distribution of the answers of the respondents about their duty to comply with the law in critical situations that require self-determination and the fear of being punished if the law is violated, in 2011 and 2015***

There was also identified a statistically significant relation between choice of answers of the respondents on whether their decision-making in critical situations is influenced by (1) the duty to comply with the law and (2) the fear of being punished if the law is violated. For this purpose, the Kramer's V coefficient ($V = 0.273$; $p < 0.000$) was calculated. There was determined that respondents who states that their decision-making in critical situations is influenced by the duty to comply with the law have also been found to be affected by the fear of being punished if the law is violated.

Conclusions

Police officers have to work and make decisions in critical situations more often than representatives of other professions. A police officer is often responsible of the future direction of the situation development, sometimes even the health or life of the people. Thus police officers feel greater stress while ensuring safety of other people. A police officer, unlike other civil servants, must be able to fulfil the roles that a police officer has and comprehend in unforeseen circumstances and situations. Thus, a police officer must be guided not only by law, but also by his/her own human characteristics. The peculiarity of policing is that they have both social responsibility and legal liability.

The investigation has shown that feelings of the respondents performing their everyday duties and feelings making crucial decisions are independent. There was determined that most of the respondents feel both legal liability and social responsibility performing their everyday duties which do not require crucial decisions. Therefore, it could be stated that future police officers would follow both the statutory norms and their own intrinsic value system. In everyday situations the police officer is left free to act appropriately in order to avoid inadequate decisions.

The majority of the respondents who participated in the survey indicated that in critical situations requiring self-determination, their decision-making is influenced by their sense of responsibility to the person and the duty to comply with the law. There was also determined that respondents who states that their decision-making in critical situations is influenced by the duty to comply with the law have also been found to be affected by the fear of being punished if the law is violated. It is noteworthy that the fear of being punished if the law is violated is increasing when comparing 2015 with 2011. Avoiding their duties police officers do not always respond to violations of law, and this leads to deterioration in efficiency police activity and partnerships between the police and society. Institution of officer liability not only discipline or oblige officers to perform police functions properly or use coercive measures in a responsible manner, but it also creates an excessive fear of liability.

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MODELING OF THE MONITORING SYSTEM OF LEARNING OUTCOMES IN ADULT EDUCATION

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Abstract. *In recent years, the need has arisen for a change in conceptual approaches to the phenomena of "monitoring" and "assessment" of learning outcomes in adult education. The ultimate goal of monitoring should be to strengthen and achieve a high level of responsibility of the learners for the process and outcomes of their education. The purpose of the research is to create a model of the monitoring system of learning outcomes in adult education and to describe a methodology for implementing alternative methods of monitoring. Research methods: a theoretical analysis of the concept of "monitoring", generalization and systematization of approaches to monitoring, analysis of the characteristics of adult education, modeling of the monitoring system of learning outcomes in adult education, ranging monitoring types by teachers, analysis of the results of the empirical research. The main results of the research: a model of the monitoring system of-learning outcomes in adult education includes preparatory, practical and analytical stages and it is built taking into account the purpose, content, methods of pedagogical communication, means, timing and duration of control. It also includes traditional and alternative ways of monitoring learning outcomes with guidelines for their use in adult education.*
Keywords: *adult education, learning outcomes, monitoring, modeling, adult learners.*

Introduction

Testing and assessment the quality of learners' training is an integral part of the educational process in adult education. Modern requirements for the quality of training of specialists necessitate a review of existing methods for assessing learning outcomes, updating the training technologies used in teaching practice, as well as designing and introducing new ones. Monitoring of learning outcomes as a component of learning activity permeates all stages of the educational process. There are two main approaches to the problem of monitoring learning outcomes. The first, traditional, interprets the learning outcomes as an increase in knowledge and skills of learners. The second approach is based on the recognition of the need to take into account the dynamics of personal development. Unfortunately, the traditional approach to monitoring learning outcomes tends to dominate in the education system.

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In recent years, the need has arisen for a change in conceptual approaches to the phenomena of “monitoring” and “assessment” of learning outcomes in adult education. The ultimate goal of monitoring should be to strengthen and achieve a high level of responsibility of adult learners for the process and result of their education. The purpose of the research is to create a model of the monitoring system of learning outcomes in adult education and to describe a methodology for implementing alternative methods of monitoring. Research methods: a theoretical analysis of the concept of “monitoring”, generalization and systematization of approaches to monitoring, analysis of the characteristics of adult education, modeling of the monitoring system of learning outcomes in adult education, ranging monitoring types by teachers, analysis of the results of an empirical research. The main results of the research: a model of the monitoring system of learning outcomes in adult education includes preparatory, practical and analytical stages and it is built taking into account the purpose, content, and methods of pedagogical communication, means, timing and duration of control. It also includes traditional and alternative ways of monitoring learning outcomes with guidelines for their use in adult education.

Literature review

The problem of monitoring and assessment the learning outcomes of learners is widely represented in the psychological and pedagogical literature. Its various aspects are investigated: the essence, the role of monitoring and assessment, the structure of the teacher's assessment activity, the advantages and disadvantages of the point system, etc. (Khutorskoy, 2007; Kraevsky & Khutorskoy, 2007). However, today many unresolved issues remain, in particular, monitoring of the learning outcomes of adult learners. Against the background of a large number of studies of teachers' assessment and evaluative activities, the question of rethinking the system of monitoring and assessment of learning outcomes in adult education attracts much less attention of researchers.

Learning in adult education is to ensure adult learners to master the activity structure they are engaged in, which starts from awareness of its motives and purpose until the results are obtained, and which comprises the adult learners’ capability to assess and adjust the undertaken course of action based upon the reflection.

An adult learner is a subject with self-consciousness and independence inherent in him insofar as he assimilates a certain amount of culture, methods of professional activity, forms of cultural interaction with people and he is aware of his human nature. In the process of training in adult education, it is necessary to help learners realize the prospects for professional and personal growth; to create a situation of interpersonal interaction in the course of training; provide each listener with the opportunity to express and assert themselves through the presentation of their positive experiences; to provide real progress in the development of educational content; to orient the educational process toward obtaining a specific product (project, program of action, technology, etc.) that can be "transferred" to the situation of professional activity.

In adult education, it is important to rely on the natural process of self-development of abilities and the creative potential of a person (Yakimanskaya, 2000; Serikov, 1994), and also create appropriate conditions for providing:

- pedagogical research of learners to identify knowledge, skills;
- displaying individual professional characteristics;
- development of exemplary professional self-education program by each student (assisted by a teacher);
- organization of the learning process orienting learners on the awareness and adoption of the vocational training goals, mastery of the system of knowledge and skills assigned by the job description;
- a system of independent work of a search and research nature;
- systematic process of monitoring students' competence level;
- the inclusion of learners in various types of practices with the aim of compulsory testing, improvement and tracking the growth of professionalism in the conditions of training in adult education.

Improving the quality of professional training of a future specialist is associated with the creation of conditions for his self-realization. Self-realization is understood as the person's ability to act successfully in a given situation. Education acquired in the course of independent work, as well as in the process of training in adult education, contributes to the formation of a holistic system of knowledge, abilities, skills of a person in a certain field, their purposefulness, activity, justification of motivation, independence, adequacy in decision-making, solution responsibility critical evaluating of one's actions (Nevdakh, 2015).

Verification and assessment of the quality of education is an integral part of the adult educational process, the purpose of which is to ensure the training of specialists as the state educational standard required.

Monitoring as a system of evidence-based verification of learning outcomes means the identification, measurement and evaluation of knowledge, skills and abilities of learners (Kraevsky & Khutorskoy, 2007). At the same time, there is a reason to believe that there is a specificity in assessing educational results with competency-based and personality-oriented approaches to learning. So, the specificity of assessing the results of training focused on the formation of competencies will be manifested in the characteristics of the criteria, which should reflect not only knowledge and methods of action, but also the process of activity, as well as, possibly, the activity meanings. The issue is about indicators of ownership of self-organization methods in the educational environment, a culture of thinking.

Assessing personal learning outcomes, it is necessary to create for the listener such situation in which he could show and realize his subjective position (Elkina, 2016).

Assessment of learning outcomes in adult education is a systematic process of correlating the results and the progress of their learning activities with predetermined standards of the educational program. Typically, this is a list of competencies that should be acquired by adult learners.

International trends in education indicate a transition from the traditional approach to the approach presupposing learners' capability to apply knowledge after completion a module or the entire educational program into daily practice. It is called a result-oriented approach.

The origins of a result-oriented approach can be traced back to the United States from the second half of the 20th century. One of the representatives of this type of training is R. Mager, who proposed the idea of developing specific formulations of the observed results and called them educational goals (Mager, 1975). Based on this idea, he tried to determine the type of training, and how this training will be assessed. Later, learning goals transformed into specific learning outcomes.

A result-oriented approach to teaching is gaining international popularity. It is increasingly used in credit systems and is actively used by national quality assurance and qualification bodies, such as the Higher Education Quality Assurance Agency in the United Kingdom (Gosling & Moon, 2001).

As part of the Bologna process, since 2010 all modules and educational programs in almost all participating countries have been formulated using a results-based approach. However, in some countries of the European Higher Education Area, a competency-based approach is still used in determining results of education.

An analysis of sources on the subject of learning outcomes indicates a commonality of definitions. Learning outcomes, as a rule, are specific formulations of what learners should know and be able to do based on the results of the training (Morss & Murray, 2005; Jenkins & Unwin, 2001; European Qualifications Framework; Adam, 2004).

The learning outcomes are focused on what the listener has achieved, and not on the content of what he was taught, and what the listener can demonstrate at the end of the training. This is reflected in the ECTS Guide (2015). Learning outcomes should be stated in a simple and clear language and should include the possibility of a reliable assessment.

The embodiment of the main goals of monitoring is expressed in psychological, pedagogical and functional results. Scientists state that new components in the structure of knowledge and training skills, behavior, personality attitude, the system of relationship are referred to psychological and pedagogical results. As for the methods of pedagogical impact, they are referred to functional results.

V. Kalney (2000) and other researchers distinguish the following types of monitoring in the field of education:

- in terms of the scope of educational goals - strategic, tactical, operational;
- at the stages of training - qualifying, intermediate, final;
- time dependence - retrospective, prospective, current;
- by the frequency of the procedures - one-time, periodic, systematic;
- according to the coverage of the object of observation - local, selective, continuous;
- by organizational forms - individual, group, frontal;
- in the forms of subject-object relations - external (social), mutual control, introspection;
- according to the tools used - standardized, non-standardized, matrix (Shishov & Kalney, 2000).

The main principles of monitoring are:

- representativeness of information (the need to obtain data not only reliable, but also reflecting a really existing range of opinions and assessments of the process of preparing learners in adult education);
- taxonomy of data (the need to use data to compare information received from different subjects of monitoring and use objective criteria for its comparative analysis, systematization and generalization, to identify a hierarchy of factors that determine the effectiveness of the implementation of the adult learning process);
- predictability (the need to obtain data to predict the direction of preparation of adult learners, to identify and analyze social and educational consequences, effects and risks of implementation);
- targeting (the need for targeted monitoring procedures, for the participation of a sufficient number of representatives of those professional groups and interest groups whose position determines the innovative nature of the implementation of the training process for adult learners) (Nevdakh, 2015).

It is well known that monitoring and assessment are the most important tools for motivating learners to learn. Meanwhile, the problem of the objectivity of these processes is one of the most controversial in the theory and practice of education. Despite the achievements, the issue of adequate reflection of the level of knowledge and skills of adult learners by marks (points) given by teachers, remains open. The difficulties associated with its solution are determined by the fact that, on the one hand, conceptual provisions determining the nature, structure and mechanisms of monitoring and evaluation are still not well developed; on the other hand, the subjectivity of this process is obvious: there are many teachers, as well as there are many systems and rules presupposing the choice of appropriate grade.

In our opinion, an important point in ensuring the objectivity of assessing learning outcomes in adult education is their involvement in this process. During learning activities including training others the problem of monitoring and evaluating students' educational results is highlighted particularly. The knowledge and skills obtained in the process of training on the organization and content of monitoring and evaluation of educational results allow learners to rethink the features of their professional activities in the direction of a new, deeper understanding of these components of the educational process (Shingirey & Shilova, 2012). The ultimate goal of assessment in these conditions will be to strengthen and, in the future, to achieve a high level of responsibility of the listener for the process and the result of his education and self-education.

This requires a change in generally accepted approaches to the problem of monitoring and evaluating learning outcomes in adult education. These changes are as follows:

- ensuring the process of subject-subject cooperation;
- shifting from process to result;
- assessment of the breadth and depth of applied (professional and life) knowledge and skills;
- changing the role of the teacher: organizer, counselor, mentor;
- encouraging self-control, self-esteem and mutual evaluation of learners;
- focusing on what the learner knows and can do;
- assessment of the individual achievements of each listener regardless of the achievements of others;
- encouraging individual and group evaluations;
- identification of difficulties and their overcoming in collaboration with the teacher or colleagues;
- creating a comfortable educational environment.

The sense of pedagogical expediency and tact focusing on the learner's development which are expressed in support, a positive assessment, the right level of claims, self-confidence, encouraging higher adult achievement underlie the individual monitoring and evaluation concept of a successful teacher.

Thus, the quality monitoring system in adult education provides the solution of the following tasks:

- ensuring holistic and complete assimilation by learners of the content of educational programs;
- widespread use of modern monitoring and evaluation technologies;
- organization of independent work of learners, taking into account their individual characteristics.

The solution of these problems necessitated the modeling of a system for monitoring adult learners' outcomes.

Currently, it is impossible to indicate the area of human activity where modeling would not be applied. Being one of the methods of scientific research, modeling is widely used in pedagogy. Modeling is the study of objects of cognition on their models; construction (analysis, study) of models of objects, systems, structures, processes, etc. (Rapatsevich, 2005, p. 323). According to the definition of G. Sukhodolsky, modeling is the process of creating a hierarchy of models in which some real-life system is modeled in various aspects and by various means (Sukhodolsky, 1976).

Modeling is usually associated with the need to study pedagogical processes, their improvement and modernization; testing new approaches to education, innovations that ensure the development of the education system and its institutions, etc.

Methodology

The modeling of the monitoring system of learning outcomes in adult education in our study was based on the principles of modeling in general and pedagogical modeling in particular. The study involved 27 teachers of the Belarusian State Pedagogical University named after Maxim Tank, who conducted classes with adult learners in the realization of educational programs for continuing education and retraining. They were asked to rank the types of control that were used in adult education. The obtained results served as the basis for the adjustment of the developed model with the goal of maximally approximating it to the real conditions of the educational process in adult education.

Research results

The system for monitoring adult learners' outcomes was created with the aim of obtaining objective information about the level and quality of learners mastering educational programs for advanced training and retraining.

The functions that determine the content of monitoring are:

- diagnostic (allows to obtain objective information about the quality of training of adult learners, the quality of teaching, the quality of educational programs of adult education and teaching materials, etc.);
- adaptation-forming (provides the administration and teachers with the information necessary for making managerial decisions, creating conditions for the formation of professional qualities of learners);
- corrective (allows to see the need to adjust problem aspects in the realization of the educational process of training teachers in the system of adult education);
- prognostic (allows to use the information received to make adjustments to the educational process, as well as management decisions).

Assessment of the achievement of planned results is carried out in three groups of educational outcomes: personal, meta-subject and subject:

- objective results (knowledge and skills, experience of creative activity acquired in the process of studying academic disciplines, etc.);
- meta-subject results (methods of activity, developed on the basis of one or several disciplines, applicable both in the framework of the educational process, and when solving problems in real life situations);
- personal results (system of value relationships, motivation, etc.)

Monitoring the learning outcomes of adult learners has several stages: preparatory, practical and analytical.

The preparatory phase is determined by the setting of goals and objectives, the object and subject of research; includes the study of work experience, conducting control measurements, the development of an assessment procedure, the selection of tools.

The practical stage is a diagnostic activity aimed at obtaining information about the studied object or process, identifying potential opportunities for participants' development in the educational process; forecasting the organization of pedagogical interaction; self-study, self-development.

The analytical stage includes processing and systematization, quantitative and qualitative analysis of the information received, generalization and establishment of reasons, factors affecting the nature of the pedagogical process, formulation of conclusions and development of recommendations.

The realization of educational programs for advanced training and retraining is regulated by normative documents. According to these documents, the main forms of monitoring are exam, test, defense of term paper, essay, interview, etc., The competencies are defined in curricula and educational standards. And the level of formation of these competencies is the result of training.

In the course of the study, we invited teachers who work with adult learners to rank the types of control. 81% of respondents completely abandoned the traditional methods of examinations and tests. 74% - use the potential of such technologies as collaborative teaching, peer learning, simulation games, etc., as the basis of control. 37% of teachers believe that in some cases, you should not give up a serious survey of adult learners in the ticket exam. However, these tickets must include practice-oriented tasks.

As an alternative way of control, teachers indicated the effectiveness of the interactive technologies: «Minute of Speaking», «Test-learning», «Tournament-quiz», «Only facts», «Boomerang», «Assignment from an envelope», «Recipes of success», etc. In the process of monitoring and evaluating the results of educational achievements, the teacher and learners act as subjects of the educational process. Learners themselves manage their educational activities, as well as independently evaluate the results of their work. The teacher's task is to ensure the personal and professional development of learners which is expressed in self-esteem, level of claims, self-confidence, focus on changes in their professional activities.

Conclusions

Thus, the monitoring system of learning outcomes in adult education includes preparatory, practical and analytical stages and is built taking into account the purpose, content, methods of pedagogical communication, means, timing and duration of monitoring. It includes traditional and alternative ways of monitoring learning outcomes. The implementation of monitoring and evaluation activities should be aimed at ensuring the possibility of professional development of the personality, realizing its creative potential and shaping the mechanisms of self-development, self-education, spiritual and moral qualities in the process of preparation in adult education.

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APRŪPĒTĀ DARBA UZTEIKUMA MODELIS DARBINIEKU KARJERAS ATTĪSTĪBAS VEICINĀŠANAI

Outplacement Model for Employees Career Development Promotion

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Abstract. *This article addresses the problem of providing career guidance to professionals who are expected to be made redundant. The aim of this thesis is to develop and to do expert-evaluation of the Outplacement Model for Employees Career Promotion (hereinafter referred to as "Model"). The study was developed in the Latvia University of Agriculture, the Institute of Education and Home Economics within the Master study programme Career Counsellor. An expert evaluation of the Model was carried out with the participation of 5 experts in the field of career counselling and personnel management. In general, expert assessments of the overall Model rating (7-9 points) are close to the maximum possible rating (10 points). The provision of Outplacement services in Latvia has a wide range of benefits to the employee, employer and society as a whole. The developed Model will help employees to become more aware of their abilities and return to the labour market soon, after leaving their previous job. The Model can be used by career guidance providers for organizations and employers, career counsellors, and companies providing outplacement services.*
Keywords: *adults, career counselling, career development, employee, outplacement service.*

Ievads
Introduction

Ekonomika mainās ļoti strauji, gadu gaitā notiek gan pacēlumi, gan kritumi. Daudzi uzņēmumi attīstās un pārveidojas, vecie slēdzas un rodas jauni. Arvien vairāk notiek izmaiņas, kuru rezultātā notiek uzņēmumu restrukturizēšana, un dabiskas attīstības rezultātā rodas nepieciešamība atlaist daudz darbinieku, kuru kvalifikācija vairs neatbilst jaunajām prasībām, līdz ar to rodas nepieciešamība pēc karjeras konsultantiem, kas palīdzētu atlaistajiem darbiniekiem atrast jaunas darba vietas, atbilstoši viņu spējām un interesēm.

Darbinieku atbrīvošana no darba vai darbinieku skaita samazināšana vienmēr ir smags solis, nereti darba devējs par to ir izšķīries, pieņemot grūtus lēmumus vai izvēles. Emocionāli grūtajā brīdī uzņēmējam ir vieglāk, ja ir kāds

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atbalsts no malas, palīdzība pārvarēt šo grūto brīdi darbiniekam, kurš paliek bez darba. Tāpēc uzņēmēji labprāt izmanto ārpakalpojumus, Latvijā raksturīgi ir izvēlēties tos IT, juridiskajā un personāla vadības jomās. Šāda veida palīdzību dēvē par "Aprūpēto darba uzteikumu" (ADU), ar ko saprot profesionālu karjeras konsultanta palīdzību atbrīvojamajiem darbiniekiem karjeras pārveidei un jauna darba atrašanai, tādā veidā darba devējs darbiniekam pateicas par viņa līdzšinējo lojalitāti uzņēmumam (Babelova et al., 2019; Gavare, 2009; Outplacement, 2015).

Par aprūpēto darba uzteikumu ir rakstījuši un veikuši pētījumus daudzi autori (Alksnis, 2012; Enkuzena, 2010; Giang, 2019; Kupče, 2010; Lūse, 2009; Peiseniece, 2010; Phillips & Connell, 2004; Treifelde, 2017). Iedvesmojoties no viņu pētījumiem, autores ir apkopojušas viņu zinātniskās atziņas, kuras aprobējot ir iekļāvušas jaunizveidotajā ADU modelī (1.attēls).

Lai palīdzētu darbiniekiem ātrāk atgriezties darba tirgū pēc atbrīvošanas no darba, darba devējs var izmantot aprūpēto darba uzteikumu. ADU var tikt veikts kā organizācijas iekšējais pakalpojums vai ārpakalpojums.

Pētījuma mērķis ir izstrādāt aprūpētā darba uzteikuma modeli, kas veicina darbinieku karjeras attīstību atlaišanas no darba gadījumos, un veikt tā ekspertnovērtējumu, veikt ADU modeļa izmantošanas ieguvumu izvērtējumu gan darba devējam, gan darba ņēmējiem.

Literatūras apskats
Literature review

Turpmāk aplūkosim teorētisko bāzi darbinieku karjeras attīstībai, kas izmantota ADU modeļa izstrādei, fokusējoties uz personības attīstību, karjeras brieduma sasniegšanu, problēmu risināšanas un lēmumu pieņemšanas prasmēm, iekļaušanos profesionālās kopienās.

D. Supera (Super, 2012) teorijas pamatā ir indivīda tieksme izzināt savas spējas, kas nepieciešams sev piemērotas profesijas meklējumos un noteikta darba veikšanai. D. Supers uzskata, ka meklējumu gaitā cilvēks attīsta un noskaidro savu profesionālo Es–koncepciju, kas atklājas viņa paštēlā (Miķelsone et al., 2008). L.M. Greco un M.L. Kraimer pētījumā pamato psihosociālā mentoringa pozitīvo ietekmi uz profesionālo identifikāciju (Greco & Kraimer, 2020). Personības profesionālā virzība paredz iekļaušanos profesionālo kopienu starppersonu attiecību sistēmā, un tam svarīgi ir profesionālās pašnoteikšanās psiholoģiskie aspekti, lai tie nebūtu par traucēkli (Kaz'mina, 2006; Klimov, 1996). Autoru iepriekšējos pētījumos ir izstrādāta un teorētiski pamatota strukturālā shēma bezdarbnieku motivēšanai, kura ietver profesionālās attīstības teoriju izmantošanu, kā arī veikts pētījums par iekšējiem un ārējiem faktoriem, kas palīdz vai traucē darba meklēšanas procesā, ko var veiksmīgi izmantot aprūpētā darba uzteikuma gadījumā (Stalidzane & Dislere, 2016).

Dž. Krumbolcs (Krumboltz, 2009) savos pētījumos pamatoja un izveidoja karjeras izvēles sociālās mācīšanās teoriju. Viņš atzīmēja, ka karjeras lēmumu pieņemšanu veicina četras galvenās ietekmes: ģenētiskie faktori, vides apstākļi, mācību pieredze un uzdevumu risināšana prasme (Libkovska, 2011, 47). K. Levins (Krumboltz, Levin, 2004) zinātniski pamatoja cerību, vai gaidu jēdzienu, un pamatojoties uz to, iesāka analizēt profesijas izvēli. V. Vrūms (Vroom expectancy..., 2019) pirmais izveidoja profesijas izvēles lēmumu pieņemšanas matemātisku modeli. Tā pamatā ir atzinums, ka cilvēks izvēlas to profesiju, kurai ir vislielākais iespaids, pamudinājums uz labu izvēli, un kas radīs vislielāko gandarījumu (Libkovska, 2011).

Savukārt J.P. Sampson pievērsa uzmanību tam, kā indivīdi domā par savu karjeru un kā viņu domāšana ietekmē lēmuma pieņemšanas procesu (Sampson et al., 2004). Darbu rezultātā pētniekiem izdevās izstrādāt kognitīvās informācijas apstrādāšanas (Cognitive Information Processing Approach) pieeju, kas palīdz indivīdam pieņemt lēmumu par nodarbinātību. Mērķis, kuru indivīds sasniedz, izmantojot šo pieeju, ir konkrētai situācijai atbilstoša karjeras izvēle, tai pašā laikā, uzlabojot problēmu risināšanas un lēmumu pieņemšanas prasmes, kas būs nepieciešamas nākotnē (izdarot nākamo izvēli) (Jaunzeme, 2011, 32). R. Hellers izstrādāja galvenās stratēģijas, kas vajadzīgas, lai sadzīvotu ar cilvēkiem un pārvaldītu tos darba vietā - kā attīstīt cilvēku pamatprasmes, piemēram, izprast cilvēku izturēšanos, veidot cilvēku uzticēšanos un iegūt viņu uzticību; attīstīt cilvēkus, kurus pārvaldāt darbavietā, nodrošinot apmācību, uzlabojot viņu prasmes, audzinot talantu, motivējot progresu un mācot ar piemēru; rast risinājumus sarežģītām "cilvēku problēmām", piemēram, kā veidot pozitīvu darba vidi, atvērt "slēgtu prātu", risināt konfliktus un tikt galā ar "sarežģītajiem tipiem"; novērtēt darbinieku darbu (Heller, 1999; Mani, 2020; Reņģe, 2007; Strategic Human Resource..., 2017).

Iepriekšminēto zinātnieku veiktie pētījumi un autoru personīgā darba pieredze (Rokjāne, 2018; Racene & Dislere, 2019; Stalidzane & Dislere, 2016) radīja teorētisko pamatojumu aprūpētā darba uzteikuma modeļa izstrādei un pamatoja karjeras izglītības nepieciešamību karjeras atbalsta ietvaros un nozīmi karjeras brieduma un lēmumu pieņemšanas veicināšanā.

Ieguvumi no aprūpētā darba uzteikuma izmantošanas
Benefits of Using Outplacement Model

Ieguvēji no ADU ir darbinieks, kuru uzņēmums atbrīvo, kā arī pats darba devējs. Fontes Group (Fontes Group, 2017) kā būtiskākos ieguvumus darbiniekam norāda: psiholoģisko atbalstu, lai tiktu galā ar negatīvajām emocijām; konsultēšanās ar mērķi palīdzēt atrast sev piemērotu lomu darba tirgū; palīdzība alternatīva darba meklējumos; zināšanu un praktisku iemaņu nodrošināšana darba meklēšanā; vadlīnijas, lai adaptētos jaunajos apstākļos.

Kā papildus ieguvumi, kas iepriekš minētajā uzskaitījumā netiek pieminēti, ir iespējas atrast jaunu darbu daudz īsākā laikā un iegūti risinājumi, kas noderēs ilgtermiņā karjeras veidošanai.

Nākotnē mainoties apstākļiem un uzlabojoties ekonomiskajai situācijai, ADU izmantošana ļauj nenogriezt atpakaļceļu uz darba attiecību atjaunošanu (Lūse, 2009; Rutkovska, 2019).

Lai tiesiski un juridiski korekti atlaistu darbinieku un izvairītos no konfliktiem, darba devējam ir ļoti svarīgi ievērot Darba likumā (Zvērinātu advokātu..., 2010; Labklājības ministrija, 2018) noteikto procedūru, pretējā gadījumā darbinieks var vērsties ar prasību tiesā. Tāpēc ieguvumi darba devējam, izvēloties ADU, ir saistīti gan ar psiholoģisko klimatu organizācijā, gan ar darba devēja tēlu un ilgtspēju. Ieguvējs no ADU izmantošanas ir arī sabiedrība kopumā, jo saņemot ADU indivīds gatavs uzreiz meklēt jaunu darbu, neizmantojot Valsts sociālās apdrošināšanas aģentūras pabalstus bezdarba gadījumam.

ADU pakalpojumu sniegšanai Latvijā ir plašas iespējas attīstīties.

Metodoloģija
Methodology

Pētījums izstrādāts Latvijas Lauksaimniecības universitātē Izglītības un mājsaimniecības institūtā maģistru studiju programmas “Karjeras konsultants” ietvaros. Modelis izstrādāts balstoties uz zinātniskās literatūras studijām un autoru darba pieredzi.

Pētījuma jautājums – vai un kā autoru izstrādātais aprūpētā darba uzteikuma modelis atbilst izvirzītajam mērķim.

Pētījuma struktūra: teorijas analīze, ADU iespējamo risinājumu apkopošana, modeļa izstrāde, modeļa ekspertnovērtēšana, secinājumu izstrāde.

Modeļa novērtēšanai bija piesaistīti 5 neatkarīgi eksperti, kuriem ir pieredze karjeras konsultēšanā vai karjeras izglītībā, vai personāla vadības jomā. Detalizētāks apraksts ir pie ekspertvērtējuma.

Ekspertnovērtējums veikts 2018. gadā. Ekspertiem uzdotie jautājumi redzami 1 tabulā. Anketas tika aizpildītas ekspertiem savstarpēji nesazinoties.

Statistiskajos aprēķinos tika izmantots Frīdmana tests un datorprogramma SPSS.

Rezultāti un diskusija
Results and Discussion

Aprūpētā darba uzteikuma modelis darbinieku karjeras veicināšanai

Z. Treifelde (2017) norāda uz sešiem būtiskiem priekšvēstnešiem, kas var liecināt par iespējamu tuvojošos atbrīvošanu no darba: izmaiņas uzņēmumā; negatīvas atsauksmes; attiecību pasliktināšanās ar priekšnieku; izstumšana no kolektīva; darbs – neiespējami padarāms vai tīrākā atpūta; neviens vairs neuzslavē.

Savukārt darba devējam brīdinošus četrus signālus, kad vajadzētu domāt par darbinieka atbrīvošanu, apkopojis V. Gijang (Giang, 2019): darbinieks darbu neveic atbilstoši sagaidāmajam; nespēj pieņemt pārmaiņas; pietrūkst entuziasma un vēlmes strādāt; neiederas uzņēmuma kultūrā.

Tieši kultūras atšķirības, nespēja pieņemt citu kultūras vērtības un kolektīva kultūru kļūst arvien biežāka problēma šajā globalizācijas un mobilitātes laikā.

Brīdī, kad atlaišana ir notikusi un darbiniekam jāpieņem šis fakts, jāņem vērā arī sekojoša negatīvā ietekme, kas radusies saistībā ar atbrīvošanu, darbinieka motivējošo labumu un stāža zaudēšana; stress, kas saistīts ar pārmaiņām; finanšu grūtības; sociālo kontaktu zaudēšana; izniekotas pūles un nepabeigti projekti; kā arī karjeras problēmas (Phillips & Connell, 2004).

Noteikti jāpiemin, ka visas iepriekš minētās grūtības nav uzskatāmas par absolūtām un tādām, kas piemeklē jebkuru darbinieku atlaišanas gadījumā. Situācijas ir dažādas, un indivīdi atšķirīgi uztver apkārt notiekošo.

Izstrādāt Aprūpētā darba uzteikuma modeli (1. att.) karjeras attīstības veicināšanai uzņēmuma speciālistiem, kuriem gaidāms darba uzteikums, daudz tika domāts par tā saturu un funkcionēšanas struktūru. Modelis sastāv no vairākām sadaļām jeb grupām: mērķis, modeļa ietvars (izmantotās karjeras attīstības teorijas, normatīvie akti, esošo modeļu pieredzes izvērtējums), ADU būtība (risinājumu veidi), metodika, ADU nodrošināšanas soļu apraksts, ieguvumi.

ADU paredz divus iespējamus ADU nodrošināšanas veidus, viens, kur darba devējs (ADU pasūtītājs) nosaka kādu risinājumu vēlas saņemt, un otrs, kad ADU sniedzējs piedāvā labāko risinājumu. Tāpat katrā konkrētā gadījumā jāizvēlas grupveida vai individuālas konsultācijas, kas nodrošina rezultātu.

Konsultēšanas metodikā tiek izmantotas daudzveidīgas metodes: anketēšana un pārrunas situācijas izpētei (autobiogrāfija, pašraksturojums, darbības rezultātu analīze), uzdevumi klientu potenciālo spēju apzināšanai (testi, sarunas, lomu spēles) informēšana par darba likumdošanu un potenciālajām profesijām (profesiju apraksti, konferences, semināri, prezentācijas, filmas), darba meklēšanas prasmju attīstīšanas uzdevumi (situāciju simulēšana, pieredzes braucieni, ēnu dienas, informācijas tehnoloģiju izmantošana darba meklēšanā, datu bāzes, portāli), darba interviju simulācija, karjeras plānošanas un izaugsmes metodes (rīcības plāns, personīgie projekti, kompetences pārskats), alternatīvo vakanču atrašana un izvēle (mini-prakse uzņēmumos, praktisko gadījumu izpēte), kā arī tiek piedāvāts karjeras atbalsts turpmāk, kas ir īpaši svarīgs.

Iepriekš minētās metodes konsultēšanas gaitā izmanto dažādos posmos, piem., metodes informācijas vākšanai par klientu, komunikācijas metodes un informēšanas metodes ir noderīgas konsultēšanas sākumposmā, savukārt konsultēšanas gaitā vairāk noderīgas ir karjeras plānošanas un izaugsmes metodes, kā arī personiskā mārketinga un informācijas pārvaldīšanas metodes.

ADU programmas realizācijas soļi attēloti 1. attēlā, sākot ar klienta pieteikuma saņemšanu, esošās situācijas izpēti, ADU programmas sagatavošanu, līguma noslēgšanu, un beidzot ar programmas īstenošanu un klienta jaunās darba vietas atrašanu. Darbībai katrā solī ir noteikta loma mērķa sasniegšanā.

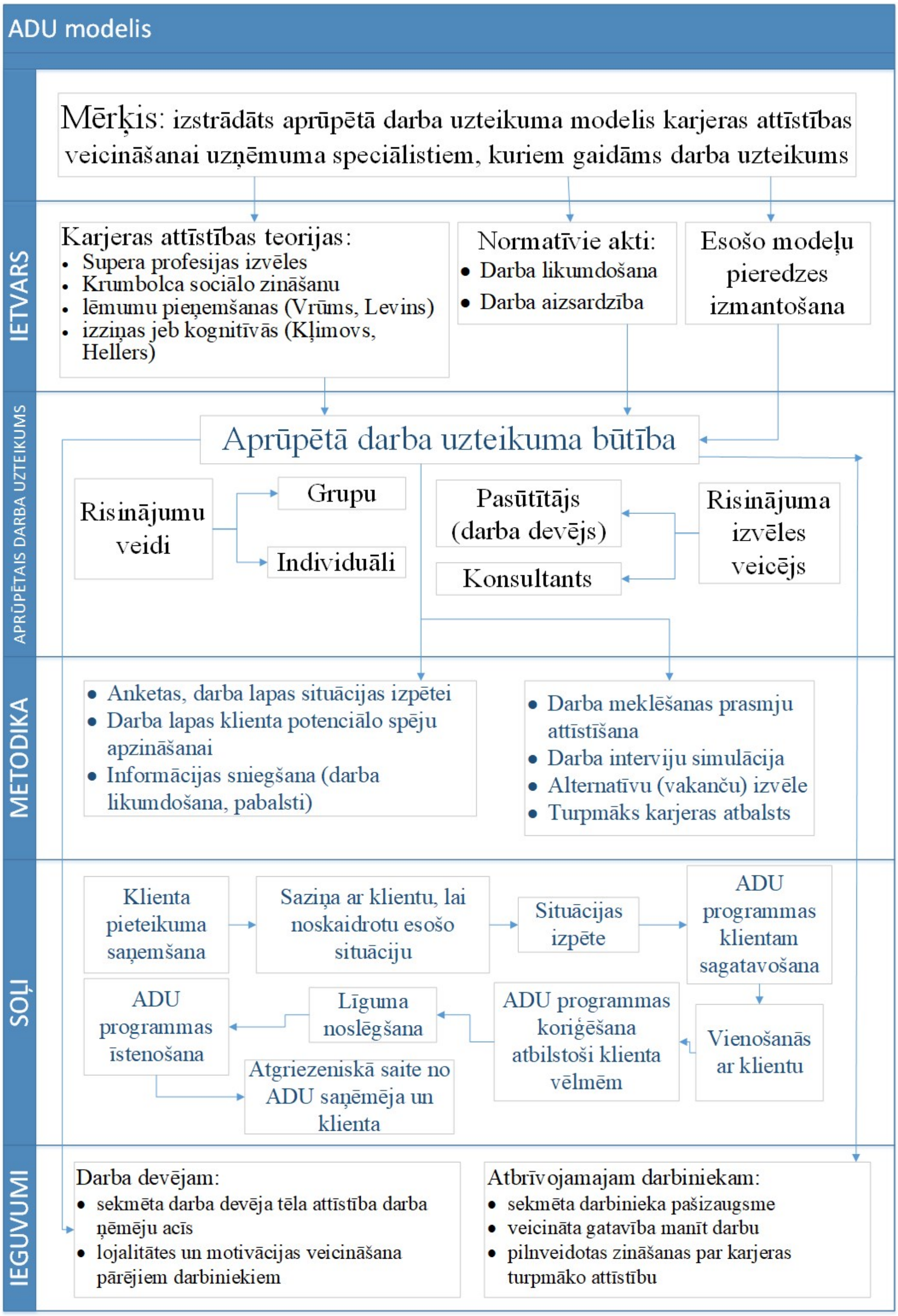
Ieguvēji no ADU izmantošanas ir gan darba devēji (darba devēja tēla sekmēšana darba ņēmēju acīs, lojalitātes un motivācijas veicināšana pārējiem darbiniekiem), gan atbrīvojamie darbinieki (pašizaugsmes sekmēšana, gatavības mainīt darbu sekmēšana, zināšanu pilnveidošana par turpmāko karjeras attīstību).

Ekspertvērtējums
Expert evaluation

Lai pārbaudītu autoru izstrādātā modeļa atbilstību izvirzītajam mērķim, tika veikts izstrādātā modeļa ekspertvērtējums. Kandidātu izvēle ekspertvērtējumam tika balstīta uz sekojošajiem principiem: eksperts ir persona, kurai ir specifiskas zināšanas personāla vadības jomā vai karjeras izvēles jomā; ekspertam ir vairāk nekā 10 gadu darba pieredze darbinieku karjeras vadības jautājumos vai arī izglītības darbā karjeras vadības jomā; ekspertam ir pieredze dažādu projektu vadībā personāla vadības vai karjeras izglītības jomā. Tika uzrunāti 8 potenciālie eksperti modeļa ekspertvērtējuma veikšanai; savu piekrišanu piedalīties apliecināja 5 no uzrunātajiem ekspertiem, kurus apzīmē ar A, B, C, D, E.

Visiem ekspertiem tika nosūtīta izstrādātā ADU modeļa izvērtēšanas anketa ar mērķi noskaidrot ADU modeļa lietderību un efektivitāti mērķa sasniegšanai. Eksperti vērtējumu sniedza individuāli, bez savstarpējas viedokļu apmaiņas vai diskusijām.

Ekspertiem 10 jautājumi/apgalvojumi bija jāvērtē, izmantojot Likerta skalu. Lai varētu salīdzināt un analizēt ekspertu vērtējumu, tika izveidota vērtējuma skala ar sekojošiem apzīmējumiem: 4 – pilnībā piekrītu; 3 – drīzāk piekrītu; 2 – drīzāk nepiekrītu; 1 – pilnībā nepiekrītu. Ar tās palīdzību iespējams uzzināt to, cik lielā mērā respondents piekrīt vai nepiekrīt kādam jautājumam vai viedoklim.



1.attēls. ***Aprūpētā darba uzteikuma modelis (ADU)*** *(autoru konstrukcija)*
Figure 1 ***Outplacement Model*** *(authors' construction)*

Iegūtie dati ekspertu aptaujā tika apstrādāti aprakstoši, kā arī izmantojot SPSS lietojumprogrammu, lai veiktu Frīdmana testu (Friedman Test..., 2019).

Pēc aprakstošās statistikas analīzes un izvērtēšanas, tika veikta datu sekundārā apstrāde, lai varētu iegūt secinošo statistiku, jo bija svarīgi noskaidrot, vai pastāv būtiskas atšķirības ekspertu vērtējumos (1. tab.).

1.tabula. ***Ekspertu vērtējumu matemātiskā apstrāde***
Table 1 ***Mathematical processing of expert assessments***

Jautājumi/Apgalvojumi	**A**	**B**	**C**	**D**	**E**	**Min**	**Max**	**A**	**Me**	**Mo**	**∑**
1. Izstrādātais ADU modelis ir viegli saprotams	3	3	4	4	4	3	4	1	4	4	18
2. Modelis pilnībā raksturo ADU būtību	3	4	3	4	3	3	4	1	3	3	17
3. Modelī piedāvātais ietvars ir pilnīgs	3	3	3	3	3	3	3	0	3	3	15
4. ADU modeļa risinājumu veidi un izvēle paredz dažādus risinājumus	4	4	3	4	3	3	4	1	4	4	18
5. Piedāvātās metodikas ir atbilstošas ADU nodrošināšanai	3	4	3	3	3	3	4	1	3	3	16
6. ADU īstenošanas soļi ir pilnīgi, lai nodrošinātu kvalitatīvu ADU	2	4	3	4	3	2	4	2	3	4	16
7. ADU sniedz ieguvumus darba devējam	2	3	3	4	4	2	4	2	3	3	16
8. ADU sniedz ieguvumus atbrīvojamajam darbiniekam	3	4	3	4	4	3	4	1	4	4	18
9. Vai ar šī modeļa palīdzību iespējams sasniegt plānoto mērķi?	2	3	3	4	3	2	4	2	3	3	15
10. Vai Jūs ieteiktu darba devējiem izmantot ADU?	3	3	4	4	4	3	3	0	4	4	18
11. Kopējais modeļa vērtējums (1-10)	7	9	8	9	8	7	9	2	8	9	41

	A	B	C	D	E	
Min	2	3	3	3	3	Min– mainīgā vismazākā vērtība
Max	4	4	4	4	4	Max– mainīgā vislielākā vērtība
A	2	1	1	1	1	A – amplitūda
Me	3	3,5	3	4	3	Me - mediāna
Mo	3	3	3	4	3	Mo - moda
∑	35	44	40	47	42	∑ - summa

Pēc ekspertu vērtējumu apkopojuma, tika veikts primāro statistisko datu aprēķins: aprēķināti centrālās tendences rādītāji (mediāna, moda un amplitūda (A)).

Kopējās ekspertu sniegto vērtējumu summas norāda, ka tikai viena eksperta A sniegto vērtējumu summa (35 balles) atšķiras no pārējo ekspertu sniegtajiem vērtējumiem (40-47 balles), kuros nav tik būtiskas atšķirības, taču vērtējumi par kopējo modeļa novērtējumu (7-9 balles) kopumā ir tuvu maksimālajam iespējamajam vērtējumam (10 balles).

Konstatēts, ka eksperts A salīdzinoši kritiskāk vērtē izstrādāto modeli, drīzāk nepiekrīt, ka ar ADU sniedz ieguvumus darba devējam un iespēju sasniegt vēlamo mērķi ar modeļa palīdzību. Taču pārējie 4 eksperti ir modeli novērtējuši atzinīgi.

Lai noteiktu vai starp ekspertu vērtējumiem atšķirības ir statistiski nozīmīgas, tika izvirzītas divas statistiskās hipotēzes:

H0: starp ekspertu vērtējumiem nav statistiski nozīmīgu atšķirību;

H1: starp ekspertu vērtējumiem ir statistiski nozīmīgas atšķirības.

Datu apstrādei tika izmantots Frīdmena tests (2. tab.).

2.tabula. ***Frīdmana testa rezultāti***
Table 2 ***Results of Friedmann test***

Nr. p.k.	Datu apstrāde	Iegūtie rezultāti
1.	Skaits (N)	**10**
2.	Hī kvadrātā kritērijs (Chi-square)	**14.394**
3.	Brīvības pakāpe (df)	**4**
4.	p-vērtība (Asymp. Sig.)	**0.006**

Datu sekundārās apstrādes rezultāts: p-vērtība = 0.006<0.05, kas ļauj secināt, ka starp ekspertu vērtējumiem pastāv būtiskas atšķirības un H0 ir pilnībā noraidāma.

Ekspertu vērtējumi kopumā ir labi, taču statistiski atšķirīgi.

Eksperti nevērtē vienprātīgi, viņiem, balstoties uz savu pieredzi, ir atšķirīgi priekšstati, tāpēc vērtējumi ir statistiski nozīmīgi.

Secinājumi
Conclusions

- Karjeras attīstības teorijas ir pielietojamas brīžos, kad aktuālas ir darbinieku darbā noturēšanās prasmes, pašpilnveidošanās, gatavība darba maiņai un pašrealizācijai. Tās dod nopietnu teorētisko bāzi un ļauj fokusēties uz darbinieku personības attīstību.

- ADU modelis sastāv no vairākām sadaļām: mērķis, modeļa ietvars, ADU būtība, metodika, ADU nodrošināšanas soļu apraksts, ieguvumi, kas kopumā veido pārskatāmu struktūru, kā notiek karjeras konsultēšana uzņēmumu darbiniekiem, kam gaidāms darba uzteikums.
- Ieguvēji no Aprūpētā darba uzteikuma modeļa izmantošanas ir gan darbinieki, kurus uzņēmums atbrīvo, gan arī pats darba devējs. Būtiskākie ieguvumi darbiniekam ir psiholoģisko atbalsts, palīdzība alternatīva darba meklējumos, zināšanu un praktisku iemaņu nodrošināšana, kā arī iespējas atrast jaunu darbu daudz īsākā laikā un jaunu risinājumu iegūšana, kas noderēs ilgtermiņā karjeras veidošanai.
- Veicot Modeļa ekspertnovērtējumu, datu sekundārās apstrādes rezultātā *p-vērtība = 0.006<0.05,* kas ļauj secināt, ka starp ekspertu vērtējumiem pastāv būtiskas atšķirības. Viens no pieciem ekspertiem Modeli ir vērtējis kritiskāk, taču visi eksperti savu vērtējumu ir snieguši, balstoties savā pieredzē, tāpēc esam guvuši vērtīgu modeļa izvērtējumu. Kopumā ekspertu vērtējumi par kopējo modeļa vērtējumu (7–9 punkti) ir tuvu maksimāli iespējamajam vērtējumam (10 punkti).
- Aprūpētā darba uzteikuma modeli var izmantot karjeras atbalsta sniedzēji organizācijām un darba devējiem, karjeras konsultanti un uzņēmumi, kas sniedz aprūpētā darba uzteikuma pakalpojumus.

Summary

This article addresses the problem of providing career guidance to professionals who are expected to be made redundant. The aim of this thesis is to develop and to do expert-evaluation of the Outplacement Model for Employees Career Promotion (hereinafter referred to as “Model”). The study was developed in the Latvia University of Agriculture, the Institute of Education and Home Economics within the Master study programme Career Counsellor. An expert evaluation of the Model was carried out with the participation of 5 experts in the field of career counselling and personnel management. As a result of secondary processing of data p-value = 0.006 <0.05, which allows to conclude that there are significant differences between the experts' estimates. One of five experts have rated the Model more critically, but all experts have given their judgment based on their experience and it was welcomed. In general, expert assessments of the overall Model rating (7-9 points) are close to the maximum possible rating (10 points). The provision of Outplacement services in Latvia has a wide range of benefits to the employee, employer and society as a whole. Outplacement services can be beneficial for all parties both professionally, emotionally and financially, and can provide the termination of employment relationship for both parties in a psychologically compatible way. The key benefits for the employee include psychological support, job search assistance, providing knowledge and practical skills, as well as opportunities to find a new job in a much shorter period of time and find new solutions that will help in the long-term career development. The developed Model will help employees to become more aware of their abilities and return to the labour market soon, after leaving their previous job. The Model can

be used by career guidance providers for organizations and employers, career counsellors, and companies providing outplacement services.

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IZGLĪTĪBA UN SUBJEKTĪVĀ LABIZJŪTA PIEAUGUŠO DZĪVES KVALITĀTES NOVĒRTĒJUMA KONTEKSTĀ

Education and Subjective Well-Being in the Context of Assessment of Quality of Adults Life

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Abstract. *In recent decades, quality of life issues and research have been increasingly focused on seeing a direct link between indicators of subjective well-being and economic growth. In Latvia, the issue of subjective well-being has also been raised in recent years in population surveys, but there are no trends in emphasizing the importance of these indicators in the context of quality of life.*
In Latvia, education is included in the statistical data collection among the most important quality of life indicators. In Latvia, the level of life satisfaction decreases most rapidly at the age of 45-54.
Purpose of the article: to research the components of quality of life in Europe and Latvia, identify significant indicators for the mantaining of adult quality of life and view on education and subjective well-being in the context of assessment of quality of adults life.
Method: the study carried out an content analysis of the data of Eurostat population quality of life surveys, the EU and the Republic of Latvia's official guidelines on quality of life and lifelong learning, as well as pedagogical and psychological literature and scientific articles on quality of life, subjective well-being and adult education issues.
Results: according to survey data, adults with higher level of education experience higher level of participation in lifelong learning activities; the level of education affects the assessment of life satisfaction.
Keywords: *lifelong learning, life satisfaction, quality of life, social interaction, subjective well-being.*

Ievads
Introduction

Dzīves kvalitāte ietver sevī dažādus subjektīvus un objektīvus dzīves aspektus, un tā ir aktuāla ikvienam indivīdam katrā viņa dzīves posmā. Pēdējās desmitgadēs dzīves kvalitātes jautājumiem un izpētei tiek pievērsta arvien

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lielāka uzmanība arī Eiropas Savienības (ES) ekonomiskās un sabiedriskās politikas īstenotāju aprindās, saskatot tiešu sasaisti starp subjektīvās labizjūtas un ekonomiskās izaugsmes rādītājiem. Arī Latvijā kopš 2013. gada ir aktualizēts subjektīvās labizjūtas jautājums iedzīvotāju aptaujās, taču nav vērojamas tendences šo rādītāju nozīmīguma dzīves kvalitātes kontekstā akcentēšanai (Centrālās statistikas pārvalde, n.d.).

Apskatot dzīves kvalitātes teorijas, A. Boulinga (Bowling) norāda, ka plašāka pētniecības kopiena nav pieņēmusi galīgu dzīves kvalitātes teorētisko pamatu un ka, neskatoties uz plašu pētījumu apjomu dzīves kvalitātes objektīvo un subjektīvo rādītāju diapazonā, nav vienas plaši atzītas vai atbalstītas teorijas, kā arī viens vispārēji atzīts dzīves kvalitātes mērīšanas instruments (Bowling, 2004).

Viens no Eurostat Dzīves kvalitātes mērījumu indikatoriem ir izglītība, kurš ietver sevī jautājumu arī par iesaistīšanos mūžizglītības aktivitātēs, uzsverot šādas iesaistes nozīmīgumu mainīgajā sabiedrībā un darba tirgū (Eurostat, 2019h).

Latvijas ekonomiski politiskajās nostādnēs un sabiedrības nostājā kopumā ir vērojama koncentrēšanās uz fizisko labklājību un tās līmeņa celšanu, kas varētu būt skaidrojama ar pēdējo laiku sociālekonomiskajām, kultūrvēsturiskajām un labklājības pārmaiņām valstī (Eurostat, 2019c).

Raksta mērķis ir pētīt dzīves kvalitātes komponentes Eiropā un Latvijā, identificēt nozīmīgos rādītājus pieaugušo dzīves kvalitātes saglabāšanai un aplūkot izglītību un subjektīvo labizjūtu pieaugušo dzīves kvalitātes novērtējuma kontekstā.

Mērķa sasniegšanai tika veikta Eurostat iedzīvotāju dzīves kvalitātes aptauju datu, ES un Latvijas Republikas oficiālo pamatnostādņu dzīves kvalitātes un mūžizglītības jautājumos, kā arī A. Boulingas (Bowling, 2004), C.L. Proktores (Proctor, 2014), I. Ivanovas (2016), D. Lieģenieces (2002), G. Svences (2016) u.c autoru darbu par dzīves kvalitātes, subjektīvās labizjūtas un pieaugušo izglītības jautājumiem kontentanalīze.

Dzīves kvalitāte un tās apsekojumi Eiropā
Quality of life and its surveys in Europe

"Dzīves kvalitāte ir plašs jēdziens, kas aptver daudzus dažādus aspektus. Tas ietver gan objektīvus faktorus, piemēram, veselību, nodarbinātības statusu un dzīves apstākļus, gan subjektīvu vērtējumu par indivīda dzīves situāciju un uztveri par sabiedrības kvalitāti" (Eurofound, 2019). Eiropas Fonds dzīves un darba apstākļu uzlabošanai (Eiropas Fonds) (Eurofound) strādā ar visiem nozīmīgajiem dzīves kvalitātes aspektiem, ievācot datus gan par dzīves līmeni, veselību, subjektīvo labizjūtu un ģimeni, gan par sociālo atstumtību, aprūpi, darba un privātās dzīves līdzsvaru, gan arī par publiskajiem pakalpojumiem un dzīves kvalitāti. Laikā kopš 2003. gada Eiropas Fonds Eiropas dzīves kvalitātes apsekojumā (EQLS) ir vācis saskaņotus un pilnībā salīdzināmus datus par Eiropas un kandidātvalstu iedzīvotāju dzīves apstākļiem un dzīves kvalitāti. 2012. gadā veiktā apsekojuma rezultātu analīzes konstatējumi sniedz papildus informāciju par konkrētiem aspektiem, tai skaitā subjektīvo labklājību, un par problēmām, kuras skar konkrētas grupas – arī par 50 gadiem vecākus nodarbinātos (Eurofound, 2019).

Subjektīvā labizjūta dzīves kvalitātes novērtējuma ietvaros
Subjective well-being within the framework of quality of life assessment

Saskaņā ar Eiropas Fonda aprakstu subjektīvā labizjūta attiecas uz indivīda dzīves kvalitātes un situācijas pašnovērtējumu. C.L. Proktore (Proctor, 2014) norāda, ka jēdzienu subjektīvā labizjūta pirmo reizi ieviesa Dīners (Diener) kā identificēšanas līdzekli psiholoģijas jomā, kas mēģina saprast personu subjektīvos dzīves kvalitātes novērtējumus, tostarp gan kognitīvos spriedumus, gan afektīvās reakcijas. Tiek norādīts, ka Eiropas Savienībā (ES) pilsoņu labklājības veicināšana ir galvenais ES mērķis un ka pēdējās desmitgades laikā labklājības veicināšana ir ieņēmusi arvien nozīmīgāku vietu sociālās politikas darba kārtībā. 2013. gadā Eiropas Komisija 2003. gadā uzsāktajam ES valstu iedzīvotāju apsekojumam par ienākumiem un dzīves apstākļiem (EU-SILC) tika pievienots īpašs modulis ar 18 subjektīvās labizjūtas rādītājiem. Subjektīvā labizjūta tiek vērtēta, izmantojot trīs rādītāju grupas:

- novērtējošā labizjūta – apmierinātība ar dzīvi un ar dzīves jomām;
- pozitīvie un negatīvie afekti – laimes sajūta, vitalitāte, miera sajūta, mundruma sajūta, nomāktības sajūta;
- eidemoniskā labizjūta – optimisms, autonomija, mērķa sajūta, laiks baudīt dzīvi un izturība/elastība (*resilience* – angļu).

Eiropas dzīves kvalitātes apsekojuma (EQLS) rezultāti liecina, ka spēcīgākie dzīves apmierinātības un laimes noteicēji ir mērķa izjūta, kam seko optimisms par savu nākotni un autonomiju. 2016. gadā apsekojumam tika pievienoti divi elementi, kas mēra elastību, lai atspoguļotu uztveramo spēju risināt problēmas, un laiku, kas nepieciešams, lai atgrieztos atpakaļ iekšējā un ārējā līdzsvarā. Ir secināts, ka uztverošā elastība pozitīvi korelē ar garīgās labizjūtas mainīgajiem (Eurofound, 2019a).

Dzīves kvalitātes rādītāji Eiropā
Quality of life indicators in Europe

Eurostat Statistikas skaidrotāja (Eurostat Statistics Explained) apskatītajā Dzīves kvalitātes rādītāju (Quality of life indicators) mērījumu tabulā ir iekļautas šādas sadaļas:

- materiālie dzīves apstākļi;
- produktīva vai pamata nodarbošanās;
- veselība;
- izglītība;
- atpūta un sociālā mijiedarbība;
- ekonomiskā un fiziskā drošība;
- pārvaldība un pamattiesības;
- dabas un dzīves vide;
- vispārējā dzīves pieredze (Eurostat, 2019e).

Saskaņā ar 2017. gada Eurostat datiem vienai trešdaļai (31%) Eiropas Savienības iedzīvotāju vecumā no 25 – 64 gadiem ir augstākais izglītības līmenis. Latvijā šie rādītāji ir nedaudz augstāki – 33,9 % (Eurostat, 2019f). Vēršot uzmanību uz izglītību dzīves kvalitātes kontekstā, tiek norādīts, ka uz zināšanām balstītās ekonomikās izglītība ir ekonomiskās izaugsmes pamatā. Turklāt kā līdzeklis zināšanu nodošanai nākošajām paaudzēm izglītība tiek minēta kā civilizācijas pamats, un tiek uzsvērta tās būtiskā ietekme uz indivīdu dzīves kvalitāti. Ir svarīgi ņemt vērā, ka prasmju un kompetenču trūkums ierobežo piekļuvi darba tirgum un ekonomisko labklājību, palielina sociālās atstumtības un nabadzības risku un var kavēt pilnīgu pilsonisko un politisko līdzdalību. Nozīmīgs ir secinājums, ka izglītība veicina cilvēku izpratni par pasauli, kurā viņi dzīvo, un līdz ar to izpratni par viņu spēju to ietekmēt (Eurostat, 2019a).

Apkopjot aptauju datus par sociālo mijiedarbību, Eurostat iegūtais rezultāts liecina, ka 2015. gadā visā ES 6% pieaugušo iedzīvotāju nebija līdzcilvēka, ar ko varētu apspriest personiskos jautājumus. Sociālā mijiedarbība ir uzskatāma par "sociālo kapitālu" gan indivīdiem, gan sabiedrībai, kas ietekmē arī cilvēku dzīves kvalitāti (Eurostat, 2018). Līdzās sociālās mijiedarbības pamatfunkcijām – apmierināt cilvēka dabisko vajadzību pēc socializācijas, biežāk sociālā mijiedarbība tiek saistīta ar tās labvēlīgo ietekmi uz veselību un iespējām atrast darbu. Raugoties specifiskāk, sociālais atbalsts jeb iespēja paļauties uz kādu nepieciešamības gadījumā tiek uzskatīts par īpaši nozīmīgu mainīgo, lai izskaidrotu un izmērītu indivīda laimes sajūtu. Sociālais atbalsts ir ticis izvēlēts kā viens no sešiem atslēgas indikatoriem ANO "Pasaules laimes ziņojumā". Kaut arī iesaistīšanās aktivitātēs ir cilvēka pamatvajadzība, tomēr sociālās mijiedarbības kvalitāte var veicināt atbalstošu attiecību un savstarpējas uzticēšanās pastāvēšanu un sabiedrības kohēziju (Eurostat, 2018a).

Pēdējā sadaļa Dzīves kvalitātes rādītāju (Quality of life indicators) mērījumu tabulā ir "vispārējā dzīves pieredze". Tiek akcentēts, ka neviens dzīves kvalitātes novērtējums nevarētu būt pilnīgs, ja netiktu ņemta vērā personu vispārējā subjektīvā labizjūta, kas, iespējams, ir vienīgais veids, kā integrēt indivīda pieredzes, izvēles, prioritāšu un vērtību daudzveidību. Turklāt, kā noteikts Līgumā par Eiropas Savienību, tas ir arī jebkuras ES politikas galvenais mērķis. 2016. gadā skalā no 1 – 10 apmierinātība ar dzīvi ES iedzīvotāju vidū vidēji tika novērtēta ar 7,1 ballēm. Latvijā apmierinātība ar dzīvi tika novērtēta ar 6,3 ballēm – tātad zemāk par vidējo rādītāju (Eurostat, 2019g). Subjektīvās labizjūtas vērtējums līdzās pārējām objektīvajām mērījuma sadaļām (materiālie dzīves apstākļi, produktīva vai pamata nodarbošanās, veselība, izglītība u.c.), netieši izsverot savas izvēles, iespējams, ir vienīgais veids, kā ņemt vērā cilvēku dažādās izvēles, prioritātes un vērtības. Eiropas salīdzinošajā kontekstā ir jāņem vērā, ka izteikti atšķirīgās prioritātes un vērtības ietekmē arī sabiedrības struktūra, normas un kultūras fons, kas dažādās valstīs var ievērojami atšķirties. Subjektīvās labizjūtas mērīšana sniedz vērtīgu ieskatu tajā, kāda loma ir objektīvo sadaļu ietekmei uz labklājību (Eurostat, 2019d). Analizējot atšķirīgos apmierinātības ar dzīvi rādītājus Ziemeļu valstīs un Baltijas, Dienvidu un Austrumeiropas valstīs, kā iespējamais cēlonis atšķirībām tiek minētas dramatiskās un ilgstošās dzīves politisko, ekonomisko, sociālo un labklājības apstākļu pārmaiņas.

Apkopojot datus apakšsadaļā par dzīves mērķi un nozīmi, rezultāti liecināja, ka augsta mērķa izjūta korelē ar augstu apmierinātības ar dzīvi līmeni (Eurostat, 2019c). ES kopumā vecumā līdz 64 gadiem iedzīvotāju apmierinātības ar dzīvi līmenis krītas, bet pēc šīs gadu robežas – nedaudz pieaug. Baltijas un Austrumeiropas valstīs ir vērojama liela atšķirība apmierinātības ar dzīvi novērtējumā jauniešu vidū un visu pārējo vecāko vecuma grupu vidū. Līdzās vecuma un ienākumu ietekmei uz apmierinātības ar dzīvi vērtējumu, to acīmredzami iespaido arī izglītības līmenis, atspoguļojot atšķirības starp cilvēkiem ar pamatizglītību (vērtējums ir 6,7 balles) un iedzīvotājiem ar augstāko izglītību (7,6 balles) (Eurostat, 2019b).

Dzīves kvalitātes rādītāji Latvijā
Quality of life indicators in Latvia

Latvijas Centrālās statistikas pārvaldes (CSP) interneta vietnē sadaļas "Sociālie procesi" apakšsadaļā "Dzīves kvalitāte" kā galvenie rādītāji tiek minēti:

- ienākumi;

- patēriņš;
- materiālā nenodrošinātība;
- mājokļa apstākļi;
- darba apstākļi;
- darba drošība;
- veselība;
- izglītība (Centrālā statistikas pārvalde, n.d.).

Saskaņā ar CSP 2018. gadā veikto ienākumu un dzīves apstākļu apsekojumu, kurā tika iekļauti arī dažādi jautājumi par labsajūtu (kopš 2009. gada Latvijā ir aprobēts un tiek lietots jēdziens "labizjūta" (Svence & Majors, 2016)) un tika aptaujāti iedzīvotāji vecumā no 16 gadiem, ar dzīvi ļoti apmierināti bija 15,3 % aptaujāto, vidēji apmierināti – 58,3 %, bet neapmierināti – 26,4 % respondentu (vērtējums tika sniegts 10 ballu skalā). Visaugstākā apmierinātība ar dzīvi ir vērojama jauniešu (16 – 24 gadi) vidū (vidējais rādītājs – 7,5 balles), bet, kļūstot vecākiem, šie rādītāji sarūk. Visstraujāk apmierinātības ar dzīvi vērtējums pazeminās 45 – 54 gadu vecumā (Centrālā statistikas pārvalde, 2019).

Salīdzinot ES un Latvijā veiktās aptaujas par dzīves kvalitāti, var secināt, ka ES valstu apsekojumā jau 2013. gadā tika iekļauts modulis ar 18 jautājumiem par subjektīvo labizjūtu, Latvijā tāds tika pievienots vien pēc 5 gadiem. Tāpat ir redzams, ka ES politikas kontekstā subjektīvajai labizjūtai un iedzīvotāju apmierinātībai ar dzīvi tiek piešķirta nozīmīga vieta, izveidojot "Rīcības programmu garīgai veselībai un labklājībai", tādējādi atbalstot ES dalībvalstis savu politiku pārskatīšanā un to pieredzes apmaiņā. Pēc autoru domām vērā ņemams ir fakts, ka CSP apkopojumā subjektīvā labizjūta un apmierinātība ar dzīvi netiek minētas starp galvenajiem dzīves kvalitātes rādītājiem Latvijā.

Izglītība un dzīves kvalitāte
Eduaction and quality of life

Kā iepriekš minēts, izglītība ir civilizācijas pamats un tā būtiski ietekmē indivīda dzīves kvalitāti. Arī CSP apakšsadaļā "Dzīves kvalitāte" izglītība ir iekļauta dzīves kvalitātes galveno rādītāju skaitā. Augstāks izglītības līmenis lielākoties ir saistīts ar labākām profesionālajām izredzēm un augstākiem ienākumiem, tādējādi pozitīvi ietekmējot personas dzīves kvalitāti (Eurostat, 2019). I. Ivanova norāda, ka izglītība ne tikai veicina karjeras attīstības iespējas, bet arī ceļ cilvēku pašapziņu un kalpo par personīgās izaugsmes līdzekli (Ivanova, 2016).

Pēc Eurostat aptaujas datiem 2017. gadā 10,9 % pieaugušo vecumā no 25 – 64 gadiem bija iesaistījušies dažādās mūžizglītības (*lifelong learning*) aktivitātēs. Aktīva iesaiste mūžizglītībā cilvēkiem ar augstāko izglītību bija sastopama daudz biežāk nekā iedzīvotājiem ar zemāku izglītības līmeni. Saskaņā ar aptaujāto sniegtajām atbildēm lielai daļai ES iedzīvotāju izglītība turpinās pēc skolā vai augstākās izglītības mācību iestādēs pavadītā laika. Iespēja iekļauties darba tirgū lielā mērā ir atkarīga no iemaņām, ko cilvēki iegūst savā profesionālajā un privātajā dzīvē. Tieši tāpēc mūžizglītība ir kļuvusi par nepieciešamību konkurētspējīgā darba tirgū, jo uzņēmumu un sabiedrības vajadzības nepārtraukti attīstās, kā arī attīstās un mainās izmantotās tehnoloģijas un metodes (Eurostat, 2019h).

Vēršot uzmanību uz pensijas vecuma cilvēkiem kā vienu no mērķgrupām pieaugušo izglītībā, ir svarīgs atzinums, ka brieduma gados izvirzīts dzīves mērķis sniedz pamatu apmierinājumam ar dzīvi senioru vecumā. Brieduma gadus sasniegušajiem ir nepieciešams attīstīt un pilnveidot prasmes, kas palīdzēs ietekmēt tālāko nākotni – spēju pieņemt lēmumus, plānot nākotni, saskatīt citu cilvēku vajadzības, izprast fiziskās, psiholoģiskās un sociālās pārmaiņas savā dzīvē. Vidējā pieaugušo vecumā nozīmīga ir radoša attieksme un pieeja dažādu dzīves situāciju risināšanā. Šāda attieksme sniedz enerģiju un dzīves jēgas apziņu arī turpmākai dzīvei un pretojas iestigšanai dzīves bezjēdzības sajūtā un sevis žēlošanā (Lieģeniece, 2002).

Secinājumi
Conclusions

Plašāka pētniecības kopiena līdz šim nav pieņēmusi vienotu dzīves kvalitātes teorētisko pamatu, kā arī nav izveidots viens vispārēji atzīts dzīves kvalitātes mērīšanas instruments.

Latvijas sabiedrībā lielāka nozīme tiek piešķirta fiziskajai un materiālajai labklājībai. CSP apkopojumā subjektīvā labizjūta un apmierinātība ar dzīvi netiek minētas kā viens no galvenajiem dzīves kvalitātes rādītājiem Latvijā. Savukārt, Eurostat Statistikas skaidrotājā personu vispārējā subjektīvā labizjūta tiek aktualizēta kā, iespējams, vienīgais veids, kā integrēt indivīda pieredzes, izvēles un prioritāšu un vērtību daudzveidību dzīves kvalitātes mērījumos.

Sociālais atbalsts ir ticis izvēlēts kā viens no sešiem atslēgas indikatoriem ANO "Pasaules laimes ziņojumā".

Uz zināšanām balstītās ekonomikās izglītība ir ekonomiskās izaugsmes pamatā. Arī Latvijā izglītība ir iekļauta CSP datu apkopojumā starp nozīmīgākajiem dzīves kvalitātes rādītājiem. Saskaņā ar statistikas datiem, izglītības līmenis iespaido apmierinātības ar dzīvi vērtējumu. Latvijā apmierinātības ar dzīvi līmenis visstraujāk pazeminās 45 – 54 gadu vecumā.

Mūžizglītība ietver sevī gan profesionālo, gan personības pilnveidi, aptverot indivīda visas dzīves fāzes un aspektus. Statistikas dati liecina, ka pieaugušajiem ar augstāku izglītības līmeni ir vērojams augstāks iesaistīšanās mūžizglītības aktivitātēs līmenis. Iesaiste mūžizglītības aktivitātēs brieduma gados labvēlīgi ietekmē apmierinātības ar dzīvi līmeni senioru vecumā.

Pētījumā iegūtās atziņas un informācija tiks izmantotas mūžizglītības aspekta pieaugušo dzīves kvalitātes saglabāšanā tālākai izpētei.

Summary

The wider research community has so far not adopted a single theoretical basis for quality of life, nor has one universally recognised instrument for measuring quality of life been established.

Physical and material well-being is given more importance in Latvian society. The Central Statistical Bureau of Latvia does not mention subjective well-being and life satisfaction as one of the main indicators of quality of life in Latvia. In Eurostat Statistics Explained the overall subjective well-being of individuals is highlighted as possibly the only way to integrate the diversity of individuals' experiences, choices, priorities and values into quality of life measurements.

In knowledge-based economies, education is at the heart of economic growth. In Latvia, education is included in the Central Statistical Bureau's data collection among the most important quality of life indicators. According to statistics, the level of education influences the assessment of life satisfaction. In Latvia, the level of life satisfaction decreases most rapidly at the age of 45-54.

Lifelong learning includes both professional and personal development, covering all phases and aspects of the individual's life. Statistics show that adults with higher level of education experience higher level of participation in lifelong learning activities. Involvement in lifelong learning activities in mature years has a positive impact on the quality of life satisfaction of older people.

The information obtained in the study will be used to further study the aspect of lifelong learning in maintaining the quality of life of adults.

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MĀKSLU TERAPIJA MŪŽIZGLĪTĪBĀ – IESPĒJAS UN RISINĀJUMI

Arts Therapies in Lifelong Learning – Opportunities and Solutions

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Abstract. *Observing lifelong learning programs in Latvia, there is a tendency to develop study courses that ensure the acquisition of new professional knowledge and skills, as well as their development, but a very minor section of courses and programs is devoted to the personality, resources, needs and acquisition of broad skills involved in adult education.*
In professional and scientific literature there is no reflection of the research conducted so far in Latvia on the use of arts therapies in maintaining the quality of life of adults in the context of lifelong learning.
Purpose of the article: to research education as one of the indicators of quality of life in Europe and Latvia and differences and similarities in andragogy and arts therapies in order to get an idea of the possibilities of using arts therapies in lifelong learning.
Method: content analysis of pedagogical and psychological literature, scientific articles, data of Eurostat population quality of life surveys, as well as official EU and Republic of Latvia guidelines on quality of life and lifelong learning issues.
Results: the professional and personal competencies of an adult educator and an art therapist are highly demanding and have a number of common features. An adult educator and an art therapist have similar professional tasks - to see the needs of those involved in adult education and arts therapies, to support individual self-development, to encourage personality development, thus improving the quality of life. For each specialisation of arts therapies (music, dance and movement, drama and visual plastic) a specific application can be made according to target groups, educational stage and programs, as well as areas of needs.
Keywords: *adult educator, andragogy, arts therapies, art therapist, broad skills, lifelong learning.*

Ievads
Introduction

Kā liecina 2017. gadā apkopotie Eurostat dati, – vienai trešdaļai (31%) Eiropas Savienības iedzīvotāju vecumā no 25 – 64 gadiem ir augstākais izglītības līmenis. Latvijā šie rādītāji ir vērojami nedaudz augstāki – 33,9 % (Eurostat, 2019c). Vēršot uzmanību uz izglītību dzīves kvalitātes kontekstā, tiek

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uzsvērts, ka uz zināšanām balstītās ekonomikās izglītība ir ekonomiskās izaugsmes pamatā. Kā līdzeklis zināšanu nodošanai nākošajām paaudzēm izglītība tiek minēta kā civilizācijas pamats, un tiek uzsvērta tās būtiskā ietekme uz indivīdu dzīves kvalitāti. Bez tam tiek norādīts, ka prasmju un kompetenču trūkums ierobežo piekļuvi darba tirgum un ekonomisko labklājību, palielina sociālās atstumtības un nabadzības risku un var kavēt pilnīgu pilsonisko un politisko līdzdalību. Vērā ņemams ir secinājums, ka izglītība veicina cilvēku izpratni par pasauli, kurā viņi dzīvo, un līdz ar to izpratni par spēju to ietekmēt (Eurostat, 2019a).

Viens no Eurostat Dzīves kvalitātes mērījumu indikatoriem ir izglītība, kurš ietver sevī jautājumu arī par iesaisti mūžizglītības aktivitātēs un uzsver šādas iesaistes nozīmīgumu mainīgajā sabiedrībā un darba tirgū (Eurostat, 2019d).

Kaut arī pieaugušo izglītībai veltītajā literatūrā un pieaugušo izglītības organizāciju un apvienību Latvijā nostādnēs tiek aktualizēti jautājumi par plaša rakstura prasmju apguves un indivīdu personības vispusējas pilnveides nozīmi mūžizglītībā (Lieģeniece, 2002), tomēr, aplūkojot mūžizglītības programmas Latvijā, ir novērojams, ka tās galvenokārt sastāv no mācību kursiem, kas nodrošina jaunu profesionālo zināšanu un prasmju apguvi, kā arī to pilnveidi, taču pavisam neliela vai nebūtiska programmu sadaļa tiek veltīta pieaugušo izglītībā iesaistīto personībai, tās īpatnībām, resursiem, vajadzībām un plaša rakstura prasmju apguvei. Bieži šādas sadaļas programmās iztrūkst pilnībā.

Profesionālajā un zinātniskajā literatūrā nav atrodams Latvijā līdz šim veiktu pētījumu par mākslas terapijas pielietojuma pieaugušo dzīves kvalitātes saglabāšanā mūžizglītībā atspoguļojums.

Raksta mērķis ir pētīt izglītību kā vienu no dzīves kvalitātes mērījumu rādītājiem Eiropā un Latvijā un atšķirīgo un kopīgo andragoģijā un mākslu terapijā, lai rastu priekšstatu par mākslu terapijas pielietojuma mūžizglītībā iespējām.

Sākotnējā pētījumā ir veikta M.S. Noula (Knowles, 1973, 1980), D.A. Kolba (Kolb, 1984), S.D. Brukfīlda (Brookfield, 1986), T. Koķes (1999), D. Lieģenieces (2002), K. Mārtinsones (2011) u.c autoru darbu, Eurostat iedzīvotāju dzīves kvalitātes aptauju datu, kā arī Eiropas Savienības un Latvijas Republikas oficiālo pamatnostādņu dzīves kvalitātes un mūžizglītības jautājumos kontentanalīze.

Mūžizglītība un pieaugušo izglītība
Lifelong learning and adult education

Izglītība ir civilizācijas pamats un tā būtiski ietekmē indivīda dzīves kvalitāti. Arī Latvijas Centrālās statistikas pārvaldes interneta vietnē sadaļas

“Sociālie procesi” apakšsadaļā “Dzīves kvalitāte” izglītība ir iekļauta galveno rādītāju skaitā. Augstāks izglītības līmenis vairumā gadījumu ir saistīts ar labākām profesionālajām izredzēm un augstākiem ienākumiem, tādējādi pozitīvi ietekmējot personas dzīves kvalitāti (Eurostat, 2019). I. Ivanova vērš uzmanību uz to, ka izglītība ne tikai veicina karjeras attīstības iespējas, bet arī ceļ cilvēku pašapziņu un kalpo par personīgās izaugsmes līdzekli (Ivanova, 2016).

Pēc Eurostat aptaujas datiem 2017. gadā 10,9 % pieaugušo vecumā no 25 – 64 gadiem bija iesaistījušies dažādās mūžizglītības (*lifelong learning*) aktivitātēs. Aktīva iesaiste mūžizglītībā cilvēkiem ar augstāko izglītību bija sastopama ievērojami biežāk nekā iedzīvotājiem ar zemāku izglītības līmeni. Saskaņā ar aptaujāto sniegtajām atbildēm liela daļa ES iedzīvotāju turpina izglītoties pēc skolā vai augstākās izglītības mācību iestādēs pavadītā laika. Tā kā iespēja iekļauties darba tirgū lielā mērā ir atkarīga no iemaņām, ko cilvēki iegūst savā profesionālajā un privātajā dzīvē, mūžizglītība ir kļuvusi par nepieciešamību konkurētspējīgā darba tirgū, jo uzņēmumu un sabiedrības vajadzības nepārtraukti attīstās, kā arī attīstās un mainās izmantotās tehnoloģijas un metodes (Eurostat, 2019d).

Eurostat terminu vārdnīcā jēdzienam “mūžizglītība” tiek sniegts šāds skaidrojums: “Mūžizglītība ietver sevī visas mūžizglītības aktivitātes, kas tiek veiktas visā dzīves laikā, lai uzlabotu zināšanas, prasmes un kompetences personīgās, pilsoniskās, sociālās vai nodarbinātības perspektīvās. Mērķis mācīties ir kritiskais punkts, kas nošķir šīs aktivitātes no aktivitātēm, kas nav saistītas ar mācīšanos, piemēram, kultūras vai sporta aktivitātēm” (Eurostat, 2019b) (tulkojums mans D.S.). Savukārt, jēdziens “pieaugušo izglītība” tiek aprakstīts kā pieaugušo līdzdalība mūžizglītībā un tiek norādīts, ka pieaugušo izglītība parasti attiecas uz mācībām pēc sākotnējās izglītības beigām un ka tā ir būtiska ES mūžizglītības politikas sastāvdaļa. Tiek uzsvērts, ka piedaloties mācīšanās pasākumos, cilvēki var uzlabot savas zināšanas, prasmes un kompetences, tādējādi potenciāli uzlabojot savu karjeru, kā arī dzīves kvalitāti. Eurostat mūžizglītības statistika aptver formālu un neformālu vadītu izglītību un izglītošanu, bet neietver pašmācības aktivitātes, lai gan konceptuāli tās pieder pie mūžizglītības koncepcijas (Eurostat, 2019b).

D.Lieģeniece definē pieaugušo izglītību kā “izglītības sastāvdaļu, kas pieaugušajiem ar jebkura līmeņa iepriekš iegūtajām zināšanām piedāvā iespēju mācīties visa mūža garumā” (Lieģeniece, 2002, 25.lpp.).

Pēc M.S. Noula (Knowles) domām pieaugušo vēlme un ieinteresētība mācīties ir saistīta gan ar izpratni par to, ko nepieciešams uzzināt, gan ar orientāciju vairāk uz problēmām nekā uz mācību priekšmetiem, kā arī ar iekšēju motivāciju mācīties (Knowles, 1973).

Saskaņā ar M.S. Noula (Knowles) izveidoto andragoģijas modeli ir redzamas vērā ņemamas atšķirības pedagoģijā un andragoģijā, uzsverot, ka andragoģija turpina attīstīties arī mūsdienās (Knowles, 1980).

Andragoģija tiek definēta kā zinātne par pieaugušo izglītības procesu, tā mērķiem, organizāciju un metodēm, ņemot vērā sekojošas pieaugušo mācīšanas un mācīšanās īpatnības: pieredzi, sevis izpratni, gatavību mācīties, apgūto zināšanu tūlītēju praktisku lietojamību u.c. (Skujiņa, 2000).

I. Ivanova, aplūkojot dažādu pētnieku atziņas, ir aprakstījusi andragoģijas un pedagoģijas atšķirības, apskatot piecas svarīgas jomas – cilvēka personību, cilvēka pieredzi, izglītojamā gatavību mācīties, izglītojamā orientāciju uz mācīšanos un mācīšanās motivāciju, īpaši uzsverot pieaugušā, kurš iesaistījies izglītības procesā, pašvirzību, atbildību par izglītošanos un pašvērtējuma nozīmīgumu (Ivanova, 2016). Salīdzinājumā ar pedagoģiju, kur izglītojamiem ir neliela pieredze, andragoģijā pieaugušajiem izglītības procesa dalībniekiem ir apjoma un kvalitātes ziņā ievērojami lielāka pieredze, kura katram iesaistītajam var būt atšķirīga, līdz ar to būtiski svarīga ir dalīšanās ar pieredzi grupās. Tieši pieredze veido pieaugušo pašidentitāti. Pedagoģijā skolēni tiek virzīti no viena mācību līmeņa uz nākošo, turpretī andragoģijā pieaugušie spēj paši noteikt, kur atrodas un kur vēlētos nokļūt, bet dzīves pārmaiņas rosina iekšēju nepieciešamību mācīties, lai efektīvāk realizētu sevi kādā dzīves aspektā. Pedagoģijā mācīšanās procesā tiek apgūta konkrēta mācību viela, un tai ir pakārtoti izpildāmie uzdevumi. Turpretī andragoģijā izglītošanās ir saistīta ar dzīves vai darba situācijām nevis ar apgūstamo vielu, un uzdevumi ir saistīti ar šo situāciju atrisināšanu vai uzlabošanu. Pedagoģijā izglītojamo motivācija visbiežāk ir ārēja – labāks vērtējums, tuvinieku gaidas, iespējamas nepatikšanas neveiksmes gadījumā. Savukārt, andragoģijā izglītojamo motivācija ir iekšēja – pašvērtība, atzinība, labāka dzīves kvalitāte, pašapziņa, pašaktualizēšanās (Ivanova, 2016).

Pieaugušo izglītības pamatā ir mijiedarbība starp izglītojamo un izglītības nodrošinātāju, un kā mijiedarbības procesam tai piemīt vairākas funkcijas, kuras ir saistītas ar pieaugušo pašrealizācijas vajadzībām:

- kompensējoša – papildina nepilnīgu vai iztrūkstošu iepriekšējo izglītību,
- adaptējoša – veido indivīda harmoniskas attiecības ar apkārtējo vidi,
- reproduktīva – vairo esošo sociāli kulturālo pieredzi,
- resocializācijas – atjauno sociālās lomas izpildei nepieciešamās spējas,
- rekreatīva funkcija – apmierina nepieciešamību pēc saturīgas brīvā laika izmantošanas (Lieģeniece, 2002).

Saskaņā ar D.A. Kolba (Kolb) un S.D. Brukfīlda (Brookfield) veiktajiem pētījumiem pieaugušo mācīšanās process tiek saprasts kā kognitīvo, afektīvo, psihomotoro un sociālo procesu mijiedarbība (Kolb, 1984; Brookfield, 1986).

Dažādi autori atšķirīgi apraksta pieaugušo izglītības mērķus, taču kopējās vadlīnijas ir divas:

- uzlabot un harmonizēt cilvēka un sabiedrības dzīves kvalitāti;
- bagātināt un pilnveidot cilvēka personību, veicinot tā orientāciju uz pašizaugsmi un savas vietas atrašanu izmaiņu pilnajā pasaulē (Lieģeniece, 2002).

T. Koķe, apkopojot Eiropas valstu pieredzi, ir izdalījusi piecas nozīmīgākās mērķgrupas pieaugušo izglītībā:

- personas, kas nav apguvušas obligāto izglītību tam paredzētajā vecumā;
- personas ar nepieciešamību pilnveidot savas zināšanas un prasmes;
- personas, kuras nav darba attiecībās;
- personas, kas ieinteresētas pievērsties liberālajai un interešu izglītībai;
- pensijas vecuma cilvēki (Koķe, 1999).

Katrai mērķgrupai ir savi specifiskie izglītības mērķi, precizējot un konkretizējot tos atbilstoši katram izglītībā iesaistītajam (Lieģeniece, 2002).

M.S. Nouls (Knowles) formulē pieaugušo pedagogu darba raksturīgās iezīmes un vērš uzmanību uz pedagoga cieņpilnu attieksmi pret pieaugušo izglītības dalībniekiem un nepieciešamību attīstīt profesijai nozīmīgas personības īpašības (Knowles, 1973). Pieaugušo pedagoga loma, attieksme un nepieciešamās personības īpašības tiks apskatītas turpmāk salīdzinājumā ar mākslas terapeita kompetencēm un prasībām tā personībai.

Izglītība ir viens no pilnvērtīgas dzīves pamatiem, kas sniedz iespēju pašrealizācijai un savas dzīves mērķu un virzības noteikšanai. Mūžizglītība ietver sevī gan profesionālo, gan personības pilnveidi, aptverot indivīda visas dzīves fāzes un aspektus. Tā kā ir vērojama izglītības līmeņa un iesaistīšanās mūžizglītības aktivitātēs sasaiste pieaugušo vecumā, rodas jautājums par personu ar zemāku izglītības līmeni motivāciju savas dzīves kvalitātes saglabāšanā un celšanā, kā arī sava redzesloka paplašināšanā un dalības sabiedrības procesos palielināšana. Pēc autoru domām jautājums un izaicinājums ir par iespējām aizsniegt mazāk aktīvo, bet procentuāli lielāko sabiedrības daļu, lai veicinātu šo cilvēku interesi un vēlmi paaugstināt savas dzīves kvalitāti, iesaistoties mūžizglītības aktivitātēs.

Mākslu terapija mūžizglītībā – iespējas un izaicinājums
Arts therapies in lifelong learning – opportunities and challenge

Mākslu terapija Latvijā tiek definēta kā veselības aprūpes joma (Mārtinsone, Mihailovs, & Vāverniece, 2010). Taču visu četru specializāciju mākslas terapeiti kā multidisciplināras komandas locekļi strādā ne tikai Latvijas veselības aprūpes iestādēs, bet arī sociālajā un izglītības jomā. Mākslu terapijas pirmsākumi ir rodami mākslā un psiholoģijas un psihoterapijas teorijās (Krevica, 2011). Vienlaikus vērā ņemamas ir mākslas pedagoģijas idejas, kuras, attīstoties 20.gs. pirmajā pusē, balstījās pieņēmumā, ka mākslinieciskā jaunrade ir personības attīstības līdzeklis, tas nozīmē, ka ir iespējams audzināt un izglītot, izmantojot mākslu (Mārtinsone u.c., 2010).

Kaut arī profesionālajā literatūrā tiek nodalītas pedagoga un mākslas terapeita lomas un intervences, tomēr, aplūkojot pieaugušo izglītību un mākslu terapiju, ir saskatāmas daudzas kopīgas iezīmes gan pedagoga un mākslas terapeita kompetencēs un nepieciešamajās personības īpašībās, gan attieksmē pret izglītībā un terapijā iesaistītajiem, gan pieaugušo izglītības un mākslu terapijas mērķos un iesaistīto vajadzību jomās. Turpmāk aplūkosim zīmīgākās no tām.

Mākslu terapijā darbs tiek veikts ar klientu/pacientu visām vajadzību jomām – kognitīvajām, psiholoģiskajām, emocionālajām un sociālajām, katrā individuālā gadījumā vēršot uzmanību uz konkrētiem mērķiem. Mākslu terapija ir radošs process, kurā mijiedarbojas terapeits, klients/pacients un māksla, bet grupā – grupas dalībnieki, māksla un terapeits. Kā iepriekš minēts, pieaugušo mācīšanās process tiek saprasts kā kognitīvo, afektīvo, psihomotoro un sociālo procesu mijiedarbība, savukārt, R. Zālīte, balstoties uz psihoterapeitu un mākslas terapeitu atzinumiem, pamato, ka radošums palīdz integrēt ķermeni, domas, emocijas un garīgumu (Zālīte, 2010a).

Līdzīgi kā pieaugušo izglītībā mākslu terapijā virsmērķis allaž ir cilvēka un sabiedrības dzīves kvalitātes uzlabošana, bet viens no mērķiem – personības pilnveide un izaugsme. Pētot dzīves kvalitātes Eiropā un Latvijā aktuālos rādītājus, ir saskatāmas paralēles ar mākslu terapijā bieži izvirzītajiem mērķiem – interpersonālā mijiedarbība un subjektīvā labizjūta, kas ietver sevī novērtējošo labizjūtu, pozitīvos un negatīvos afektus un eidemonisko labizjūtu (Eurofound, 2019).

Apskatot pieaugušo pedagoga lomu, D. Lieģeniece akcentē rēķināšanos ar pieaugušo izglītojamo vajadzībām, vēlmēm un mērķi attīstīt pieaugušo izglītības dalībnieku pašpārliecinātību, tāpat arī pedagoga un pieaugušo dalībnieku līdzvērtību mācību procesā un atbalstu sava mācīšanās procesa izpratnē ar mērķi pārvarēt tieksmes, paradumus un rīcību, kas traucē mācīties (Lieģeniece, 2002). Līdzīgi kā pieaugušo pedagoga arī mākslas terapeita kompetencēm tiek izvirzītas augstas prasības. Mākslu terapijas pamatā ir pieņemošas un atbalstošas terapeitiskās attiecības, kurās tāpat kā pieaugušo izglītībā tiek ņemtas vērā terapijā iesaistītā vajadzības un vēlmes. Taču arī terapeita personības kvalitātei ir liela nozīme (Majore–Dūšele, 2011). Kopumā pieaugušo pedagoga un mākslas terapeita profesionālie uzdevumi ir līdzīgi – saskatīt pieaugušo izglītībā un mākslu terapijā iesaistīto vajadzības, atbalstīt individuālo pašizaugsmi, rosināt uz personības pilnveidošanos un dzīves kvalitātes uzlabošanu.

Pēc autoru domām mācīšanās izprast savus resursus ir viens no pamatelementiem veiksmīgas personības attīstībā un pilnveidē, kas nosaka indivīda dzīves kvalitāti. Arī D. Lieģeniece vērš uzmanību uz savu resursu apzināšanos nozīmību dažādos vecuma posmos mūžizglītības kontekstā (Lieģeniece, 2002). R. Zālīte norāda, ka "māksla var palīdzēt cilvēkam izzināt viņa resursus un stiprās puses, kas citādi bieži vien tā arī netiktu atklātas" (Zālīte, 2010a, 26).

Otrs no pamatelementiem veiksmīgā personības izaugsmē ir prasmju apguve, akcentējot plaša rakstura prasmes (komunikācijas un sociālās prasmes, problēmrisināšanas prasmes, domāšanas prasmes u.c.), kuras ir par pamatu jebkuru profesionālo un dzīvē nepieciešamo prasmju veidošanā (Lieģeniece, 2002). Mākslu terapijā starp dažādiem mērķiem atkarībā no konkrētā gadījuma, vides un teorētiskās orientācijas tiek strādāts, lai sekmētu sevis apzināšanos, paaugstinātu pašvērtību, veicinātu spēju uzņemties atbildību par risinājumu meklēšanu un īstenošanu, pilnveidotu sociālās un komunikācijas prasmes, apzinātu problēmas un tās risinātu, attīstītu kognitīvās iemaņas, apzinātos un paustu emocijas (Mārtinsone u.c., 2010; Upmale & Majore – Dūšele, 2011).

Profesionālajā praksē ir saskatāmi mākslu terapijas pedagoģiskie aspekti, strukturējot sesiju gaitu un izmantojot direktīvās metodes. Arī neizmantojot pedagoģiskās metodes, mākslu terapijā ir klātesošs pedagoģiskais aspekts, jo drošā terapeitiskā vidē, izmantojot mākslas metodes, tehnikas un paņēmienus, terapijā iesaistītais var mācīties saskatīt savas grūtības un mācīties risināt tās, mācīties ieraudzīt savas vajadzības un mācīties piepildīt tās, mācīties saskatīt savus resursus un mācīties izmantot tos savas dzīves kvalitātes saglabāšanai un uzlabošanai. Profesionālajā valodā mākslas terapeiti vārda "mācīt" vietā lieto frāzi "sniegt iespēju apgūt". Pēc autoru domām šeit ir saskatāma pieaugušo pedagogu un mākslas terapeitu profesionālās darbības pamata mērķu vienotība – sniegt iespēju un atbalstīt terapijā un mūžizglītībā iesaistīto indivīdu vēlmi mācīties un pilnveidoties ikvienā no viņiem svarīgajā jomā.

Šāds varētu būt sākotnēji saskatīto iespēju mākslu terapijas pielietojumam mūžizglītībā apkopojums:

- iespēja mācīties izzināt sevi, apzināties sevi, savus resursus, vajadzības, grūtības;
- iespēja mācīties komunicēt, ieklausīties, sadzirdēt;

- iespēja mācīties paust savu viedokli, emocijas, izjūtas;
- iespēja mācīties saskatīt savu lomu ģimenē, darba vietā, sabiedrībā;
- iespēja mācīties būt radošam;
- iespēja mācīties pielāgoties un izmēģināt ko jaunu;
- iespēja mācīties mijiedarbību un vienlīdzību;
- iespēja mācīties atkal noteikt savas izvēles (iesaistītajiem no sociālā riska grupām).

Ņemot vērā, ka mākslu terapijā ir iespējams strādāt ar visām iesaistīto vajadzību jomām, mākslu terapija mūžizglītībā varētu tikt pielietota dažādām mērķgrupām dažādos izglītības posmos un vajadzību jomās.

Katrai no mākslu terapijas specializācijām varētu būt iespējams specifisks pielietojums atbilstoši mērķgrupām, izglītības posmam un programmām, kā arī vajadzību jomām:

- mūzikas terapijai – iepazīšanās, iedrošināšanās būt un izpaust sevi, emociju apzināšanās un paušana, komunikācija, uztvere;
- deju un kustību terapijai – grupas dalībnieku saliedēšana, sadarbība, iekļaušanās;
- drāmas terapijai – konkrētas situācijas izspēle, savas lomas apzināšanās un izvēle;
- vizuāli plastiskās mākslas terapijai – resursu apzināšanās, savas vietas saskatīšana, intelektualizācija.

Nepieciešamības gadījumā ikvienā no mākslu terapijas specializācijām ir iespējams strādāt ar visām iepriekš minētajām pieaugušo izglītībā iesaistīto vajadzību jomām un mērķgrupām. Tā kā Latvijā tiek attīstīta integratīvi eklektiskā mākslu terapija (Krevica, 2011), tad multimodālā pieeja pieļauj dažādu mākslas modalitāšu kombināciju, kas nozīmē, ka atbilstoši kompetencēm mākslas terapeits darbā ar terapijā iesaistītajiem var izmantot daudzveidīgas mākslas modalitātes, apvienojot, piemēram, mūziku, deju un kustību un teātra mākslu (Zālīte, 2010).

Medicīna, pedagoģija un psiholoģija ir zināmā mērā nošķirtas zinātnes jomas. Taču sabiedrībā tās nav atdalāmas, jo ikviena no tām atbild par katra sabiedrības locekļa noteiktiem dzīves aspektiem. Mākslu terapijā šīs trīs zinātnes, katrs indivīds un sabiedrība atrodas ciešā mijiedarbībā, terapijā iesaistītos uztverot to veselumā un savstarpēji ietekmējošā sadarbībā. Sabiedrība ir indivīdu kopums, kur izmaiņas notiek iekšējā un ārējā mijiedarbībā.

Secinājumi
Conclusions

Izglītība ir iekļauta CSP datu apkopojumā starp nozīmīgākajiem dzīves kvalitātes rādītājiem.

Mūžizglītība ietver sevī gan profesionālo, gan personības pilnveidi, aptverot indivīda visas dzīves fāzes un aspektus. Pieaugušajiem ar augstāku izglītības līmeni ir vērojams augstāks iesaistīšanās mūžizglītības aktivitātēs līmenis.

Mūžizglītības programmās Latvijā galvenokārt ir iekļauti mācību kursi, kuri sniedz iespēju apgūt jaunas profesionālās zināšanas un prasmes un pilnveidot tās, taču Latvijā īstenojamās mūžizglītības programmās maz vērības tiek veltīts pieaugušo izglītībā iesaistīto personībai, tās īpatnībām, resursiem, vajadzībām un plaša rakstura prasmju apguvei.

Mācīšanās izprast savus resursus ir viens no pamatelementiem veiksmīgas personības attīstībā un pilnveidē. Nozīmīgs elements veiksmīgā indivīda izaugsmē ir plaša rakstura prasmju apguve.

Pieaugušo izglītības un mākslu terapijas virsmērķis ir cilvēka un sabiedrības dzīves kvalitātes uzlabošana, bet viens no mērķiem – personības pilnveide un izaugsme. Mākslu terapijā bieži izvirzītie mērķi – interpersonālā mijiedarbība un subjektīvā labizjūta ir Eiropas dzīves kvalitātes aktuālo rādītāju starpā.

Pieaugušo pedagogam un mākslas terapeitam ir līdzīgi profesionālie uzdevumi – saskatīt pieaugušo izglītībā un mākslu terapijā iesaistīto vajadzības, atbalstīt individuālo pašizaugsmi, rosināt uz personības pilnveidi un dzīves kvalitātes uzlabošanu.

Pieaugušo pedagogu un mākslas terapeitu profesionālajā darbībā ir saskatāmi vienojoši pamata mērķi – sniegt iespēju un atbalstīt terapijā un mūžizglītībā iesaistīto indivīdu vēlmi mācīties un pilnveidoties ikvienā no viņiem svarīgajā jomā.

Mākslu terapijas pedagoģiskie aspekti ir saskatāmi, strukturējot sesiju gaitu un izmantojot direktīvās metodes. Mākslu terapijā ir klātesošs pedagoģiskais aspekts, jo drošā terapeitiskā vidē, izmantojot mākslas metodes, tehnikas un paņēmienus, terapijā iesaistītais var mācīties apgūt sev nepieciešamās plaša rakstura prasmes.

Katrai no mākslu terapijas specializācijām ir iespējams specifisks pielietojums atbilstoši mērķgrupām, izglītības posmam un programmām, kā arī vajadzību jomām. Ikvienā no mākslu terapijas specializācijām ir iespējams strādāt ar visām saskatītajām pieaugušo izglītībā iesaistīto vajadzību jomām un iespējamām mērķgrupām.

Medicīna, pedagoģija un psiholoģija kā zinātnes jomas sabiedrībā nav atdalāmas, jo ikviena no tām atbild par katra sabiedrības locekļa noteiktiem dzīves aspektiem.

Pētījumā iegūtās atziņas un secinājumi tiks izmantoti tālākai mākslu terapijas pielietojuma mūžizglītībā iespēju izpētei.

Summary

In Latvia, education is included in the Central Statistical Bureau's data collection among the most important quality of life indicators.

Lifelong learning includes both professional and personal development, covering all phases and aspects of the individual's life. Adults with higher education levels have a higher level of involvement in lifelong learning activities.

Lifelong learning programs in Latvia mainly include training courses that provide opportunities to acquire and develop new professional knowledge and skills, but little attention is paid to the personality, characteristics, resources, needs and skills of adults involved in adult education.

Learning to understand your resources is a fundamental element in the development and improvement of a successful personality. A major element in the successful growth of the individual is the acquisition of broad skills.

The primary goal of adult education and arts therapies is to improve the quality of life of the individual and the community, but one of the goals is personal development and growth. Interpersonal interaction and subjective well-being, which are common goals in arts therapies, are among the current indicators of the quality of life in Europe.

An adult educator and an art therapist have similar professional tasks - to see the needs of those involved in adult education and arts therapy, to support individual self-development, to encourage personal development and to improve the quality of life.

There is a consensus among adult educators and arts therapists in their professional activities to provide opportunities and support for individuals in therapy and lifelong learning to learn and develop in each of their important areas.

The pedagogical aspects of arts therapies can be seen in structuring sessions and using directive methods. There is a pedagogical aspect of arts therapies because in a safe therapeutic environment, using arts methods and techniques, those involved can learn to acquire the necessary broad skills.

For each of the specialisations of arts therapies, a specific application can be made according to the target groups, the education phase and the programmes, as well as the areas of needs. In each of the specialisations of arts therapies, it is possible to work with all the identified areas of needs and potential target groups involved in adult education.

Medicine, pedagogy and psychology, as fields of science are not separable in society, since each of them is responsible for certain aspects of life of each member of society.

The information obtained in the study and conclusions will be used for further research into the possibilities of the use of arts therapie in lifelong learning.

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MONGOLIJAS PROFESIONĀLĀS IZGLĪTĪBAS KVALITĀTES NODROŠINĀŠANAS PROBLĒMAS UN RISINĀJUMI

Challenges and Solutions of TVET Quality Assurance in Mongolia

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Abstract. *Technical and vocational education and training (TVET) makes a significant contribution to economic competitiveness in a knowledge-based economy. The main challenge for vocational education and training is to meet the changing skill needs in the labour market. In order to balance labour market supply and demand by constantly diversifying TVET customer base, it is necessary to increase the key role played by vocational education and training in economic competitiveness and social inclusion.*
The considerable economic growth in Mongolia does not have a positive impact on the creation of new jobs and poverty reduction. This implies that the Mongolian education sector was unable to produce required knowledge and skills to be employed. At the system and institutional levels, the management has changed frequently, the policy continuity and consistency are weak. The TVET and curriculum standards are not developed, validated and approved. The multi-faceted, multi-ownership and relatively accessible TVET system became reality in Mongolia. The main factor to increase the economic competitiveness is the quality of in the TVET sector. Thus, the quality assurance is a comprehensive system for evaluating outcomes and achievement of the core objectives of the TVET system, making adjustments, if necessary, and improving a rationale for management decisions.
Keywords: *key competences, National Qualifications Framework, Self-Assessment, Technical and Vocational Education and Training, Quality Assurance, Quality Management.*

Ievads
Introduction

Eiropas Savienības (ES) darba tirgu pēdējo divdesmit gadu laikā raksturo sabiedrības novecošanās un kvalificēta darbaspēka iztrūkums, kas izraisa nepieciešamību piesaistīt darbaspēku no valstīm, kurās ir augsta dzimstība bet nepietiekami attīstīta profesionālā izglītība. Šāda situācija raksturīga arī Latvijai, jo darba devēji aizvien uzstājīgāk pauž viedokli par vajadzību uzaicināt darbiniekus no trešajām, iespējams, Āzijas valstīm, kurās ir raksturīga ne tikai paaudžu atjaunošanās bet arī ievērojams iedzīvotāju skaita pieaugums, kā arī savās valstīs Āzijas iedzīvotājiem nepietiek darba vietu, tādēļ iztikas

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meklējumos viņi ir gatavi pārvietoties un strādāt citās valstīs, pat saņemot zemāku atalgojumu salīdzinājumā ar vietējo darbaspēku. Vairumā gadījumu uz Eiropas valstīm migrēt gatavie citu valstu iedzīvotāji nav augsti kvalificēti potenciālie darbinieki, tādēļ ievērojami ES un tās dalībvalstu finanšu līdzekļi tiek ieguldīti trešo valstu darbaspēka kvalitātes uzlabošanā, kuras ilgtermiņa mērķis ir sagatavošanās ES dalībvalstu iztrūkstošā darbaspēka aizvietošanai.

Šī raksta mērķis ir ieskicēt starptautisko donoru pieejas un ieguldījumu kvalitatīvas Profesionālās izglītības un apmācības (PIA) sistēmas izveidē un attīstībā vienā no trešajām valstīm – Mongolijā, kas nākotnē varētu kļūt par vienu no darbaspēka piegādātājām ES dalībvalstīm. Mongolijas PIA kvalitātes nodrošināšanas un vadības sistēmas apskats un raksturojums veidošanā ir analizētas stratēģiskās pieejas PIA kvalitātes nodrošināšanas un vadības sistēmas izveidē, Mongolijas PIA politikas dokumenti un likumdošana, starptautisko donoru ziņojumi par Mongolijas PIA kvalitāti, tai skaitā ar ES atbalstu 2016.gadā veiktā pētījuma par PIA kvalitātes ieviešanu Mongolijā rezultāti, un Mongolijas Darba un sociālo lietu ministrijas administratīvie dati.

Laikposmā no 2008. līdz 2020.gadam Mongolijā ar starptautisko donoru finansiālu atbalstu īstenoti 19 projekti, kopumā ieguldot Mongolijas PIA attīstībā 175 miljonus USD (Saha Meyanathan, 2016). Mongolijas specifika ir tā, ka PIA attīstībā atbalstu sniedz valstis ar visai atšķirīgu PIA sistēmu, piem., Austrālija, Dānija, Indija, Koreja, Lielbritānija, Singapūra, Šveice, Vācija, Zviedrija, lietojot projektu īstenošanā dažādus finansējuma avotus, tai skaitā, Āzijas Attīstības bankas, Eiropas Savienības un augstākminēto valstu valdību līdzekļus. Šajos apstākļos par PIA sistēmas attīstību atbildīgajai valsts institūcijai, kas Mongolijā ir Darba un sociālo lietu ministrija, ir nepieciešams skaidrs redzējums un labas koordinēšanas spējas donoru atbalsta salāgošanā, lai izveidotu vienotu un modernu PIA sistēmu, ieviestu tajā atbilstošu kvalitātes nodrošināšanas un vadības sistēmu, turklāt veicinot veidojamās sistēmas atbilstību darba tirgus kvalitatīvajām un kvantitatīvajām prasībām. Šajā rakstā akcents tiek likts uz Mongolijas PIA kvalitātes nodrošināšanas un vadības sistēmas veidošanas izaicinājumiem un akceptētajiem risinājumiem.

Neskatoties uz ievērojamo ekonomikas pieaugumu Mongolijā, valstī nav vērojams jaunu darbavietu pieaugums un nabadzības mazināšanās, kas liecina par Mongolijas profesionālās izglītības nespēju nodrošināt darba tirgū pieprasīto zināšanu un prasmju apguvi un/vai nepietiekamu profesionālās izglītības kvalitāti.

2016.gadā tika apstiprināta "Mongolijas ilgtspējīgas attīstības vīzija 2030", kurā noteiktais mērķis ir "kļūt par vadošo valsti starp vidēju ienākumu valstīm, ar nepārtraukti augošām dažādām tautsaimniecības nozarēm, ar vidēju un augstu ienākumu dominanci sabiedrībā, ekoloģiskās stabilitātes uzturēšanu un stabilu demokrātiju" (Mongolia Sustainable Development Vision - 2030, 2016, p.2).

Mongolijas ilgtspējīgas attīstības vīzijā 2030 ir nosprausti izglītības un apmācības īpašie mērķi – "Zināšanās balstīta sabiedrības un prasmīgas Mongolijas izveide" (Mongolia Sustainable Development Vision - 2030, 2016, p.8), norādot virzību uz Mongolijā iegūtās izglītības kvalitātes un vērtības atzīšanu un starptautisko validāciju.

Mongolijas izdevīgais ģeogrāfiskais, tai robežojoties ar kaimiņu valstīm Ķīnu un Krieviju, kas ir vienas no lielākajām pasaules ekonomikām, ietekmē tās starptautisko konkurētspēju, valsts iedzīvotāju spēju atrast savu vietu vietējā vai starptautiskajā darba tirgū, kā arī uzņēmējdarbības vai pašnodarbinātības iespējas. Turklāt pastāv labvēlīgi nosacījumi tirdzniecībai ar Mongolijas kaimiņvalstīm. Ņemot vērā to, ka Mongolijas ekonomika kļuvusi par globālās ekonomikas daļu un Mongolija ir starptautisko organizāciju dalībvalsts, aktuāla ir valsts iedzīvotāju zināšanu, prasmju un kompetenču konkurētspēja globālajā ekonomikā un atbilstība starptautiskā darba tirgus prasībām.

Literatūras apskats par starptautisko pieredzi PIA kvalitātes vadībā
Literature review on international experience in VET quality management

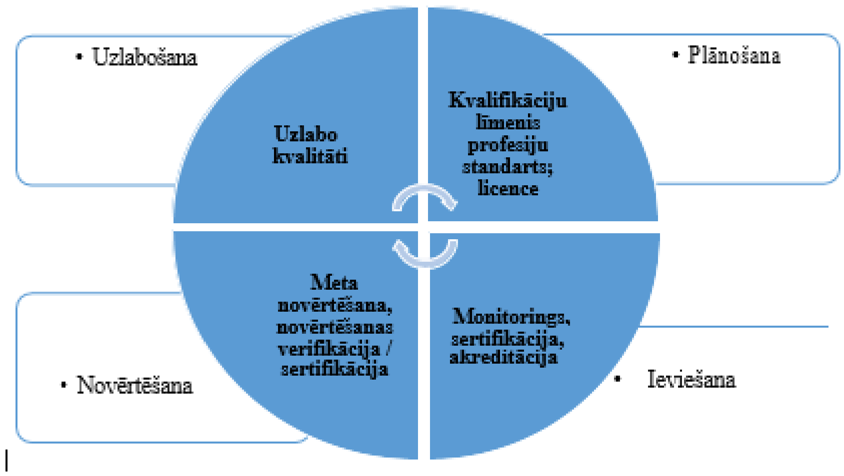
Izglītības virzība ir noteikta Apvienoto Nāciju Organizācijas (ANO) ilgtspējīgas attīstības 4.mērķī - "Nodrošināt iekļaujošu un taisnīgu kvalitatīvu izglītību un veicināt mūžizglītības iespējas visiem" un Inčhonas deklarācijā "Izglītība 2030", kas tika pieņemta 2015.gada 19.–22. maijā notikušajā Pasaules izglītības forumā.

Apvienoto Nāciju Izglītības, zinātnes un kultūras organizācijas (UNESCO) PIA stratēģijā 2016-2021 ir atzīmēts, ka PIA sniedz ievērojamu ieguldījumu Programmas ilgtspējīgai attīstībai 2030 īstenošanā. Tajā īpaša vērība ir pievērsta iekļaujošas un taisnīgas kvalitatīvas izglītības nodrošināšanai, kas atbilst darba tirgus prasībām, liekot ieinteresētajām pusēm pieņemt vai atzīt PIA kvalitāti un attīstīt tehniskās un profesionālās prasmes. UNESCO PIA stratēģijā 2016-2021 noteikti šādi stratēģiskie virzieni (UNESCO Strategy for Technical and Vocational Education and Training 2016-2021, 2016):

- veicināt dalībvalstu centienus, uzlabot PIA saderību, dot iespēju bērniem, jauniešiem un pieaugušajiem apgūt prasmes, kas nodrošinātu iespēju apmierinoši un radoši strādāt darbavietā, lai attīstītu mūžizglītību.
- veicināt ilgtspējīgas attīstības mērķu īstenošanu.

Eiropas kvalitātes nodrošināšanas ietvarstruktūra profesionālajā izglītībā un profesionālajā tālākizglītībā (EQAVET) ietver ISO-9000 standartu pamatelementus, kas balstīti ES dalībvalstu praksē, un Eiropas kvalitātes pārvaldības fondu (Cedefop, 2009). EQAVET pamatā ir piemērotākā modeļa izveide, nosakot pamatprincipus kvalitātes nodrošināšanai praksē, iegūto prasmju novērtēšanā, apstiprināšanā un atzīšanā un tā ir atsauce uz ES dalībvalstu PIA kvalitātes attīstību un validāciju. EQAVET ir uzziņa un rokasgrāmata lēmumu pieņemšanai, pamatojoties uz zināšanām un kvalitatīvu un kvantitatīvu informāciju, lai apzinātu problēmas un noteiktu, kas un kādā veidā nodrošinās PIA kvalitāti. EQAVET mērķis ir novērtēt un uzlabot PIA rezultātus, paaugstinot nodarbinātību, līdzsvarojot darba tirgus pieprasījumu un piedāvājumu, kā arī nodrošinot mūžizglītības pieejamību un iespējas visiem iedzīvotājiem, jo īpaši neaizsargātajām iedzīvotāju grupām.

EQAVET ietver šādus procesus: plānošana, ieviešana, novērtēšana un uzlabošana (skat. 1.attēlu).



1.attēls. ***PIA kvalitātes nodrošināšana*** *(Kees Hammink, 2019, 112)*
Figure 1 ***TVET quality assurance diagram*** *(Kees Hammink, 2019, 112)*

EQAVET lieto PIA rezultātu novērtēšanai valsts līmenī un mācību iestāžu līmenī. Ņemot vērā to, ka kvalitātes nodrošināšana un attīstība ir nepārtraukts process, EQAVET, pamatojoties uz praktiskām iniciatīvām, ir sistemātiski uzlabojams un atjaunojams. Paredzams, ka valstīs, kurās ieviesta EQAVET, uzlabosies PIA iekšējā un ārējā efektivitāte, darbības pārredzamība un uzticamība. EQAVET veido (Cedefop, 2009):

- PIA sistēmas plānošanas, ieviešanas, novērtēšanas un uzlabošanas vienkāršots modelis;
- sistēmas novērtēšanas un uzlabošanas metodika, fokusējoties uz pašnovērtējumu un pienācīgi apvienojot neatkarīgu novērtējumu;
- uzraudzības sistēma, kuru izvēlas atbilstoši valsts vai reģionālajai darbības jomai;
- izmaiņu mērīšanas instrumenti jeb dalībvalstu standartmērījumi, savas nacionālās sistēmas un reģionālo darbības jomu salīdzināšanai.

Papildus mācību materiālu un procesu novērtēšanai, ir pievēršama īpaša uzmanība izglītojamo iegūto kvalifikāciju validācijai, ņemot vērā iespēju dažādību un formas izglītojamo studijās un prasmju apguvē (Cedefop, 2015).

PIA kvalitātes ieviešana Nacionālās kvalifikācijas ietvarstruktūras veidā tiek nodrošināta daudzās valstīs, piemēram, Austrālijā, Jaunzēlandē, Indonēzijā, Filipīnās, Malaizijā un Taizemē, kur kvalitātes nodrošināšana ir saistīta ar kvalifikācijas ietvarstruktūru, bet PIA sistēma darbojas relatīvi neatkarīgi. Minētās valstis šai rakstā tiek pieminētas saistībā ar to dalību un ievērojamo ietekmi Mongolijas PIA kvalitātes novērtēšanas un vadības sistēmas veidošanā.

Mongolijas situācijas raksturojums PIA kvalitātes nodrošināšanā
Description of the situation in VET quality assurance in Mongolia

Mongolijas Profesionālās izglītības likums nosaka profesionālās izglītības un apmācības struktūru, ko "veido PIA Nacionālā padome, par PIA atbildīgā valsts pārvaldes centrālā institūcija, novērtēšanas un informācijas centrs, reģionālie metodoloģiskie centri un izglītības iestādes" (Law on Vocational Education and Training, 2009, p.6).

PIA Nacionālās padomes uzdevums ir koordinēt PIA skolas, darba devējus un ministriju, lai īstenotu PIA politiku saistībā ar nodarbinātības politiku. Mongolijas PIA Nacionālo padomi veido 9 ministriju valsts sekretāri un 9 dalībnieki, kas pārstāv Mongolijas Darba devēju federācijas un Mongolijas Nacionālās tirdzniecības un rūpniecības kameras, Celtnieku asociācijas un Nacionālās kalnrūpniecības asociācijas darba devējus. PIA Nacionālā padome izvērtē PIA satura standartus valsts līmenī, un, pamatojoties uz darba devēju un nozaru padomju kopīgiem ieteikumiem, apstiprina kvalifikāciju ietvaru un profesiju profilus. Valsts centrālajām administratīvajām iestādēm ir pienākums ar savu pārstāvju starpniecību atbalstīt PIA Nacionālo padomi, piedaloties Padomes darbā un nozaru padomju pasākumos. PIA Nacionālā padome darbojas, piesaistot sešas nozaru Padomes, ko izveidojušas nozaru ministrijas, un vietējās (aimagu) PIA padomes, ko lauku apvidos vada aimagu vadītāju vietnieki. Katra aimaga gubernators apstiprina sava aimaga PIA padomes sastāvu. Līdzīga pieeja Mongolijā ir ieviesta arī nodarbinātības jomā, ar Darba un sociālo lietu ministrijas rīkojumu izveidojot Nodarbinātības nacionālo padomi un vietējās nodarbinātības padomes aimagu līmenī, to sastāvu apstiprina attiecīgā aimaga gubernators, kurš arī vada šo padomi. Abas vietējās padomes (PIA padome un Nodarbinātības padome) savstarpēji sadarbojas, tādējādi saskaņojot PIA un nodarbinātības iniciatīvu plānošanu un īstenošanu.

Šobrīd Mongolijā tiek veidotas nozaru padomes, kas būs atbildīgas par PIA profesiju standartu noteikšanu un dažādošanu attiecīgajās ekonomikas nozarēs.

Mongolijas Darba un sociālo lietu ministrija ir atbildīga par PIA politikas izstrādi un ieviešanu, Profesionālās izglītības likuma īstenošanu, valdības un PIA Nacionālās padomes darba organizēšanu un nodrošināšanu, kā arī tās lēmumu īstenošanu. Darba un sociālo lietu ministrija izstrādā PIA attīstības politiku, nosakot kopīgus standartus un ar tiem saistīto darbību novērtēšanu un pārvalda kopējos aktīvus. Saskaņā ar Profesionālās izglītības likumu Darba un sociālo lietu ministrija ir tiesīga pieņemt būtiskus lēmumus PIA attīstībā, tai skaitā, piešķirt nozares budžetu, izveidot PIA skolu valdes, iecelt vai atlaist PIA skolu vadītājus.

Mongolijā ir trīs veidu PIA skolas:

- politehniskās koledžas, kas veic izglītojamo apmācību tehniskās izglītības iegūšanai;
- arodapmācības un ražošanas centri, kas veic izglītojamo apmācību profesionālās izglītības iegūšanai;
- profesionālās izglītības centri, kas nodrošina specifisko prasmju apguvi un izglītojamajiem piedāvā īstermiņa apmācības kompetences sertifikāta iegūšanai.

Saskaņā ar Darba un sociālo lietu ministrijas administratīvajiem datiem 2017./2018. mācību gadā Mongolijā PIA skolas piedāvāja apmācību 224 profesijās. Specifisko prasmju apguvi un īstermiņa apmācības piedāvāja 712 profesionālās izglītības centri. PIA skolu skaitā bija 86 politehniskās koledžas un arodapmācības un ražošanas centri, kas nodrošina tehniskās un profesionālas izglītības programmu apguvi, tai skaitā, 51 valsts finansēta un 35 privātās PIA skolas (Mongolijas Darba un sociālo lietu ministrijas datu bāze par 2017./2018. mācību gadu). Abu augstākminēto PIA skolu kapacitāte ir 57,9 tūkstoši izglītojamo, tomēr pēdējo mācību gadu laikā šī kapacitāte netika sasniegta, jo tehniskās un profesionālas izglītības programmu apguvē iesaistījās tikai 40 tūkstoši izglītojamo (Mongolijas Darba un sociālo lietu ministrijas datu bāze par 2017./2018. mācību gadu). Lai sasniegtu pilnu noslodzi, PIA skolām nākas konkurēt izglītojamo piesaistē, tādējādi PIA skolas ir ieinteresētas izglītības kvalitātes uzlabošanā.

Raksturojot izglītojamo iesaisti PIA skolās un valsts finansējuma piesaisti izglītības procesa īstenošanai ar statistikas datiem (Mongolijas Darba un sociālo lietu ministrijas datu bāze par 2018. /2019. mācību gadu):

- 18% izglītojamo ieguva tehnisko izglītību, 4% izglītojamo iesaistījās arodmācībās un apmeklēja apmācības kompetences sertifikātu iegūšanai, 78% izglītojamo apguva profesionālās izglītības programmas;
- valsts budžeta finansējums sedza izmaksas 74% no kopējā izglītojamo skaita, 5% izglītojamo mācības apmaksāja darba devēji, 20%

izglītojamo paši apmaksāja savu izglītības ieguvi.

Ar starptautisko donoru atbalstu Mongolijas PIA pārvaldības sistēmā ieviests jauns elements – izglītības iestādes pašpārvalde jeb skolu padome, ko veido interešu grupu un izglītības iestādes galveno klientu pārstāvji. Politehnisko koledžu un arodapmācības un ražošanas centru skolu padomes apstiprina PIA skolas attīstības stratēģiju, plānu, noteikumus un attīstības programmas, nosaka to struktūru, organizāciju un personālu, apstiprina gada budžetu, veic ieguldījumu un izdevumu kontroli, nosaka mācību maksu un maksu par kopmītnēm, novērtē skolas darbības rezultātus.

Mongolijas PIA Nacionālaais attīstības plāns 2016. – 2021.gadam nosaka PIA mērķi "uzlabot profesionālo un tehnisko izglītību atbilstoši Mongolijas attīstības politikas prasībām un darba tirgus pieprasījumam, un saskaņā ar iedzīvotāju vajadzībām, talantiem un interesēm, lai uzlabotu tās kvalitāti, pieejamību un efektivitāti" (National VET Development plan 2016-2021, 2016, p.2), un sešus sasniedzamos mērķus PIA kvalitātes nodrošināšanai:

- izveidot un ieviest nacionālo kvalifikāciju ietvarstruktūru.
- uzlabot kvalitātes nodrošināšanu, organizatorisko vadību un pārvaldību.
- attīstīt kompetencēs balstītu mācību un vērtēšanas sistēmu.
- stiprināt kapacitātes paaugstināšanu un nodrošināt izglītības darbinieku un skolotāju nepārtrauktu profesionālo attīstību.
- uzlabot nozares reputāciju, paplašinot sociālo partnerību un sadarbību.
- uzlabot finanšu sistēmu.

Kvalitātes nodrošināšanas sistēmas galvenais mērķis ir veicināt PIA efektivitāti, lietderību, uzticamību un pieņemšanu. Izvirzītā mērķa sasniegšanai, valsts institūcijas paredz nosacījumus kvalitātes nodrošināšanas mehānismu izveidei. Mongolijā kvalitātes nodrošināšanas mehānismi ir noteikti Izglītības likumā, Mongolijas Profesionālās izglītības likumā un citos saistītajos likumos. Veidojamās PIA kvalitātes nodrošināšanas sistēmas galvenās funkcijas ir:

- novērtēt, cik lielā mērā nodrošināta prasību izpilde izglītības iestādes darbības vai izglītības programmas īstenošanas uzsākšanai.
- izvērtēt, vai izglītības iestāde regulāri veic izglītības iestādes vai izglītības programmas atbilstības standartiem nodrošināšanu un cik lielā mērā tas uzlabo kvalitāti.
- novērtēt un formalizēt zināšanu, prasmju un kompetenču līmeni, ko ieguvuši absolventi, pārbaudīt to atbilstību darba tirgus prasībām.
- publicēt novērtējuma ziņojumu, kas apstiprina izglītības iestādes un izglītības atbilstību kvalitātes prasībām.

Mongolijas PIA kvalitātes nodrošināšanas sistēmu veido:

1) PIA Nacionālā padome, sešas nozaru padomes un vietējās PIA

padomes, kas atbildīgas par profesiju un kvalifikāciju standartu izstrādi.
2) Valsts centrālā aģentūra, kuras funkcijās ietilpst PIA izglītības programmu licencēšana to nodošanai ekspluatācijā un PIA kvalitātes novērtēšanas ieviešanas posmu uzraudzība un novērtēšana.
3) Seši reģionālie Metodoloģiskie centri tika izveidoti starptautiskā projekta ietvaros laika posmā no 2008 līdz 2012 gadam un tie ir atbildīgi par kvalitātes novērtēšanas procesu, profesionālu secinājumu sagatavošanu un kapacitātes stiprināšanu visos PIA līmeņos. Sākotnēji reģionālie Metodoloģiskie centri tika integrēti PIA skolu struktūrā un finansēti no skolu budžeta. Reģionālo Metodoloģisko centra vadītājus apstiprināja Darba un sociālo lietu ministrija bet metodistus apstiprināja PIA skolas direktors. 2019.gada otrajā pusgadā ar Mongolijas Darba un sociālo lietu ministrijas rīkojumu reģionālie Metodoloģiskie centri tika atdalīti no PIA skolām un iekļauti PIA Novērtēšanas centra sastāvā.
4) Mongolijas PIA Novērtēšanas centrs atbild par profesionālo kvalifikāciju novērtēšanu un sertificēšanu, indivīdu iepriekš iegūto prasmju atzīšanu, PIA absolventu informācijas datu bāzes izveidošanu un ekspluatāciju un informācijas izplatīšanu.
5) Mongolijas Nacionālā izglītības akreditācijas padome izstrādā noteikumus un nosaka kritērijus PIA izglītības programmu un PIA skolu darbības kvalitātes novērtēšanai, akreditē izglītības iestādes, veic PIA Novērtēšanas centra darbības analīzi un koordinē izglītības novērtēšanas centru un aģentūru darbu, uztur akreditēto izglītības iestāžu datu bāzi.
6) PIA skolu padomes un to novērtēšanas struktūras ir atbildīgas par PIA skolu visaptverošu un integrētu iekšējās kvalitātes nodrošināšanu.

Mongolijas PIA kvalitātes nodrošināšanas ietvara analīze
Analysis of the VET quality framework in Mongolia

Mongolijas PIA kvalitātes nodrošināšana un vadība balstās uz šādiem pamatprincipiem:

1. Kvalitātes nodrošināšanas un vadības pamatmērķis ir pastāvīgi uzlabot PIA kvalitāti.
2. Kvalitātes nodrošināšanas attīstība, vadība un organizācija ir orientēta uz gala rezultātiem, tādēļ valsts pārvaldes iestādēm, PIA skolām un sociālajiem partneriem ir jāsadarbojas kvalitātes nodrošināšanas izstrādāšanā, ieviešanā un vadībā.
3. PIA skolas ir pilnībā atbildīgas par mācību un pakalpojumu kvalitāti

un validācijas procesu rezultātu.

4. Veidojamā kvalitātes nodrošināšanas sistēma ietvers vadlīnijas, ieteikumus, materiālus un informāciju, neatkarīgu novērtēšanu un secinājumus.
5. Kvalitātes un rezultātu novērtēšanas process veicams atbilstoši "Plāno – Dari – Pārbaudi – Rīkojies" ciklam un ik gadu ir sagatavojams pašnovērtējuma ziņojums.
6. Jāņem vērā izglītojamo un citu mērķgrupu intereses un vajadzības.
7. Kvalitātes nodrošināšanas organizēšanai ir jābūt efektīvai un lietderīgai un jāatbalsta mācības.
8. Kvalitātes nodrošināšanas procesiem un rezultātiem ir jābūt skaidri definētiem un caurskatāmiem.
9. Neatkarīgā novērtējuma mērķis ir validēt izglītības iestādes pašnovērtējuma procesu.

Mongolijā ikvienai organizācijai vai iestādei ir jāievēro MNS ISO 9001 2016 Kvalitātes vadības sistēmas prasības, kas 2016.gadā apstiprinātas Nacionālajā Standartizācijas padomē. Kvalitātes vadības sistēmas prasība MNS ISO 9001:2016 nodrošina tās lietotājiem:

- spēju nepārtraukti piegādāt klienta prasībām atbilstošus produktus un pakalpojumus.
- produktu un pakalpojumu atbilstību juridiskajām un regulējuma prasībām.
- atbalstu spējai apmierināt klientu prasības.
- risku un iespēju, kas saistīti ar organizācijas mērķiem un stāvokli, ievērošanu.
- parāda atbilstību kvalitātes vadības sistēmas prasībām.

Pamatojoties uz to, ka Eiropas valstīs pielietotā EQAVET ir balstīta uz ISO kvalitātes kontroles standartu un kopējo kvalitātes vadību, pēdējo divu gadu laikā Mongolijā ar donoru atbalstu ieviests kvalitātes standarts ISO 9001:2015 un atbilstīgi tam pilnvaroti valsts uzņēmumi sniedz profesionālu konsultāciju, vērtēšanas un validācijas pakalpojumus.

Mongolijas nacionālās kvalifikāciju ietvarstruktūras izstrādes process turpinās, cenšoties ietvert tajā jaunās starptautiskās tendences mācību rezultātu noteikšanā visos izglītības līmeņos. Pēdējo piecu gadu laikā ES finansētie PIA projekti sniedz atbalstu Mongolijai iepriekš apstiprinātās sešu līmeņu kvalifikācijas ietvarstruktūras atjaunināšanā, pārveidē par desmit līmeņu ietvarstruktūru un tās sertificēšanā.

Mongolijas PIA kvalitātes nodrošināšanas sistēma šobrīd ir izstrādes procesā, tiek veidota tās normatīvā bāze un veikta PIA institūciju institucionālā stiprināšana. Paredzēts, ka PIA kvalitātes nodrošināšanas sistēma ietvers metodoloģisko vadību kompetencēs balstītu PIA standartu izstrādei un ieviešanai, nozaru kvalifikāciju un profesiju profilu izstrādei un validācijai, rezultātu pašnovērtējuma un ārējās novērtēšanas veikšanai. Mongolijā šobrīd PIA skolas veic apmācību iepriekš minētajās 224 profesijās kaut arī vēl nav izstrādāti un apstiprināti izglītības standarti. Tiek veikti mēģinājumi sakārtot šo sistēmu, piemēram, 2008./2019. mācību gadā ar Darba un sociālo lietu ministrijas atļauju eksperimentālā kārtā tika testēti 13 PIA standarti, kas izstrādāti starptautisko projektu ietvaros. 2014.gadā darba un sociālo lietu ministrs apstiprināja 20 profesiju profilus, kompetencēs balstītas izglītības programmas ir izstrādātas ar dažādu starptautisko projektu atbalstu, tās izstrādā arī PIA skolas sadarbībā ar reģionālajiem Metodoloģiskajiem centriem. Jāatzīst, ka Mongolijā nav izveidota PIA izglītības programmu datubāze, līdz ar to pastāv risks, ka vienas un tās pašas profesijas apguvei PIA skolas izmanto vairākas, turklāt dažādas izglītības programmas.

Mongolijā licencēšanas process ir organizēts parasta uzņēmuma reģistra veidā, tomēr vēl nodrošināma galveno licencēšanas prasību izpilde, kas veicama atbilstoši normatīvajiem aktiem, standartizācijas noteikumiem un dokumentiem, kas definē PIA programmu mērķus un rezultātus. No 2012.gada nav veikta PIA skolu akreditācija, tomēr sistemātiski tiek veikta PIA skolotāju atestācija. Mongolijas Nacionālā izglītības akreditācijas padome sakarā ar tās struktūras, organizācijas un akreditācijas kritēriju atjaunošanu laika periodā no 2014. līdz 2016.gadam apturēja PIA izglītības programmu akreditāciju. Akreditācijas process tika atsākts 2018 gadā, akreditējot 10 PIA skolas un 14 PIA programmas (Kees Hammink, 2019).

Kā atzīst Mongolijas profesionālās apvienības, darba devēji un PIA skolu pārstāvji, pastāv neatbilstība starp izglītības programmām, kurās PIA skolas piedāvā vienāda līmeņa izglītības apguvi un dokumentus par profesijas apguvi. Līdz ar to ir apgrūtināta mācību rezultātu salīdzināšana un PIA skolu kvalitātes kritēriju noteikšana.

Donoru finansēti projekti PIA kvalitātes stiprināšanā Mongolijā ir īstenoti šādos virzienos (Saha Meyanathan, 2016):

- Kompetencēs balstītas apmācības un vērtēšanas sistēmas izveidē iesaistīti astoņi projekti, ko finansē Āzijas attīstības banka, Eiropas Savienība, Korejas valdība, Indijas valdība, Šveices sadarbības un attīstības aģentūra.
- Kvalitātes nodrošināšanas mehānisma uzlabošanā iesaistīti pieci projekti, ko finansē Eiropas Savienība, Singapūras valdība, Šveices sadarbības un attīstības aģentūra.
- PIA cilvēkresursu un pārvaldības uzlabošanā īstenoti četri projekti, kas finansēti no Āzijas attīstības bankas, Vācijas valdības un Šveices

sadarbības un attīstības aģentūras līdzekļiem.

- Sociālās partnerības un sadarbības uzlabošanā īstenoti seši projekti, saņemot Āzijas attīstības bankas, Vācijas valdības un Šveices sadarbības un attīstības aģentūras finansējumu.
- Nacionālās kvalifikācijas ietvarstruktūras veidošanā piedalījās septiņi projekti, kas tika finansēti no Āzijas attīstības bankas, Eiropas Savienības, Indijas valdības, Singapūras valdības, Šveices sadarbības un attīstības aģentūras un Vācijas valdības līdzekļiem.

Mongolijā donoru finansētie PIA projekti ir snieguši konsultatīvo atbalstu PIA kvalitātes nodrošināšanas koncepcijas un sistēmas izveidei valstī, politikas dokumentu izstrādei, kvalitātes kultūras un sistēmas izveidei PIA skolās, kā arī cilvēkresursu kapacitātes stiprināšanai PIA kvalitātes nodrošināšanā un vadībā.

Pēdējos gados Mongolijā ir pieņemti par PIA kvalitātes novērtēšanu un vadību atbildīgo institūciju lēmumi un ir palielinājusies starptautisko partneru profesionālā palīdzība valsts kvalitātes kontroles standartu, PIA skolu standartu un prasību, iekšējās kvalitātes kontroles organizēšanas un pašnovērtējuma mehānismu izstrādē.

Kvalitātes nodrošināšanas standarta ieviešanā tiek pielietoti vairāki rīki – neatkarīga novērtēšana, kas balstīta uz skolu pašvērtējumu, PIA skolu iekšējās kvalitātes nodrošināšanas sistēmas izveide un tās kapacitātes stiprināšana. Pēdējo gadu laikā PIA skolas izstrādā un īsteno kompetencēs balstītas izglītības programmas un pielieto ar starptautisko projektu atbalstu izstrādāto kvalitātes nodrošināšanas sistēmas metodiku. Vienlaikus uzsākta kvalitātes kontroles ieviešana atbilstoši starptautiskajiem ISO standartiem. Standarti pamatojas uz līdzīgiem principiem, organizāciju un metodiku jeb "Plāno – Dari – Pārbaudi – Rīkojies" ciklu, kas novērš iespējamās savstarpējās pretrunas. Starptautiskais kvalitātes nodrošināšanas standarts izmanto "Plāno – Dari – Pārbaudi – Rīkojies" ciklu analīzes procesā dažādo pieeju riska samazināšanai un ietver (Cedefop, 2015):

1) plānošanu, izvirzot skaidrus, piemērotus un izmērāmus mērķus un uzdevumus attiecībā uz politiku, procedūrām, uzdevumiem un resursiem, tajā skaitā cilvēkresursiem.
2) īstenošanu vai darbību, nosakot procedūras izvirzīto mērķu sasniegšanas nodrošināšanai un tām atbilstošas organizācijas/darbības procedūras.
3) novērtēšanu vai pārbaudi, ieviešot mehānismus sasniegumu un rezultātu novērtēšanai, vācot un apstrādājot datus pamatotu novērtējumu veikšanai.
4) pārskatīšanu vai rīcību, izstrādājot procedūras rezultātu sasniegšanai un/vai jaunu mērķu izvirzīšanai, vai arī, ja nepieciešams, pārmaiņu procedūru izstrādāšanai.

PIA kvalitātes novērtēšanā papildus ārējam vai neatkarīgajam novērtējumam un pārbaudei uzsvars tiek likts uz PIA skolas pašnovērtēšanas efektivitātes uzlabošanu. Viens no šādiem piemēriem ir ieviest Mongolijā Eiropas references sistēmu PIA kvalitātes nodrošināšanai, kā tas tiek īstenots ES dalībvalstīs. Mongolijas PIA kvalitātes nodrošināšanas sistēmai ir jākļūst par instrumentu sistemātiskas pieejas īstenošanai, lai, pielietojot integrētus kritērijus un kvalitatīvu analīzi iekšējai un ārējai novērtēšanai, veicinātu PIA kvalitāti un nepārtrauktību valsts un starptautiskajā mērogā.

Nozīmīgs ES finansēto projektu rezultāts ir vienota viedokļa panākšana starp PIA iesaistītajām ministrijām un darba devējiem par visu izglītības līmeņu iekļaušanu nacionālajā kvalifikācijas ietvarstruktūrā, tādējādi aptverot visus Mongolijas iedzīvotājus. Laikā no 2014. līdz 2019. gadam ar ES projektu atbalstu Mongolijā tika īstenots plašs kapacitātes paaugstināšanas pasākumi PIA kvalitātes nodrošināšanā. Īstenojot projektus un programmas ar donoru atbalstu, Mongolijā pēdējo gadu laikā ir veikti ievērojami uzlabojumi kopējas metodikas un pieejas izveidei PIA skolu kvalitātes nodrošināšanā. Starptautisko projektu ietvaros izstrādāta rokasgrāmata "PIA skolu kvalitātes nodrošināšanas sistēma", kurā kā kvalitātes nodrošināšanas pamats ir minēti kompetencēs balstīta apmācības principa ieviešana un PIA cieša saistība ar darba tirgus pieprasījumu un darba devēju prasībām. Rokasgrāmatas izstrādes mērķis bija iesaistīt PIA skolu direktorus kvalitātes novērtēšanā un organizēt vadības, administrācijas un darbinieku iesaisti kvalitātes nodrošināšanā PIA skolās. Katrā PIA skolā ir nozīmēts atbildīgais par kvalitātes nodrošināšanu. Laikā no 2008. līdz 2012. gadam starptautisko projektu ietvaros tika veikta visu PIA skolu vadības apmācība kvalitātes kontrolē.

Mongolijā pēdējo gadu laikā aktivizējas valdības, darba devēju, attīstības partneru un profesionālo apvienību centieni izveidot un nostiprināt šādas PIA kvalitātes nodrošināšanas sistēmas komponentes:

– Nacionālās kvalifikāciju ietvarstruktūras koncepciju, kas ietver sešus galvenos kvalitātes nodrošināšanas elementus, politikas un tās īstenošanas dokumentus un nacionālās kvalifikāciju ietvarstruktūras izstrādes principus.
– PIA skolas pašnovērtējuma metodiku, kuras izstrādi un testēšanu 25 skolās 2016. - 2017. gadā atbalstīja Āzijas attīstības banka.
– Jaunu regulējumu un kritērijus PIA skolu un izglītības programmu akreditācijai, ko 2016.gadā apstiprināja Mongolijas Izglītības akreditācijas nacionālā padome.
– Ceļvedi kvalitātes sistēmas izveidošanai PIA skolās, kas 2011.gadā tika izstrādāts ārvalstu donora, Singapūras Politehniskās koledžas un PIA skolu vadības kopīgas sadarbības rezultātā.

Ar daudzskaitlīgo donoru atbalstu tika piedāvāts Mongolijas Kvalitātes nodrošināšanas vadības sistēmā ieviest sešus elementus: licencēšanu, akreditāciju, kvalifikāciju formalizēšanu (nodrošināšanu), mācīšanu un mācīšanos, novērtēšanu un uzraudzību, kā arī sertifikāciju.

Pētījuma par PIA kvalitātes ieviešanu Mongolijā metodoloģijas un rezultātu īss apskats
Brief overview of the methodology and results of the study on introduction of VET quality in Mongolia

2016.gadā ES finansēts projekts Mongolijas PIA atbalstam veica situācijas analīzi par PIA skolu aktivitātēm un apmācības kvalitāti. Pētījuma mērķis bija, pamatojoties uz pierādījumos balstītu situācijas analīzi, izstrādāt PIA politikas ieteikumus un priekšlikumus Darba un sociālo lietu ministrijai, PIA Novērtēšanas centram, reģionālajiem Metodoloģijas centriem, PIA skolām, attīstības partneriem, profesionālām apvienībām un ražošanas un servisa centriem.

Pētījuma uzdevumi:

1. Analizēt PIA kvalitātes nodrošināšanas un vadības politiku un tās ieviešanu, identificēt trūkumus un nepilnības un, pamatojoties uz analīzes rezultātiem, sagatavot secinājumus par PIA kvalitātes nodrošināšanas politiku, pielietoto praksi tiesiskajā vidē, pārvaldībā, vadībā un organizācijā valsts un PIA iestādes līmenī.
2. Noteikt turpmākās sadarbības virzienus un iespējas, kā arī attīstības partneru lomas PIA kvalitātes nodrošināšanas sistēmas izstrādē un attīstīšanā.
3. Izstrādāt politikas ieteikumus PIA kvalitātes nodrošināšanai.

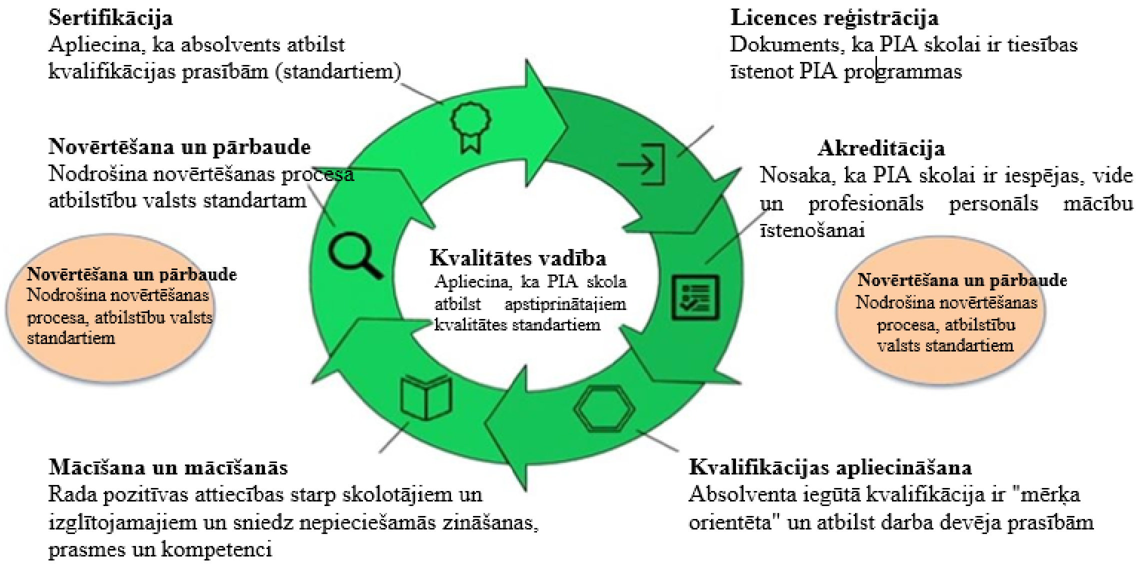
Pētījuma metodoloģija ietver aptauju, fokusa grupu un interviju veikšanu un tā ietvaros tika veiktas (Kees Hammink, 2019):

- 6 individuālās intervijas ar augstākā līmeņa PIA speciālistiem.
- 4 fokusa grupas ar PIA kvalitātes novērtēšanā ieinteresētajiem PIA speciālistiem, tai skaitā ar sociālo partneru pārstāvjiem.
- PIA skolu aptaujas, ietverot 75% PIA skolas, kas atrodas Ulanbatorā, no kurām 77,5% akreditācija bija beigusies. Atbilstoši Darba un sociālo lietu ministrijas datiem no 712 PIA skolām – profesionālās izglītības centriem, 333 skolām ir atjaunota reģistrācija, 43 apmācības centri piedāvā apmācību specializētajiem autovadītājiem, un 336 no tiem nodrošina "B" klases autovadītāju apmācību (Mongolijas Darba un sociālo lietu ministrijas datu bāze par 2015./2016.mācību gadu).

Pētījuma veicēji analizēja Mongolijā veidojamo PIA kvalitātes novērtēšanas sistēmu, veicot tās salīdzināšanu ar starptautiskajām kopējām sistēmām, tai skaitā, ar Eiropas PIA kvalitātes nodrošināšanas sistēmu.

Pētījuma rezultātā tika izstrādātas rekomendācijas attiecībā uz kvalitātes nodrošināšanas vadības sistēmas koncepcijas izveidi (skat. 2.attēlu) un neatliekami veicamajiem pasākumiem Mongolijas PIA kvalitātes nodrošināšanas vadības sistēmas izveidei. Veidojamās sistēmas ietvaros ir nepieciešama visu sistēmas dalībnieku nepārtraukta sadarbība, uzraudzība un inspekcijas pierādījumos balstītu lēmumu pieņemšanā un informācijas pārvaldībā.

Otrajā attēlā atainotais PIA kvalitātes nodrošināšanas vadības sistēma modelis atspoguļo visu tās dalībnieku darbību informācijas iegūšanā un uzkrāšanā, tās novērtēšanā un atbilstošu ziņojumu sagatavošanā valsts un PIA skolu līmenī. Piedāvātā PIA kvalitātes nodrošināšanas vadības sistēma ietver sešus pamatelementus (Kees Hammink, 2019): licencēšanu, akreditāciju, kvalifikācijas formalizāciju (nodrošināšanu), mācīšanu un mācīšanos, novērtēšanu un uzraudzību, kā arī sertifikāciju.



2.attēls. ***Kvalitātes nodrošināšanas vadības sistēmas koncepcija***
(Kees Hammink, 2019,100)
Figure 2 **Quality Assurance Management System concept** *(Kees Hammink, 2019, 100)*

Pētījuma rezultātā Mongolijas PIA kvalitātes nodrošināšanas vadības sistēmas turpmākai attīstībai tika ieteikts:

- PIA kvalitātes nodrošināšana uzsākama ar standartu oficiālu apstiprināšanu, kas nosaka PIA kvalitāti, t.i. profesionālās zināšanas, prasmes un kompetences.

- Skaidri definējams kvalifikāciju, prasmju un kompetenču novērtēšanas un sertificēšanas process.
- Nepieciešams noteikt reālistiskas, efektīvas un atbildīgas PIA skolu padomju pilnvaras.
- Visos izglītības līmeņos nepieciešams legalizēt nacionālo kvalifikācijas ietvarstruktūru, deleģēt pilnvaras izstrādāt un validēt kvalifikācijas PIA Nacionālajā padomē un nozaru padomēs.
- Nepieciešams deleģēt pilnvaras reģionālajiem Metodoloģiskajiem centriem izvērtēt un sniegt metodoloģiskus ieteikumus izglītības programmu izstrādē un profesionālo asociāciju uzdevums ir novērtēt izglītības programmas. Tikai pēc izglītības programmas novērtēšanas ir veicama apmācība saskaņā ar šo programmu.
- Izstrādājamas diferencētas licencēšanas procedūras, kas atbilst katram PIA iestāžu veidam, nepieciešams izvērtēt un apstiprināt, vai izglītības programmas atbilst attiecīgo profesiju prasībām, sniegt metodoloģisku atbalstu un ieteikumus attiecībā uz izglītības programmu licencēšanu un apstiprināšanu.
- Skaidri definējama PIA Novērtēšanas centra un PIA skolu loma un atbildība kvalifikācijas, prasmju un kompetenču novērtēšanas un sertificēšanas procesā.
- Veidojama valsts iedzīvotājiem saprotama un pieejama PIA kvalitātes novērtēšanas un vadības sistēma.
- Veicināmas iniciatīvas un radoša pieeja kvalitātes vadības standartu ieviešanā un kvalitātes kultūras veidošanā.
- Sekmējama efektīva reālu patērētāju un profesionāļu līdzdalība PIA kvalitātes nodrošināšanā.

Secinājumi
Conclusions

Mongolijas PIA kvalifikāciju ietvarstruktūra ir izstrādāta un 2019.gada pirmajā pusgadā apstiprināta PIA Nacionālajā padomē, tomēr tās tālākā virzība ir apturēta saskaņā ar darba devēju apvienību vēlmi pārskatīt ietvarstruktūru pirms tās virzīšanas apstiprināšanai valdībā. PIA kvalifikāciju ietvarstruktūras pārskatīšana var izsaukt atkārtotas saskaņošanas nepieciešamību, tādējādi paildzinot tās akceptēšanai nepieciešamo laiku.

PIA Kvalitātes nodrošināšanas vadības sistēmas modeļa komponentes ir pamata procesi, kas nepieciešami Mongolijas PIA sektoram. Atbilstoši minētajām komponentēm, pamatojoties uz pierādījumos balstītu situācijas novērtējumu, starptautiskie un nacionālie konsultanti ar PIA administratīvo un ekspertu atbalstu izstrādāja praktiski piemērojamu politiku un pamatnostādnes. Kvalitātes nodrošināšanas vadības sistēmas ieviesējiem ir izprotama visu komponentu darbību pielietošana ciklā "Plāno – Dari – Pārbaudi – Rīkojies". Nepieciešams pabeigt kvalitātes kontroles kopīgās sistēmas izveidi un atbilstošo normatīvo dokumentu izstrādi.

Ar donoru atbalstu PIA skolas ir izstrādājušas un īsteno kompetencēs balstītas izglītības programmas, ir veikta plaša apmācība PIA kvalitātes nodrošināšanas sistēmas metodoloģijas izstrādei, pamatojoties uz starptautiskiem kvalitātes kontroles standartiem, un šo standartu praktiskai pielietošanai. Minētie standarti ir balstīti uz līdzīgiem principiem, organizāciju un metodēm un pamatojas uz pilnīgu kvalitātes kontroli "Plāno – Dari – Pārbaudi – Rīkojies" cikla ietvaros. PIA kvalitātes nodrošināšana darbosies efektīvāk, ja visas PIA kvalitātes nodrošināšanas komponentu darbības attiecībā uz "Plāno – Dari – Pārbaudi – Rīkojies" ciklu veidos kvalitātes kontroles kopīgo sistēmu.

Mongolijā PIA kvalitātes nodrošināšanas standarta ieviešana tiek īstenota, izmantojot vairākas pieejas. PIA skolas pakāpeniski ievieš iekšējās kvalitātes nodrošināšanas sistēmu. Neatkarīga novērtēšana ir saistīta un pamatojas uz pašnovērtējumu. Tomēr ir jāatzīst, ka PIA Kvalitātes nodrošināšanas vadības sistēmas un jaunizstrādāto kvalitātes kritēriju akceptēšanai visās ieinteresētajās institūcijās ir nepieciešams papildu laiks, institūciju kapacitātes stiprināšana un efektīva savstarpējā sadarbība starp iesaistītajām institūcijām.

Summary

As economic growth in Mongolia does not give the positive impact on the creation of new jobs and poverty reduction and it was identified that Mongolian education sector is unable to produce the required knowledge and skills for the potentially employed, considerable measures for improving TVET quality have been undertaken. The complex TVET quality assurance system in Mongolia is in development and will be based on five principles: leadership, stakeholder engagement and coordination, relevance, effectiveness and efficiency, clarity and coherence. The Quality Assurance Management System consists of six key elements of which the TVET quality should be assured and managed: licensing, accreditation, validation of qualifications, teaching and learning, assessment and verification and certification. Relevant policies such as TVET accreditation, validation of qualifications for implementation of the Quality Assurance Management System have been elaborated and discussed in Mongolia but TVET legislation changes have not been passed yet. A new principle of governance has been legislated with employers, key players of manufacture and services, and professional associations as the center of these functions, however it is not exercised in practice. Quality assurance in the implementation of the TVET standards has been implemented through multiple approaches, and training institutions themselves have been establishing internal quality assurance capacity systems. An independent evaluation is based on self-assessment. Main criteria for effective and efficient quality assurance have been elaborated with support of various international projects however additional time, capacity

building and mutual collaboration between all involved stakeholders is needed to get the newly elaborated quality criteria and Quality Assurance Management System as a whole fully accepted by all involved stakeholders.

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ORGANIZATIONAL FACTOR AS BASIC ELEMENTS OF THE ESTONIAN YOUTH WORKERS´ PROFESSIONAL GROWTH

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Abstract. *The issue of the Estonian youth workers´ professionality has been relevant for many years. Organizational factors are important in the youth worker´s professional growth. Youth worker is a promoter of non-formal education. Research explained the issues related to the youth workers professional growth, including organizational factors. The theoretical framework of the research created Ruohotie, Tamm concepts of professional growth and Hackman, Oldham job satisfaction characteristics. The purpose of this research was brought to the light youth work specialists´ opinions about the organizational factors of the professional growth. For qualitative data collection semi-structed interviews were conducted with 35 Estonian youth work specialists in 2016-2018. The results showed that in eight key-topics important opinions were received. Most attention should be given further to the beginner youth workers´ support for efficient and faster adaptation with work. Mostly were explained interviewees high satisfaction with team and colleagues. Interviews revealed a different commitment to work, which depends of the employee´s professional awareness and involvement in initiatives, that could have resulted from different education, professional training or personal characteristics. The quality of the feedback is important for the employee's professional growth. Individualisation of the work may create a threat to versatility. For further clarification: youth workers´ professional identity.*
Keywords: *Estonia, organizational factors, professional growth, youth work, youth worker.*

Introduction

Youth work (YW) is undoubtedly a profession in its´ most important and socially necessary sense (Devlin, 2012). The field of YW has made a significant leap forward since the restoration of Estonian independence and is autonomous and in its´ decisions autonomous, too. The degree of freedom is higher at the local level than at the national level. While the Estonian YW organization has been recognized in the European Union level, Future Policy Award 2019, the constant turnover of youth workers is a major problem and their professional growth is rather unclear.

In Estonia YW has developed as field that is regulated and standardized. That can be considered as development of YW profession, which is reflected in certain approaches to youth worker skills and values, professional organizations,

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and certain developed expectations of outcomes (Kötsi, 2017). Youth worker organizing YW, leading YW organizations or agencies. The content of his work is individual work with young people or youth groups to engage them in non-formal learning activities and create the conditions for developing entrepreneurship and responsibility. The youth worker guides the process of non-formal learning for young people by creating conditions for the diverse development of youth and supporting their socialization. He creates a trusting relationship with young people and works with them, their parents, other stakeholders and professionals in the field. He develops the YW in his organization in co-operation with his colleagues (Mets & Viia, 2018; Veigel, 2017). Non-formal learning (NFL) can complement formal learning, providing different outcomes, using the learning and practice centred methods. The blurring of borders between formal, non-formal and informal learning will require new teaching skills and constant evolution of the youth workers profiles. The range of skills required is widening, as youth workers are expected to deal with challenging patterns of behaviour or social issues such as special educational needs and cultural diversity (European Commission, 2015). Young people today face increasing inequalities and high levels of public debt (OECD, 2018; Coppola & O'Higgins, 2015). Unemployment, in turn, increases social exclusion (Coppola & O'Higgins, 2015; Williamson, 2005). For example, older young people can be targeted for training, job opportunities or existing services. (Beck, 2015). These aspects must certainly also be in the focus of youth workers.

During 2005-2018 various studies showed the high mobility of Estonia youth workers in youth centres and shortage of personnel with special education. Considering the above, professional youth workers will need long-term employment in the sector to develop and hone their skills (Conradsen, 2017; Veigel, 2015). The purpose of this research was brought to the light YW specialists´ opinions about the organizational factors of the professional growth.

Theoretical background

Youth workers' professional growth as a professional perspective is an important research subject and essential to understand its´ basic elements. Professional growth is a natural part of human life, because it supports the coping with work tasks. Ruohotie (2005) said, that this is an ongoing learning process for working life knowledge and skills necessary to obtain that come using the official competent to handle changing requirements. Professional growth basic elements were personality, work-related and organizational factors (work atmosphere; management techniques and practices, which provide the context for development; supportive and challenging situations) (Tamm, 2008;

Ruohotie, 2005). Professional growth supports worker´s job performance. That is a continuous learning process to acquire the knowledge and skills needed for working life, which will be used more competently to meet the changing requirements of the agency (Tamm, 2008; Ruohotie, 2005). We treat professional growth similarly to professional development. Wermke (2011) explained professional development as a process, what is related to coping with change. He takes a broader approach to professional development by arguing that professional development is collaborative, and that emotional intelligence, in addition to knowledge and skills, changes. Good collegial relations, professional understanding, awareness and clarity of duties are essential for successful cooperation. In addition, autonomy supports professional development. Taking responsibility is important for employees with different backgrounds. It is necessary that professional development learning activities provide opportunities to learn new content and skills on an ongoing basis, but also to reflect on their relationship with practice and integrate new knowledge with existing professional practice and habits (Bredeson 2002). Professionals prefer non-formal learning opportunities: collaborative exploration of their practice, discussions with colleagues, different experiences, new assignments, traveling etc. (Veigel, 2017; Bredeson 2002; Daley 1999). Continuous professional development is the retention and improvement of knowledge, expertise, personal and professional competence throughout a career, according to a plan that is tailored to the wishes and needs of the professional, employer and professional associations, and the individual's competences throughout his/her working life (Bailey, 2011).

Over-regulation can reduce the flexibility and innovation of YW by focusing only on what is provided in the standard. Likewise, closure policies should not eliminate youth-specific work practices such as supporting youth activism, voluntary participation, or youth-to-youth and other YW methods. Standardization should not run counter to the principles of YW (Kötsi, 2017). However, employers have started to pay more attention to the professional education of youth workers. In the everyday practice of youth workers, theoretical knowledge is often not widely used. Not all students of the specialty, after graduation, enter the field of YW. Therefore, in YW studies must to consider how to support the readiness and motivation of students of YW speciality (Veigel, 2017; Veigel, 2015; Kötsi, 2017), to support professional development already at this stage more effectively. By 2021 year in Estonia 198 000 young people will have participated in youth work services. Author recommend strength-based management (*Clifton Stenghts*), which also supports a value-based approach. Values are the advantages of an institution. An employee-centred model is also the creation of an environment, where the employee is respected and cared for in turn to support young people.

In order to increase job satisfaction, reduce employee turnover and absenteeism, it is necessary to take into the focus all five indicators when applying the job characteristics model: job diversity, job specify, job relevance, autonomy, feedback (Hackman & Oldham, 1975). All aspects can be skilfully addressed organizationally. As to the YW field entered workers with very different backgrounds and professional knowledges (Veigel, 2018), it is important that the team, as well as the manager, professionally support their professional growth from the adjustment to the next working life. It is also important to understand the organizational culture, which is a set of attitudes, beliefs, values and norms that members of the organization share. These are key elements of the work environment. It gives the employee an organizational identity. It is also a source of stability and consistency, providing employees with a sense of job security. Knowledge of organizational culture helps new employees better understand what is happening in the organization. Probably more than anything else, organizational culture helps stimulate employees' enthusiasm for their tasks. Managers are interested in attitudes related to employees' work. The three most common of these are: job satisfaction, work commitment and organizational loyalty. Job satisfaction is the general attitude of an employee towards their job. When people talk about employee attitudes, they usually point to job satisfaction. Job involvement is the degree to which a person identifies with their work by actively participating in it and by attaching the result of their work to their self-worth. Organizational commitment demonstrates employee loyalty, identification and commitment to the organization. (Mägi, 2011) The low self-confidence of employees can be increased by empowerment. Empowerment is any process that gives employees greater autonomy by sharing relevant information and gaining control over factors that affect their performance. Empowerment helps eliminate the conditions that cause disability. Empowerment enables employees to control problems as they arise.

Leadership plays an important role in managing the organization. While a leader is expected to employ subordinates first and foremost, a good leader is also a leader who subordinates want to follow. A leader influenced employees to work towards common goals (Aru, 2001).

Maslach and Leiter (1997) described six areas of work in an organizational context coming together and encompassing major organizational antecedents of burnout. These areas were: workload, fairness, control, community, reward and values. Accordingly, burnout arise from mismatches between people and their work settings manifesting in six areas (Leiter & Maslach, 1999). Organizational trust, which simply reflect employees’ willingness to be vulnerable to their organizations’ actions (Paliszkiewicz, 2011), as a transmitting mechanism.

Accordingly, this degree of vulnerability increased in situations where parties are interdependent to each other.

Workload refers to individuals' expended energy and consumed time at work. In other words, it is the perception of job demands relative to one's limits. Control is regarded as one of the most important organizational factors. Lack of control is believed to occur when employees have insufficient authority over work or are unable to shape their work environment in a way consistent with their values. Community reflects the overall quality of workplace social interactions. More specifically, it is related to how people support each other and work as a team. Reward refers to what extent monetary, social, and intrinsic rewards are consistent with expectations. Value is related to the congruence between an organization's goals and expectations and those of its employees. It emphasizes the motivational connection between an individual and his workplace that goes beyond the utilitarian exchange of time for money. (Leiter & Maslach, 2004; Maslach & Leiter, 1997). In the context of organizational predictors of emotional exhaustion, perceived inequity has emerged as a powerful source.

Methodology of research

This research applies a qualitative research strategy, based on a phenomenological approach. For qualitative data collection semi-structured interviews were conducted with a total of 35 Estonian youth workers and experts (youth centres/YC/directors, YW coordinators); 5 men and 30 women from 14 counties, mostly worked in cities. Pilot interview was conducted with youth worker and the other with YC director, who had over four years work experience. After this the questions were developed and clarified. Interviews were conducted individually in 2016-2018. They lasted usually from 1 to 2h and were recorded on tape. The interviews were carried out in a quiet place at the university or at work. This was considered important in order to maintain objectivity and to create an atmosphere in which interviewees would not were afraid to share their experiences and to express viewpoints that might be critical of their study experiences. The interview takes place in a social context. Both the interviewer and the interviewee brought to an interview with their past, age, position, expectations and beliefs (Singleton & Straits, 2012; Wengraf, 2001). Interviews allowed people to freely talk about their lives with their own words and personal, intimate communication between researchers and interviewees (Kvale, 2006). A common understanding will be created during the interview. A qualitative research method is justified, because the author investigated peoples´ judgments and interpretations of the phenomenon (youth workers´ professional growth factors) (Vidich & Lyman, 2003). Data-driven thematic analysis process included six phases. First, all recorded interviews were transcribed, read and initial ideas noted. Next, initial codes were generated regarding the phenomenon. In the third phase, the different codes were sorted into potential sub-themes and key-topics. Subsequently, the content of the created sub-themes and main themes were checked. In the fifth phase, all key-topics (8) and sub-themes (43) (Table 1) were refined and named. In the last phase, the final analysis was written. In the focus of the research were organizational elements as youth workers´ professional growth basics.

The anonymity of the sample was ensured. Protecting participants and respecting their right to make decisions regarding their participation were the core ethical principles guiding the treatment of the participants in the research. The participants were informed of the purpose of the research. Participation was voluntary. Furthermore, participants were informed of their right to withdraw at any time without consequences. No sensitive questions were asked. Saturation of the data was achieved (Creswell, 2005).

Results

Work atmosphere. Mostly were explained interviewees high satisfaction with colleagues and team, what was an important factor in supporting professional growth. *„Getting along with colleagues is great".* Ordinary work was supported daily enough by the managers, but it must be more empowered. Often was mentioned noisy atmosphere in work rooms and overwork during camps/events.

Management techniques and practices. Interviews revealed a different commitment to work, which depends of the employee´s professional awareness. Most attention should be given further to the beginner youth workers´ support for efficient and faster adaptation with work and to the empowering employees generally. *„Would like to see just more integration across disciplines, it seems, that there is still little to gain"*. YC directors´ leadership skills must be developed.

Supportive and challenges situations. Youth workers´external motivation supported rather by colleagues and youth. *„The specifics of YW are very diverse and interesting, but often lack the skills to do it". „Events and youth behavior are challenging enough, as well as writing projects". „Professionals contributed to the important youth programs, such as Tugila, Nopi üles! (Take up!) and others". „Flexible worktime is suitable for some employees". „Altruism may sometimes occurred and overwork, for example, in camps".*

Diversity of work. Multidimensional work should ensure routine work. Involvement and initiatives were important, that could have resulted from different education, professional training or personal characteristics. *„There* *should be more innovation in YW". „Different events and cooperation are as challenges for especially non-educated workers". „Youth workers´ professional skills often seems to make work as a hobby, more pleasant". „YW is a very wide area".*

Work delimitation and job specify. It was confirmed that many youth workers were rather free in their work tasks. Individualisation of work may create a threat to versatility. It was noted, that youth workers were often one-sided, less innovative. Youth workers´ functional and less attitudinal development needs to be addressed. *„YW also offers thousands of opportunities". „It seems like often doing things, that have been done all the time". „Youth work is varied and depends of goal settings".*

Job importance. The number of young people involved in YW and were as a good prerequisite for YW trainings and finding staff. YW was often undervalued. Youth workers themselves must more value their work and professionalization, too.

Table 1 ***Main key-topics and sub-themes that constitute the pattern of meanings the youth workers attributed to the organizational factors and job satisfaction***

Key topics	Sub-themes
Work atmosphere	Good and rather pleasant work atmosphere with collegues Often quite noisy atmosphere in work rooms and overwork during camps/events
	Ordinary work is supported daily enough by the managers Youth satisfaction and good feedback motivated mostly youth workers
	Internal motivation is a causal (related to pleasurable activities)
	More staff ressourses would supported training
	Staff shortages affect the professionalisation of the sector
Management techniques and practices	YW has high expectations and youth workers´empowement is useful Clarity of duties must be more YW specific and in developing YC directors valuing youth work basics and NFL activities
	YC organisational culture was quite similar
	Managers are supportive but do not deal enough in supporting the professional development of employees
	YC directors´ leadership skills must be developed
	Experts had expectations related to greter professionality, but they must be more active
Supportive and challenge situations	Different special trainings leading by youth agency, organizations were possible Rather few innovations in YW activities generally and in smart YW Mostly project-based YW, rather has increased
	Flexibility was appropriated for the elderly and half-part time workers
	Well-established volunteers were a notable help force Rather external motivation, supported by the outside (colleagues)

	Networking and its´possibilities varied locally, but supported youth workers
	2-4 years experienced worker had theoretical knowledge for practical work and more innovative views
Diversity of work	Multidimensional work should ensure routine work Contact abundance created prerequisites for innovation
	Camps were as good method, but customer dependency
	Pleasant tasks and possibility to choise options were revealed
	Project-based approach and lack of contact-work were more often
	Event-based approach and rather internally short-term motivation
	Less experienced youth workers tended to be more as guards or rely on their own special skills (sport, art, photo, culture etc)
Work delimitation and job specify	Experts have a strict framework based on regulations Experts´ activities depended of the direction of the EU
	Many youth workers were rather free in their work tasks Individualisation of work may create a threat to versatility Youth workers were often one-sided, less innovative Youth workers´functional and less attitudinal development was necessary
Job importance	Youth workers must themselves to value their work and professionalization
	Youth work was often undervalued
Autonomia	Rather noticeable, desire to be more autonomous Difficulties were caused by the financial ressourses and special knowledges
	Less powed in the cases of YW experts at the municipal level
Feedback	Often immidiatly, but also by plan, mostly weekly, rather in generalized form
	Feedback is important for the employee's professional growth, must be more quality and to support professional development
	Mainly event or project-based feedback, very generalized; need more reflection(skills)

„Orientation towards society and quality is important".

Autonomia. It turned out that youth workers were relatively free to decide on their work. Their freedom was most affected by economic conditions and their professional knowledge. The impact of bureaucracy on the field was increased by EU regulations and growing standardization. *„You are free in your activities, but you have to follow certain rules". „The limitation is rather the employees' own spectrum of competences"*.

Feedback. Revealed that feedback must be more quality and support better professional development. *„In many cases, feedback did not work as intended, is a commitment rather than an educational one". „Feedback is often like `fashion`, but we need better reflection skills for that"*. Supporting the youth workers´ professional development must be part of the long-term plans (e.g. training programs). Important issues were targeting job and job analysis.

Conclusion

YW profession characteristics difference from other related fields (NFL), useful and rather altruistic ideology, values, ethics; orientation towards society; appropriate trainings, self-development and orientation to the quality. It turned out that, YW experts must express about work achievements, their needs confidently and more loudly. More attention should be paid to the needs for developing leadership skills of YC directors and possibilities for youth workers´ trainings. Revealed that YW experts must more valued professional work and create opportunities for better YW content activities. More could be done for motivating employees, including "retaining", because experts also believed that YW was a suitable platform for advancement (school, trainer, etc.) in terms of content and learning diversity. Youth workers were generally relatively free to decide on their work. Multidimensional work should ensure routine work, but youth workers must be more innovative, e.g. use smart YW methods for achieving necessary educational goals in NFL.

Working in the local government set a certain framework for experts, who understood the content of the YW, but it is hard to training and mentoring many new colleagues constantly. Reflective activities, which help to combine the professional and personal aspects of being a youth worker, supporting to develop professional identity, must be strongly amplified in the focus. Collegiality and organizational culture supported employees, but attention should be pay more to the other elements of professional growth (personal and work-load factors), too. Empowerment enables employees to control problems as they arise. The low self-confidence of employees can be increased by empowerment. There was rather few organizational loyality. In the future strength-based management will recommend, which also support a value-based approach.

The study limitation was qualitative methodology, which does not allow for extensive generalizations, but it was necessary to obtain the information that with other methods would have been difficult. This topic should be explored further in the aspects of professional identity.

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REVISITING GROUP WORK METHOD IN THE CONTEXT OF NON-FORMAL EDUCATION

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Abstract. *The use of group work in non-formal education has been practiced for many years. Researchers mention that group work may be mutually beneficial for learners in terms of the acquired knowledge, however, group work participants might be carried away by dealing with relationships within the group. In recent years, various international projects of training courses for youth and adult educators choose learner-centred group work or workshop format instead of traditional teacher-centred lecturing style. Also, generation of millennials who are digital residents and are more accustomed to technologies and telephones than face-to-face interaction requires more detailed preparing of the activities of the group work. Young adults prefer to work with facilitators who are approachable, supportive, good communicators, and good motivators. According to the previous research results, during the work group learners develop critical thinking skills, time management skills, team work and presentation skills, tolerance and other skills. The present paper is an attempt to research the strengths and weaknesses of the group work method in non-formal education in the framework of two international project activities: Nordplus adult education project "Design thinking method for creative tackling unemployment" and international youth training of Erasmus+ project "You(th)r Culture". The conclusion gives the summary of the findings of the research, focusing on the benefits of using of the group work method for the multinational audience of adult educators and youth, as well as identifying the main differences in its implementation for the relevant audiences.*
Keywords: *critical thinking, group work, multinational audience, team work skills, time management skills, tolerance.*

Introduction

The development of innovative products and processes in education, quality increase at all levels of education to tackle socio-economic changes, ensure growth, jobs, equality and social inclusion, is possible through systematics exchange of experience and good practice. That is why the European Union and other stakeholders, such as the Nordic Council of Ministers, spend an impressive budget each year on various educational issues aimed at identifying of good practice and generating new knowledge through mobility, networks and development projects. The authors of this article have

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participated in several International Education Projects, thus gaining new knowledge and experience themselves in non-formal education. This article analyses non-formal education experience in the framework of two international project activities: Nordplus adult education project “Design thinking method for creative tackling unemployment” and “You(th)r Culture”, a learning mobility project of individuals in the framework of Erasmus+ programme.

Nordplus adult education project “Design thinking method for creative tackling unemployment” (2019) was aimed to adapt the design thinking method to adult learning to help reduce unemployment and encourage entrepreneurial spirit for the unemployed people as well as to help the unemployed to understand a situation, to realize their potential, to promote the spirit of entrepreneurship as a solution to unemployment as well as encourage them to acquire craft techniques (as a basis for self-employment) offered by partner training centres. The project activities also included adult teachers training on what the design thinking method was and how to apply it in practice. Adult teachers from six countries, three from each, participated in the training. It should be noted that the age of the participants was between 40 and 60 years.

Erasmus+ project “You(th)r Culture” (2019) contained a training course on tools and methods within the youth exchange in order to fight against radicalisation of young people and use cultural diversity as a positive tool of non-formal education. The overall aim of the training course was to train youth workers and youth leaders to use cultural diversity as a positive and powerful tool to build tolerance for cultural diversity and actively seek common roots across Europe, which is considered an excellent step in the fight against youth radicalization. Mostly young people aged 18-30 from ten EU countries participated in the training.

Both courses mentioned above were designed as an open learning process based on participants’ experience and exchange. The training courses followed the non-formal education approach combining different creative and interactive methods. Most often training sessions were organized as a group work. In the scientific literature, group work is most often associated with methods appropriate to the education for sustainable development. Group work is also consistent with the constructivist approach to education. Group processes play an important part in determining group dynamics and effective work of the group. Groups may face the challenges of communication, problem solving, decision-making, conflict management and leadership issues (Halverson & Tirmizi, 2008). Group work is the method of learning and form of organization of the study process that requires cooperation, interaction, and communication to complete a task. Communication is an important aspect used by group members to organize their work and cooperate with one another (Marks, Zaccaro, & Mathieu, 2000). Spoken language is used to transform individual thought into collective thought and action but also to make personal interpretations of shared experiences (Mercer, 2002). The group work may be mutually beneficial for learners in terms of the acquired knowledge, but also group work participants might be carried away by dealing with relationships within the group. Group members learn a great deal by explaining their ideas to others. The group work in adult education is compared with peer learning where peers should learn from each other, and peer learning can be described as the way to moving from individual learning to interdependent or mutual learning (Boud, 1988). Thus group work is mutually beneficial and involves the sharing of knowledge, ideas and experience between participants. In addition, participants develop a range of skills during the group work: organizing, planning, working collaboratively, giving and receiving feedback and evaluating their own learning (Boud, 2001). The international projects involve multicultural teams which is an additional challenge. A meticulous study on multicultural group work in higher education by Popov et al (2011) found that free-riding, insufficient English language skills and students not communicating properly are the most challenging aspects of multicultural group work. Free-riding or not contributing equally with other members to the group work, insufficient English language skills and communication skills negatively influence the climate of the group and its overall performance.

Methodology

The methodology of this study is based on the analysis of the scientific literature. The empirical data were obtained during a focus group discussion with participants of the training sessions of the two above mentioned projects. The method of focus group discussions is used in social sciences for a number of reasons. Focus groups offer a "safe" and more informal environment where participants can share views, experience, beliefs, and attitudes in a free and opened discussion about a particular topic (Krueger & Casey, 2015). Group dynamics during the focus group method facilitate exchange of opinions and thus allow researchers to understand meanings and interpretations of the participants. Consequently, a focus group interview was used to investigate personal experience and observations of participants of the above mentioned projects.

Research results

According to the Vygotsky (1978), one of the leading founders of constructivism, the social environment plays an important role in the development of cognition. He proved that an individual cannot thrive without interacting with the environment. Constructive processes are particularly powerful in a group setting where each individual has an understanding of the complex social interactions in which he or she is embedded. Vygotsky believed that knowledge begins at the social level, and only then does it become individual knowledge (Vygotsky, 1978). Constructivism assumes that learning is a social process where individuals learn through interacting with other people (Pritchard & Woollard, 2010). To construct learning by the group, rather than just the individual, it should be designed, implemented, and then guided through the process of collaboration and interaction between learners (Fernando et al., 2005).

The importance of group work is characterized by the skills and abilities that can be developed using this method. McKinsey Global Institute workforce skills model of 25 skills presents workforce in five skill categories: physical and manual skills, basic cognitive skills, higher cognitive skills, social and emotional skills and technological skills. For example, higher cognitive skills include critical thinking and decision making, creativity, but social and emotional skills include interpersonal skills and empathy, adaptability and continuous learning. Technological skills contain (as the name suggests) basic and advanced IT skills, programming, advanced data analysis and mathematical skills (McKinsey Global Institute, 2018). In 2017 the analysis of interviews with forty company managers from four countries in the framework of the ERASMUS+ IWBLabs project revealed that they expected a wide range of skills from graduates apart from professional knowledge or the knowledge of a product. The most often mentioned skills in the order of priority were: team work, creativity, foreign language skills, IT skills, interpersonal communication skills, and problem solving skills. It was interesting to note that job-specific skills were not prevailing, but the so-called soft skills, such as problem solving skills, creativity, and team work dominated in the interviews. Company managers also mentioned personal qualities such as: responsibility, honesty, loyalty, motivation, determination and active attitude (Ozola & Grasmane, 2019). The review of the scientific literature led to the selection of five skills that are most often cited as the outcome of group work, namely: critical thinking skills, time management skills, team work and presentation skills, tolerance.

Critical thinking is one of the analytical competence dimensions. In the context of sustainable development critical thinking is understood as the ability to challenge norms, practices and opinions. It includes also reflection on one's own values, perceptions and actions, as well as it is understanding of external perspectives (Lozano et al., 2017). Critical thinking is understood as information identification and interpretation, information analysis and evaluation of evidence and argument (Firdaus et al., 2015). Thinking critically means to make the right decision and act in time.

Time management skills are quite similar to critical thinking, since time management also involves the analysis, planning and designing programmes, managing various resources, including information. The time management means that the time is managed efficiently and individuals perform constructive utilization of time (Karim & Mitra, 2015). Time management activities include setting objectives, planning and prioritizing behaviours and creation of work content (Yilmaz et al., 2006), which are also elements of any group work. According to Fleming (2011), the most basic conditions of effective time management are the practice of identification of strategic tasks in an appropriate manner and the selection of appropriate tools and techniques for the completion of those tasks.

Critical thinking and time management are two skills that characterize the dimension of the cognitive process of group work, while teamwork and tolerance refer to collaboration among group members.

Tolerance means acceptance of the very things one disagrees with, disapproves of or dislikes. It concerns acceptance of the differences between others and ourselves that we would rather fight, ignore, or overcome (Van Doorn, 2014). To be tolerant means to overcome or avoid a conflict. According to Vogt (1997), tolerance is putting up with something you do not like, often in order to get along better with others. Van Doorn (2014) pays attention to three aspects of tolerance: dislike, disagreement or disapproval.

According UNESCO (1995), tolerance is necessary among individuals as well as at the level of a family and community. Promotion of tolerance and the shaping of attitudes of openness, mutual listening and solidarity should take place in schools and universities and through non-formal education, at home and in the workplace. When it comes to tolerance in the context of group work, it is an attitude that allows others to express their views that are different from your own. It requires a certain amount of spiritual freedom and the ability to understand others without considering themselves to be the only ones who are right.

The term “teamwork” can be defined as the work of a group of interdependent persons together to achieve a common goal or task in the most efficient and effective way. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills (Tarricone & Luca, 2002).

A common goal and a clear purpose are two key aspects of successful teamwork. Tarricone & Luca (2002) mentioned such aspects as interdependence, appropriate team composition with clear member roles, relationship assignment and responsibilities, interpersonal skills as well as open communication and positive feedback for successful teamwork. The last two criteria are closely linked to the concept of tolerance characterized by the authors', including giving and accepting feedback, engaging in an open dialogue and communication, constructive criticism, listening to ideas and feelings of everyone, dealing with a conflict, etc.

The focus group interview analysed and compared two project seminars: adult educators and your workers and leaders. The analysis of focus group interviews revealed that the authors have identified some differences in the use of group working methods among adult educators and youth workers and leaders. As stated above, adult educators were invited to participate in a training on design thinking. Design thinking is a new pedagogical approach that is not yet sufficiently integrated into the educational process of Latvia. It is a process of changing attitudes towards traditional things by combining analytical and creative thinking, making a creation of a wide variety of innovations manageable and understandable, reviewing a case and event research, the method of idea generation, solution development and thinking management in order to achieve problem solving with maximum efficiency (Rozzuk & Shute, 2012). The method is based on the idea that nothing should be changed at the first moment, but the time should be taken to explore, check, look at things from different angles for several times. However, it is difficult to apply this method to adult educators, especially academic staff members, as they have a solution right away when presented with a problem or a challenge. According to the outstanding Latvian pedagogical scientist Zogla (2001), teaching staff members need time to accept innovations. Teachers might encounter difficulties in the process of becoming innovative persons. It is hard to change the attitude and one's individual didactical model which has already been used and tested and which is rather stable. Although, according to Fullan (2011), teachers have to be open to new ideas, be able to adapt to changes and be flexible. One of the ways to motivate the teaching staff is through the method of collaboration and teamwork, which promotes professional development and is considered a safe way of making some changes (Fullan, 2001).

Design thinking is based on the ability to listen and explore audience's problems, needs, existing opportunities and their evaluation from a user's perspective so that the solutions that come later are really in demand. Therefore, group work for problem solving was important, and the solution, based on the knowledge or experience of an educator, directed the group to the right solution.

Another opinion that was expressed in a focus group interview concerned teaching methods of adult educators. It is not a secret that in many cases the transfer of knowledge from lecturers to students with the help of lectures as the main form of learning is still predominant. That is why educators expect lecturing as a teaching method in non-formal education. Educators might feel lost during group work activities that require an in-depth analysis of the problem and suggestion of ideas; in addition, participants have to listen to criticism of their opinions and to accept the views of others. Group work is about an active participation and knowledge building on the topic instead of passive participation without giving a feedback. As regards the group work in youth audience, the procedure was very smoothly worked out and the tempo of activities depended on the facilitator who divided participants into groups, stated the topic, the time limit for each activity, the method of presenting the results of the group work and the type of a feedback. The time limit for each activity was sufficient to generate ideas, listen to opinions of all group members, prepare the product to be shared with the whole audience in front of the classroom. Visualisation was mainly the method of recording the generated information supported by an oral presentation of the results of the group work. It was noted in the focus group interview that project participants from youth organizations were keen to build knowledge, share their experience, listen to others and work together to complete the task. Cases of free-riding were not observed, group members contributed equally. However, it should be noted that oral presentations were presented by the members of the whole group. The feedback was required on daily basis, as the morning sessions started with the analysis of the previous day's activities, and participants did not hesitate to express their views. The participants of the focus group interview observed that project participants were very polite, eager to listen, cooperative, involved in discussions actively, supportive and helpful.

It should be noted that youth workers or leaders who are more used to technology and telephones than face-to-face communication, prefer to work with facilitators who are approachable, supportive, good communicators, and good motivators. In contrast, groups of adult educators can organize themselves successfully, which is a great advantage for this group. As regards, adult educators, they presented the results individually, participated in the question and answer session, analysed solutions of the problems.

Although several studies have shown that there is a relationship between tolerance and educational attainment, the participants of the focus group interview concluded that young people were much more tolerant than adult educators aged 40+. A study conducted in Britain also confirmed the view that young people are more tolerant than older people and/or previous generations (Janmaat & Keating, 2017).

Conclusions

1. Most often group work is used in international education projects to identify good practice and create new knowledge.

2. Group work is most often associated with methods suitable for education for sustainable development and consistent with a constructivist approach to education.
3. Critical thinking and time management are two skills that characterize the dimension of the cognitive process of group work, while teamwork and tolerance refer to collaboration among group members.
4. Young people are much more tolerant than adult educators.
5. Adult educators' advantages are the ability to organize teamwork and present results, while in the youth audience - they are able to listen to all views and reach a joint decision.

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21.GADSIMTA PRASMES DZĪVES KVALITĀTES KONTEKSTĀ

21st Century Skills in the Context of Life Quality

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Abstract. *The article addresses comparative qualitative content analysis as a part of the grounded theory research to explore the relationship between English language proficiency of economically active adults and their quality of life. Using comparative qualitative content analysis of the policy documents in respect of lifelong learning as main data collection method, the authors of the article aim to identify the relationship between the 21st century skills and indicators of life quality by comparing the sources that define the 21st century skills and analysing them in the context of the "8+1" dimensions of life quality offered by the European Union. The following research questions have been proposed: how 21st century skills are defined in the policy documents and how they relate to the quality of human life. The analysis of European Parliament, Council of the European Union, Word Economic Forum and Eurostat policies, models, strategies and their implementation in respect of lifelong learning reveals existing gaps and points at the urgent need in profiling the development of human skills to enhance human well-being and life quality in Europe. Besides, developing new skills and improving existing ones can be a tool for improving the quality of life in the future, whereas the dimensions of life quality can serve as a prerequisite for skills development.*
Keywords: *21st century skills, adult learning, lifelong learning, the dimensions of life quality.*

Ievads
Introduction

Diskusijas par mūžizglītību ir bijušas aktuālas jau pirms 20 gadiem, kad 2000.gada martā Lisabonā, reaģējot uz globalizāciju, Eiropadome secina, ka Eiropai vajadzētu noteikt jaunas pamatprasmes, kas jānodrošina mūžizglītībā, veidojot uz zināšanām balstītu valstu ekonomiku un uzsver to, ka cilvēki ir Eiropas galvenais kapitāls. Kopš 21.gadsimta sākuma šie secinājumi tiek regulāri aktualizēti, piemēram, 2006.gada decembrī Eiropas Parlaments un Eiropas Savienības Padome (Padome) nāk klajā ar ieteikumu par pamatprasmēm mūžizglītībā (Eiropas Parlaments, Eiropas Savienības Padome, 2006), kuras

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savukārt tiek pārskatītas 2018.gadā un dokuments aizstāts ar Padomes ieteikumu par galvenajām kompetencēm mūžizglītībā (The Council of the European Union, 2018).

Apzinoties, ka strauji augošais dinamiskais ritms, tehnoloģijas un mākslīgais intelekts, ar ko cilvēce saskaras 21.gadsimtā, ietekmē arī darba tirgu un praktiski ikvienu darba vietu, ne tikai Eiropas Savienības institūcijas, bet arī darba devēji dažādu organizāciju un apvienību līmeņos meklē atbildi uz jautājumu par prasmēm un kompetencēm, kādas jaunajos apstākļos nepieciešamas galvenajam kapitālam – cilvēkam. Tā piemēram, Pasaules ekonomikas foruma (World Economic Forum, 2016) ziņojumā 2016.gadā darbam nepieciešamās prasmes tika sarindotas trijās kategorijās, kurpretim 2018.gadā šīs pašas organizācijas ziņojumā prasmes tiek kārtotas kategorijās pēc to esošā pieprasījuma 2018.gadā, paredzamā pieprasījuma 2022.gadā un paredzamā samazinājuma līdz 2022.gadam (World Economic Forum, 2018).

Līdz ar Eiropadomes secinājumu par nepieciešamību ieviest mūžizglītības kultūru un investēt cilvēkā kā galvenajā kapitālā, Eiropā turpina raisīties diskusija par cilvēka labklājību, labizjūtu un dzīves kvalitāti. Kopš 2009.gada augusta, kad Eiropas Komisija publicē paziņojumu par iekšzemes kopproduktu (Commission of the European Communities, 2009), jautājums par dzīves kvalitātes indikatoriem kļūst vēl aktuālāks Eiropas Savienības valstīs. Vairākas valstis publicē ziņojumus, nosakot un raksturojot dzīves kvalitātes indikatorus.

Rakstā analizēta Eiropas Parlamenta un Padomes dokumentos un Pasaules ekonomikas foruma (2016, 2018) publikācijās minēto cilvēkam nepieciešamo prasmju kopsakarība ar Eiropas Savienības piedāvātajā dzīves kvalitātes modelī "8+1" iekļautajiem indikatoriem, meklējot atbildes uz jautājumiem: kā 21. gadsimta prasmes ir definētas politikas dokumentos un kā tās ir saistītas ar cilvēka dzīves kvalitāti.

Pētījuma metodoloģija
Research Methodology

Rakstā tiek analizēti kvalitatīvās kontentanalīzes dati, kas ir neliela daļa no pamatotās teorijas pētījuma, lai veidotu induktīvi noslēgtu teoriju par pētījuma fenomenu – ekonomiski aktīvo pieaugušo angļu valodas prasmes un dzīves kvalitātes dimensiju mijsakarības. Dati ir iegūti, veicot nepārtrauktu salīdzinošo dokumentu analīzi jeb kvalitatīvo kontentanalīzi. Pamatotās teorijas dizaina ietvaros tika kodēts viens datu elements (šajā gadījumā viens dokuments) un salīdzināts ar visiem citiem (līdzīgiem vai atšķirīgiem) elementiem (dokumentiem), lai izstrādātu teorētisko pamatojumu iespējamai saistībai starp dažādiem datu elementiem (Mārtinsone, 2011).

Konkrētā pētījuma daļas ietvaros veiktā kvalitatīvā kontentanalīze ir piemērota "tekstuālu datu satura subjektīvai interpretācijai, izmantojot kodēšanas un tēmu vai modeļu izdalīšanas sistemātisku klasifikācijas procesu" (Mārtinsone, Pipere, & Kamerāde, 2016, p. 375, atsaucoties uz Hsieh un Shannon, 2005). Kontentanalīze jeb satura analīze tika orientēta uz pētāmā materiāla saturu un sistematizēšanu. Uzsākot pētījumu vispirms tika formulēta pētāmā problēma – dzīves kvalitāte, sadalīts teksts fragmentos, noskaidrota satura vienību nozīme, meklējot un salīdzinot terminu tulkojumus un skaidrojumus, tad tika grupētas analītiskās kategorijas: prasmes, kompetences, dimensijas; kam sekoja kategoriju apvienošana un plašāku abstraktu jēdzienu veidošana, izveidojot dzīves kvalitātes modeļa struktūru.

Kvalitatīvās kontentanalīzes procesā tika akcentēti dati un to konkrētā konteksta integrēts skatījums (Mārtinsone, 2011), kas ļauj autorēm interpretēt sociālo pasauli subjektīvā, tomēr zinātniskā veidā. Rezultātā darba autores analizē ne tikai skaidro un nepārprotamo tekstu, bet norāda arī uz atšķirīgiem teksta satura līmeņiem – primāro saturu (tematiem, galvenajām idejām) un latento saturu (konteksta informāciju, šajā gadījumā arī tulkojuma aspektu).

Eiropas Savienības dokumentu kontentanalīze
Content Analysis of the European Union Documents

Kopš 20.gadsimta sākuma, kad Eiropā sāk lietot terminu 'pieaugušo izglītība' termina 'tautas izglītība' vietā un tam paralēli, tiek iezīmēts process, kas nosaka jaunu saturu pieaugušu cilvēku izglītībai. 20.gadsimta laikā pieaugušo izglītība piedzīvo transformāciju, ko raksturo termini 'tālākizglītība' un 'mūžizglītība'. Tie iekļauj ideju par izglītību kā paša pieaugušā organizētu un izvēlētu procesu, izglītību kā neatņemamu katra cilvēka dzīvesstāsta daļu mūža garumā. Kopš Lisabonas Eiropadomes 2000.gadā tiek runāts par prasmēm kā galvenajām izglītības kategorijām un mūžizglītību kā prasmju nodrošināšanas veidu. Cilvēki tiek pasludināti par Eiropas galveno kapitālu, akcentēta prasmju attīstīšanas nepieciešamība Briseles Eiropadomē 2003. un 2005.gadā, kā arī atjaunotajā Lisabonas stratēģijā 2005.gadā (Eiropas Parlaments, Eiropas Savienības Padome, 2006).

2001.gadā Eiropadomē Stokholmā un Barselonā tiek noteikti līdz 2010.gadam sasniedzamie "Eiropas izglītības un apmācību sistēmu nākotnes mērķi un darba programma dokumentā "Izglītība un apmācība 2010" (LV tulkojums *Education &Training 2010* dokumentā (Eiropas Parlaments, Eiropas Savienības Padome, 2006, L 394/10). Savukārt, Eiropas Komisijas "Paziņojumā par mūžizglītības Eiropas zonas izveidi", bet vēlāk Padomes 2002. gada 27. jūnija Rezolūcijā par mūžizglītību (The Council of the European Union, 2002) kā prioritāte ir noteikta 'jauno pamatprasmju' nodrošināšana un iezīmēts mūžizglītības laika posms – no pirmsskolas līdz pensijas vecumam un arī pēc tā.

2003.gada maijā Padomē tiek pieņemti Eiropas paraugkritēriji, kas ietver pieaugušo līdzdalību mūžizglītībā, bet 2006.gadā publicēti Eiropas Parlamenta un Padomes ieteikumi par pamatprasmēm mūžizglītībā, kas pazīstami ar nosaukumu "Pamatprasmes mūžizglītībai – Eiropas pamatprincipu kopums" (Eiropas Parlaments, Eiropas Savienības Padome, 2006). Dokumenta oficiālais tulkojums latviešu valodā liecina, ka tobrīd nav bijis skaidras izpratnes par mūžizglītību kā pieaugušo izglītību iekļaujošu procesu, jo Eiropas Savienības Oficiālajā vēstnesī teksts latviskots šādi: "Paraugkritēriji ietver (...) pieaugušo mūžizglītību (...)" (Eiropas Parlaments, Eiropas Savienības Padome, 2006, L 394/10).

Eiropas Parlaments un Padome (2006) definē astoņas kompetences (angl.- *key competences, vāc.-Schlussenkompetenzen*), kas dokumenta oficiālajā tulkojumā latviski nosauktas par pamatprasmēm un raksturotas kā zināšanu, prasmju un attieksmju kopums, kas katram cilvēkam nepieciešams personiska piepildījuma/ apmierinātības izjūtai un attīstībai (*personal fulfilment and development)*, pilsoniskai aktivitātei, (*active citizenship*), sociālai iekļautībai (*social inclusion*) un nodarbinātībai (*employment*). Dokumenta angliskajā versijā lietotais termins *personal fulfilment (and development)* autoruprāt, ir daudzaptverošāks nekā latviskais termins 'izaugsme', tāpēc autores paplašinājušas ziņojuma terminā ietverto jēgu, precizējot to ar savu tulkojumu latviski, oficiālā tulkojuma "pamatprasmes ir tās, kas ir nepieciešamas personiskai izaugsmei un attīstībai, pilsoniskai aktivitātei, sociālajai iekļautībai un nodarbinātībai" (Eiropas Parlaments, Eiropas Savienības Padome, 2006, L 394/13) vietā piedāvājot definīcijas tulkojumu: "kompetences ir nepieciešamas personiska piepildījuma un apmierinātības izjūtai, attīstībai, pilsoniskai aktivitātei, sociālai iekļautībai un nodarbinātībai".

2006. gada dokumentā (1.tab.) tika minētas: saziņa dzimtajā valodā, saziņa svešvalodās, matemātiskās prasmes un pamatprasmes zinātnēs un tehnoloģijās, digitālā prasme, mācīšanās mācīties, sociālās un pilsoniskās prasmes, pašiniciatīva un uzņēmējdarbība un kultūras izpratne un izpausme.

Tomēr pēc divpadsmit gadiem Eiropas Parlamenta un Padomes 2006.gada ieteikums "Pamatprasmes mūžizglītībai – Eiropas pamatprincipu kopums" tiek aizstāts ar jaunu dokumentu "Par galvenajām kompetencēm mūžizglītībā" (Eiropas Savienības Padome, 2018). Šajā dokumentā, tāpat kā 2006.gada ieteikumā, minētas astoņas pamatkompetences (kā 'kompetences' tās latviskotas arī oficiālajā tulkojumā, atšķirībā no 2006.gada dokumenta tulkojuma, kur lietots termins 'prasmes'), kas pēc būtības un konteksta sasaucas ar 2006.gadā definētajām ikvienam indivīdam nepieciešamajām prasmēm, tomēr ir zināmas atšķirības. Padomes (Eiropas Savienības Padome, 2018) ieteikuma pielikums, kurā nosauktas un definētas astoņas pamata kompetences, oficiālajā tulkojumā latviskots kā "Pamatkompetences mūžizglītībā – Eiropas atsauces satvars" (*Key Competences for Lifelong Learning. A European Reference Framework*). Atsevišķos kontekstos izglītības jomā Latvijā kā angliskā *framework* tulkojums ir nostiprinājies un definēts jēdziens 'ietvarstruktūra', piemēram, "Eiropas kvalifikāciju ietvarstruktūra" (*European Qualification Framework*), "Latvijas kvalifikāciju ietvarstruktūra" (Akadēmiskās informācijas centrs, 2016). Ievērojot to, ka Padomes (Eiropas Savienības Padome, 2018) ieteikumi neveido struktūru, bet ir jēdzieniski un saturiski raksturojami kā 'rāmis' jeb 'ietvars', kuru dalībvalstis aicinātas turpmāk izmantot, veidojot mūžizglītības politiku, autores piedāvā latviskojumā izmantot jau pazīstamā jēdziena 'ietvarstruktūra' daļu 'ietvars' nevis 'satvars', attiecīgi, nosaucot dokumentu "Pamatkompetences mūžizglītībā – Eiropas atsauces ietvars".

1.tabula. ***Kompetences Eiropas Parlamenta un Padomes ieteikumu dokumentos***
(EP, Padome, 2006)
Table 1 ***Competences in the Documents of the European Parliament and Council***
(EP, Padome, 2018)

Dokuments 'Pamatprasmes mūžizglītībai – Eiropas pamatprincipu kopums'	**Dokuments 'Pamatkompetences mūžizglītībā – Eiropas atsauces satvars'**
Saziņa dzimtajā valodā	Rakstpratības kompetence
Saziņa svešvalodās	Daudzvalodu kompetence
Matemātiskās prasmes un pamatprasmes zinātnēs (LV dabaszinībās) un tehnoloģijās	Matemātiskā kompetence un kompetence dabaszinātnēs, tehnoloģijās un inženierzinātnēs
Digitālā prasme	Digitālā kompetence
Mācīšanās mācīties	Personīgā, sociālā un mācīšanās mācīties kompetence
Sociālās un pilsoniskās prasmes	Pilsoniskuma kompetence
Pašiniciatīva un uzņēmējdarbība	Uzņēmējdarbības kompetence
Kultūras izpratne un izpausme	Kultūras izpratnes un izpausmes kompetence

Tiek minētas šādas pamatkompetences (1.tab.): rakstpratības kompetence, daudzvalodu kompetence, matemātiskā kompetence un kompetence dabaszinātnēs, tehnoloģijās un inženierzinātnēs, digitālā kompetence, personīgā, sociālā un mācīšanās mācīties kompetence, pilsoniskuma kompetence, uzņēmējdarbības kompetence, kultūras izpratnes un izpausmes kompetence (Eiropas Savienības Padome, 2018). Salīdzinot 2018.gada dokumentu ar 2006.gada ieteikumu dokumentu, skaidrāk definēta virzība uz kompetences nepieciešamību visās nosauktajās jomās nevis tikai nosauktas jomas, kurās kompetence būtu vēlama, kā arī 2018.gada dokumentā kompetenču ietvarstruktūra ir holistiskāka, atzīmējot, ka kompetences savā starpā pārklājas un ir kombinējamas, kā arī atzīmētas nepieciešamās prasmes – kritiskā domāšana, problēmu risināšana, prasme strādāt komandā, komunikācijas un sarunu risināšanas prasmes, radošums un starpkultūru prasmes – kas caurvij visas pamatkompetences.

Lai gan abos dokumentos minētas astoņas pamatkompetences, tomēr ir redzams, ka 2018.gada dokumentā to ir vairāk, jo atsevišķas 2006.gada dokumentā minētās kompetences (prasmes) 2018.gadā ir apvienotas. Tā, piemēram, "saziņa dzimtajā valodā un saziņa svešvalodās" no divām atsevišķām 2006.gadā apvienota vienā – "daudzvalodu kompetence" (1.tab.). Savukārt, "matemātiskai prasmei un pamatprasmei zinātnēs un tehnoloģijās" (The Council of the European Union, 2006) (LV tulkojums dokumentā (Eiropas Parlaments, Eiropas Savienības Padome, 2006) "pamatprasmei dabaszinībās") 2018.gadā pilnveidots tulkojums uz "kompetence dabaszinātnēs" pievienota arī "kompetence inženierzinātnēs".

Tāpat "mācīšanās mācīties" kompetencei 2018.gadā pievienota "personīgā" dimensija (1.tab.), ar to saprotot prasmes, kuras dažkārt dēvē par "dzīves prasmēm", "mīkstajām prasmēm/ *soft skills*" vai "caurviju prasmēm". Personīgā, sociālā un mācīšanās kompetence ietver iepriekšējās "mācīšanās mācīties" un "sociālās kompetences" elementus, pastiprinot tādas prasmes kā kritiskā domāšana, darbs komandā, starpkultūru prasmes un problēmu risināšana (The Council of the European Union, 2018).

Darba tirgū pieprasīto prasmju kontentanalīze salīdzinājumā ar Eiropas Savienības dokumentiem
Content Analysis of Skills Required in the Labour Market in Comparison with European Union Documents

Pasaules ekonomikas forums (Word Economic Forum, 2016) fokusē uzmanību uz tām prasmēm, kuras nepieciešamas darbam, piemēram, 2016.gadā darbam nepieciešamās prasmes tika sarindotas trijās ar darbu saistītās prasmju kategorijās – spējās (*abilities*), pamata prasmēs (*basic skills*) un daudzfunkcionālās prasmēs (*cross-functional skills*) (World Economic Forum, 2016), kurpretim 2018.gada šīs prasmes tiek kārtotas kategorijās pēc to esošā pieprasījuma 2018.gadā, paredzamā pieprasījuma 2022.gadā un paredzamā samazinājuma līdz 2022.gadam (World Economic Forum, 2018).

Analizējot ziņojumu desmit pieprasītāko prasmju kontekstā, secināms, ka 2022.gada prognozē vispieprasītākā saglabājas "analītiskās domāšanas un inovācijas prasme". Vairāk pieprasīta nekā 2018.gadā kļūs "aktīvās mācīšanās un mācīšanās stratēģiju prasme" – no ceturtās pozīcijas 2016.gadā tai prognozēta otrā vieta 2022.gadā – , kā arī "radošums, oriģinalitāte un iniciatīva", kam (Word Economic Forum 2018) prasmju “Top 10” prognozēts pakāpties no piektās vietas 2018.gadā uz trešo vietu 2022.gadā (2.tab.).

Praktiski visas Pasaules ekonomikas foruma (Word Economic Forum, 2018) kā 2022.gada tendenci raksturojošās Top 10 prasmes ierindojamas trijās Padomes (2018) ieteikumos minētajās pamatkompetencēs: digitālā kompetence (tehnoloģiju projektēšana un programmēšana; sistēmu analīze un novērtēšana), personīgā, sociālā un mācīšanās mācīties kompetence (analītiskā domāšana un inovācijas; aktīvā mācīšanās un mācīšanās stratēģijas; kritiskā domāšana un analīze; kompleksu problēmu risināšana; līderība un sociālā ietekme; emocionālā inteliģence), uzņēmējdarbības iniciatīva (radošums, oriģinalitāte, iniciatīva; spriestspēja, problēmu risināšana, idejas), vienlaicīgi secinot, ka tādām Padomes (2018) minētām būtiskām pamatkompetencēm kā rakstītpratība un matemātikas prasme darba devēji paredz pieprasījuma samazinājumu (2.tab.).

2.tabula. ***Pasaules ekonomikas foruma definētās prasmes, 2018 vs. 2022, Top 10***
(Word Economic Forum, 2018)
Table 2 ***Defined Skills by the World Economic Forum, 2018 vs. 2022, Top Ten***
(Word Economic Forum, 2018)

2018	***Tendence 2022***	**Samazinājums 2022**
Analītiskā domāšana un inovācijas	Analītiskā domāšana un inovācijas	Manuālā veiklība, izturība un precizitāte
Kompleksu problēmu risināšana	Aktīvā mācīšanās un mācīšanās stratēģijas	Atmiņa, verbālās, dzirdes un telpiskās spējas
Kritiskā domāšana un analīze	Radošums, oriģinalitāte, iniciatīva	Finanšu un materiālo resursu menedžments
Aktīva mācīšanās un mācīšanās stratēģijas	Tehnoloģiju projektēšana un programmēšana	Tehnoloģiju uzstādīšana un uzturēšana
Radošums, oriģinalitāte, iniciatīva	Kritiskā domāšana un analīze	Lasīšana, rakstīšana, matemātika un aktīvā klausīšanās
Uzmanība pret detaļām, uzticamība	Kompleksu problēmu risināšana	Personāla menedžments
Emocionālā inteliģence	Līderība un sociālā ietekme	Kvalitātes kontrole un izpratne par drošību
Spriestspēja, problēmu risināšana, idejas	Emocionālā inteliģence	Koordinēšana un laika menedžments
Līderība un sociālā ietekme	Spriestspēja, problēmu risināšana, idejas	Vizuālās, dzirdes un runas spējas
Koordinēšana un laika menedžments	Sistēmu analīze un novērtēšana	Tehnoloģiju izmantošana, uzraudzība un kontrole

Izvērtējot darbam nepieciešamās prasmes 21.gadsimtā un analizējot prognozēto samazinājumu, jāsecina, ka samazinājuma tendence vērsta rutīnas procesu virzienā, respektīvi, to procesu virzienā, kuri potenciāli īsākā vai ilgākā laika periodā varētu tikt aizstāti ar tehnoloģijām. Kā arī līdzās digitālajai kompetencei lielāka vērtība un nepieciešamība ir pēc darbinieku tā sauktajām "mīkstajām" jeb "caurviju" prasmēm (piemēram, analītiskā, kritiskā domāšana, līderība, emocionālā inteliģence), nekā profesionālajām vai tehniskajām prasmēm (piemēram, lasīšana, rakstīšana, matemātika, laika plānošana, atmiņa).

Tomēr jāatzīmē, ka, lai gan "caurviju prasmju" nozīme darba tirgū pieaug, nav īsta mehānisma jeb rīka šo prasmju mērīšanai. Tas secināts arī OECD darba dokumentā (Martin, 2018) par programmu starptautiskajai prasmju novērtēšanai pieaugušajiem PIAAC (*The Programme for the International Assessment of Adult Competences*).

Diskusija par dzīves kvalitātes dimensiju saistību ar 21.gadsimta prasmēm
Discussion on the Relation Between the Dimensions of Life Quality and 21st Century Skills

Līdz ar Eiropadomes secinājumu par nepieciešamību ieviest mūžizglītības kultūru un investēt cilvēkā kā galvenajā kapitālā un ieteikumiem par galvenajām mūžizglītības kompetencēm, Eiropā paralēli notiek diskusija par cilvēka labklājību un dzīves kvalitāti. Kopš 2009.gada augusta Eiropas Komisijas publicētā paziņojuma par iekšzemes kopproduktu (Commission of the European Communities, 2009) jautājums par dzīves kvalitātes indikatoriem kļūst arvien aktuālāks Eiropas Savienības valstīs. Tā piemēram, Vācijā, valdības projekts 'Gut leben in Deuschland', kas norisinājās no 2014.-2016.gadam, ar mērķi dialogā ar iedzīvotājiem identificēt un izvēlēties konkrētus dzīves kvalitātes indikatorus, noslēdzās ar valdības ziņojumu, kurā ietvertas 12 dimensijas un 46 indikatori (Bundesregierung, 2016). Lielbritānijā Nacionālā Statistikas pārvalde nacionālo labizjūtu mēra pēc 43 indikatoriem. Savukārt, Eiropas Savienības statistikas birojs (Eurostat, 2017) ir nācis klajā ar 8+1 dimensiju dzīves kvalitātes modeli. Latvijas Centrālā statistikas pārvalde iedzīvotāju dzīves kvalitāti mēra, ņemot vērā piecus galvenos rādītājus: materiālie dzīves apstākļi, produktīva aktivitāte un darbs, veselība, izglītība un ekonomiskā un personiskā drošība.

Var secināt, ka bez 21.gadsimta darba tirgū pieprasītajām prasmēm dzīves kvalitātes nodrošināšana ir ierobežota. Līdz ar to, pieauguša, ekonomiski aktīva cilvēka dzīves kvalitātes modelis ir skatāms kopsakarībā ar 21.gadsimta prasmēm.

8+1 modelī (Eurostat, 2017) šobrīd iekļautās dimensijas ir materiālie dzīves apstākļi, produktīvās vai citas pamata darbības, veselība, izglītība, brīvais laiks un sociālā mijiedarbība, ekonomiskā un fiziskā drošība, valsts pārvalde un pamattiesības, daba un apkārtējā vide un tā sauktā subjektīvā dimensija – cilvēka kopējā/ vispārējā dzīves pieredze, pēdējā iekļaujot tādus rādītājus kā apmierinātību ar dzīvi, jūtas un emocionālo stāvokli, psiholoģisko labizjūtu/ savas dzīves vērtības izjūtu, kas diemžēl nav aktualizēti Latvijā.

Kā tika minēts iepriekš, Eiropas Savienības institūcijas lielu uzmanību velta cilvēku prasmju attīstībai, ka cilvēki ir Eiropas galvenais kapitāls un cilvēka piepildījuma un apmierinātības izjūtas un attīstības veicināšana būtu galvenais mērķis. No tā arī izriet secinājums, ka dzīves kvalitātei ir vismaz tikpat liela, ja ne lielāka nozīme cilvēka dzīvē kā prasmju attīstībai. No vienas puses – jaunu prasmju attīstīšana un esošo pilnveide var tikt uzlūkota kā turpmākās dzīves kvalitātes uzlabošanas rīks. No otras puses – jebkura no augstāk nosauktajām Eurostat (2017) piedāvātajām 9 dzīves kvalitātes dimensijām var tikt uzlūkota kā prasmju pilnveides priekšnosacījums, sevišķi lielā mērā tādās dimensijās kā veselība, izglītība, tās pieejamības kontekstā, ekonomiskā un fiziskā drošība, darba un brīvā laika līdzsvars (ar to tiek saprasts konteksts dimensijai "produktīvās vai citas pamata darbības").

Secinājumi un ierosme turpmākajiem pētījumiem
Conclusions and Initiatives for Further Research

Saskaņā ar pāreju no mehānistiskās izglītības vai mācīšanas paradigmas uz holistisku izglītības vai mācīšanās paradigmu (Schreiner, Banev, & Oxley, 2005), koncentrējoties uz starpdisciplinaritāti, zināšanu integrāciju, intelekta attīstību, cilvēka personiskā piepildījuma un apmierinātības izjūta ir būtisks dzīves kvalitātes priekšnosacījums. Izglītības dimensija mūžizglītības kontekstā 21.gadsimtā ir kļuvusi par vienu no būtiskākajām dzīves kvalitātes dimensijām. 21.gadsimta dzīves kvalitātes modeli raksturo spēja pielāgoties strauji mainīgiem apstākļiem, spēja un iespēja iegūt arvien jaunas zināšanas un apgūt arvien jaunas prasmes, kas, savukārt, noved pie nepieciešamības aplūkot cilvēka dzīves kvalitāti augstākminētajā problemātikā, vai, vismaz paplašināt izglītības dimensijas ietvaru, līdzīgi kā 8+1 modeļa (Eurostat, 2017) subjektīvo dimensiju "kopējā/ vispārējā dzīves pieredze".

Vienlaikus jāsecina, ka Eiropas Savienības dokumentu tulkojumos vērojams izpratnes trūkums par mūžizglītības terminiem un nepieciešams viest skaidrību šīs jomas terminu daudzveidībā, tos precizējot un definējot valstiskā līmenī, kā arī prasmju tēmas aktualitāte un pieaugošā dinamika pasaulē rada arvien jaunus terminus, līdz ar ko nepieciešams rosināt diskusiju Latvijas sabiedrībā par terminoloģiju latviešu valodā. Rakstā analizētie kvalitatīvās kontentanalīzes dati ir neliela daļa no pamatotās teorijas pētījuma, lai veidotu induktīvi noslēgtu teoriju par ekonomiski aktīvo pieaugušo angļu valodas prasmju mijsakarību ar viņu dzīves kvalitāti.

Summary

The article '21st Century Skills in the Context of Life Quality' deals with the of qualitative content analysis, being a part of the grounded theory research on the relationship between English language proficiency of economically active adults and their quality of life. The data are obtained through continuous comparative qualitative content analysis of policies, models, strategies and their implementation in respect of lifelong learning. The study aims at exploring the relationship between the human skills required by the European Parliament and the Council of the European Union (2006, 2018) and the Word Economic Forum (2016, 2018) and the dimensions included in the 8 + 1 life quality model provided by Eurostat (2017). It also seeks for the answers to the questions: how 21st century skills are defined in the policy documents and how they relate to the quality of human life.

Based on the documents of the Council of the European Union and the European Parliament on lifelong learning, it can be concluded that institutions of the European Union are paying increasing attention to the development of human skills with overall goal to promote people's fulfilment and development.

At the same time when the European Council prioritized the need to introduce a culture of lifelong learning and invest in people as core capital and announced recommendations on key competences for lifelong learning, a debate on human well-being and life quality was also triggered in Europe.

So, it can be concluded that life quality is at least as important, if not more important, in human life as the development of skills. On the one hand, developing new skills and improving existing ones can be a tool for improving the quality of life in the future. On the other hand, any of the 9 dimensions of life quality offered by Eurostat (2017) can serve as a prerequisite for skills development, especially such dimensions as health, education and its accessibility, economic and physical security, the balance between work and life.

Based on the holistic paradigm (Schreiner, Banev, & Oxley, 2005) that human's overall goal of acquiring knowledge and developing skills is the sense of personal fulfilment and satisfaction which is an essential prerequisite for life quality, the authors conclude that the dimension of education has become one of the most important dimensions of life quality in the 21st century. The 21st century life quality model means that people have got the ability to adapt to rapidly changing circumstances, acquire new knowledge and develop skills, which in its turn leads to the recommendation to look at human life quality by broadening the dimension of education similar to the subjective dimension of overall experience of life in the 8 + 1 model (Eurostat, 2017).

At the same time, it has to be admitted that Latvian translations of the European Union documents lack understanding of lifelong learning terms and there is a need for the reformulation of several terms in this field, clarifying and defining them at national level. The topicality of terms used in the global arena requires appropriate terminology in the Latvian language.

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INOVĀCIJAS VALODU APGUVĒ
Innovation in Language Education

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IMMIGRANTS' USE OF LANGUAGE FOR PROFESSIONAL PURPOSES IN A HOST COUNTRY: IMPLICATIONS FOR ADULT EDUCATION

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Abstract. *By 2050 the flow of climate immigrants is repeatedly predicted to be about 200 million. Immigrants' employment in a host country has become a hot issue. To empower immigrants' employability, structural features, e.g. adult education, can assist with providing a proper training to immigrants. The aim of the present paper is to carry out an empirical study on immigrants' use of language for professional purposes in a host country underpinning elaboration of implications for adult education. The empirical study was carried out at Klaipeda University, Klaipeda, Lithuania, on the 24th October 2019. Focus interview served as the basis for data collection. Theoretical analysis results in the establishment of inter-connections between immigrants' use of mother tongue, foreign language as well as host country's language at work in a host country. The conclusion is drawn that the majority of immigrants uses their mother tongues at work in a host country. The empirical study reveals that local companies employ immigrants for establishing business connections between the immigrants' host country as well as immigrants' origin country. The paper's novel contribution is the newly formulated implications on immigrants' use of language for professional purposes for adult education. Directions of future work are proposed.*
Keywords: *foreign language, host country's language, immigrants, language for professional purposes, mother tongue, professional language, use of language.*

Introduction

From outside Europe, high numbers of people arrive in the European Union (EU) searching for asylum or better life conditions (Eurostat, 2019). In the near future, human migration will be only increasing due to the impact of climate change (Pinto-Dobernig, 2008, p.9). Millions of people will be displaced by shoreline erosion, coastal flooding and agricultural disruption (Pinto-Dobernig, 2008, p.9). Since then various analysts have tried to put numbers on future flows of climate migrants (sometimes called "climate refugees") - the most widely repeated prediction being 200 million by 2050 (Pinto-Dobernig, 2008, p.9).

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Since arriving in a host country, immigrants often face such a challenge as finding a job or, in other words, unemployment. The evidence shows that the employment rate of immigrants is typically lower than that of natives and that their job opportunities mainly consist of low-skilled (and often precarious) work (Adser`a & Pytlikov´a, 2016). Occupational, or in other words, professional activity as a purpose of language teaching pinpointed the principal sectors facing problems with recruitment which mainly attract foreign employees; they are the cleaning, catering and building sectors (Extramiana, 2012). Clearly, what are known as "unskilled jobs" primarily concern economic sectors recruiting foreign labour (Extramiana, 2012).Traditionally considered that fluency in the language of the destination, or in other words, host country can facilitate the transfer of migrants' skills to the new labour market, thus contributing to the global interchange of skills and stimulating economic growth (Pieroni, d'Agostino, & Lanari, 2019). A study reveals that migrants with a low proficiency in the language of the destination country had particularly reduced opportunities in the labour market and documented that they were significantly affected by decreasing employment and increasing workplace discrimination (Pieroni, d'Agostino, & Lanari, 2019). Immigrants with linguistic problems in the language of the destination country reduced their employment rate by about 30% and their expected wages relative to immigrants with good linguistic proficiency in the language of the destination country, suggesting that the tightening of the linguistic abilities of immigrants in host countries may significantly constraint the adverse impact on the individuals that were affected (Pieroni, d'Agostino, & Lanari, 2019). Host country's language problems explained more than half of the wage inequalities between natives and immigrants, particularly for men (Pieroni, d'Agostino, & Lanari, 2019). A wage gap of about 20% between immigrants with proficiency in the language of the destination country and those without proficiency in the language of the destination country is discovered, a magnitude that increases to 25% for male immigrants (Pieroni, d'Agostino, & Lanari, 2019). An important implication of the analysis for immigration policy is that immigrants proficient in the language of the destination country improve the opportunities in the economic, social and civic life of their new country (Pieroni, d'Agostino, & Lanari, 2019).

In general, proficiency in foreign language or in other words, host country's language is named as a major factor presupposing economic, political and social well-being as shown in Figure 1 (Zaščerinska & Melnikova, 2014).

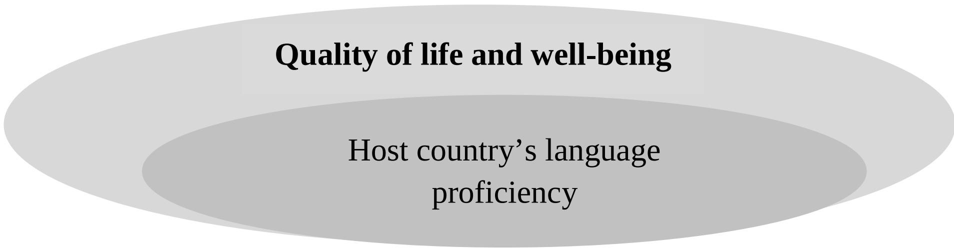

Figure 1 ***The relationship between well-being and host country's language proficiency***
(source: adapted from Zaščerinska &Melnikova, 2014)

Structural features, such as education in general and adult education in particular, may help to deal with critical life phases successfully (Zaščerinska & Melnikova, 2014). Consequently, language proficiency is a key focus in adult education. Effective design of a language course in adult education that operates within the learner-centred approach is based on needs analysis that clarifies reasons (study in a foreign country, working in a foreign company, etc) for which adult learners (including immigrants) learn (Zaščerinska & Melnikova, 2014). Against this background, the hitherto research was mostly focused on issues and educational approaches to learning the language of the host country for professional purposes (Extramiana, 2012), the linguistic integration of adult migrants (Council of Europe Symposium, 2016), and the effects of language skills on immigrant employment and wages in Italy (Pieroni, d'Agostino, & Lanari, 2019). The paper's aim is to carry out an empirical study on immigrants' use of language for professional purposes in a host country underpinning elaboration of implications for adult education. The methodological background of the presented research is based on System-Constructivist Theory, as opposed to behaviourism. System-Constructivist Theory emphasizes that reality is socially constructed, and constructing is the creative process based on knowledge variety (Zaščerinska, Ahrens, & Andreeva, 2013). Constructive process is always situation-related (Ose, Surikova, Fernāte, Daniela, Kalniņa, & Maslo, 2008). The novel contribution of the paper is the newly formulated implications on immigrants' use of language for professional purposes for adult education.

Conceptual Framework

This part of the paper describes the main concepts underlying this research. The present research is built on three concepts as illustrated in Figure 2.

One of the concepts of the present work is multilingualism. The conceptual framework of the present research is based on such the approach to multilingualism as the coexistence of several languages within a given social group (Saulescu, Saulescu, & Capatan, 2009) as depicted in Figure 3.

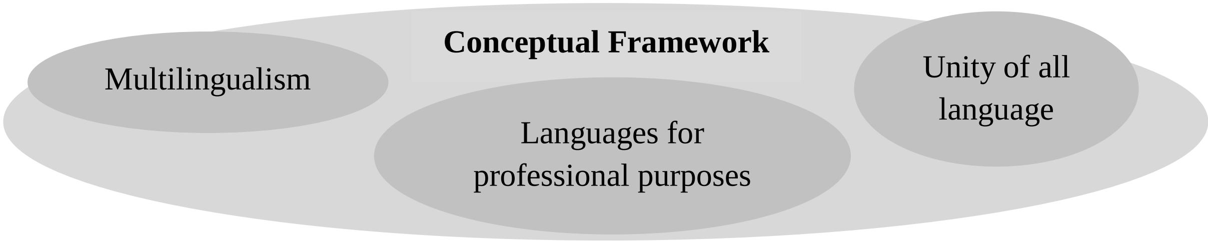

Figure 2 ***Conceptual framework of the present research*** *(source: authors)*

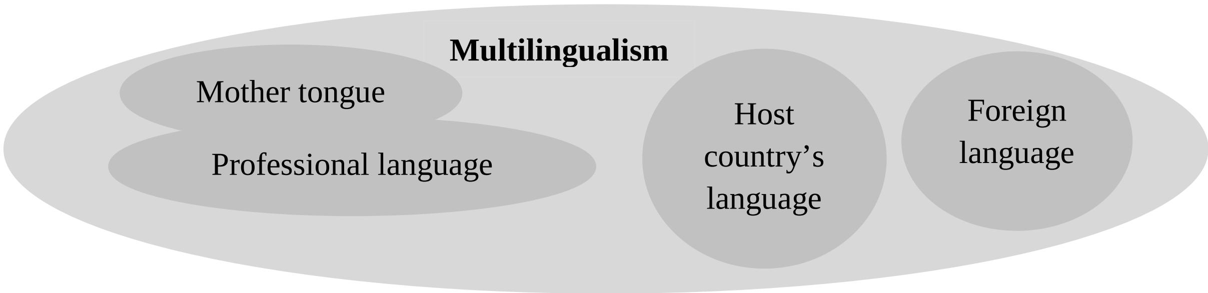

Figure 3 ***Languages of multilingualism*** *(source: authors)*

By professional language, native language for specific purposes is meant (Zaščerinska, 2010). Figure 4 reveals the differentiation of host country's language (Extramiana, 2012).

Figure 4 ***Elements of host country's language*** *(source: authors)*

It should be noted that if language competences are a component of integration, they cannot be a precondition for integration, since acquiring a language is potentially a lifelong process (Council of Europe Symposium, 2016). Another concept in the present research is language as the unity of all language (Robbins, 2007). This concept implies an individual who demonstrates a proficiency in mother tongue, foreign language, professional language and second language or, in other words, host country's language. These individual's languages are linked, united in various ways, forming a whole (Robbins, 2007, p. 51). The concept of languages for professional purposes means a work-related language (Extramiana, 2012). It should be pointed that languages for professional purposes are utilised within the implementation of a variety of professional activities in a working environment as shown in Figure 5.

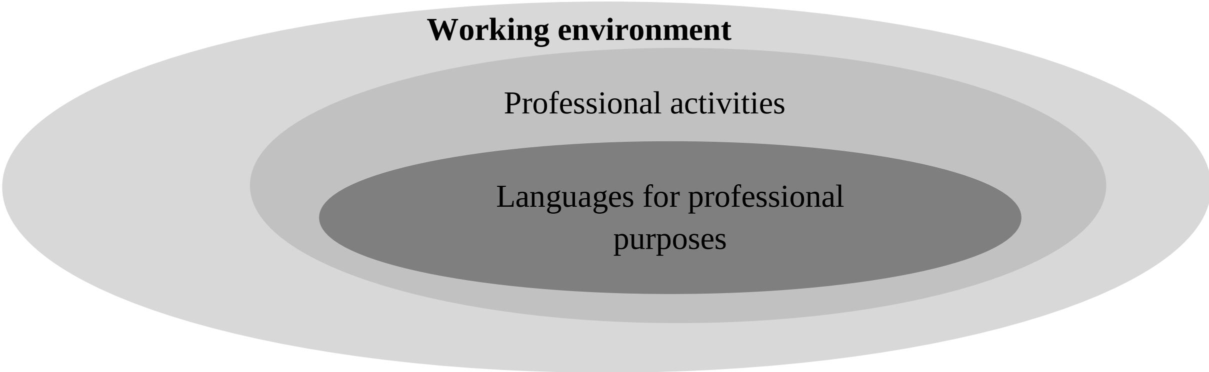

Figure 5 ***The inter-relations between working environment, professional activities as well as languages for professional purposes*** *(source: authors)*

Three particular professional purposes such as the logical organisation and presentation of ideas; business documents' detailed proof-reading; and the conventions of various writing genres, such as business emails and proposals are outlined.Immigrant's use of languages for professional purposes depends on a reason of immigration (Extramiana, 2012): labour immigration and family immigration. Labour immigration is characterized by obtaining employment (Extramiana, 2012). In order to pinpoint the needs in terms of language skills required for a given occupation, at least one important factor has to be taken into account, namely time: at what point in time in their integration procedure do speakers of other languages accede to the labour market? What language competences do they have when they enter employment? (Extramiana, 2012). Persons who have migrated for the purposes of family reunification will at some stage have to consider the question of their occupational integration, which in turn raises the issue of the requisite language competences (this does not usually apply to migrants over 65 years of age) (Extramiana, 2012). Or again, such persons may already be working in a sector that requires few language competences and may wish to further their career, in which case they will have to develop language skills (Extramiana, 2012). The link between the theoretical part of the study and the empirical data of the study is indicated: As mother tongue and professional language or, in other words, native language for specific purposes (Zaščerinska, 2010) mean individual's first language, for the empirical study only mother tongue, foreign language and/or host country's language are considered. The empirical study has to identify immigrants' use of languages (mother tongue, foreign language and/or host country's language) for the implementation of their professional activities in a host country in order to design an efficient language course for immigrants who take part in adult education.

Methodology

The present part of the paper demonstrates the design of the empirical study. It comprises the question and purpose, sample and methodology of the empirical study. The guiding question of the empirical study was as follows: Which languages (mother tongue, foreign language and/or host country's language) immigrants use for the implementation of their professional activities in their host country)? The purpose of the empirical study was to analyse immigrants' use of languages for professional purposes (mother tongue, foreign language and/or host country's language) in a host country. The empirical study was carried out during an international training event for adult educators at Klaipeda University, Klaipeda, Lithuania, on the 24th October 2019. The present empirical study involved six respondents who were invited by Klaipeda University within the presentation of the research "Challenges of migrants' effective integration in to the international labour market" at the international training event, devoted to the development of immigrants' and asylum seekers' digital entrepreneurship, for adult educators. All the six respondents are immigrants arrived from different countries in Klaipeda, Lithuania. The sample of six respondents consisted of one female and five males. The age of the respondents differentiated from 23 to 50. Working experience of the respondents was different, too. The sample is multicultural as the respondents with different cultural backgrounds and diverse educational approaches from different countries, namely, Germany, Italy, Ukraine, Canada, Columbia and Uzbekistan, were chosen. The respondents' multicultural background emphasizes the significance of the study of the use of language for professional purposes of each respondent. Hence, the group's socio-cultural context (age, field of study and work, language level, mother tongue, etc) is heterogeneous. In order to save the information of the present research confidential, the respondents' names and surnames are coded:R1 means a respondent from Germany, R2 – from Italy, R3 – from Ukraine, R4 – from Canada, R5 – from Columbia, R6 – from Uzbekistan.

As the topic of immigrants' use of languages for professional purposes in a host study is not studied in detail, an exploratory study was employed within the present work. The uncertainty in this particular research field does not allow following a formal structure of the study. The researcher is flexible to shape the methodology of the exploratory study. The present exploratory study aims at identifying the use of immigrants' languages for professional purposes (mother tongue, foreign language and/or host country's language) in a host country. The exploratory methodology of the empirical study proceeds from explorationin Phase 1 through analysis in Phase 2 to hypothesis/research question development in Phase 3 (Ahrens, Bassus, & Zaščerinska, 2013, p. 104).

The interpretive paradigm was used in the empirical study. The interpretive paradigm aims to understand other cultures, from the inside through the use of ethnographic methods such as informal interviewing and participant observation, etc (Taylor & Medina, 2013). The interpretative research paradigm corresponds to the nature of humanistic (person-centred) pedagogy (Lūka, 2008). The interpretative paradigm creates an environment for the development of any individual and helps them to develop their potential (Lūka, 2008). The core of this paradigm is human experience, people's mutual everyday interaction that tends to understand the subjectivity of human experience (Lūka, 2007). The paradigm is aimed at understanding people's activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (Lūka, 2007). Interpretative paradigm is characterized by the researcher's practical interest in the research question (Cohen, Manion, & Morrison, 2003). The researcher is the interpreter (Ahrens, Purvinis, Zaščerinska, Micevičienė, &Tautkus, 2018).

Data collected from the sample of the present empirical study is relevant to adult education as the data clarifies the reasons of immigrants use of languages (mother tongue, foreign language and/or host country's language) for the implementation of their professional activities in their host country. The identified reasons will help in designing an efficient language course in adult education as well as determining implications for adult education.

Data were collected via a structured interview as structured interview allows more consistency across responses to be obtained (Richards, 2001, p. 61). Structured interview is based on theoretical analysis (Kroplijs & Raščevska, 2004, p. 99). Structured interview usually includes a set of series of questions (Richards, 2001, p. 61). Structured interview allows more consistency across responses to be obtained (Richards, 2001, p. 61). The structured interview of the present empirical study was based on such questions: Do you work in your host country? What kind of job do you do? What are your job responsibilities? Which language(s) (mother tongue, foreign language and/or host country's language) do you use at work? Which languages do you use for the implementation of your professional tasks at work? Which languages do you use with your clients? Which languages do you use with your colleagues? What are other languages you use for professional purposes?

Data were analysed via content analysis. Content analysis was done via summarizing content analysis. Summarizing content analysis seeks to reduce the material in such a way that the essential contents are preserved, but a manageable short text is produced (Mayring, 2004, p. 269).

Research Results

The present part of the paper reveals the results of the interview and findings of the present study.

Respondent 1 (R1) arrived in Klaipeda, Lithuania, from Germany. He is about 50 years old. In Klaipeda, he works part-time in a Lithuanian company. His work responsibilities focus on communication with German partners of the host country's company. He does his job in his mother tongue, namely German.

Respondent 2 (R2) comes from Italy. He is about 45 years old. He works in a private company of the host country. The private company is family based. His responsibilities are to communicate with Italian partners on behalf of the company. His work communication is based on his mother tongue, namely Italian.

Respondent 3 (R3) is from Ukraine. She is about 40 years old. She works at a state school in Klaipeda, Lithuania. She teaches Russian language to Lithuanian schoolchildren. Her work duties are based on the use of her mother tongue, namely Russian.

Respondent 4 (R4) came to Klaipeda, Lithuania, from Canada. He is about 30 years old. He teaches English in a private language school in Klaipeda. He does his job in his mother tongue, namely English.

Respondent 5 (R5) was born in Columbia in about 50 years ago. He has some Lithuanian roots. That is why he came to Klaipeda, Lithuania, for living. However, he learned Lithuanian language, this is not his mother tongue. Consequently, he uses Lithuanian as a host country's language.

Respondent 6 (R6) came to Klaipeda, Lithuania, from Uzbekistan for studying medicine. He is about 25 years old. His university studies are in English. Considering studies as part of professional life and purposes, he uses a foreign language in the host country.

The structured interview resulted in the respondents' statements that four of them use mother tongue while doing a job. One respondent utilizes host country's language (Lithuanian) at work. And one respondent emphasized the use of foreign language for work-related issues. The results of the question (immigrants' use of languages for professional purposes, namely mother tongue, foreign language and/or host country's language, in a host country) show that the majority of the immigrants uses their mother tongues at work. The data were processed applying Excel software. Frequencies of the immigrants' answers were determined in order to reveal immigrants' use of languages for professional purposes, namely mother tongue, foreign language and/or host country's language, in a host country as shown in Table 1.

Table 1 **Frequencies of immigrants' answers onuse of languages for professional purposes**

Question	Language for professional purposes	Number of answers	Percentage
Immigrants' use of languages for professional purposes, namely mother tongue, foreign language and/or host country's language, in a host country	Mother tongue	4	66.66%
	Foreign language	1	16.66%
	Host country's language	1	16.66%

Source: the authors.
n=6

The frequencies of the immigrants' answers to the question (use of languages for professional purposes, namely mother tongue, foreign language and/or host country's language, in a host country) show that the majority of the respondents use their mother tongue at work (66.66%), only 16.66% utilise a foreign language, and16.66% of immigrants use the language of the host country at work.

The findings of the empirical study allow concluding that the respondents use their mother tongue, foreign language for professional purposes as well as host country's language at work in the host country, namely Lithuania. The summarizing content analysis (Mayring, 2004) of the data reveals that the immigrants mostly uses their mother tongues for doing the job in the host country.

Conclusions

Findings of theoretical analysis allow the establishment of inter-connections between immigrants' use of mother tongue, foreign language as well as host country's language for the implementation of their work in a host country.

Findings of the empirical study allow drawing a conclusion that the majority of immigrants uses their mother tongues at work in a host country. The empirical study if referred to Respondent 1 and 2 reveals that local companies employ immigrants for establishing business connections between the immigrant' host country as well as immigrants' origin country. Employment of immigrants who communicate in a language of the country local companies do business with is beneficial for all the stakeholders, namely host country' companies, partners of host country' companies, and the employed immigrant in terms of improvement of opportunities in the economic, social and civic life of their new country (Pieroni, d'Agostino, & Lanari, 2019).

Implications for adult education in the field of teaching host country's language to immigrants to empower immigrants' employability imply the shift

- From language for integration purposes to language for professional purposes including entrepreneurship,

- From behaviourism as the teaching method to System-Constructivist approach to learning (Reich, 2005):
  - human being's point of view depends on the subjective aspect,
  - experience plays the central role in the knowledge construction process (Maslo, 2007).

The present study has some limitations. A limitation is participation of only immigrants from one city in one host country. Another limitation is that only few interviews were conducted. The research question has been newly formulated: What are employers' needs in use of immigrants' mother tongue, foreign language as well as host country's language at work in a host country? Future research will focus on the involvement of more respondents (immigrants) into the empirical study. Another direction of future work is the implementation of empirical studies with participation of other groups of respondents such as adult educators, employees, local government, wider community. A comparative study of different countries is of high research interest, too. Role of intermediary language of immigrants who are not able to perform in host country's language will be analysed. Motivation of language learning or use, as well as on social language functions will be investigated, too. The structured interview will be widened with sub-questions about particular situations and communication partners (friend, colleague, client, boss, etc) for a deeper analysis of immigrants' use of languages at work. Reasons of immigrations (employment, family, study, etc) will be investigated as well.

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ДИДАКТИЧЕСКИЕ ВОЗМОЖНОСТИ ИНФОГРАФИКИ КАК СРЕДСТВА ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В ФОРМАТЕ ПОЛИКОДОВОГО ТЕКСТА

Enhancing and Impacting of the Infographics Potential as a Part of Directed Activities Related to Multicode Texts

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Abstract. *The article presents the description of the linguo-didactic potential of infographics as one of the leading visual aids in teaching Russian as a foreign language at the present time. Infogaphics must be considered a paralinguistic tool which externally styles a text, pragmatically affects a recipient and performs some didactic functions within an educational text (informing, semantizing, stimulating utterance, controlling and facilitating the reconstruction of communication situations). The article gives the observation of different references which help to realize the nature of infographics and the principles of their creation. The authors also present their own teaching material with infographics which can be used in a foreign audience: it is based on "Directed Activities Related to Text" method as it forces students to interact with the text, use their background knowledge and thinking. The material includes tasks which promote the activation of language and speech skills of foreign students. It was approbated in the Russian language course within "Foreign language" discipline at the Philological faculty at Pushkin State Russian Language Institute during 2018-2019/2019-2020 academic years: 3-year students of baccalaureate (students from Southeast Asia).*
Keywords: *digital technologies, directed activities related to texts, infographics, multicode text, paralinguistic tool, visual aids.*

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Введение
Introduction

Дидактика нового времени переживает поистине революционные изменения, ставшие следствием всё ускоряющегося технического прогресса конца XX – начала XXI вв. И это касается не только количества и качества новых учебных средств, заполняющих учебные классы, но и организации самого процесса обучения, в котором учащийся становится подлинным субъектом этого процесса, способным во многом самостоятельно регулировать и его скорость, и сами учебные действия.

Возрастают возможности реализации и классических принципов обучения, к каковым, безусловно, относится принцип наглядности, инструментарий которого невероятно расширился. Доказательством этому является, в частности, появление инфографики, логично вплетённой в учебный текст. В такой комбинации она может выполнять самые разные дидактические функции, в том числе и вполне традиционные: информирующую, семантизирующую, стимулирующую высказывание, в ряде случаев контролирующую, а также способствующую воссозданию ситуаций общения.

Инфографика - довольно новый термин, первоначально возникший в журналистике, хотя само явление передачи информации графическими изображениями известно с самых давних времен. Однако с появлением быстро расширяющегося арсенала технических возможностей нового времени такая передача получает всё новые формы и большее распространение в разных сферах жизнедеятельности человека, свидетельством чему служит и педагогика.

Инфографику принято считать креолизованным текстом, который представляет собой сложное текстовое образование, где «вербальные и иконические элементы образуют одно визуальное, структурное, смысловое и функциональное целое, нацеленное на комплексное прагматическое воздействие на адресата» (Anisimova, 2003, p.17). Всё чаще инфографика становится неотъемлемой частью и поликодового текста, когда естественный языковой код находится в логично сочетающейся комбинации с кодом какой-либо иной семиотической системы (изображением, музыкой и т.п.).

По краткому словарю IT-терминов, «инфографика - графический способ подачи информации, данных и знаний, позволяющий доступно, чётко, наглядно и структурированно представить необходимую информацию. Инфографика способна не только организовать большие объёмы информации, но и наглядно показать соотношение предметов и фактов во времени и пространстве, причинно-следственную взаимосвязь» (Belova & Rubleva, 2017). В своей статье мы будем придерживаться термина «поликодовый текст», частью которого является инфографика, что даёт возможность, в свою очередь, рассматривать последнюю и с лингво-дидактической точки зрения.

В работе представлено описание инфографики как много-функционального учебного средства, используемого на уроках русского языка как иностранного. Основу исследования составляет анализ теоретической и методической литературы, освещающей современные методы представления (в том числе и визуализации) учебного материала, способствующего более эффективному развитию навыков и умений иностранных студентов при овладении русской речью.

Обзор литературы
Literature review

Изучение научной литературы, раскрывающей обозначенную проблему (см. Список литературы), позволяет прийти к следующему заключению. Инфографика - паралингвистическое средство, которое внешне оформляет текст и прагматически воздействует на адресата. В отличие от традиционного средства наглядности инфографика имеет скорее влияние не рациональное, а эмоциональное: она лаконична, её образность, полученная в результате возможного одновременного использования вербальных, графических, цифровых составляющих, позволяет строить ассоциативные ряды между элементами разных семиотических систем. Инфографика не просто передаёт адресату готовую информацию, а стимулирует извлечение нужных сведений, даёт возможность анализировать и интерпретировать их. Такое амбивалентное рационально-эмоциональное воздействие на адресата со стороны инфографики способствует лучшему восприятию и запоминанию передаваемой информации, что позволяет инфографике занять одну из лидирующих позиций среди существующих наглядных средств. Особенность инфографики также состоит и в том, что она передаёт сообщение быстрее, чем текст, и может быть подробнее, чем стандартные иллюстрации, т.к. один качественно сделанный рисунок может заменить несколько страниц текста благодаря своей детальности и точным эскизным комментариям (Belova & Rubleva, 2017). При работе в иностранной аудитории инфографика (как и другое любое средство наглядности) может служить на самых разных стадиях работы с языковым материалом. Каждый такой этап предъявляет к учебному средству свои особые требования, облегчая, прежде всего, понимание и систематизацию передаваемой информации, поскольку «главная цель инфографики - не просто визуализировать информацию, а сделать так, чтобы читателю не приходилось прилагать усилия для её восприятия» (Romanov, 2019, p.10).

Исследователи предлагают разные виды работы с инфографикой в иностранной аудитории. Так, её можно использовать для представления темы изучаемого материала, для активизации использования изучаемых лексических и грамматических моделей определенной темы, для облегчения восприятия текста при его чтении, прослушивании, а также составления плана устного или письменного сообщения (Vorob'eva, Makkoveeva, Ushakova, & Shhukina, 2019, p.94). Кроме того, в аудитории инфографика может использоваться при организации мозгового штурма (brainstorming); обмене данными (sharing data); сопоставлении, поиске аналогий, сравнений (making comparisons); объяснении понятий или презентации процессов (explaining concept or presenting process); обеспечении дополнительной информацией помимо учебников (providing more information other than textbook) и т.д. (Kudlik, Antonova, & Kapichnokova, 2017, p.335).

Для работы в иностранной аудитории используются все возможности информационно-коммуникационных технологий, позволяющие находить уже готовые примеры инфографики, широко представленные в интернете, а также создавать и свои собственные с помощью графических редакторов или на специализированных сайтах. В последнем случае при создании инфографики необходимо учитывать технологические принципы передачи информации: сфокусированность на одном самом важном элементе, возможность получения информации «с первого взгляда», использование общепринятых стереотипов (которые будут понятны по возможности в любой аудитории), необходимые повторы, включение элементов «визуального рассказа» и др. Кроме того, значимую роль при составлении инфографики играет не только масштаб изображения, но и симметричность его расположения. Важность организации визуального ряда, увеличивающего степень доступности и понятности информации, отмечали авторитетные методисты в контексте описания «классической» наглядности при обучении иностранным языкам (см. работы S.P. Corder (Corder, 1966)). При этом необходимо также выделить следующие свойства инфографики (Romanov, 2019, p.10):

1) хорошая структурированность информации;
2) акцент на важных деталях;
3) корректность и наглядность информации (без искажений);
4) красивое визуальное решение.
5) В качестве примера правильно структурированной инфографики можно привести следующий поликодовый текст, в котором информация разделена на понятийные блоки, сделан акцент на

важных деталях с помощью заголовков и красного шрифта, текст разбит буллитами, представлено визуальное решение - яркие иллюстрации:

Рисунок 1. ***Берегите близких от инсульта*** *(Romanov, 2019, p.12)*
Figure 1 ***Take care of your loved ones from a heart attack*** *(Romanov, 2019, p.12)*

Однако существует ряд необходимых условий для эффективного усвоения содержания учебного материала с помощью инфографики. Считается, что преимущества использования визуальных опор будут реализованы полностью лишь в том случае, если восприятие повлечёт за собой мыслительную активность, которая будет сочетаться с различными видами познавательной деятельности от моторных функций до индуктивного, логического и творческого мышления. Исследователь также отмечает, что чем выше проблемность, парадоксальность визуальной информации, тем выше интенсивность мыслительной деятельности обучающегося. М.Г. Бондарев (Bondarev, 2012, p.5) пишет, что отбор графического содержания должен основываться на одном из принципов дизайна иллюстраций для учебного материала - принципе концентрации, предполагающем ёмкое и точное представление смысла изображения. Е.В. Вульфович (Vul'fovich, 2016, p.64-73) отмечает, что требуется предварительная демонстрация алгоритма действий по визуальным опорам, следует показать обучающимся, какая информация зашифрована на схеме или плане и как разворачивать опоры в целые предложения

Изученная научная литература даёт нам возможность подготовить собственный авторский материал для использования его в учебном процессе при обучении иностранных студентов-филологов языку новостных текстов. Это обусловлено сформированностью к моменту изучения у обучающихся базовой коммуникативной компетенции, которая позволяет привлекать аутентичные новостные поликодовые тексты.

Методология
Methodology

При разработке материала мы опирались на следующие дидактические принципы (Marius-Costel, 2010, p.24-34):

1) принцип сознательного и активного участия в образовательном процессе; 2) принцип последовательного приобретения знаний, навыков и умений; 3) принцип доступности и индивидуальности; 4) принцип связи теории с практикой; 5) принцип систематизации и преемственности; 6) принцип интуиции (единства конкретного и абстрактного, единства чувственного и рационального); 7) принцип обратной связи (обратной связи или обратной реакции).

И поскольку чтение иностранных текстов (в том числе и новостных) является тем умением, которым должны овладеть студенты при изучении русского языка, мы выбрали такой известный метод обучения *DARTs – Directed Activities related to Text* (Lunzer & Gardner, 1979): он заставляет студентов взаимодействовать с текстом, использовать свои фоновые знания и мышление, тем самым превращая учащихся в «критических» читателей.

Результаты исследования
Research results

DARTs подразделяются на задания по восстановлению и анализу содержания (*reconstruction activities and analysis activities*).

Задания первого типа требуют от студентов восстановления текста (или диаграммы) с помощью недостающих слов, фраз, предложений, а также упорядочения хаотично выстроенных частей текста. Преподаватель должен подготовить учебный материал: 1) определить, какие слова, фразы или предложения должны быть убраны из текста, затем на их месте оставить пропуски в тексте; 2) разделить текст на части, чтобы потом нарушить порядок следования этих частей текста. Студенты выполняют следующие виды работ и заданий (в скобках приведены возможные формулировки заданий): заполнение пропусков в тексте недостающей информацией (*Вставьте пропущенные слова/фразы/предложения*), восстановление согласования (*Поставьте в логической последовательности перемешанные фрагменты текста*), группировка (*Группировка сегментов текста по категориям*), заполнение таблиц (*Заполните таблицу, используя информацию из текста*), работа с диаграммами (*Заполните/дайте название диаграмме*), предугадывание событий/развитие идеи текста (Придумайте окончание текста) и т.п.

Задания второго типа, по анализу содержания, предполагают нахождение необходимой информации, её критическое осмысление, целенаправленный анализ содержания текста с опорой на логические связи текста. От преподавателя не требуется специальная подготовительная работа с текстом. Студенты выполняют следующие виды работ и заданий (в скобках приведены возможные формулировки заданий): разметка текста (*Найдите и подчеркните части текста, которые имеют определенное значение или содержат определенную информацию*), сегментирование и маркировка текста (*Разбейте текст на значимые фрагменты и озаглавьте каждый фрагмент*), построение таблицы (*Нарисуйте таблицу; Используйте информацию в тексте, чтобы выбрать заголовки строк и столбцов и заполнить ячейки*), построение диаграммы (*Постройте диаграмму, объясняющую смысл текста; Нарисуйте блок-схему для текста, объясняющего процесс действия*), составление опроса (*Ответьте на вопросы преподавателя / Подготовьте вопросы к тексту*), подведение итогов.

Мы не будем подробно описывать все возможные виды *DARTs*, поскольку это выходит за рамки настоящей работы – остановимся на тех, которые позволяют использовать инфографику при обучении иностранных студентов чтению новостных текстов.

Инфографика может применяться как практическое дополнение к основному учебнику, используемому на уроках русского языка как иностранного. В качестве примера рассмотрим один из текстов учебника «История Государственного флага России» (Bogomolov, 2009, p.52-53).

На сайте Издательского дома «Аргументы и факты» *AIF.ru* есть инфографика, наилучшим образом иллюстрирующая этот текст.

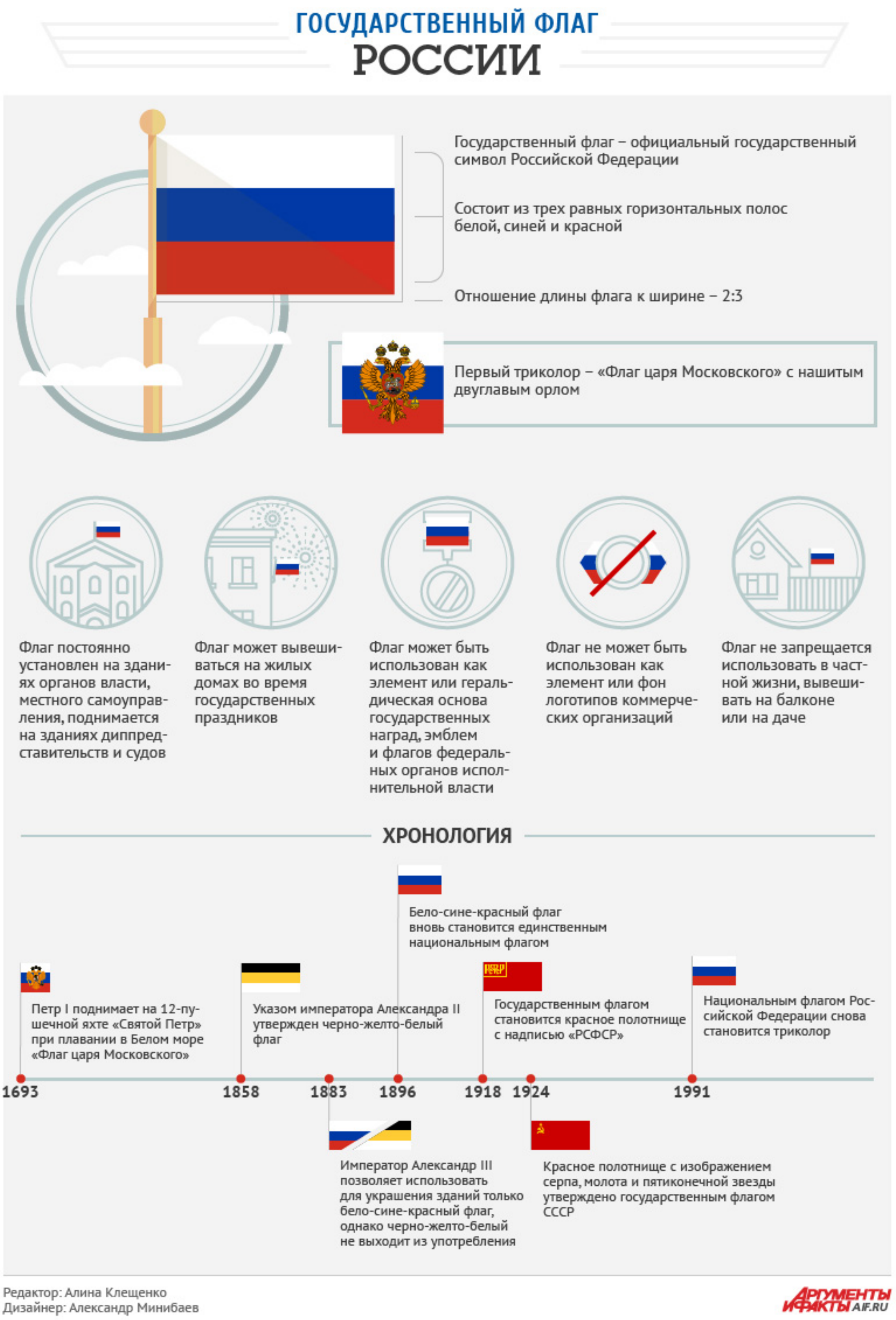

Рисунок 2. ***Государственный флаг России*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492)*
Figure 2 ***National flag of Russia*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492)*

Хотя известные *DARTs* используют большей частью именно при работе с текстом, многие из них (если помнить о самом понятии «поликодовый текст») могут быть применены и при работе с инфографикой. В связи с этим мы предлагаем следующие виды работ:

1. Восстановление логической последовательности (*Sequencing*). Этот вид работы предполагает, что преподаватель заранее делит текст на части (предложения, абзацы) и перемешивает их. Задача студента - восстановить исходный текст, опираясь на логику повествования. Данный вид работы удобно проводить, если речь идет о хронологии событий. Например, *Задание 1. Восстановите текст в хронологическом порядке.*

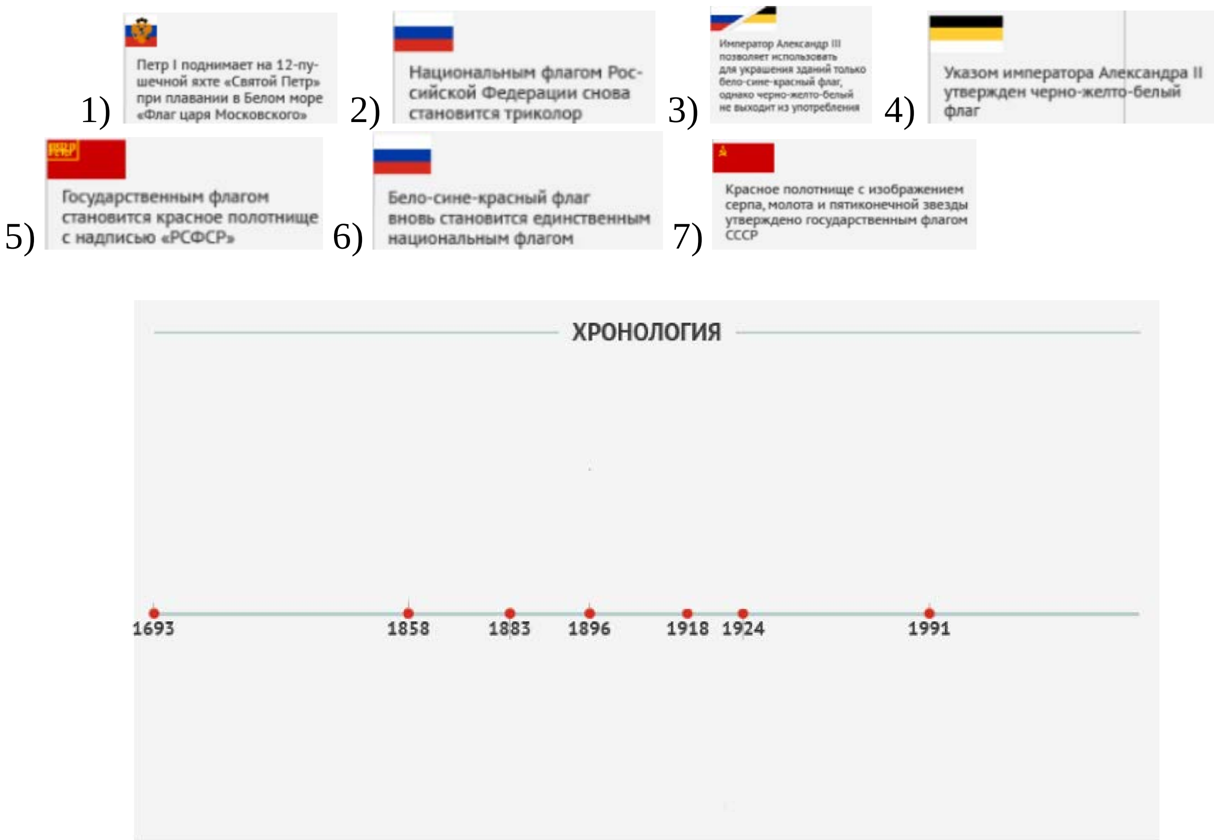

Рисунок 3. ***Авторская переработка инфографики*** *(см. выше* ***Государственный флаг России*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492))*
Figure 3 ***Authors' interpretation on infographics*** *(see above* ***National flag of Russia*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492)*

2. Формулировка названия диаграммы и восстановление / дополнение сведений из текста (*Labelling / Diagram Completion*). Данный вид работы следует считать полезным, поскольку в учебниках часто приводятся схемы, графики, таблицы, уже заполненные нужной информацией. Студенты должны только прочитать предлагаемый материал, что представляется недостаточным для запоминания информации. В связи с этим вводится задание, нацеленное на самостоятельное внесение необходимых сведений, взятых из текста. Преподаватель заранее удаляет часть информации из

схемы, графика, таблицы (название или объяснение). Подобное задание можно выполнять именно с инфографикой. Например, *Задание 2. Соедините изображение с соответствующим объяснением.*

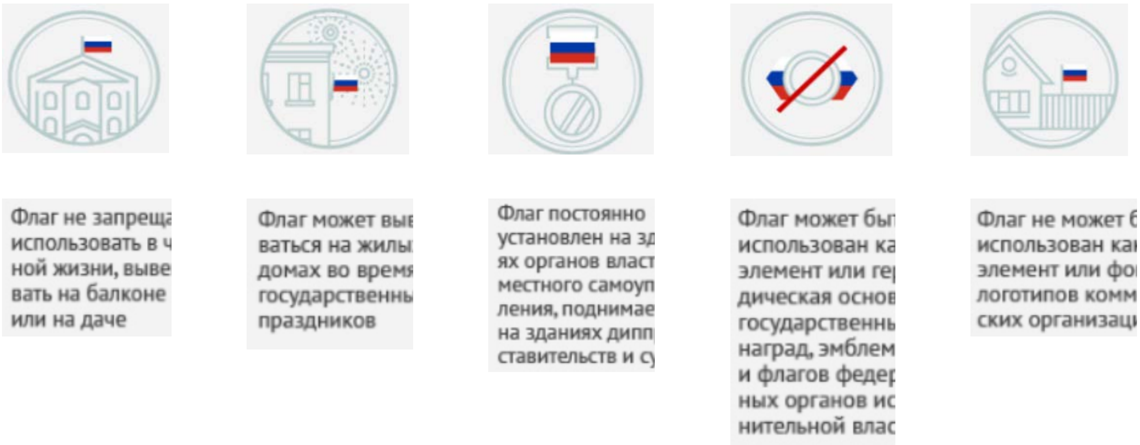

Рисунок 4. Авторская переработка инфографики (см. выше ***Государственный флаг России*** *(Kleshchenko, 2013,* *https://aif.ru/dontknows/1236492))*
Figure 4 ***Authors' interpretation on infographics*** *(see above* ***National flag of Russia*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492)*

Задание 3. Дайте объяснения приведённым изображениям.

Рисунок 5. ***Авторская переработка инфографики*** *(см. выше* ***Государственный флаг России*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492)*
Figure 5 ***Authors' interpretation on infographics*** *(see above* ***National flag of Russia*** *(Kleshchenko, 2013, https://aif.ru/dontknows/1236492)*

Задание 4. Прослушайте текст (объяснение) и изобразите услышанное. В данном случае преподаватель читает объяснения изображений, приведённых выше. Естественно, что от учащихся не требуется никаких особенных художественных способностей, важно представить требуемую идею самым элементарным способом.

3. Трансформация (*Transformation*) информации. Результат выполненного задания показывает, насколько верно студенты поняли текст, его содержание, поскольку учащиеся должны не только прочитать текст, но и создать новый в другом формате. Обычно даётся задание преобразовать изучаемый текст: в статью для газеты или специализированного журнала, в

вебсайт, в руководство по эксплуатации, в учебник / частное письмо / запись в дневнике / плакат / рекламу; в устное выступление / дебаты / лекцию и т.д.

Предлагаемая инфографика может быть преобразована в статью для журнала, сообщение для вебсайта; на её основе может быть подготовлено устное сообщение или презентация. Например, *Задание 5. На основе предложенной инфографики подготовьте устное сообщение «Флаг Российской Федерации»; Задание 6. На основе предложенной инфографики подготовьте презентацию «Флаг моей Родины».*

4. Иллюстрация / Создание рисунка под диктовку (*DictoGloss*). Преподаватель читает текст, учащиеся слушают его. Преподаватель читает еще раз, делает паузы, чтобы в это время студенты тем или иным способом, например, графически, изображали то, что слышат. После прослушивания текста студенты сравнивают свои заметки, насколько верно они смогли отобразить полученную информацию. Например, *Задание 7. Слушайте текст и рисуйте флаг России.* Преподаватель читает текст о российском флаге с информацией об используемых цветах и их расположении. Это задание можно усложнить, например: *Задание 8. Прослушайте описание флага и определите, какой флаг из предложенных является флагом России.*

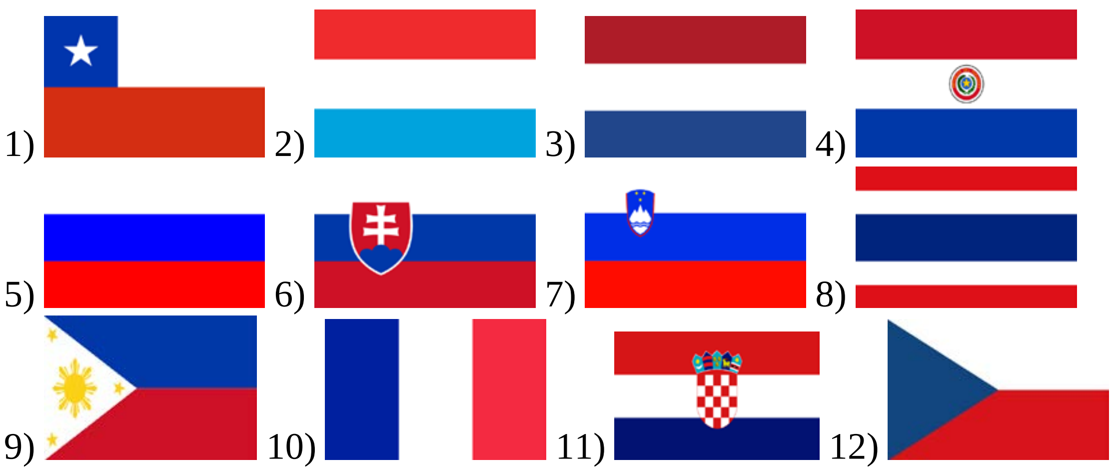

Рисунок 6. ***Флаги государств*** (https://www.flagistrany.ru/azbuka)
Figure 6 **States flags** (https://www.flagistrany.ru/azbuka)

Основной целью практического курса является активизация языковых и речевых навыков учащихся на основе языка прессы, что позволяет студентам не только получить представление об основных жанрах медиа-текста и изучить особенности языка российских СМИ, но и подготовиться к чтению оригинальных материалов прессы и при этом расширить знания о жизни современной России и происходящих международных событиях.

Для достижения намеченной цели необходимо решить следующие дидактические задачи: изучить структуру российской газеты и обзор существующих печатных изданий СМИ; научиться выстраивать устную презентацию выбранного печатного издания (газеты) по предложенной схеме; проанализировать структуру государственной власти России в сравнении с государственной системой родной страны; выявить языковые особенности информационных жанров медиа-текста: усвоить определенный лексико-грамматический материал, распределённый по таким темам, как «Официальные визиты, переговоры, беседы», «Совещания, конференции», «Выборы, формирование правительства», «Экстремальные ситуации», «Современные международные отношения», «Экология», «Культура», «Экономика». Для работы над материалом в рамках каждой темы нами были отобраны соответствующие образцы поликодовых текстов.

Предлагаемый инфографический материал получил апробацию на занятиях РКИ в рамках дисциплины «Иностранный язык» на филологическом факультете Государственного института русского языка имени А.С. Пушкина в течение 2018-2019/2019-2020 учебных годов: 3 курс бакалавриата (студенты из Юго-Восточной Азии). Результаты исследования могут быть представлены в виде следующих диаграмм:

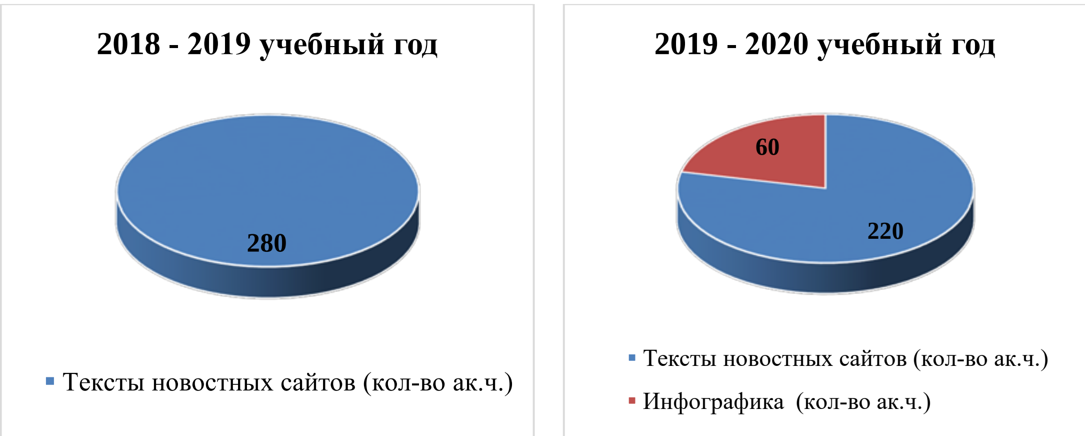

Рисунок 7. ***Типы предъявляемых учебных текстов***
Figure 7 ***Type of studied texts***

280 часов было отведено на работу с материалами новостных сайтов (обучение языку газеты (= прессы, политических СМИ)) в 2018-2019 учебном году. В 2019-2020 из указанного количества часов 60 часов было выделено для работы с инфографическим материалом.

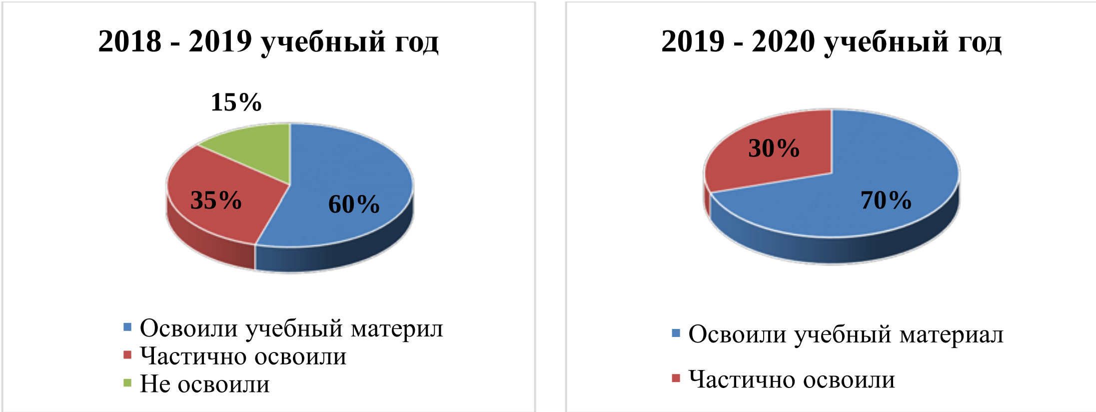

Рисунок 8. ***Результаты использования инфографического материала***
Figure 8 ***Results of infographic material use***

Приведенные финальные данные убедительно свидетельствуют об увеличении эффективности освоения материала текстов новостных сайтов.

Заключение
Conclusions

В статье был описан лингвометодический потенциал инфографики как неотъемлемой части поликодового текста и обозначены её потенциально возрастающие возможности как дополнительного учебного материала. Действительно, инфографика представляет собой новое наглядное средство обучения с широкими визуальными и информативными свойствами, позволяющее компактно представить большой объём необходимых сведений. Использование инфографики в обучении иностранным языкам обладает следующими преимуществами: стимулирует аналитические способности обучающихся, даёт системный взгляд на направление изучаемого материала, придаёт всему обучению процессный характер, раскрывает образовательный ресурс большой группы.

Таким образом, инфографика помогает развивать у обучающихся навык логичного изложения увиденного, оперируя при этом имеющимися фактами, и дальнейшей формулировки выводов. Кроме того, при опоре на инфографику несколько упрощается работа с лексикой, позволяя обучающимся самостоятельно семантизировать новые слова, зачастую не прибегая к помощи словарей. Инфографика позволяет организовать работу как на занятии, так и дома, что органично сочетается с технологией проектной деятельности. Инфографика обладает широким спектром достоинств, которые делают уместным её использование в учебном процессе при изучении иностранного языка.

Доказательной базой стал описанный выше опыт работы со студентами бакалавриата Государственного института русского языка имени А.С. Пушкина (Москва, Россия).

Summary

The rapid development of digital technologies makes it possible for teachers of foreign languages to expand the traditional tools of visual aids in teaching students. Such a new element in the system of visual aids is infographics, logically woven into the educational text, performing different didactic functions: informing, semantizing, stimulating utterance, in some cases controlling and facilitating the reconstruction of communication situations.

Infographics is a paralinguistic tool that can externally style the text and pragmatically affect the recipient. It has a more emotional impact, because by virtue of its conciseness, the imagery of the information presented in it (with the possible use of verbal, graphic, digital components) it builds associative connections between elements of different semiotic systems.

This gives a reason to consider infographics as a creolized text and consider it as a part of a multicode text, the possibilities of which should be examined from a linguistic and didactic point of view.

When working in a foreign audience, infographics are used, like any other means of visualization, at various stages of working with language material, each of which presents its own special requirements for the educational tool.

To work in a foreign audience, ready-made infographics are used, widely represented on the Internet, created using graphic editors, on specialized sites (technological principles of information transfer are taken into consideration: focus on the most important element, receiving information “at a glance”, using generally accepted stereotypes, repetitions, elements of the “visual story.” An important role is also played by the scale of the image, the symmetry of its location).

The methods of working with infographics in a foreign audience have received sufficient testing in the Russian language classes held at Pushkin State Russian Language Institute.

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PROBLEM-BASED TASKS IN FOREIGN LANGUAGE ACQUISITION FOR INTENDING EDUCATORS

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Abstract. *The problem-based learning of a foreign language is aimed to develop students' creativity, increase their motivation, autonomy, experience future profession tasks, and improve cognitive and communicative skills.*
The purpose of the article is to justify the efficiency of forming communicative skills of intending educators by means of problem-based tasks within the discipline "English for Professional Communication". The objective of the article is to report about the results of using problem-based tasks in students' acquisition of course content and in formation of students' linguistic competence.
In order to test the theoretical statements of using problem-based tasks in foreign language acquisition, a diagnostic experimental study was conducted. It was aimed at identifying cognitive-communicative needs and opportunities of students in solving problem tasks. The study included: experimental training, diagnostic tests and questionnaires for students and teachers. As a result, the cognitive and communicative needs and opportunities of students to solve problem tasks were determined; the prospects of application of problem tasks in the development of creative thinking in the process of formation and development of skills of foreign language communication were revealed.
The experiment data enable to conclude that regular using of problem-based tasks marked positive impact on formation of students' linguistic competence. Phonetic, lexical and grammatical skills have improved due to communication with peers and self-control during solving problem tasks. The overall results of the study affirm the enhancement of students' speaking skills (monologue, dialogue, polylogue skills).
Keywords: *foreign language, higher education, intending educators, problem-based tasks.*

Introduction

The new realities of the professional activities of modern teachers require a quick and effective reform of the higher pedagogical education. Searching for other approaches to the organization of the educational process in higher educational institutions, updating of methods and forms of training, development

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and implementation of new educational technologies in the educational process is urgent in the current situation.

In the professional activity and everyday life of any person there are certain difficulties, obstacles, unexpected situations, problems that need to be overcome and solved. This, in turn, requires intellectual and creative efforts, awareness in various sectors of life, a deeper acquaintance with the outside world, the discovery of new phenomena, processes, properties, the relationship of a person with everyday things, and lately, there is a need for knowledge of at least one foreign language. It is due to the fact that more and more people of different ages, professions and interests are getting involved in communication in a foreign language. Therefore, the main goal for the youth is to master a foreign language as a means of communication at the intercultural level. This task is a challenge today due to the modern realities of the world, which is becoming increasingly global. Problem-based learning is obliged to ensure the formation and further development of foreign communicative competence of intending educators.

Taking into consideration the given information, the aim of the proposed article is to justify the efficiency of forming communicative skills of intending educators by means of problem-based tasks within the discipline “English for Professional Communication” and analyse the results of using problem-based tasks in students’ acquisition of course content and in formation of students’ linguistic competence.

Literature review

Problem-based Learning (PBL) was first introduced by Barrows in medical education in the mid 1950’s and later spread to other fields, specifically business and social studies. According to Barrows (2002), problem-based learning is a learning method based on the principle of using real-world problems as a starting point for the acquisition and integration of new knowledge.

Torp and Sage (2002) consider PBL as a focused, experiential learning organised around investigation and resolution of messy and real-world problems. Teachers use real-world problems as they coach learning through probing, questioning, and challenging students’ thinking.

PBL is a learning approach that seeks to create a link between theoretical knowledge and practice. It is essential to have collaborative groups in learning contexts; to explore, analyze and solve the problems presented (Cockrell & Caplow, 2000). Students are expected to be able to organize their lives, studies and learning in a manner which prepares them for their chosen profession (Armstrong, 2012). Moreover, when students work on solving problem cases or situations, the activities involved tend to trigger motivation and engagement (Bosuwen & Woodrow, 2009).

Larsson (2001) stated that students in PBL classrooms improve their social skills as they have more opportunities to practise using the language for authentic communication. Besides, students gain a deeper understanding when the vocabulary is encountered in real-world situations.

Nowadays the PBL method helps to create meaningful ESL activities. The problem solving process in PBL requires students to look for materials and to constantly relate what they read to what to do with the information (Torp & Sage, 2002). Watson (2001, p.3) explains that in PBL, "students work with classmates to solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills". This enables the students to integrate content knowledge with their knowledge of a foreign language.

We share the opinion of Legg (2007) that PBL appears to be a suitable approach to be implemented in the English language classroom in universities to enhance teaching and learning of English.

Overall, the literature review highlights PBL as an effective learning tool in general, and for foreign language acquisition in particular. However, despite its efficiency, the empirical research on PBL for foreign language acquisition in training of intending educators is limited.

Methodology

In order to verify the theoretical positions on the possibility of using problem-based learning for the development of foreign language communication skills, the diagnostic study was performed, which was aimed at identifying the cognitive-communicative needs and capabilities of students in solving problem-based situations. The experimental training was carried out on the basis of a monograph (Dmitrenko, 2017) and a textbook (Dmitrenko, Petrova, & Podzygun, 2019) on the implementation of problem-based learning created by the educators of the Department of Methodology of Foreign Language Teaching at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine) for the discipline "English for Professional Communication".

Studying the issue of implementing problem-based situations in the development of foreign language communication skills, we consider it appropriate to reveal the concept of problem-based tasks in the formation of linguistic competence, namely: grammatical, lexical and phonetic.

Problem-based tasks for the formation of grammatical competence should contain examples of linguistic phenomena that students analyze, generalize certain facts and independently formulate grammatical rules. Thus, the cognition occurs from the particular to the general.

Having analyzed the scientific and methodological literature (Dmitrenko, 2016a; Harmer, 2010), the following problem-based tasks are used at different stages of mastering grammatical competence, namely:

– the tasks related to the preliminary demonstration of grammatical phenomena in texts for reading or listening *(read / listen to the text and define which grammatical construction is most often found in it);*
– the tasks for comparing various parts of sentences or expressions *(work out the examples of various constructions, compare parts of a sentence, taking into account the principles of their construction, which are given in the examples);*
– the text processing in order to analyze grammatical phenomena *(analyze the grammatical structures used in the text, define their form, meaning, usage);*
– a solution to a grammatical problem *(find identical grammatical phenomena among similar ones, compare similar phenomena and define the difference between them, correct grammatical errors).*

When modeling these problem-based situations, it is necessary to take into account the capabilities of students, the stages of the grammatical skills formation and the peculiarities of grammatical material.

Problem-based tasks which focus on forming lexical competence may include the following samples:

– tasks for selecting lexical units identical in content among similar ones *(find absolute synonyms in the list of words);*
– tasks for comparing similar lexical units and finding the difference between them *(compare the following synonyms and define the difference between them);*
– tasks for the classification of lexical material *(classify vocabulary by four parameters, define the principles for its classification);*
– verbal riddles *(guess what is described in the text);*
– tasks to complete rhymes *(fill in the gaps in verses with the words suitable for the rhyme);*
– tasks involving the decoding of figurative-schematic information *(define what is encrypted in the puzzles);*
– tasks for searching of linguistic equivalents (*study the proposed words and expressions, give examples of equivalents in English*) (Dmitrenko, Petrova, & Podzygun, 2019).

During phonetics training, it is possible to implement problem-based tasks that include the classification of phonetic material, a comparison of similar phonetic phenomena and finding the difference between them, the search of identical phonetic phenomena among similar ones.

The implementation of the grammar, lexical, phonetic problem-based tasks described above contributes to making the correct choice of linguistic means, the competent use of various language means, makes it possible to understand the sociolinguistic features of their use, and therefore ensures the development of foreign language communication skills (Dmitrenko & Petrova, 2017).

In the context of studying a foreign language, the main properties of problem-based tasks include: authentic communication in class; relevance of the assignment for participants; the complexity of the task; informational inequality of partners (participants with different interests, different hobbies complement each other); creative character (Dmitrenko, 2017).

Assessing the results of problem-based tasks, the teacher needs to understand the assessment criteria clearly and explain them to students first. The main assessment criteria for accomplishing problem-based tasks in foreign language classes can be: the degree of solving the problem, the organization of the text, interaction with interlocutors, as well as vocabulary, grammar, spelling, punctuation, and pronunciation.

The criteria depend on a type of the task, and the teacher can choose the most important in the particular case. An important condition is involving students in the discussion and assessing the other students. Thus, they acquire valuable skills in assessing their own answers; they understand better the requirements of the teacher and the rules of giving grades, which they will need during teaching practice and future professional activities.

In order to develop students' foreign language communication skills outside the linguistic environment, it is not enough to complete classes with communicative exercises that allow solving communicative tasks. It is important to invite students to think, solve problems that provoke thoughts, thinking on possible ways to solve the problems, so that students focus on the content of the statement. In such a way a thought is in the center of the attention, and language acts in its direct function of the formation and formulation of these thoughts (Dmitrenko, 2016a).

Methods

Participants

In order to verify the theoretical substantiations on the possibility of using problem-based teaching methods for the formation and development of foreign language communication skills, a diagnostic experimental training was provided. The experimental training was conducted at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine) with the first-year students of specialties Secondary Education (Mathematics), Secondary Education (History), Psychology, Primary education in term II during 2018-2019 academic year. 60

students participated in the experimental training while studying the discipline "English for Professional Communication", who were randomly assigned into control and experimental groups. Each group consisted of 30 students. 80-min periods were conducted twice a week for 1 term (17 weeks). The participants of the experimental study were informed about the purpose and the structure of research and assured that their names would not be used in the study result reports.

Instruments

In the study, two instruments were used: Preliminary English Test (PET) (Cambridge Assessment English) and the Programme Evaluation Questionnaire (Dolmans, D.H. Wolhagen, J.M., & van der Vleuten C.P.M., 1998).

The preliminary and final English tests of speaking, taken from Preliminary English Test (PET), were given to the students to witness the initial and final level of students' speaking skills (monologue, dialogue, polylogue skills). The total maximum practice test score is 30 (30-28 – very high level, 27-20 – high level, 19-13 – moderate level, 12-6 – low level, 5-1 – very low level).

The Programme Evaluation Questionnaire consisted of two sections. The statements of section one (10 items) were concentrated on evaluating the influence of the problem-based tasks on the learning process. The statements of section 2 (5 items) were focused on distinguishing language skills development. The survey was used in the experimental group to detect the students' views about the use of problem-based tasks in the language learning process. In the instruction, the students were asked to estimate the degree of their agreement with the test statements, assessing them from one to five points (a five-point Likert scale): 5 – means completely true (strongly positive); 4 – means usually true (positive); 3 – means sometimes true (uncertain/neutral); 2 – means not usually true (negative); 1 – means never true (strongly negative). The score range of the questionnaire is the following: 5.00-4.51 means that the level of students' perception of the problem-based tasks and students' perceived impact of problem-based tasks on language skills is very positive, 4.50-3.51 – positive, 3.50-2.51 – neutral, 2.50-1.51 – negative, 1.50-1.00 – very negative.

The textbook "Use of problem-based tasks in classes of the discipline "Foreign language for professional communication (English)" of intermediate level was used among other programme learning materials (Dmitrenko, Petrova, & Podzygun, 2019).

Research Design

The study included the experimental training, English tests of speaking proficiency, a two-section questionnaire.

At the initial phase the students of both groups were asked to do English test (Speaking Section of PET) to evaluate the level of their communicative skills.

At the experimental phase the educational problem-based tasks were used in the foreign language classes of the experimental group. The teachers adhered to a certain sequence of their organization. We proposed to use the following algorithm for creating and implementing problem situations.

1. The preparatory stage. The teacher instructs students to complete a problem-based task that creates a problem situation.
2. The discussion stage. Students work in small groups or in pairs, thinking over several possible solutions to the problem compare them and choose one for discussion by the whole group, explaining why they chose it.
3. Written stage No 1. After discussion in a group, students write their individual plan for solving the problem, taking into account the results of the discussion stage.
4. Written stage No 2. A unified plan for solving the problem is created. If the problem was authentic and its solution has social significance, then a plan for solving this problem can be proposed to a certain specialized organization or published in the university newspaper.
5. Analysis of selected language tools. The use of language tools and the final solution to the problem-based situation are taken into account.

For the formation and improvement of speech skills, the following problem-based tasks at the experimental phase were used: tasks for reproducing a situation, role-playing games of a problem nature, scenarios, simulations, discussions, projects.

The students of control group were taught by a traditional teacher-based method.

At the final phase the students of both groups were given English Speaking Test (PET) in order to evaluate the level of their communication skills after the experimental training and to compare the test results of initial and final phases. The students of the experimental group were asked to fill in a two-section questionnaire.

The data for this article is taken from the experimental group that underwent problem-based tasks during the experimental training.

Results

A comparison of the preliminary and final English test (Speaking PET) showed that at the initial phase the results of the two groups differ insignificantly but at the final phase the students of the experimental group obtained higher scores (Table 1). At the initial phase students of both groups demonstrated the moderate level of knowledge. At the final phase the students of the experimental group acquired higher scores in comparison with results of the control group and own results of the initial phase. The students of experimental group obtained a high level (M=50.58) of speaking skills (monologue, dialogue, polylogue skills).

Table 1 ***Results of Preliminary and Final English Tests***

	Control Group	**Experimental Group**
Preliminary English Test	N (30)	N (30)
	M=16.81 SD=4.33	M=17.05 SD=4.85
Final English Test	M=16.32 SD=4.25	M=20.58 SD=5.05

The students of the experimental group were asked to respond to a two-section questionnaire modified from the Programme Evaluation Questionnaire (Dolmans, D.H. Wolhagen, J.M., & van der Vleuten, C.P.M., 1998). In our study the reliability coefficient (Cronbach Alpha) value for a two-section questionnaire was calculated to estimate the internal consistency. It was found to be quite high: 0.85.

Table 2 ***Mean Scores and Standard Deviation of a two-section questionnaire***

Description	***M***	***SD***	***Interpretation***
Section 1: Students' Perceptions of the Effectiveness of Problem-based Tasks on Language Learning			
The problem-based tasks allowed application of learning to real life situations	4.65	0.43	very positive
The problem-based tasks promoted working with others	4.57	0.41	very positive
The problem-based tasks stimulated continuous acquisition of new and relevant knowledge	4.45	0.63	positive
Overall, I am satisfied with the problem-based tasks	4.31	0.66	positive
Overall, my learning experience was stimulating	4.27	0.68	positive
I participated actively in my group meetings	4.18	0.71	positive
I was motivated to learn and use English throughout the process of solving problem-based tasks	4.14	0.74	positive
I could find the learning resources for the problem-based tasks	4.01	0.65	positive
I was motivated to manage the problem	3.93	0.68	positive
I had sufficient time to manage the problem-based tasks	3.84	0.55	positive
Average	*4.23*	*0.61*	*positive*
Section 2: Students' Perceived Impact of Problem-based Tasks on Language Skills			
Self-confidence in using the language	4.41	0.51	positive
Presentation skills	4.35	0.56	positive
Communicating with peers (communicative skills)	4.28	0.58	positive
Problem-solving skills	4.24	0.61	positive
Speaking skills	4.18	0.64	positive
Average	*4.29*	*0.58*	*positive*

The table 2 shows the mean scores, standard deviation and interpretation of the results of a two-section questionnaire which was completed by 30 students of the experimental group.

Table 2 shows the results of the statistical analysis of the two examined sections of the questionnaire. In general, the students have positive perceptions of the effectiveness of problem-based tasks (M=4.23) and positive perceived impact of problem-based tasks on language skills (M=4.29) as well.

The most significant mean value among the ten items of section 1 is that the problem-based tasks allowed application of learning to real life situations (M=4.65). The highest mean value of section 2 is self-confidence in using the language (M=4.41). The data on the categories do not vary substantially.

As it is clear from table 2, most values of standard deviation (SD) lie in the range 0.41-0.74. It signifies that the data points tend to be close to the mean of the set, i.e. the answers are more or less homogeneous.

To ascertain whether the obtained results in the experimental group are obvious statistically and how variables (grades of English test and scores of a two-section questionnaire) are correlated, we applied Pearson's correlation coefficient: r = 0.8957. The positive correlation shows a strong relationship between the two variables. The p-value is 0.427 that signifies a noticeable correlation between variables. The results suggest that using problem-based tasks procedure could be helpful in predicting high level of English proficiency.

Discussion

Evidence-based, we have found out that regular using of problem-based tasks helped students achieve better results in their language proficiency. The implementation of problem-based tasks in foreign language classes reorients the educational process from dry, ineffective memorization of vocabulary and grammar, which has traditionally been the basis of teaching a foreign language at a university, to the realization of communication intentions.

The results of the survey show that, on the whole, the students have positive perceptions of the effectiveness of problem-based tasks. The problem-based tasks allowed application of learning to real life situations, promoted working with others, and stimulated continuous acquisition of new and relevant knowledge. The students are satisfied, motivated and participate actively in group meetings. The findings of this study go in line with the results reported by other researchers (Torp & Sage, 2002; Sungur & Tekkaya, 2006). Problem-based learning in the classroom is effective if problem-based tasks affect the students; involves the use of the personal life experience (family relationships, hobbies, youth problems). The experience shows that it is possible to bring problem-based tasks closer to real communication not only due to life situations, but also by increasing the novelty of information, which undoubtedly arouses interest in students.

The students' perceived impact of problem-based tasks on language skills is also rather positive. The students of the experimental group demonstrate high level of self-confidence in using the language, presentation skills, communicating with peers (communicative skills), problem-solving skills, speaking skills. The same results of positive perceived impact of problem-based tasks on language skills were proved by other studies (Barrows, 2002; Sunger & Takkaya, 2006; Azman & Shin, 2012). We agree with the opinion of scholars that problem-based learning involves the use of new methods and techniques in the educational process, revitalizes and activates them, eliminates thoughtless memorization and retelling of "book" knowledge, attracts active thinking, creative independence in the process of cognizing the world.

Study Limitations

As the size of the sample is rather small, the survey results cannot be generalized as the sample (n=60) selected cannot exemplify the entire population at large. Rather, this study should be considered as an exploratory investigation that has the goal of identifying possible issues and trends for further research.

Conclusions

The study provides some insights into the importance of using the PBL approach in the ESL classroom while training intending educators. The results show that regular using of problem-based tasks marked positive impact on formation of students' linguistic competence. Phonetic, lexical and grammatical skills have been improved due to communication with peers and self-control during solving problem tasks. The overall results of the study affirm the enhancement of students' speaking skills (monologue, dialogue, polylogue skills). The intending educators who performed problem-based tasks presented their arguments in a proficient manner, provided sufficient supporting material to illustrate their arguments, used relevant language clichés and grammar structures, and at the same time acquired course content. The other positive effects of using problem-based tasks for intending educators included improved critical thinking, problem-solving skills in the future profession area, fluency in the foreign language, and cooperation.

The results of the experimental training demonstrated the difference between methods of problem-based learning and the traditional ones. Problem methods put students in the position when they are forced to think actively and intensively, mobilizing their intellectual potential to solve the problem and form a theoretical conclusion. Thus, the methods of problem-based learning in English classes complement the traditional illustrative and explanatory teaching of students. At the same time, they contribute to the destruction of old stereotypes of passive learning, make students think, seek answers to complex vital questions together with the teacher.

It is worth noting that the use of problem-based tasks in foreign language classes stimulates the personal activity of students, which provides an initiative in the formation and development of foreign language communication skills, systematic and persistent cognitive actions, and, above all, a positive result in training and education.

Thus, problem-based tasks can be applied in foreign language classes, teaching all types of speech activity and aspects of the language, and, accordingly, developing students' foreign language communication skills.

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DEVELOPING STUDENTS COMMUNICATIVE SKILLS IN EDUCATIONAL PROGRAMMES AT NON-LINGUISTIC FACULTIES

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Abstract. *The article addresses some issues of developing students' communicative skills in foreign language teaching at non-linguistic faculties. The conceptual framework of the study follows the mode of professional competence approach. The study focuses on utilizing the project technology potential in students communication training. The topicality of the study is confirmed by a notable lack of data on the project technology application beyond the scope of regular English classes at non-linguistic faculties. Thus the study offers some new insights into the effects of the extracurricular project technology application for developing students' communicative skills. Hence the aim of the study is to propose theoretical justification and methodological development of utilizing the extracurricular project technology potential as a means of facilitating students communication training in foreign language teaching. Following the aim we have examined the essence and characteristics of students' communicative activities in foreign language teaching within extracurricular project cases. We have identified students communicative interaction algorithms and stages. We have designed a program for students communication training within the extracurricular project activities and elaborated a model of students' communicative interaction backed by a collection of vocabulary and speech patterns. We have verified the findings gained from the study in our experimental practical work. Research and experience data obtained make it possible to identify the significance of extracurricular project activities in foreign language teaching for students communication training at non-linguistic faculties.*
Keywords: *a model of students' communicative interaction, communication training, extracurricular project activities, foreign language teaching, non-linguistic faculties, students extra-curricular events, students language clubs.*

Introduction

Communication training is considered to be an important component in management education programs (Bavina, 2006; Denisova, 2004 and others). Foreign language teaching at faculties of management based on communicative activities can contribute to students communication training. A number of scientists concentrate their studies on students communication training in foreign language teaching yet they associate it with language classroom teaching only (Abdrahmanova, 2007; Gorbunova, 2008 and others). However, the time

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for language study is likely to be limited within a rigid timescale at non-linguistic faculties. To solve the problem we propose ways of utilizing the reserves of extra-curricular activities in foreign language teaching.

Using the term “extra-curricular activities”, as well as “students’ extra-curricular activities” we identify this phenomenon as a part of a university educational process, as a set of elevating, practice-oriented significant events implemented in students’ and teachers’ cooperation and aimed at students professional development in addition to regular classes and in connection with them. In our work the concept of students’ extra-curricular activities in teaching a foreign language is implemented in students language clubs at faculties of management within conducting mass multi-component students events in a foreign language, i.e. carrying out extra-curricular projects.

Project technologies have been developed in education since the beginning of the 20th century (Bespal'ko, 1995; Polat, 2000; Kolechenko, 2001 and others). There are numerous recommendations as to their structure, components and characteristics. In foreign language teaching a large number of scientists focus their research on project technologies but they prefer to work on areas of classroom language teaching and students’ extra-curricular project activities in foreign language teaching is an area most often neglected by them (Golikova, 2005; Zemlinskaja, 2006; Voronina, 2010; Cyganova 2011 and others).

Hence the topicality of our study consists in:

– insufficient number of scientific works on extra-curricular project activities in foreign language teaching as a means of students communication training at faculties of management;
– insufficient application of extra-curricular project activities in foreign language teaching as a means of facilitating students’ communicative potential.

Hence the purpose of our study is to develop and justify a concept of extra-curricular project activities in foreign language teaching as a means of facilitating students communication training at faculties of management. The object of our study is the process of organizing students’ extra-curricular project activities in foreign language teaching (FLT) at faculties of management. The subject of our study is a concept of students’ extra-curricular project activities in FLT as a means of facilitating students communication training at faculties of management.

The tasks of our study consist in:

– examining components and characteristics of students’ extra-curricular project activities in FLT;
– modeling a scheme for students’ extra-curricular activities in FLT within a project framework;

– approbating the proposed model of extra-curricular project activities in FLT as a means of facilitating students communication training at faculties of management.

Methodology

The following research methods have been applied in our study: scientific literature analysis, work experience analysis, pedagogical observation, data analysis.

Project technologies and communication training programs

Methodologists in their research consider concepts of communicative activities which involve making use of the communicative competence while solving communication tasks. In our work we also identify students' communicative activities within an extra-curricular project as a means of developing their communicative competence and competencies.

Projects in education according to methodologists should combine students' independent work with their group exercises, as a result of which they should create a product of their activities. Project technologies are understood as a combination of teaching techniques, where the project itself plays the key role (Fried-Booth, 1986; Hutchinson, 1991; Golikova, 2005; Zemlinskaja, 2006; Cyganova, 2011). Projects are considered to be extremely fruitful for English conversation groups provided that only English is spoken during a given activity. Numerous task-based projects are available to teachers to involve the students in real-world activities that will expose them to a large amount of authentic language. Students advance through stages of the project, collecting data, reporting and analyzing results while developing their communicative skills in their group work (Dobson, 1992; Ellis & Johnson, 1996). Possibilities for projects in extra-curricular activities in FLT are almost limitless: plays, shows, contests, debates.

In our work the activities in the students language club within a project are divided into several main stages: 1) diagnosing, 2) organizing, 3) developing, 4) approbating, 5) debriefing. Students' foreign language communicative activities and interaction occur at each stage as a separate communicative event with a specific scenario, aimed at handling tasks (solving problems) and at creating the designated communicative product. The process itself is composed of separate fractions of students' communicative activities and interaction. Each of these fractions represents a repeated in time, organized in space, short-term, small in volume, subject specific scheme of students' communicative interaction.

In the works of researchers we find descriptions of modeling methods. Modeling is described as replicating objects and processes in small forms and artificially created conditions. A model is defined as a system of elements that reproduces certain aspects, relationships, functions (Levchenko, 2005). In pedagogy this method is used while modeling didactic tasks, situations, processes.

Similar models of the communicative interaction are considered by educators in the so-called training technologies in teaching management. Training technologies are understood as specially organized, time-based procedures for teaching communicative skills and as based on a system of relationships between goals, content, methods, means and forms of training (Bavina, 2006; Belenkova, 2010 and others). “Training” in management is a notion commonly used to refer to what adults receive in a company context (e.g. management training). In FLT one of the implications of “teaching” is that it involves giving information about the system of the language whereas “training” implies developing skills in using the language as a means of communication reflecting the emphasis on skills and performance (Ellis & Johnson, 1996).

Training technologies possess characteristics inherent in any pedagogical technology, namely: the cyclical nature of actions, repeatability, reproducibility, logical sequences of actions, rationing of interaction. The overall training structure by that is composed of a combination of technological steps. Each technological step represents a model of the communicative interaction of its participants and consists of the following stages: 1) immersion, 2) mini-lectures, 3) exercises, 4) debriefing (Bavina, 2006).

In our work interaction models are proposed as units of students’ communicative activities in the program of an extra-curricular project. They should include the following components: 1) students’ research in the information sources, 2) their findings positioning and active listening, 3) their interaction algorithms in discussion groups, 4) their communicative product. Technological steps (models) within the project are aimed at organizing students’ communicative interaction and at developing their communicative skills. Each technological step should be designed in accordance with the goals and objectives of the overall project and be consistent with the form and methods of students group activities.

The goal of the program is to improve the students’ communicative skills within their communicative interaction. In scientific literature many course books in FLT present a generally accepted common core of functions, structures and vocabulary for language class teaching but there are few descriptions of what a program (a course) of students’ extra-curricular activities in FLT might consist of (Shepeleva, 1977; Savina, 1991). The overall extra-curricular project program in our case consists of a set of technological steps. The similarity of the structure of each technological step ensures technological cyclicality of the program.

Each technological step is based on implementing the prescribed rules (e.g. the "five facts" rule, the rule of information relevance, the rule of effective presentation of materials, the rule of short sentences, the rule of simple vocabulary units) for students to maintain their communication.

The first stage of each technological step may involve the situation analysis, students' pursuit for information, results forecasting. Information materials will be offered by students as based on the following principles:

- the optimal amount (no less and no more than it is required to solve the problem);
- relevance of information (not to deviate from handling the task);
- effective presentation (organization, clarity, uniqueness).

Students' pursuit for information may involve such operations as identifying, filtering, reviewing, combining, shortening, replacing, reconstructing, scaling, sequencing, adding, selecting, transferring, tailoring, editing. The information may be presented in various forms: fact graphs, story collages, grading schemes, diagrams of ideas, maps of actions. It may be also presented as print, audio, video, illustration materials. The information has to be conveyed with minimum risk of misunderstanding and the time for processing (both by the speaker and the listener) needs to be short. There is always a need to be concise. Therefore there is a preference for clear logical thought emphasized by the kind of words that indicate the logical process (e.g. "for this reason", "as a result", etc).

The second stage may involve such a task as "Reflexive interventions" (clarifying with questions). Within the information positioning such tasks as "Schemes", "Forms", "Geometric shapes" (creating a set of ideas for implementing the project) are used.

At this stage each discussion group of three students, for example, will handle the topic for at least 10 minutes to outline important points. One student in the group will be assigned to write down the points as they emerge from the discussion. The spokesman from each group will report on the group collective thoughts. He will summarize the selection and describe the group's reaction to it. The club members will question him or anyone else in his group on points expressed. The procedure continues until all the groups have given their presentations based on their research.

The third stage may involve such a task as "Enquiries and offers", where the group of "innovators" offers brief messages, the group of "pessimists" reveals weaknesses, the group of "optimists" argues for strong points, the group of "realists" suggests ways to use appropriate items to implement the idea.

In some papers we find descriptions of certain didactic structures, activities schemes which are called frameworks. Frameworks are usually diagrammatic representations which can be used to encourage interaction, to build conversations, to generate language, to guide learners in expressing ideas, describing situations, giving explanations. Frameworks are easy to produce. They can be drawn on the board or on a sheet of paper or on cards for handing out to learners. There are usually few words involved. Frameworks help learners to focus on the message to be conveyed according to established sequences.

Table 1 shows an example of a framework where students practice the language of alternative opinions.

Table 1 ***Balancing viewpoints framework*** *(Ellis & Johnson, 1996)*

Learner 1 makes a statement about the topic then chooses a second learner and asks for his or her support	
	Learner 2 is unable to support Learner 1 and makes an alternative comment, giving a reason. Learner 2 then asks a third learner for support
Learner 3 sees good reason to support Learner 1, then asks Learner 4 for support.	
	Learner 4 sees good reason to support Learner 2 and asks Learner 5 for support
Learner 5 sees good arguments for both Learners 1 and 2 and goes back to Learner 1 for a comment, or moves on to Learner 6	

The fourth stage may involve 3-5 guidelines developed by the students within their communicative interaction. They will fix the most significant findings and rank them using various forms (e.g. “Required”, “Desirable”, “Maybe”, “Memo for managers”). The stage may also involve the task “Packing the suitcase” where each participant goes to the center and verbalizes (“puts” into a simulated suitcase) what has been accumulated within the interaction.

Observing the students’ communicative interaction at the first and the second stages we usually noted their attempts to use active listening, targeted clarifying questions, language tools for attracting attention.

Observing students’ interaction at the third and the fourth stages we usually noticed their attempts to ask targeted and clarifying questions, to process objections, to reason statements.

The basic fabric of our program should be tasks (problems). The problem here may arise from the novelty of the content or the novelty of the presentation. It may also be provided by a lack of completeness of the information or its inconsistency. The tasks must have their specific objectives which should be clearly defined at the outset and which should relate to the overall objectives of the project. The task is the core of the model and, depending on the stage of the project, may include any of the following: creating an idea, supporting and opposing, coordinating positions, reviewing and concluding.

Table 2 ***Some target communication related vocabulary items within a group discussion (selected for the students language club in the experiential learning)***

Functional areas	Vocabulary items
Giving Neutral Opinions	I think that... In my opinion ... / It's my opinion that... As I see it... As far as I'm concerned ... From my point of view ...
Giving Tentative Opinions	It seems to me that... I would say that... As far as I'm able to judge ... I think it would be fair to say that...
Neutral Disagreement	I'm afraid... I'm sorry,... I respect your opinion, of course, however...
Partial Disagreement	I don't completely agree with you on that. I really can't agree with you on that. I can't say that I share your view. I can't accept your point of view. I feel I must disagree.
Neutral Agreement	I agree. I think we are in agreement on that. I think you're right. I think we can accept your position on that.
Partial Agreement	I would tend to agree with you on that. I agree with you on the whole, but it could be said that... I agree in principle, but... By and large I would accept your views, but...
Strong Agreement	I completely agree. I agree entirely with your point of view. I'm of exactly the same opinion. I am in total agreement.
Tactful Disagreement	I agree up to a point, but... To a certain extent I agree with you, but... I can see your point of view, but...

Handling tasks (solving problems) is associated not only with obtaining a communicative product but also with generating speech. The following typical performance areas will be important here: structure, process, function, cause, effect, advantage, etc. As researchers state, the following language is important for cooperation: clarifying, checking, asking for explanations, restating, confirming, concluding (Ellis & Johnson, 1996).

For each performance area a checklist of the key functions and selected language will be given.

Experiential Learning

In the field of management training nowadays there has been a move towards experiential learning (known as EXL), where learners develop their skills through active participation in tasks (e.g. Clark & White, 2010 and others). EXL is a process of learning through experience. It entails a hands-on approach to learning that moves away from the teacher (imparting his knowledge) towards the students engaged in situated learning beyond the classroom (Kolb, 1984; Moon, 2004 and others).

Experiential learning in our study was conducted at Faculty of Management at Pskov State University over a period of September 2017-May 2018. There were engaged 24 students: the experimental group (members of the students language club) and the control group (their counterparts in regular classes). Within the period of the experiential learning the club participants were involved in developing students extra-curricular project in FLT (extra-curricular students debates (in English) on assigned topics at various faculties at Pskov State University).

The proposed model for developing students' communicative skills was approbated within the students extra-curricular project work. In our research we chose basic communicative skills, namely speaking and listening skills. We chose the following performance areas characteristic for them: active listening, clarifying, information positioning, attracting attention.

To measure the model feasibility a quantitative assessment criterion was selected with regard to the students' utterances (maintaining communication over a period of time) and their range of communication related vocabulary (the number of the vocabulary items): recycling target communication related language in students communicative interaction. To measure the number of the target communication related vocabulary items in students interaction (while performing communicative tasks in English) there were elaborated testing materials containing frameworks for students communicative interaction (e.g. Table 1).

Students interaction sessions were observed, recorded and the data were processed in the beginning and in the end of the experiential learning period.

The results gained are reflected in Table 3 and in Figure 1.

Table 3 ***Recycling target communication related language in the control and experimental groups (average number of vocabulary items cases per student)***

Control group (average number of cases per student)		Experimental group (average number of cases per student)		Dynamics from pre-experiment to post-experiment testing (average number of cases per student)	
Pre-	Post-	Pre-	Post-	CG	EG
4,1	10,5	6,4	20,6	6,4	14,2

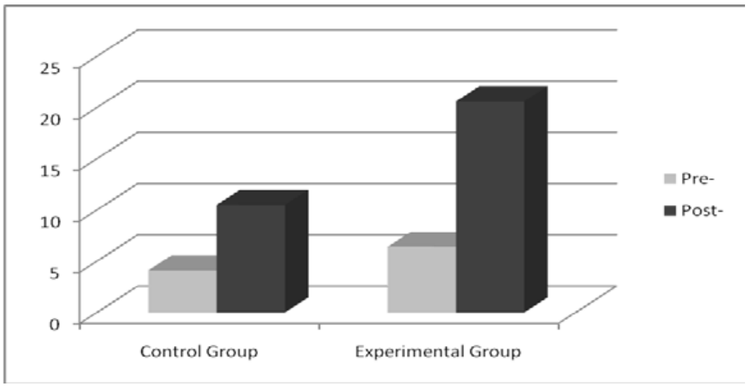

Figure 1 ***Dynamics in recycling target communication related language in the control and experimental groups (average number of vocabulary items cases per student)***

The data obtained demonstrate higher increment in the number of the recycled vocabulary items in students communicative interaction in the experimental group as compared to the control group which gives evidence as to the feasibility of the proposed model for developing students' communicative skills.

On the whole, in the beginning of the semester we noted that the students in both groups could survive in the communication and were reasonably easy to understand, but had a lot of hesitancy, sometimes had to talk around the idea, had noticeable lapses in accuracy and organization of their speech.

In the end of the semester it could be seen that having attended the project sessions the students of the experimental group could argue more successfully for and against the case. Their communication and comprehension were more effective on most occasions. They could handle longer periods of interaction. Nevertheless they still had some way to go to improve the accuracy of structure and vocabulary.

Thus having performed in the extra-curricular project activities, the students, on the whole, contributed to the development of their communicative skills. They demonstrated a clearer delivery and a stronger confidence in speaking than their counterparts in the control group.

Conclusions

Thus in our study we have considered a concept of extra-curricular project activities in foreign language teaching as a means of facilitating students communication training at faculties of management. We have examined components and characteristics of students' extra-curricular project activities in foreign language teaching.

We have given some pointers about how to deal in students' extra-curricular project activities in foreign language teaching. We have produced a model for students communicative interaction and identified its algorithms. We have offered some guidance as to how to design a communication training program within an extra-curricular project which includes tasks (problems), interaction frameworks, communication related target vocabulary bank. We have designed some frameworks for building conversations and generating targeted vocabulary. We have elaborated a list of recommendations for students to maintain their communication over a period of time. Thus we have provided some strategies for students communication training within an extra-curricular project in foreign language teaching.

We have approbated the proposed model as a means of facilitating students communication training at faculties of management. The data obtained in the experiential learning period demonstrated positive dynamics in the students' communicative skills development within the extra-curricular project in foreign language teaching. Thus we have found evidence that students' extra-curricular projects in foreign language teaching based on various communicative activities can facilitate students communication training at faculties of management.

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КВЕСТ-ТЕХНОЛОГИЯ КАК ПУТЬ СОЦИОКУЛЬТУРНОЙ АДАПТАЦИИ ИНОФОНОВ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Quest Technology as a Way of Social and Cultural Adaptation of Foreign Students at the Lessons of Russian as a Foreign Language

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Abstract. *The relevance of the article is determined by the need to define effective and relevant ways of acquaintance of foreign students with the realities of the new social culture, which will subsequently have a beneficial effect on the learning outcome.*
The purpose of the article is to systematically present ways of working with quest technology in foreign language classes, which are aimed at increasing the level of socio-cultural adaptation of foreign speakers in the new language and cultural community.
The methodology of the present study is civilizational and cultural approaches, the work uses a logical method (theoretical), the study of the experience of educational organizations and personal pedagogical experience at the University (empirical).
The author came to the conclusion that the modern educational process of training at the preparatory Department of the University should be aimed not only at achieving the necessary level of linguistic training, but also at the gradual systematic immersion of foreigners in a new socio-cultural environment through language.
One of the most popular technologies in pedagogy is the quest that includes both solving a problem task and independent search for information. Educational quest in a foreign language at pre-University stage of education is the most effective, because it can be used at any level of language training, it perfectly solves the problem of language education and formation of speech culture, socio-cultural adaptation of foreign students in the conditions of the new region and explore the national cultural realities that undoubtedly contributes to a better understanding of internal and external communications companies.
Keywords: *foreign language communicative competence, foreigner, linguistic and cultural study, quest technology, Russian as a foreign language, socio-cultural adaptation.*

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Введение
Introduction

Факт отражения современной тенденции развития мультикультурного сообщества в мировом образовательном процессе неоспорим: ежегодно университеты России принимают на подготовительные отделения иностранных граждан со всех континентов. Как следствие, перед преподавателями встает вопрос не только лингвистического, но и социокультурного образования будущих студентов. Лингвометодической значимостью этой проблематики и определяется выбор темы исследования, представленного в данной статье.

На сегодняшний день в методике преподавания русского языка как иностранного (РКИ) практическая цель обучения определяется через понятия иноязычной коммуникативной компетенции, которая уже в достаточной степени изучена в науке (Vatyutnev, 1977; Zimnyaya, 2004; Gez & Frolov, 2008; Passov, 1991; Savignon, 1997). Под коммуникативной компетентностью, в самом общем смысле, понимается способность успешно осуществлять общение на изучаемом языке в различных значимых сферах деятельности (Azimov, 2009), что невозможно представить без учета культурных особенностей окружающего социопространства, а значит необходимо говорить о социокультурной адаптации инофонов.

Анализ планов воспитательной работы подготовительного отделения для иностранных граждан Псковского государственного университета (ПсковГУ) показывает, что, главным образом, акценты ставятся на знакомстве иностранцев с несомненно богатым культурным пластом истории города Пскова. А все современные социально значимые объекты находятся иностранцами либо самостоятельно, либо с помощью тьютера из числа студентов университета.

Таким образом, отсутствие специальных программ и технологий по лингвосоциокультурной адаптации иностранных студентов в ПсковГУ обуславливает наличие следующих педагогических противоречий между

1) потребностью во внедрении специальных технологий по лингвокультурологической адаптации иностранных студентов и их отсутствием;
2) потребностью современных иностранных студентов в интерактивных формах организации учебной и внеучебной деятельности и их неразработанностью.

Необходимость снятия данных противоречий определяет актуальность нашего исследования, предполагающего раскрытие практического потенциала создания и проведения образовательных квестов для иностранных абитуриентов с целью их успешной лингвосоциокультурной адаптации в университете.

Цель статьи – системно представить способы работы с квест-технологией на занятиях по изучению иностранного языка, которые направлены на повышение уровня социокультурной адаптации инофонов в новом языковом и культурном сообществе.

Образовательный квест в системе социокультурной адаптации иностранного студента
Educational quest in the system of socio-cultural adaptation of a foreign student

Все тонкости культуры народа отражаются в его языке, который специфичен и уникален благодаря фиксации в себе мира и человека в нем. Идея тесной связи языка и культуры легла в основу нового учения – лингвокультурологии, которую можно считать самостоятельным направлением лингвистики, оформившимся в 90-е годы XX века. Значимость и актуальность этой науки подчеркивается трудами таких авторов, как Н.Ф. Алефиренко (Alefirenko, 2010), Е.М. Верещагин (Vereshchagin, 2005), В.Г. Костомаров (Kostomarov, 2005), В.В. Воробьев (Vorob'ev, 1997), В.А. Маслова (Maslova, 2001), которые определяют лингвокультурологический подход как один из наиболее эффективных методов осуществления межкультурного общения путем изучения языка как феномена культуры. О важности изучения культурных реалий в процессе овладения иностранным языком можно судить и из содержания ведущей формируемой у инофонов компетенции – коммуникативной.

Концепция коммуникативной компетенции получила развитие в трудах многих российских и зарубежных ученых. Большинство исследователей (Balyhina, 2007; Gal'skova, 2006; Shchukin, 2003) рассматривают коммуникативную компетенцию как сложную систему, включающую в себя различные субкомпетенции. В качестве двух обязательных компонентов коммуникативной компетенции чаще всего называют лингвистический (языковой) и прагматический, включающий речевую, социокультурную и иллокутивную информацию.

Лингвистический компонент рассматриваемой компетенции не нуждается в доработке: на сегодняшний день система изучения русского языка как иностранного представляется изученной областью знаний. Прагматическому же компоненту уделяется менее значительное внимание.

Центральное место в нашем исследовании отводится способам знакомства иностранного реципиента с социокультурной информацией в ходе изучения русского языка. Данный информационный блок имеет особое значение для адаптации инофона в новых условиях жизни.

Адаптация (от средневекового латинского *adaption* – приспособление) – интегральное, многогранное явление, которое имеет множество толкований. Для нас особое значение имеет определение социокультурной адаптации – приспособление индивида (или группы) к условиям новой социокультурной среды, а следовательно, и к новым ценностям, ориентациям, нормам поведения, традициям так, чтобы успешно существовать в новом окружении (Krivcova, 2011). Структура и содержание социокультурной адаптации инофонов по-разному трактуется современными авторами (Kosheleva, 2013; Londadzhim, 2011; Orlova, 2014). Но общим мнением является тот факт, что успешная адаптация иностранного студента обеспечивает его адекватное взаимодействие с социальной средой региона пребывания и интеллектуальной средой вуза, что определяет в большинстве случаев эффективность образовательного процесса в целом.

Анализ литературы по проблемам социокультурной адаптации иностранцев позволяет сделать вывод, что основная часть работ посвящена теории (Korel', 2005; Kuznecov, 2000; Romm, 2002; Nalchadzhyan, 1998) и изучению различных аспектов социокультурной адаптации в контексте межкультурных коммуникаций и институциональных изменений (Arutyunov, 1978; Brazevich, 2015; Levin, 2001). И достаточно сложно найти литературу с практическими рекомендациями, чем и обусловлен наш интерес к исследованию.

На современном этапе развития образовательной системы появляются новые технологии и деятельностные формы взаимодействия с обучающимися, в основе которых лежит их активизация и включение в образовательный процесс. Наиболее востребованными становятся интерактивные формы, позволяющие задействовать всех участников образовательного процесса, реализовать их творческие способности, воплощать имеющиеся знания и навыки в практической деятельности. На наш взгляд, наиболее популярной технологией является *образовательный квест* или *квест-технология*, эффективность использования которой в ходе социокультурной адаптации инофонов нам предстояло определить.

Впервые термин *«квест»* в качестве образовательной технологии был предложен Берни Доджем (Dodge, 2019) в конце XX века. Ученый из США разрабатывал инновационные приложения Internet для интеграции в учебный процесс при преподавании различных учебных предметов на разных уровнях обучения.

Сегодня квест – популярная образовательная технология, которая, с одной стороны, представляется как увлекательная проблемно-поисковая игра для команды из нескольких человек, что способствует развитию коммуникационных взаимодействий между игроками, а с другой, позволяет каждому участнику проявить свои знания и способности.

Проблемы сущности, классификации, организации и проведения квестов в образовательном пространстве не раз оказывались в центре внимания теоретических и прикладных исследований (Andreeva, 2004; Byhovskij, 1993; Miller, 2015; Nikolaeva, 2002). Однако в практике преподавания РКИ данный вопрос не изучен.

Анализ литературы и опыт преподавательской деятельности позволил нам выделить ряд положительных моментов, которые говорят в пользу благоприятного влияния использования квест-технологии в практике РКИ. Во-первых, форма игры «отодвигает» скованность инофонов, присущую аудиторным занятиям: они раскрепощаются, вспоминают и узнают новые слова, которые по всем законам психологии, лучше усваиваются в активной деятельности. Во-вторых, проведение квеста на местности предусматривает ряд заданий, в которых инофонам предстоит общение с носителями языка – обычными людьми, которые живут в городе. В-третьих, работа в парах, хоровые ответы, да и сама форма игры, не предполагающая прямую, непосредственную проверку знаний, помогают преодолеть боязнь допустить ошибку в разговорной речи и снять «психологический барьер» иностранцев.

Итак, основываясь 1) на аксиоматичном факте необходимости социокультурной адаптации инофонов для их комфортного пребывания в новой среде, а также последующего успешного овладения языком и 2) доказанной эффективности применения интерактивных методов в образовательном процессе, мы выдвинули гипотезу, что использование в практике преподавания РКИ квест-технологии будет способствовать не только лингвистическому образованию абитуриентов, но и ускорению их адаптации в стране.

На первом этапе работы предстояло сформировать список региональных топообъектов, наиболее актуальных для общения и социокультурной адаптации в регионе иностранных студентов. Коллективом преподавателей-специалистов в области РКИ была составлена анкета открытого типа, бланки которой были индивидуальны и анонимны. Было опрошено 86 иностранных студентов-старшекурсников, которые живут и учатся в Пскове более 2-х лет. При этом не велось никакой подготовительной работы, т.е. ответы в анкетах отражают реальные знания и представления инофонов о городе и его окрестностях.

Вопросы анкеты, разработанной на русском языке, мы условно разделили на несколько блоков в зависимости от ведущей сферы общения, входящих в них лексических единиц: бытовой, профессиональный, культурно-исторический, досуговый. Респондентам из числа иностранных абитуриентов предлагалось ответить на 5-7 вопросов открытого типа из каждого тематического блока. Анализ ответов позволил нам очертить круг тех объектов, которые в реальности окружают студента ПсковГУ в различных жизненных ситуациях (Golovina, 2018). Так, например, первый, бытовой, блок включал 7 вопросов, касающиеся мест, где может возникнуть ситуация спонтанного неподготовленного общения – в городе (на улице, мосту, площади), в магазине, в аптеке, в банке, на остановке.

Основываясь на результатах анкетирования, а также с учетом критериев для отбора лексики с лингвострановедческой ценностью, предложенных в лингвокраеведческой теории Е.М. Верещагина и В.Г. Костомарова (учебно-методическая целесообразность, идейно-воспитательная и познавательная ценность, облигаторность (Vereshchagin & Kostomarov, 2005) был определен узкий круг внутригородских объектов, обладающих регионально-культурным фоном, а также знакомство с которыми будет способствовать социокультурной адаптации инофонов.

Второй этап опытно-экспериментальной работы заключался в разработке и проведении учебных квестов для половины студентов подготовительного отделения ПсковГУ – экспериментальной группы (37 человек). Вторая половина инофонов (34 человека), обучающихся в тех же условиях и по той же образовательной программе, стала контрольной. Всего было подготовлено три занятия, каждое из которых способствовало знакомству инофона с определенной областью социокультурных знаний: университетская жизнь, социально значимые объекты города и культурно-историческое наследие. Каждый из квестов помимо социокультурного содержания был наполнен и лингвистическим, что оправдано неоспоримой взаимосвязью между уровнем владения языком и степенью адаптации.

Рассмотрим подробнее наш экспериментальный опыт включения в процесс преподавания русского языка как иностранного квест-технологии.

Работа проводилась в ноябре-декабре 2019 года, когда все группы после двух месяцев обучения на подготовительном отделении овладели элементарным уровнем русского языка. В эксперименте приняли участие 6 групп, в каждой из которых было 5-7 человек. На наш взгляд, уравновешивать количественный состав было не обязательно, т.к. превосходство по числу не давало преимущество: каждое задание выполнялось студентами одной группы вместе и требовало исключительно коммуникативных и лингвистических умений.

Целью первой игры было знакомство с университетом: расположением учебных корпусов, административным аппаратом (международный отдел), библиотекой. Данный квест предполагал реальное движение абитуриентов в городе по специально разработанной карте. На старте

3 команды участников получили главное связующее задание: на финише они должны сложить контактный номер телефона своего куратора, цифры которого они будут получать за каждый успешно пройденный этап. Маршрутный лист содержал информацию только на русском языке. Осознавая всю сложность для инофонов правильного понимания условий каждого задания и карты передвижения, у каждой группы был тьютор из числа русских студентов, при необходимости направляющий или дающий подсказки. Представим небольшой отрывок маршрутного листа.

Старт.

Вы около памятника Ленину. Встаньте так, чтобы видеть перед собой главный корпус университета.

Шаг 1.

Идите прямо к входу в главный корпус университета. Найдите там библиотеку на втором этаже. Спросите у сотрудника библиотеки:

1) *где она училась?*
2) *как зовут её маму?*
3) *есть ли у неё машина?*
4) *сделайте фото с сотрудником библиотеки.*

Как можно видеть из примера, в путевом листе даются достаточно конкретные короткие рекомендации. Сами вопросы задания сформулированы с учетом языковых знаний иностранцев, все конструкции отработаны в рамках аудиторных занятий. Таким образом, основными трудностями становятся поиск нужного объекта и преодоление языкового барьера в условиях живой коммуникации с носителями языка. Правильность же выполнения заданий квеста контролировалась на двух этапах: в ходе игры тьюторами, сопровождающими инофонов, а также по завершению – организаторами мероприятия, которые использовали специальные ключи. При этом стоит заметить, что все сотрудники университета, которые принимали участие в игре, заранее были ознакомлены с вопросами и дали свое согласие на участие в квесте.

Второй квест «Прогулка по Пскову» знакомил иностранцев с культурно-историческими объектами города, а также именами известных русских деятелей, с которыми тесно связано прошлое Пскова – А.С. Пушкин, А. Невский, княгиня Ольга. Форма проведения игры, интерактивная, в этот раз была выбрана исходя из невозможности быстрого перемещения от одного объекта к другому: они расположены удаленно друг от друга в разных городских микрорайонах. Квест был проведен в аудитории с использованием мультимедийного оборудования, что позволило визуализировать и наглядно представить все необходимые памятники и здания. При проведении этой игры не потребовалась помощь тьюторов, так как все разъяснения давались педагогом, проводившим занятие в группе. Как и рассматриваемый ранее, данный квест содержал не только культурно-историческую информацию, но и лингвистические задания:

Старт.

Мы сейчас с вами отправимся в увлекательное путешествие по историческим местам города Пскова. Чтобы узнать его название, нам нужно выполнить первое задание.

Шаг 1.

Прочитайте текст и вставьте пропущенные слова.

Этот объект … самым главным храмом в Пскове. Он один из самых … храмов Псковской области. Его высота 78 ... Собор всегда был в … самых важных событий псковской жизни.

Слова для справок: является, красивых, центре, метров.

Социально значимые объекты Пскова находились в центре внимания третьего квеста «Один день в Пскове», который был организован в компьютерном классе с использованием Интернета. В ходе движения по маршрутам абитуриентам требовалось найти, переработать и представить аудитории информацию на русском языке. Сразу отметим, что данная игра стала наиболее трудной для студентов с языковой точки зрения, так как предполагала анализ аутентичных текстов. Однако сами задания были сформулированы так, чтобы минимизировать «языковой» шок и быстро получить нужный ответ:

Шаг 1.

Найдите сайт кафе «Сундук» и посмотрите, сколько стоит черный кофе.

Можно видеть, что, по сути, от студентов требовалось найти в поисковой системе сайт кафе, а потом зайти в раздел «Меню», при этом само слово *меню* – интернациональное и легко узнаваемое.

Итоговое анкетирование на русском языке, проведенное после цикла занятий, предполагало оценку уровня социокультурной адаптации иностранных абитуриентов. Материал анкет был разработан в Международном отделе университета, поэтому можно говорить о его объективности и непредвзятости: 20 вопросов открытого типа, касающиеся жизни, учебы и досуга студентов в Пскове, показывают, насколько инофоны за полгода пребывания в регионе узнали его и чувствуют себя в нем комфортно. Как показал контент-анализ результатов двух групп, экспериментальной и контрольной, первая владеет бо́льшим объемом знаний о возможных местах отдыха, прогулок, совершения покупок: все анкеты первой группы заполнены, каждый вопрос содержал хотя бы односложный адекватный ответ. Экспериментальная группа показала более высокий результат и относительно внутриуниверситетской жизни:

они безошибочно ответили на все вопросы относительно расположения самых важных объектов. Мы не стали делать выводы относительно языковой подготовки двух групп, принимая во внимание факт ежедневных занятий по основной программе.

Таким образом возможно заключить, что использование в практике РКИ в первый год обучения квест-технологии благоприятно влияет на самочувствие иностранцев в новых условиях: определенный уровень знаний, транслируемый через эту образовательную игру, дает им бо́льшую психологическую свободу: у них есть опыт общения с носителями языка, опыт работы в Runet, они знакомы с русскими культурными реалиями региона, которые помогают понять и приобщиться к новой социокультурной среде.

Выводы
Conclusions

1. Иностранные абитуриенты, приезжающие в страну в рамках образовательных программ, нуждаются не только в языковой подготовке, но и социокультурной адаптации, что является залогом комфортного пребывания в новой среде и дальнейшей положительной мотивации к обучению.
2. Квест-технология в области преподавания РКИ является эффективным способом трансляции значимой социокультурной информации и формирования речевой культуры иностранцев.
3. Использование квест-технологии позволяет инофонам преодолеть языковой барьер в процессе коммуникации в русскоязычном социуме, а так же «смягчить» культурный шок, который в определенной степени всегда сопровождает знакомство с новой культурой.
4. Разнообразие форм проведения квеста позволяет организовать игру с возможным прямым и опосредованным общением инофонов с носителями языка, а также с использованием интерактивных технологий на русском языке, без которых сложно представить современную жизнь.

Summary

1. Foreign applicants coming to a country within the context of educational programs need not only language training but also social and cultural adaptation, which is the key to a comfortable stay in a new environment and further positive motivation for learning.
2. The educational quest has its special linguistic and socio-cultural potential which includes both the formation of the speech culture of foreigners in the region and the translation of significant socio-cultural information.

3. The use of quest technology allows foreign speakers to overcome the language barrier in the process of communication in the Russian-speaking society and to soften the cultural shock that to a certain extent always accompanies contacts with a new culture.
4. The variety of forms of quest enables a teacher to organize a game which facilitates both direct and indirect communication of foreign learners with native speakers and includes using interactive technologies in Russian relevant to the modern society.

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НАЦИОНАЛЬНО ОРИЕНТИРОВАННЫЙ ПОДХОД ПРИ ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

Nationally-Oriented Approach to the Communicative Competence Development in the Process of Teaching Foreign Languages

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Abstract. *The article is devoted to the conceptualization of the possibilities of a nationally-oriented approach in the development of communicative competence, particularly of sociocultural competence, in the process of teaching foreign languages. The article dwells upon the interdependence of students' national characteristics, the degree of tolerance to ambiguity and the results of language testing. The theoretical basis are works on the methodology of teaching foreign languages related to the development of communicative competence, as well as to the concept of "tolerance to ambiguity". The authors of the article determine the ways, means, methods of forming the proper level of tolerance to ambiguity, and therefore, a tolerant attitude to the values of the carriers of another culture. Experimental data were obtained in the course of work with groups of Chinese and Turkmen students studying Russian as a foreign language at Pskov State University, as well as with the groups of Russian-speaking school graduates who took mock International English Language Testing System [IELTS] in St. Petersburg, Novosibirsk and Pskov. A nationally-oriented approach in teaching foreign languages should be prioritized not only at the stage of preparation for language testing, but also in the development of test materials.*
Keywords: *communicative competence, IELTS (International English Language Testing System), Russian as a foreign language, tolerance.*

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Введение
Introduction

В современном процессе обучения иностранным языкам особый акцент делается на формирование языковой личности, которая сможет осуществлять разноаспектное взаимодействие с носителями иной культуры. Принципиально важным оказывается не только знание другого языка, но и вхождение в иное социокультурное пространство. Именно поэтому проблема формирования коммуникативной компетенции с точки зрения национально ориентированного подхода в процессе обучения иностранным языкам приобретает особую актуальность.

Во-первых, данный подход предполагает учет законов системы как родного, так и изучаемого иностранного языка и особенностей восприятия и усвоения этих законов обучающимися из разных стран (в данной статье речь пойдет о студентах из Китая и Туркменистана, изучающих русский язык, а также о русских студентах, изучающих английский язык). Во-вторых, в рамках данного подхода обучающиеся приобщаются к культурно-значимым ценностям страны изучаемого языка с учетом их культурно-нравственных характеристик и типов национального характера. В-третьих, знание специфики характеристик и особенностей учебно-познавательной деятельности студентов, привычных для них методических приемов и форм работы, сформированных в родной образовательной среде, позволят оптимизировать и интенсифицировать процесс обучения иностранным языкам. Таким образом, национально ориентированный подход в обучении иностранным языкам должен быть ведущим как на стадии подготовки к языковому тестированию, так и при разработке самих тестовых материалов.

Целью данного исследования является выявление специфики применения национально ориентированного подхода при формировании коммуникативной компетенции в процессе обучения китайских и туркменских студентов русскому как иностранному, а также русскоговорящих выпускников школ английскому языку при подготовке к международному экзамену IELTS.

Методы исследования
Methodology

В ходе исследования с 2015 года по 2019 год было проведено тестирование по всем видам речевой деятельности слушателей и студентов из Китая и Туркменистана (входное тестирования по русскому языку как иностранному на уровень владения B2). Тестирование прошли 100 граждан Туркменистана и 20 граждан Китая.

Кроме того, в период с 2017 по 2019 год было проведено тестирование и анкетирование 214 выпускников школ Санкт-Петербурга, Пскова и Новосибирска (пробный вариант экзамена IELTS) с последующим статистическим анализом полученных данных. В ходе лингвистического наблюдения был собран, зафиксирован и проанализирован языковой материал в устной и письменной формах.

Обзор литературы
Literature Overview

Об актуальности проблемы формирования коммуникативной компетенции с точки зрения национально ориентированного подхода в процессе обучения иностранным языкам свидетельствует целый ряд публикаций, посвященных вопросам формирования поликультурной языковой личности (Bozhenkova, Bozhenkova, & Shulgina, 2015), вопросам национально ориентированного обучения (Gordeeva & Degteva, 2016), теоретическим и практическим особенностям развития коммуникативной компетенции через инновационные подходы в языковом образовании на материале иностранных языков (Glushenko, Korenetskaya, & Kuznetsova, 2018), тестированию как инструменту эффективной оценки уровня сформированности компетенций при изучении языка (Darginaviciene, 2017).

Важность развития «культурной осведомленности» (cultural awareness) студентов, их обучения межкультурному общению в глобализованном мире (Mazlaveckiene, 2017), необходимость включения новых образовательных тенденций, инновационных методов и практик обучения иностранному языку для преодоления наиболее значимых трудностей (Žegunienė & Parišauskienė, 2017); готовность учителей, живущих и работающих в поликультурной среде, интегрировать новые знания по изучению языка в школьную программу (Rimšāne, Ušča, & Ežmale, 2014), их терпимость к различным видам «неоднозначности» в классах (Sokolová & Andreánska, 2019) – эти проблемы активно обсуждаются сегодня научным сообществом.

Теоретическая база исследования
Theoretical Framework

В настоящее время основным в теории и практике обучения иностранным языкам в России и за рубежом является компетентностный подход, при котором ведущую позицию занимает формирование ключевых компетенций. Именно эти компетенции позволяют индивиду получить когнитивные, коммуникативные и социальные инструменты, которые необходимы ему при освоении новых умений и навыков в иных сферах деятельности. Именно от степени их развития в дальнейшем зависит возможность успешного самообразования, а следовательно, и решения новых важных проблем, встающих перед индивидом.

Исследованию ключевых компетенций в российском образовании посвящен целый ряд работ таких исследователей, как И.А. Зимняя; В.В. Краевский, А.В. Хуторский и др., однако завершенного общепринятого перечня ключевых компетенций на данный момент пока еще нет. Так, например, И.А. Зимняя считает ключевыми компетенции, относящиеся к человеку как к личности, как к субъекту деятельности и общения; компетенции, относящиеся к социальному взаимодействию человека и социальной сферы; а также компетенции, связанные с деятельностью человека (Zimnyaya, 2008).

В.В. Краевский и А.В. Хуторский причисляют к ключевым общекультурную, учебно-познавательную, информационную, социально-трудовую, коммуникативную компетенции, а также компетенцию личностного самосовершенствования (Kraevskij, 2007).

Ряд исследователей ключевыми считают межкультурную, повествовательную, риторическую компетенции, компетенции проект- и Time-менеджмента, а также компетенцию в проведении презентаций.

При отсутствии общепринятого перечня ключевых компетенций и российские, и зарубежные исследователи однозначно относят к таковым коммуникативную компетенцию.

Она может определяться как способность и готовность субъекта взаимодействовать с другими субъектами в реальных ситуациях в процессе осуществления речевой и других видов деятельности (познавательной, игровой, профессиональной, исследовательской, творческой и т.п.) (Borzova, 2009); как «владение технологиями устного и письменного общения на разных языках, в том числе и компьютерного» (Znikina, 2005, p. 50); как совокупность определенных структурных компонентов, таких, как «знание языков, способов взаимодействия с окружающими и удаленными событиями и людьми; навыки работы в группе, коллективе, владение различными социальными ролями, умение представить себя, написать письмо, заявление, заполнить анкету, задать вопрос, дискутировать и др.» (Kraevskij, 2007, p. 138).

Анализ зарубежных классификаций позволяет говорить о таких наиболее частотных составляющих коммуникативной компетенции, как лингвистическая, социолингвистическая, прагматическая и стратегическая. Такая модель, исключающая стратегическую компетенцию, представлена в Common European Framework of Reference [CEFR] (2001).

Компонентный состав коммуникативной компетенции в работах российских исследователей также варьируется. Так, например, в работе

В.В. Сафоновой выделяется языковая, речевая и социокультурная составляющие. Последняя объединяет социолингвистическую, лингвострановедческую, общекультурную и предметную составляющие в структуре иноязычной коммуникативной компетенции (Safonova, 2004). Е.Н. Соловова говорит о лингвистической, социолингвистической, социокультурной, стратегической, дискурсивной и социальной компетенции как составляющих иноязычной коммуникативной компетенции (Solovova, 2006).

Термин «коммуникативная компетенция», введенный в научный оборот в 60-х гг. XX века в американской социолингвистике (Azimov & Shhukin, 2009), и предложенные языковая и социокультурная составляющие названной компетенции оказались продуктивными в области методики преподавания иностранных языков. В современных реалиях результат обучения любому иностранному языку (в частности английскому и русскому как иностранному) важно оценивать не только по уровню знаний о системе языка и способности применять их в различных коммуникативных ситуациях, но и по тому, насколько успешно или неуспешно обучающимися принята система социокультурных ценностей страны изучаемого языка.

Изучение любого иностранного языка подразумевает столкновение и работу с большим количеством неоднозначных ситуаций, связанных как с социокультурными особенностями картины мира носителей данного языка, так и с собственно лексико-грамматической системой, знакомство с которыми всегда начинается в условиях неясности, неопределенности, а также нехватки знаний и информации. В зависимости от реакции на неоднозначные стимулы - раздражители можно говорить о таком свойстве личности как толерантность/ нетолерантность к неоднозначности (Ely, 1989; Ely, 1995; Ehrman, 1993; Ehrman, 1994).

Толерантность к неоднозначности (tolerance of ambiguity) может быть описана в широком смысле как способность человека поступать максимально рационально в ситуациях, где интерпретация стимулов-раздражителей не может быть однозначной в силу новизны контекста или ситуации, их сложности или по причине нехватки знаний. Неоднозначные ситуации можно разделить на три основных типа: новые, сложные и противоречивые. Обучающиеся с низким уровнем толерантности к неоднозначности стремятся избегать противоречивых стимулов - раздражителей, в то время как студенты с высоким уровнем данного вида толерантности считают неоднозначность мотивирующей и стимулирующей. Таким образом, очевидно, что чем ниже уровень толерантности к неоднозначности, тем более фиксированные и структурированные условия необходимы для успешного обучения иностранным языкам.

Толерантность к неоднозначности, безусловно, является индивидуальным свойством личности и особенностью когнитивного поведения, тем не менее, существует ряд общих факторов оказывают влияние на степень ее сформированности у того или иного народа. Таким образом, достижению необходимого уровня сформированности коммуникативной компетенции и должного уровня развития толерантности к неоднозначности, на наш взгляд, будет способствовать национально ориентированный подход в обучении иностранным языкам.

Результаты исследования
Results of research

Владение иностранным языком на уровне В2 по шкале CEFR свидетельствует о достаточно высокой степени развития коммуникативной компетенции. Как показали результаты, полученные в ходе пробного и контрольного тестирования студентов из Китая и Туркменистана и выпускников школ, проходивших пробное тестирование в формате IELTS, наиболее сложным для прохождения был субтест «Аудирование». С заданиями субтеста справились 50% тестируемых.

Для слушателей из Китая наибольшую трудность представляют собой полилоги, когда перед обучающимся ставится задача разграничения и сопоставления точек зрения участников. Причем неважно, используется ли при этом какой-либо видеоряд. Туркменским студентам, напротив, существенно в восприятии информации помогает изображение, картинка. Они лучше, быстрее ориентируются в тестовых заданиях, когда используется фрагмент кинофильма.

Это свидетельствует о том, что современные тестовые материалы ориентированы на студента, в целом хорошо ориентирующегося в культуре, особенностях быта, общественной жизни страны изучаемого языка. Результаты тестирования показали: процент понимания фрагмента кинофильма при пробном тестировании у туркменских студентов – 60%, у китайских студентов – 40%.

Для российских выпускников, выполнявших субтест «Аудирование» в формате IELTS, наиболее трудными были третья и четвертая части субтеста, где представлены полилог и монолог (фрагмент лекции) на академические темы. Во время анкетирования после тестирования, обучающиеся отметили следующие трудности: наличие большого количества незнакомых лексических единиц, неизвестные (ранее не встречавшиеся) темы, неоднозначность тестовых вопросов, а также проблемы с сохранением концентрации внимания из-за сильной когнитивной нагрузки. Таким образом, тестируемым пришлось столкнуться со всеми тремя видами неоднозначных ситуаций.

Тестируемые всех трех групп в независимости от изучаемого иностранного языка (как русского, так и английского) испытывают трудности, связанные с естественным быстрым темпом речи.

Обучающиеся из Китая и Туркменистана отмечают затруднения при прослушивании новостных текстов (успешный результат при пробном тестировании – около 50%). На наш взгляд, это может быть вызвано неразвитостью умения различать главную и дополнительную информацию. Процесс восприятия осложняется еще и тем, что слуховая память намного хуже удерживает информацию, чем зрительная, а новостной текст не всегда имеет развернутый видеоряд. Кроме того, как известно, способность удерживать в памяти информацию на иностранном языке снижается по сравнению с родным языком вдвое. Эффективность процесса аудирования в указанной аудитории повышалась, если информационные фрагменты, представленные для прослушивания, были связаны с общественно значимыми проблемами, например, вопросами экологии, дипломатическими визитами глав государств, награждениями какими-либо премиями. С точки зрения результативности работы над аудитивными навыками при прослушивании новостного текста китайские студенты показали более продуктивный результат, так как для китайской национальной культурной традиции характерно серьезное отношение к деятельности средств массовой информации. В обучающих целях важно использовать качественный и объективный новостной контент, особенно важными оказываются события, объединяющие разные государства.

Самые низкие результаты были продемонстрированы по части теста, в которой представлен фрагмент интервью с известным человеком. При этом процент успешного понимания снижается до 30%. Существенную роль здесь играет наличие/отсутствие фоновых знаний. Кроме того, тестовые задания предполагают понимание не только собственно содержания ответов, но и эксплицитно выраженных форм речевого поведения говорящего, которые связаны с его социально-культурным статусом. Способность же выделить главные, ключевые моменты высказывания, а затем понять синонимическую замену ключевого слова в тесте предполагает определенные паттерны когнитивного поведения обучающихся. В результате на вопросы, касающиеся эмоционального состояния героев фильма или интервьюируемого субъекта, ответили только 30% студентов. Для туркменских студентов некоторая реакция отторжения присутствовала в отношении героев фильма в ситуации непослушания детей родителям.

80% обучающихся обеих этнических групп выполнили первую часть субтеста по аудированию, связанную со знакомыми бытовыми реалиями – объявления, учебы в университете, библиотека и т.п.

С первой и второй частями субтеста «Аудирование» IELTS справились 84% тестируемых. Диалог и монолог, моделирующие ситуации повседневного общения, в которых может оказаться человек за рубежом, не вызвали значительных затруднений даже при условии однократного прослушивания аудиофрагмента.

Выводы и предложения
Conclusion and recommendations

В процессе обучения преподавателю важно постоянно анализировать типичные ошибки обучающихся на разных языковых уровнях, что позволяет контролировать и корректировать особенности формирования заявленных в программе компетенций. Большая часть ошибок связана не только с лингвистическими, но и культурологическими и психологическими причинами.

Так, для китайской аудитории характерно освоение системы неродного языка через запоминание большого количества материала и его воспроизведение, однако студенты испытывают трудности в анализе материала и выражении своего отношения к нему. Процесс обучения в данном случае должен быть направлен на формирование навыков прогнозирования содержания текста по его названию и по ключевым словам. Постепенно работа на занятиях переводится с некоммуникативного стиля изучения языка, характерного для образовательной среды в Китае, к коммуникативным стратегиям и тактикам, которые постоянно закрепляются в познавательной деятельности и речевой практике.

При работе с туркменскими студентами нужно учитывать слабую мотивацию к изучению системы и законов изучаемого языка и недостаточную лингвистическую компетенцию. У обучающихся часто отсутствуют базовые лингвистические понятия, что затрудняет процесс обучения. Это связано с особенностями построения образовательного процесса при изучении родного и иностранного языков. В связи с этим преподаватель должен, прежде всего, научить студента получать знания, а затем уже на базе этих знаний формировать нужные умения и навыки. Поэтому актуальным при организации аудиторной и внеаудиторной работы является введение алгоритмов работы с текстом и разного рода заданиями. При обучении разным видам речевой деятельности предлагаются образцы, которые в дальнейшем студент самостоятельно может использовать познавательной и исследовательской деятельности.

Подготовка русскоговорящих студентов к сдаче экзамена IELTS должна носить комплексный поэтапный характер. Тщательная совместная отработка стратегических и тактических приемов выполнения различных заданий теста, умений подбирать аргументы, лексические и синтаксические языковые средства, средства связи, а также логически и структурно грамотно выражать свои мысли позволит добиться высоких результатов в ходе обучения.

Понимание национальных особенностей познавательной деятельности обучающихся позволяет оперативно определить методику преподавания языка и значительно облегчить адаптацию не только к образовательной, но и культурной среде страны изучаемого языка.

Таким образом, социокультурная составляющая коммуникативной компетенции расширяет фоновые знания и кругозор обучающихся, что позволяет им оперировать необходимыми знаниями и умениями в условиях иного лингвосоциума. Благодаря принципам национально ориентированной модели обучения иностранному языку повышается способность обучающихся понимать различную экспрессивно-стилистическую окраску высказываний, имплицитные смыслы, а также способность верно с точки зрения культуры изучаемого языка интерпретировать эпизоды художественных фильмов, телепередач, репортажи и фрагменты художественных произведений. Кроме того, формируется толерантное отношение к носителям иной культуры, их ценностным ориентирам и установкам, что в свою очередь повышает уровень толерантности к неизвестному.

Summary

Thus, the sociocultural component of communicative competence expands the background knowledge and horizons of students, which allows them to operate with the necessary knowledge and skills in a different linguosocium. Due to the principles of the nationally-oriented model of teaching a foreign language, the students' ability to understand various expressive stylistic coloring of statements, implicit meanings, and the ability to interpret episodes of feature films, television programs, reports and fragments of fiction from the point of view of the culture of the language studied are enhanced. In addition, a tolerant attitude towards the bearers of a different culture, their values, principles and attitudes is being formed, which in turn increases the level of tolerance towards the ambiguity.

A nationally-oriented approach in teaching foreign languages should be prioritized not only at the stage of preparation for language testing, but also in the development of test materials. The importance of the sociocultural component in teaching foreign languages is determined by the need to increase the level of tolerance to a different culture, which in turn is the basis for creating a safe, tolerant multicultural society.

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WIKIPEDIA PROJECT TO TEACH ACADEMIC WRITING IN AN EAP UNIVERSITY COURSE

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Abstract. *The introduction of modern information and communication technologies (ICT) into the classroom has led to a number of challenges and opportunities for instructors across the field of education. Wikipedia, a collaborative encyclopedia, has proven to be one of the most controversial online platforms throughout academia, with many higher education instructors banning its use outright. Despite the prevailing negative attitude, there has been a recent shift in thought among some in the field regarding its utilization as a teaching tool in a number of applications. One popular use is as the centre of a writing project, most commonly the creation of a new article or the improvement of a pre-existing one.*
This paper outlines a case study conducted at the Latvia University of Life Sciences and Technologies in the autumn semester of 2019, in which first year international veterinarian medicine students wrote Wikipedia articles as part of a semester-long project in an English for academic purposes course in order to improve academic writing skills such as researching, analysing, summarizing, and editing. Analysis of two questionnaires and the students' work suggest that despite some challenges, a Wikipedia article writing project can serve as an engaging, rewarding, and effective method to teach academic writing skills.
Keywords: *Academic English, EAP, Wikipedia.*

Introduction

In the nearly twenty years since its original launch in 2001, Wikipedia has become one of the most controversial websites throughout academia. Critics of the so-called "open encyclopedia" have bemoaned increasing student reliance on it as a source of information at the expense of more "reliable" sources that have gone through rigorous peer-review processes and are not able to be edited at will by any given person at any given time. One study (Bould, Hladkowicz, Pigford, Ufholz, Postonogova, Shin, & Boet, 2014) even found that as of 2012, the number of Wikipedia citations in peer reviewed health science literature had increased each year since 2004, with the exception of the period between 2009 and 2010, with 1433 articles having cited Wikipedia 2049 times in total. Some instructors have gone as far as banning Wikipedia outright (Cohen, 2007), and even

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Wikipedia's own founder Jimmy Wales has warned against citing its articles as a reliable source of information (Orlowski, 2006).

On the other hand, as the integration of information communication technologies (ICT) in the classroom becomes an ever more unavoidable reality, a growing number of educators have increasingly been finding value in embracing Wikipedia as a teaching tool in a number of ways. These can include asking students to analyse the content and writing style of articles, comparing and contrasting Wikipedia articles with other types of writing, using Wikipedia-related topics as the basis of debate or persuasive writing assignments, or learning about the way the encyclopedia is written in order to better understand it as a source of information (Kissling, 2011). One of its most popular classroom uses is as the basis of a writing assignment, specifically the creation of new articles or editing and improvement of low-quality ones that already exist. This method has been used by higher education instructors since at least 2003 (Wikipedia, n.d.), although there has been a growing amount of research in the past decade concerning its use by school and higher education instructors to teach writing.

The aim of the present research was to evaluate such a project's usefulness as a method of teaching academic writing to a group of international students in a veterinary medicine bachelor's study program at the Latvia University of Life Sciences and Technologies. A case study was conducted with 25 students in the program, with data collection methods including two questionnaires and qualitative analysis of students' final project work.

Wikipedia-based writing assignments

According to P. Konieczny, by 2006, over 20 different universities had listed Wikipedia-based assignments on the centralized "Wikipedia: School and university project" page that was created by Wikipedia users in July of 2003 (Wikipedia, n.d.) in order to help facilitate the website's use as a teaching tool (Konieczny, 2007). C.J. Chandler and A.S. Gregory published one of the first-known studies that examined editing Wikipedia as the basis of a university writing assignment, designing a seven-week project for the students of their "History 232: The Rise of Islam" course, and finding that it successfully helped prepare students for university-level research, increased student's critical awareness when using Wikipedia as an information source, improved their ICT skills, and made them become "more educated and critically aware information consumers (Chandler & Gregory, 2010, p. 255). In the years since, a number of positive effects have been reported by researchers such as C.M. Tardy, who claimed that the assignment introduced her students to academic writing in an engaging way (Tardy, 2010), R. Farzan and R.E. Kraut, whose 640 university students "significantly" improved over 800 articles (Farzan & Kraut, 2013), J. Miller, whose students reported noticing improvement in their writing skills and enjoying the chance to write for an authentic audience (Miller, 2014), and M.A. Vetter, Z.J. McDowell and M. Stewart, whose survey of students participating in Wikipedia writing assignments found that participants thought the assignments to be more useful in improving critical thinking, source evaluation, public writing, and peer review skills than more traditional writing assignments (Vetter, McDowell, & Stewart, 2019).

Despite the numerous positives that have been reported, significant challenges have also been documented by researchers. Farzan and Kraut reported that certain students felt significant frustration after large amounts of their work were deleted by more experienced editors due to difficult-to-understand regulations and technicalities (Farzan & Kraut, 2013). Certain students in Miller's (2014) study complained that learning the technical aspects of publishing articles was time consuming and complicated. Instructors who are not already well-versed in Wikipedia might not find it worth investing the time necessary to become familiar enough with its technical aspects and content guidelines to be able to teach students how to use it as part of an assignment.

For their part, the American non-profit organization "Wikimedia Foundation" (WMF), which oversees Wikipedia and sister projects such as Wiktionary (a collaborative dictionary) and Wikimedia Commons (a repository of free-use media), have developed a number of resources and tools to both promote and support usage of the encyclopedia as an educational tool. In particular, the "Wiki Education" organization was created in 2010 as a spinoff of WMF to provide outreach to educators in the United States and Canada, offering services such as tutorials for both staff and students, help with instructional design, and a "dashboard" tool that allows instructors to manage students' assignments and track their contributions (Vetter et al., 2019). Although less resources are available for the rest of the world outside of North America, a version of the dashboard can be used by instructors and students in all countries.

Case study at the Latvia University of Life Sciences and Technologies

At the Latvia University of Life Sciences and Technologies, all veterinary medicine students are required to take one semester of professional English to prepare them for being able to use English in the veterinary medicine profession. However, this course was designed for local Latvian students who complete the rest of their studies in the Latvian language. When the university began accepting international students in fall of 2016, it was necessary to adapt this English course, as all of the students' other classes were to be in English and the course material as it had been designed for the Latvian students would be covered in much greater depth in the international students' other classes. Since these students would be communicating in English throughout all of their studies and would eventually have to write their bachelor's papers in English as well, it was decided to refocus the class on "English for academic purposes." In order to teach academic writing skills in a meaningful and engaging way, it was decided to include a Wikipedia article writing project as part of the course curriculum.

In fall of 2019, a group of 25 international veterinary students from throughout Eurasia and northern Africa studying at the Latvia University of Life Sciences and Technologies took part in a semester-long Wikipedia article writing assignment as part of their "professional English" course. At the beginning of the course, eighteen of these students agreed to complete an anonymous questionnaire regarding previous experience and attitudes towards academic writing in English.

The first question regarded their previous educational experience, and the results showed that two thirds of the students had only completed secondary school, with two having completed a previous bachelor's degree, one having studied for a master's degree, one having obtained a master's degree, and two having completed other professional education. In terms of their self-reported English level according to the Common European Framework of Reference for Languages (CEFR), the majority (9/16) claimed to have "B2" (upper-intermediate) abilities, while 6 said they had "C1" (advanced) level English, two said they "B1" (intermediate) and one "C2" (proficiency) level. From the first two questions, it was already clear that this would be a mixed-ability group of students.

The next question asked about their previous instruction in academic writing in any language. Two thirds (12) reported that they had had learned about it in their native languages, while ten reported having learned about academic writing in English as a foreign or second language, one said that they learned about academic language in a non-native language other than English, and four said that they had not had any instruction in academic language whatsoever. The fourth question asked the students to indicate the perceived difficulty of different aspects of academic writing. The results can be seen in *Table 1*.

As can be seen, students expressed the most concern about analysis of sources, grammar usage, and planning time for long-term assignments. Somewhat surprisingly, the students reported that writing introductions, structuring their writing, and summarising information were the most relatively easy aspects of academic writing. This could be due to their prior instruction in both academic writing and writing in general having focused on these specific topics. Students were divided when it came to how difficult they believed it was to find reliable sources, format references and sources, and avoid plagiarism, likely once again due to the wide range of prior academic experience that the students had had.

Table 1 **Perceived difficulty of different aspects of academic writing for students**

	Very difficult	Somewhat difficult	Neutral	Somewhat easy	Very easy
Writing introductions	0	0	6	11	1
Using proper academic style	1	4	8	5	0
Expressing ideas clearly	1	2	8	6	1
Structuring my writing	0	1	3	11	3
Linking sentences smoothly	0	2	5	9	1
Finding reliable sources	0	5	7	3	3
Analysing sources	0	6	6	5	1
Summarising information	0	1	6	9	2
Referring to sources in text	0	3	4	7	3
Revising and proofreading my work	1	5	8	2	2
Formatting references/sources	0	3	7	4	3
Using correct grammar	1	7	5	3	1
Planning my time for long assignments	2	5	5	6	0
Avoiding plagiarism	1	4	6	3	4

The final question asked students to rate their overall competence in English academic writing. Again, results varied, with more than half of the students (9/16) rating themselves as “somewhat competent,” which was the middle option on the ranking scale. Only one student rated him or herself “very competent,” while three rated themselves as “mostly competent,” four as “mostly not competent,” and one as “not at all competent.”

With the class’ abilities and attitudes towards academic writing having been determined by the questionnaire, the project itself needed to be developed. The assignment lasted throughout the entire four-month semester, with portions of nearly every lesson being devoted to certain aspects of either academic language in general or to Wikipedia in specific, such as evaluating sources of information, summarizing without plagiarizing, grammar and word choice, and others. The project was broken into smaller assignments throughout the semester which students had to complete on the course’s online “Moodle” learning page.

The first assignment required students to select a topic. Since the course was designed for veterinary students, it was required to pick a topic that related to veterinary medicine in some way (diseases, organisms, researchers, ect). Students were encouraged to either find a topic that did not have a pre-existing page or to find a low-quality page that could be improved. The course instructor approved each topic individually, as the topic had to be one that fulfilled Wikipedia’s “notability” requirements for inclusion in the encyclopedia. Wikipedia does not allow an editor’s original research to be cited, so it was key that students ensured that enough sources existed to support the creation or improvement of an article. Once their topics were approved, they signed up for the course page on the aforementioned "WMF outreach dashboard" that allowed the instructor to track the work that they did. It was required for students to set up a free Wikipedia account if they did not already have one.

The next assignments had to do with sources and summarizing. Students had to submit to the instructor three sources that met the criteria for being cited in an article, as well as a written explanation explaining why the sources were of high enough quality and relevant to the topic. The next week, students had to write a summary of information from one of those three articles that could theoretically be used in an article. After that, the instructor pointed out that most Wikipedia articles do not follow a single set template for the structure and organization of information, as each topic's scope is somewhat unique. Students were encouraged to analyse articles covering similar topics that had been identified as "good" or "featured," high honours for Wikipedia articles which can only be obtained after rigorous community-based peer review. They then had to submit preliminary outlines for their own articles based on the structures that they had observed in high-quality articles of similar topics, as well as the scope of information that they had so far found in their research. The outlines could be, and often were, updated later in the writing process.

It should also be noted that during one of the lessons at the beginning of the second month, students collaborated as a class to create a Wikipedia article for a music album that had recently been released, as there were plenty of reliable sources available. Students discussed and decided as a class what a logical outline of the article could be based on other high-quality articles about music albums, and they then spent the rest of the class filling out a shared Google Doc form that allowed them to add information to different sections as they found it, leaving the source of such information in comments. This prepared them for what would eventually be the next assignment, which was to submit a completed first draft of their article in Google doc form. During the next lesson, students spent the entire time reviewing and commenting on other students' work, as it was required to take peer feedback into account for the final draft.

The final assignment was completed in steps. One entire lesson was devoted to teaching how Wikipedia's editing system works, and assisting students in publishing their articles. Wikipedia does not allow new users to write their own new articles, so students with a topic that didn't yet have an article needed to first create a draft that could be submitted for review by an experienced Wikipedia editor. This allowed students to take their time in perfecting the content and formatting, as drafts can be saved repeatedly and for indefinite periods of time. On the other hand, students that were improving a pre-existing article could either publish their additions in bits and pieces or save the code of their articles in a text document and use it later. They were given an additional two weeks to continue working on their articles before the instructor would begin evaluating the work that had been done. The “WMF outreach dashboard” allowed the instructor to see what work the students had done themselves, as it was possible that other outside editors could modify those pages as well, or even delete students’ contributions.

In terms of assessing student work, the instructor modified a sample rubric provided by Wiki Education (Blumenthal & Wikipedia, 2018) in order to meet the needs of an English for academic purposes class. There were seventeen criteria grouped into four categories, with students able to score a maximum of three points in each and, 51 points in total. These criteria have been displayed in *Tables 2-5* below, with the numbers in bold showing how many students scored “Excellent” (3 points), “Good” (2 points), “Fair” (1 point) and “Poor” (0 points).

Table 2 **Grading rubric and results for the lead section**

		Excellent (3)	**Good (2)**	**Fair (1)**	**Poor (0)**
Lead Section	**Introductory sentence**	States article topic concisely and accurately in a single sentence **(21/25)**	Topic of article stated, though not concise/direct **(1/25)**	Begins with an introduction, not a lead **(2/25)**	No lead **(1/25)**
	Summary	Summarizes all major points in the article **(6/25)**	Summarizes most major points, but misses one or more important aspects **(15/25)**	Includes excessive background information **(1/25)**	Summary missing, lacking key ideas **(3/25)**
	Context	All information included is also present in body of the article **(8/25)**	Includes some information not present in body of the article **(13/25)**	Includes mostly information not present in the body of the article **(2/25)**	Doesn’t provide enough information to determine what the article is about **(2/25)**

The “lead section” of a Wikipedia article functions similarly to an abstract of an academic work. It provides a brief overview of the entire article, and should summarize all major key points and sections without including any information that is not mentioned somewhere later in the article. Although most students succeeded at writing a suitable opening sentence (*Table 2*), many struggled in the rest of the lead section, with a majority of student failing to mention one of the article’s key points and failing to mention information found in the abstract later in the article. Good abstract writing can be one of the most difficult parts of academic writing to master, so it is not particularly surprising that this was a section that students struggled with.

Table 3 ***Grading rubric and results for the main section***

Article	**Organization**	Body is divided into relevant, logical sections that follow guidelines for topic - necessary infoboxes **(16/25)**	Body includes sections, but they aren't logically structured **(7/25)**	Article sections duplicate one-another, and/or much content is irrelevent to the respective sections **(1/25)**	No sections, or sections organized poorly **(1/25)**
	Content	Comprehensive coverage of the topic **(20/25)**	Coverage is mostly comprehensive with some gaps **(3/25)**	Coverage has important gaps that make it difficult to follow **(2/25)**	Content irrelevent to the topic **(0/25)**
	Balance and Objectivity	Article presents balanced and objective coverage of the topic **(23/25)**	Article makes some subjective claims not backed by evidence of consensus **(2/25)**	Article makes many subjective claims not backed by evidence of consensus **(0/25)**	Article is biased, attempts to convince readers of a point of view **(0/25)**
	Relevence and Notability	All content is relevent to the article and the respective sections, and worthy of being included in Wikipedia **(19/25)**	Most content is relevent to the article and the respective sections, and/or most content is worth being included **(6/25)**	Much of the content is irrelevent to the article and the respective sections, and/or not worthy of being included **(0/25)**	Content is not sufficiently relevent to the subject matter or notable enough for inclusion on Wikipedia **(0/25)**

In terms of the articles' main sections (*Table 3*), the instructor was pleased that for the most part, students produced well-organized, quality content. All but two students had either "good" or "excellent" organization for their articles, showing that they were able to successfully analyse the structures of other articles and were not hampered by lack of a clearly prescribed format and set of strict conventions that academic writing assignments often come with. 20 students scored three points for "comprehensive" coverage of their topics, a somewhat subjective indicator considering that the nature of the assignment does not allow for a particular word requirement, as different topics require a different amount of writing to be considered "comprehensive." Nearly all students were able to write objectively. This is a favourable aspect of writing about topics such as medicine and science, as it is somewhat easier to write without bias than about people, art, or politics-related topics. Most students also included only content that was deemed "relevant" and "notable," or, in other words, "worthy" of being included in an encyclopedia article.

Table 4 **Grading rubric and results for references**

References	**Links**	All related articles of importance are linked to in the text for background reference **(9/25)**	Most related articles of importance are linked to in the text for background reference **(5/25)**	Some related articles of importance are linked to in the text for background reference **(2/25)**	No in-text links **(9/25)**
	Citations	Every statement can easily be associated with a supporting reference **(8/25)**	A few statements in parts of some paragraphs have unclear sourcing **(5/25)**	Some unsourced paragraphs or sections **(5/25)**	Very few or no in-text citations **(7/25)**
	Sources	A diversity of the best available sources that are appropriate for the discipline/genre **(10/25)**	Article uses mostly good sources, but includes some lower-quality sources or overuses a few sources **(9/25)**	Article depends heavily on non-independent sources, or low-quality sources, or too few sources **(3/25)**	Article uses unreliable internet sources or no sources **(3/25)**
	Completeness	Most references include completely filled-out citation template or are otherwise complete **(11/25)**	Most references are fairly complete, but some are missing something **(3/25)**	References missing significant amounts of information **(3/25)**	No references, or just hyperlinks or titles **(8/25)**

Table 4 makes it clear that students had significantly more trouble finding, properly citing, and formatting sources of information for their writing. This is not surprising, as a number of students identified this as a challenging aspect of academic writing in their questionnaires. The "links" criterion refers to the links

to other relevant Wikipedia articles that can be found throughout a page. It is necessary to link to all relevant pages the first time a topic is mentioned in the lead section and then again in the main body, something students seemed unable to do despite its relatively low difficulty.

Table 5 ***Grading rubric and results for mechanics***

Mechanics	**Spelling**	Few to no spelling errors **(16/25)**	Some minor and major errors **(8/25)**	Consistent minor and major errors **(1/25)**	Obvious that spell check was not used **(0/25)**
	Grammar	Minor errors in complex structures **(3/25)**	Occasional grammar errors **(15/25)**	Widespread grammar errors **(6/25)**	Sloppy, careless grammar **(1/25)**
	Register	Constant correct use of encyclopediatic tone and language **(15/25)**	A few instances of overly informal language **(10/25)**	Commonly overly conversational tone **(0/25)**	Completely inappropriate tone **(0/25)**
	Paraphrasing	All sources correctly paraphrased in student’s own words **(22/25)**	Some summarizing too close to original language **(2/25)**	Language often isn’t in the student’s own words **(0/25)**	Most of article copied and pasted or source can’t be traced **(1/25)**
	Editing	The final version makes full use of all suggestions and edits **(18/25)**	The final version makes use of many suggestions and edits **(5/25)**	The final version makes some use of suggestions and edits **(1/25)**	The final version is the same as the first draft **(1/25)**
	Formatting	No formatting errors (bolding, italics, headings, ect) **(9/25)**	A few minor formatting errors **(9/25)**	Widespread formatting errors **(4/25)**	Little to no attempt at proper formatting **(3/25)**

Finally, it was important to consider traditional aspects such as spelling, grammar, and register. As can be seen in *Table 5*, students seem to have had good reason to be worried about grammar, as this was a category that very few scored full points in. However, students were generally able to use the proper encyclopedic formal tone and language, with only isolated uses of overly conversational or informal language. Furthermore, students did an excellent job of summarising sources in their own words and were able to avoid plagiarism concerns nearly altogether. Formatting errors were persistent throughout many students' work, but that was not surprising given the challenging nature of Wikipedia's formatting guidelines and systems.

At the end of the project, a final anonymous voluntary follow-up questionnaire was completed by twelve of the students who had participated in the project. Since it is impossible to know how many of these twelve answered the original questionnaire, there is no way to make a completely meaningful comparison between the results of the first and second. However, it is worth noting that this time, more than half of the students (7/12) reported feeling "mostly competent" at academic writing, with three feeling "somewhat competent," one feeling "very competent," and one feeling "mostly not competent."

In the questionnaire, students were also asked how useful the project was in improving the same fourteen academic writing skills mentioned in the first questionnaire. As can be seen in *Table 6*, an overwhelming majority of students reported that the project was at least "somewhat useful" in improving all of the skills with the exception of time management, with the highest perceived levels of usefulness related to finding reliable sources, using proper academic style, analysing sources, and referring to sources in text. Although students scored well on the assignment in categories related to the first three of those aspects, as a whole the class struggled with references.

Table 6 ***Perceived usefulness of Wikipedia assignment in improving writing skills***

	Very useful	Somewhat useful	Neutral	Not very useful	Not at all useful
Writing introductions	5	4	1	2	0
Using proper academic style	8	2	1	1	0
Expressing ideas clearly	6	4	1	1	0
Structuring my writing	7	3	0	2	0
Linking sentences smoothly	5	3	2	2	0
Finding reliable sources	10	1	0	1	0
Analysing sources	8	2	1	1	0
Summarising information	6	4	1	1	0
Referring to sources in text	8	2	0	2	0
Revising and proofreading my work	4	5	0	2	0
Formatting references/sources	6	3	2	1	0
Using correct grammar	6	3	2	1	0
Planning my time for long assignments	3	4	3	2	0
Avoiding plagiarism	6	4	1	1	0

The next section asked participants about the extent to which they enjoyed various aspects of the writing project, the results of which can be seen in *Table 7*. A majority of students at least "somewhat enjoyed" picking the topic, finding and analysing sources, writing the text of the article, and formatting and publishing the articles using Wikipedia's online system. Students were less enthusiastic about editing their own drafts and those of their peers, and did not seem particularly keen on having their drafts edited by other students. This was somewhat disappointing to the course instructor, as one of the greatest unique benefits of the Wikipedia project is its collaborative nature which resembles the system of peer review found in true academic writing.

Table 7 **Reported enjoyment derived from aspects of the project**

	Very much enjoyed	Somewhat enjoyed	Neutral	Somewhat disliked	Very much disliked
Picking a topic	4	7	1	0	0
Finding and analysing sources	1	9	2	0	0
Writing the text of the article	3	4	5	0	0
Editing my own drafts	3	0	9	0	0
Editing other students' drafts	2	3	5	2	0
Having my draft edited by other students	2	4	5	0	1
Formatting and publishing the article using Wikipedia's system	7	2	3	0	0

Finally, eight of the twelve respondents answered the short answer question, "Would you recommend that the instructor continue using this assignment to teach academic writing to other groups of students? Why or why not?" in the affirmative, with respondents calling it a "great, creative and modern assignment," "a good summarizing of many tasks in one overall exercise," a "fun and very new experience," and saying that it "helps us improve our general understanding in the language and also on other topics," that "it gives a sense of accomplishment knowing we're doing something many others are gong (sic) to see," and that "I improved a-lot of sides in my writing style I didn't know about." It is difficult to read too much into this feedback considering that the four who abstained from answering might have had negative experiences and that less than half of the class completed the questionnaire, but it does point to a generally positive experience for students overall.

Conclusions

Although the results of the case study are far from conclusive due to its small scale and short time frame, the students' experiences throughout the assignment's implementation seem to suggest that a Wikipedia writing assignment is viable for teaching academic writing to a group of international English for academic purposes university-level course. Students enjoyed having an "authentic" writing experience, and those whose articles were successfully published felt a unique sense of accomplishment. Students skills and confidence in English academic writing seem to have increased throughout the duration of the project as intended.

However, significant drawbacks and obstacles when using Wikipedia as the basis of a writing project must be considered. Classrooms must be equipped with enough computers and a reliable internet connection to be able to carry out the activities listed in this article, and students ideally need access to computers and internet outside of the classroom as well. The project is time consuming, and needs curriculum to be designed around its implementation. Most importantly, the instructor must be competent enough in Wikipedia's technologies and systems to be able to teach and assist students. For many instructors who are already short on time, it may not be worth the investment.

Nevertheless, the revolution of ICT in the classroom is here to stay, and instructors must find ways to meaningfully integrate it in order to prepare students for the 21st century. Despite its drawbacks, a Wikipedia-based assignment can be recommended to adventurous and open-minded instructors who wish to provide their students with a unique, engaging, and memorable writing experience.

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THE EFFICIENCY OF TRANSFERRING ATTENTION-GETTING DEVICES FROM ENGLISH TO LATVIAN: A CASE STUDY IN TRANSLATING NEWSPAPER HEADLINES

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Abstract. *The present study aims to explore the effectiveness of translating newspaper headlines from English to Latvian. The present study examines the linguistic devices that are used in order to catch readers' attention to the headlines in newspapers. The research focuses on the analysis of the techniques that are employed to maintain the linguistic and stylistic equivalence of the utterances in the source and the target languages. The method of discourse analysis is applied in the research. The study concludes that the languages may have similar linguistic techniques to create attractive headlines. Moreover, the contrastive analysis demonstrates the feasibility of rendering the source text attractiveness into the target language. The most difficult decisions to make deal with cultural references that remain attractive only in their original linguistic environment.*
Keywords: *attention-getting, attractiveness, headlines, linguistic devices, translation.*

Introduction

The primary function of a language has always been communicating a message to the audience. We cautiously select words to express ourselves correctly and transfer the right meaning of the utterance. Since a language is an effective tool to inform, warn, persuade and influence the message receiver, writers and text producers employ various techniques how to draw the readers' attention to a particular piece of information. Moreover, the study outlines the feasibility of transferring the same linguistic and emotional content to the target language simultaneously maintaining its equal attractiveness.

Literature review

The background of the present study lies in the assumptions developed by Danuta Reah who claims that the vocabulary used in the headlines corresponds to the requirements of headlines. Modern newspaper industry is focused on the readership as customers and buyers of information (Reah, 2002, p. 15). The most

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essential concern of modern national newspaper industries in Europe is circulation and readership (Albertazzi & Cobley, 2013). Nowadays, among the myriads of headlines, the readers choose what seems important, relevant and appealing to them. Therefore, headline writers create effective and attention-getting headlines, in other words, the language may be referred to as attractive, which 'has the power or quality of drawing interest', as defined by Merriam Webster Dictionary (MWD, 2020). The majority of headlines contain a range of linguistic devices that might trigger the readers' attention and interest. The headline writers are aware of the audience that they are going to communicate to, which enables them to think profoundly about what style and the choice of words are the most appropriate for the target readers (Bagnall, 1993).

The content of mass media discourse features several factors, such as pragmatic, sociocultural, and psychological factors (Dobrosklonskaya, 2013, p. 28). Likewise, this may be applicable to the headlinese, i.e. the style of writing newspaper headlines as well. The content of headlines acts as a purposeful link between the people and their cognitive processes. Tanaka agrees that our thoughts form mental representations and construct sets of assumptions that may be engaged in communication (Tanaka, 1994, p. 14). The press often suggest complex and impenetrable opinions and matters, which result in ambiguity and misrepresentation of the discourse content (Botton, 2014). Therefore, translating the source texts, translators should transfer both the denotational meaning of words and the atmosphere of the discourse into the target language.

Methodology and Research results

The present research, being a part of ongoing extensive research into the language of headlines launched in 2014, undertakes a contrastive analysis of a corpus of newspaper headlines selected by the author and translated from English into Latvian by student-translators. The study aims to observe the efficiency of young translators in rendering lexical, syntactical, stylistic and cultural aspects of the headlines preserving the attractiveness in the target language. The headlines may be called attractive and attention-getting provided that the headline writers are creative in their texts, neither being too straightforward nor using trite clichés, which can make the language sound boring and not attention-grabbing. Additionally, the present case study focuses on investigating what additional guidance and training are needed to enable the students to provide more effective and accurate translations.

The headlines have been selected due to their attractiveness in terms of the use of particular lexical and syntactical linguistic devices, as well as cultural references that increase the attractiveness of the headlines. The case study is based on the analysis of 50 headlines found in the British broadsheet *The Independent* and translated into Latvian by 13 student-translators. The students' task was to keep the headlines attention-getting employing similar linguistic devices in the target language. Taking into account the fact that a few headlines have more than one attractive stylistic device, the total number of variables is 689. The total number of linguistic devices analysed in the case study is comprised of 20 lexical devices that make up 260 variables, 23 syntactical devices making up 299 variables, and 10 cultural references making up 130 variables. The analysis of the translations focuses on tracking the similarities and differences in linguistic tools to create attractive headlines in English and Latvian.

Certainly, the play on lexical devices prevails in the majority of headlines. The relationship between a word and its meaning gives rise to ambiguity, which might provoke misunderstanding and confusion. The polysemy of many words is a rich source for playing on meanings. Similarly, figurative meanings may add emotional load apart from their literal meanings.

The quantitative analysis outlined below clearly demonstrates the student-translators' skills in transferring the attractiveness of the source language headlines into the target language in terms of the use of lexical devices.

Table 1 ***The efficiency of rendering lexical devices in the target language***

Criteria	*Lexical devices (260 variables in total)*
Direct translation	86
Target language equivalent	73
Lost attractiveness	101

Consequently, the analysis proves that transferring equal attractiveness into the target language is a difficult job. As Table 1 shows, only 86 variables have been translated using the direct translation technique and correspond to the requirements of an attractive headline in the target language. For instance,

*You've got to love a bit of Tory infighting. But who's going to land **the decisive punch**? (02.03.2014)*
*Bet kurš tiks pie **izšķirošā sitiena**?*
***For the love of God**, someone buy David Cameron a new shirt (27.08.2014)*
***Dieva dēļ,** lūdzu kāds nopērciet Deividam Kemeronam jaunu kreklu.*

The figurative meaning of the expression *the decisive punch* has been efficiently transferred into Latvian equivalent as *izšķirošais sitiens* or *trieciens,* which is equally used as a metaphor in a similar context. Another example of an emotionally marked phrase *for the love of God* has its Latvian equivalent *Dieva dēļ* which seems rather attractive to the readers and carries the same emotional load.

On the other hand, the phraseological unit *Sharpen the axe* is rendered into Latvian directly in most of the translations. It might seem attractive and challenging to pay attention to the headline itself, but the denotational meaning is not sufficiently comprehensible for the target reader because of the absence of similar phraseological unit in Latvian. Therefore, the phrase loses its attractiveness, for the Latvian speaking readers may not pay attention to the headline that does not seem relevant to their linguistic culture.

> ***Sharpen the axe****, minister: There should be more political appointments, not fewer (03.02. 2014)*
> *Laiks asināt cirvi, ministra kungs/ Ministra kungs, asiniet cirvi/ "Asiniet cirvi", ministra kungs*

There are only three students who tried to explore the meaning of this phraseological unit and find the equivalent for it. But what they suggest, *Pacentieties Ministra kungs../ Strādājiet cītīgāk, ministra kungs* only describes the meaning of the unit without offering any equal option. The most appropriate equivalent suggested by one of the young translators might be *Septiņreiz nomēri, vienreiz nogriez, ministra kungs…*(Eng. Measure it seven times, cut it once, dear minister.) This translation instantly transfers the meaning which is familiar to the target language readers.

Among commonly used newspaper and political vocabulary, there are numerous borrowings that are actively exploited in other languages. Nevertheless, they may be replaced with a target language equivalent.

> *Does* ***political rhetoric*** *win votes? (07.03.2014)*

Translating the collocation *political rhetoric,* most of the young translators have used the borrowed phrase *politiskā retorika,* whereas two of them suggest Latvian equivalent *politiskā daiļrunība,* and one translator offers an expression that clarifies the term, as *pārliecinoša runa* (Eng. persuasive speech). Interestingly, this descriptive translation might attract those readers who are not keen on politics and have no profound knowledge of political vocabulary.

As far as it concerns the variables that lost their attractiveness in the target language, there is a noticeable lack of semantic competence. Juggling with polysemous lexical units, headline writers attract readers' attention. The following headline reveals the issue of not knowing the meanings of a word.

> *Politicians'* ***fortunes*** *are now like football managers' – at the mercy of phone-in culture (25. 04. 2014)*

The word *fortune* has several meanings that are frequently used, such as *luck* and *a large sum of money* needless to say that young translators rely on their general knowledge of English and translate *fortunes* as *veiksme* (Eng. luck) and *liktenis* (Eng. destiny). Unfortunately, this meaning is not particularly attractive to be used in a headline.

Only two students might have deduced the interconnection between the *fortunes* and *football managers* in this context, which enabled them to decode the meaning of the word in relation to the financial issue.

Politiķu ***labklājība*** *tagad ir kā futbola menedžeriem'*. (Eng. Politicians' well-being is now like the one of football managers)

Politiķu ***nopelnītais*** līdzinās futbola treneru ***peļņai***… (Eng. Politicians' earnings are similar to the football coaches' profit)

The same confusion occured due to the ambiguity of the word *row* in the following headline.

The **row** *of men in suits that may come to define the Coalition (06. 02. 2014)*

The word *row* translated as *rinda*, *virkne* (Eng. a line) sounds bland and does not stir any interest as a getting attention device in the headline. Firstly, standing at the beginning of the headline, it should attract the readers' attention most of all. Secondly, the meaning used here is *quarrel,* which is a good deal more attractive for the readers. Consequently, all the student-translators failed to transfer the meaning accurately as well as maintain the attractiveness of the headline in Latvian.

Syntactical constructions also play a crucial role in producing attractive and intriguing headlines for the reader. Numerous tense forms, word order and complex constructions may serve as an effective tool to emphasize a particular word or phrase. The efficiency of transferring equal syntactical structures without losing their attractiveness is reflected in Table 2 below.

Table 2 ***Maintaining equal attractiveness via syntactical devices***

Criteria	*Syntactical devices (299 variables in total)*
Equal structure	163
Target language equivalent	67
Different structure	69

Overall, British newspaper headlines tend to be long with a range of complex and compound structures. The headlines are constructed in such a way that they assimilate both the informative and emotional content in one particular utterance. To make the headlines attractive, headline producers employ various structures, such as interrogative forms, rhetorical questions, reported questions, dialogue forms, infinitive constructions, first-person narration, and others. Similarly, Latvian syntactical constructions have a lot in common with the English ones. Interestingly, the English and Latvian languages belong to different language family groups; however, the present study proves that most of the constructions can be equally rendered from English into Latvian without losing the attractiveness of the headlines. Table 2 shows that the majority of the variables (163) have been translated effectively and accurately.

Classless society? Don't make me laugh. (11.02.2014)
Bezšķiru sabiedrība? Nesmīdiniet.
To be anti-politics might be fun (03.01.2014)

Būt pret politiku varbūt arī ir jautri
A small triumph for democracy (12.01.2014)
Mazā uzvara demokrātijai
I'm an Attention-Seeking Politician...Get Me in There (17.11.2014)
Esmu uzmanības kārs politiķis…Dabūjiet mani tur iekšā
Oh Scotland, don't leave me! All I want is for us to stay friends (15.09.2014)
Ak, Skotija, nepamet mani! Es tikai gribu, lai mēs paliktu draugi

Without doubt, a number of constructions (67) have been replaced with specific target language structures aiming to preserve the attractiveness of the headlines. For instance,

Surprise, surprise, Brussels is weighing into the Scottish debate (18.02.2014)
Pārsteigums! Brisele iesaistās skotu debates

The repetition of the word *surprise* is replaced with an exclamatory one-word sentence (Eng. Surprise!), which is rather appealing to the readers as well as the emotional content of the phrase is largely emphasized. Another example of an effective translation is the following:

What a fairer Scotland would look like (05.02.2014)
Taisnīgāka Skotijas valsts. Kāda tā būtu? (Eng. A fairer Scotland's state. What would it be like?)

The student-translator moves the focal point of the headline *a fairer Scotland* to the beginning of the sentence making it reasonably attention-getting. Moreover, the question as an additional sentence maintains the effect of curiosity, for any question is supposed to be answered, which normally provokes interest.

In its turn, cultural references turn out to be the most difficult linguistic patterns in translation. Due to immense differences in literary, artistic and cultural heritage of the languages, a good deal of idiomatic phrases, allusions, personality references have no equivalents in the target language. Cultural references remain unique and may be recognizable only in their own linguistic environment. Table 3 below illustrates the categories that the translated patterns fall into. The analysis led to adding new categories unlike those in lexical and syntactical groups.

Table 3 **The translation of cultural references**

Criteria	*Cultural references (130 variables in total)*
Direct translation	61
Target language equivalent	24
Non-translated/original	25
Descriptive translation	17
Lost in translation	3

The majority of the variables have been translated via direct translation technique preserving the source language uniqueness in the target language.

However, these patterns may not gain the desired effect that is bound to attract the readers to the article. For example,

Eurosceptic and male? Join ***the Peter Party****! (16.11.2014)*
Eiroskeptiķis un pietam vīrietis? Pievienojies ***Pītera partijai****!*

The translator translates *The Peter Party* directly as *Pītera partija*, however, the meaning of this name may not be familiar and relevant for the Latvian readership. Therefore, the translated pattern is definitely not going to appeal to the target readership. On the other hand, the headline

Why Scotland should say 'cheerio the nou' to the pound (13.02. 2014) has various translation techniques applied by young translators. The Latvian equivalent for the Gaelic phrase 'cheerio the nou' is 'goodbye'. The majority of the translations have preserved the denotational meaning of the phrase, while only a few of them have kept the source language attractiveness by using Latvian informal equivalents '*Visu labu!'* (Eng. All the best!) and *'uzredzi'* (Eng. Bye!). The other translators decide to keep the original, that is, the source language pattern '*cheerio the nou*' or apply a descriptive technique that presupposes a mere explanation of the phrase, e.g. *Kāpēc Skotijai vajadzētu atvadīties no sterliņu mārciņas*?

Conclusions

Consequently, almost a half of the variables must have lost their attractiveness in the target language due to major transformations; however, they preserved the logical meaning of the utterances.

Interestingly, even though the English and Latvian languages belong to different linguistic family groups, they possess a great deal of similar linguistic devices and structures that may be employed in the headline texts. The majority of the headlines have preserved their attractiveness after being rendered into Latvian, which means Latvian-speaking readers would be curious about the content of the articles under the headlines.

The present analysis highlights a wide spectrum of lexical devices that may communicate a variety of ideas and draw readers' attention to the respective articles in both English and Latvian. Likewise, it is possible to select proper lexical equivalents in the target language.

The case study proves that insufficient and superficial knowledge of the source language and its culture is not adequate to create effective and accurate translation. The most complicated part in the selected corpus of headlines appears to be the culture-specific discourse. The translators' cross-cultural incompetence resulted in inaccurate and unsuccessful transference of content and the emotional state of the discourse. Moreover, the goal of keeping the discourse attractive and appealing to the readership has been partly accomplished.

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РОЛЕВАЯ ИГРА КАК ТЕХНОЛОГИЯ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО ЗНАЧИМЫХ КОМПЕТЕНЦИЙ ОБУЧАЮЩИХСЯ

Role Play as a Technique of Developing Learners' Professionally Significant Competences

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Abstract. *The article addresses essential aspects of role play as a technique aimed at facilitating military students' professionally significant competences. The study undertaken here advocates the task-based language teaching as an integral part of the military students' vocational training at the law faculty. Hence the goal of our study is to provide theoretical justification and methodological development of the concept of role play in foreign language teaching as a means of promoting second language learning and facilitating vocational training. We have analysed the impact of role play on the learner acquisition processes and forming of their professionally significant competences. We have identified stages and algorithms of role play, examined its components and characteristics in foreign language teaching. The conceptual framework of the study follows the model of professional competence approach. Research and experience data obtained in our experimental work make it possible to identify the significance of role play in second language learning designed for military students' professional development in educational programs at law faculties.*
Keywords: *professionally significant competences; role play; task-based language teaching; vocational training.*

Введение
Introduction

В настоящее время система образования в России находится в стадии активной трансформации в связи с переходом на модернизированный Федеральный государственный образовательный стандарт высшего образования третьего поколения (ФГОС ВО 3++), согласно которому требования образовательных стандартов приводятся в соответствие к требованиям профессиональных стандартов к квалификации работника. Особое внимание в ФГОС ВО 3++ уделяется развитию универсальных компетенций, имеющих надпредметный характер и являющихся обязательной надстройкой к формированию профессиональных компетенций.

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Универсальные и профессиональные компетенции специалиста формируются за счет их систематического интегрирования в целостный образовательный процесс через содержание, отражающее новые реалии действительности, интенсивные игровые технологии, предусматривающие «обучение через действие» и средовые факторы, создающие условия для саморазвития и самореализации обучающегося.

Актуальность данного исследования заключается в необходимости разработки практико- и личностно-ориентированных методик обучения дисциплине «Английский язык», играющей особую роль в формировании цельного компетентностного портрета выпускника вуза.

Цель исследования заключается в том, чтобы определить соответствующие концептуальным изменениям ФГОС 3++ оптимальный методический инструментарий и дидактические условия и возможности интерактивной технологии ролевая игра для развития профессионально значимых компетенций обучающихся.

В качестве методов исследования использовались анализ философской, педагогической, социально-психологической, научно-методической и специальной профессиональной литературы по проблеме исследования; целенаправленное наблюдение за процессом развития и обучения обучающихся, анализ экспериментальных данных, анкетирование.

Базой исследования стало Федеральное казенное образовательное учреждение высшего образования «Псковский филиал Академии ФСИН России».

Теоретическая основа темы
The theoretical background

С учетом современных реалий социально-экономического развития страны и изменившихся требований к уровню и качеству подготовки специалистов в соответствии с трансформацией системы профессиональной подготовки в условиях перехода на ФГОС 3++ требуется внести изменения как в содержание, так и в «педагогику» подготовки выпускников.

Обучение «через действие», игровую деятельность, моделирующую ситуации реального общения, рассматривается в мировой педагогике как наиболее успешная альтернатива традиционным методам (Passov & Kuzovleva, 2010; Polat, Buharkina, Moiseeva, & Petrov, 2002; Kitajgorodskaja, 2009; Montessori, 2009; Remus, 1981).

Изучение феномена игры и ее роли как социального, культурного и философского явления, как одного из древнейших средств воспитания, обучения и развития, являющегося неотъемлемой частью повседневной жизни человека, находится в центре внимания зарубежных и отечественных психологов, педагогов, антропологов и философов, начиная с античных времен и по настоящее время (Platon, 1990; Huizinga, 2019; Bern, 2006; Jel'konin, 1999 и др.).

Ролевая игра является одним из приемов метода обучения в сотрудничестве, предложенного американскими педагогами Э. Арносоном (1978), Р. Славиным (1986), Д. Джонсоном (1987), (Polat, Buharkina, Moiseeva, & Petrov, 2002).

Ролевая игра рассматривается нами как педагогическая технология развития профессионально значимых компетенций обучающихся. Используя термин «педагогическая технология» мы за основу берем определение, предложенное российским педагогом С.Г. Вершловским. Педагогическая технология - это системный метод создания, применения и определения всего процесса преподавания и усвоения знаний с учетом технических и человеческих ресурсов и их взаимодействия, ставящей своей задачей оптимизацию форм образования (Vershlovskij, 2007).

Таким образом, разработка психолого-дидактических условий, обеспечивающих качество организации учебного процесса, и социально-педагогических условий вуза, направленных на формирование профессиональной компетентности будущих сотрудников уголовно-исполнительной системы (далее УИС) в процессе вузовского образования, является педагогическим условием эффективности учебной и квазипрофессиональной деятельности обучающихся, результатом которой становится профессиональная компетентность специалиста.

Организация исследования
Research organization

Профессионально значимые компетенции, формируемые у обучающихся в процессе обучения английскому языку, лежат в области коммуникации, умения взаимодействовать в ситуациях повседневной жизни и в профессиональной сфере деятельности, а также в области универсальных умений и навыков, имеющих надпредметный характер.

Профессиональную компетентность сотрудника уголовно-исполнительной системы мы рассматриваем как интеллектуально и личностно обусловленную, социально значимую качественную характеристику специалиста, которая складывается из понимания значимости и знания существа выполняемой работы, коммуникативной компетентности, высокого уровня профессиональной культуры, включающей в себя определенный уровень развития профессионально-нравственных установок и таких качеств как рефлексия, коммуникативная толерантность, эмпатия, самоконтроль.

В ходе проведения педагогического эксперимента была предпринята попытка реализации социально-педагогических и психолого-дидактических условий организации учебного процесса, необходимых для эффективного формирования и развития у будущих сотрудников УИС профессиональной компетентности.

Учитывая комплекс профессиональных и универсальных компетенций, формированию которых посвящена учебная и внеучебная деятельность по дисциплине «Английский язык», обучающимся на стадии завершения работы по изучению темы «Структура и функции Интерпола» предлагается выполнить проект «Роль Интерпола в борьбе с преступностью", результаты которого будут представлены в виде ролевой игры «Сессия Генеральной Ассамблеи Интерпола».

Деятельность всех структур и органов УИС, на которую возложена функция по исполнению наказаний, подчинена стратегической задаче правоохранительных органов - борьбе с преступностью. Ролевая игра «Сессия Генеральной Ассамблеи Интерпола» предлагает обучающимся алгоритм взаимодействия представителей службы Интерпола в рамках правоохранительной деятельности по борьбе с преступностью во всем мире.

Ролевая игра «Сессия Генеральной Ассамблеи Интерпола» и предшествующая ей проектная деятельность обучающихся рассчитаны на курсантов 1 курса очной формы обучения юридического факультета Псковского филиала Академии ФСИН России, для которых обучение английскому языку организуется на основе определенной предметной области знаний - юриспруденции.

Реализация психолого-дидактических условий организации краткосрочного проекта позволила организовать и успешно провести интернет квест, результатом которого стали подготовленные курсантами презентации по видам преступлений. Основными задачами проектной деятельности являлись формирование у обучающихся коллективной ответственности при выполнения проектного задания, развитие универсальных и коммуникативных компетенций, повышение мотивации к изучению языка.

Игровая деятельность, включенная в процесс обучения в сотрудничестве при выполнении проектного задания, в ходе которого обучающиеся поочередно выполняют разные социальные роли: лидера, исполнителя, организатора, докладчика, эксперта, исследователя и т.д., позволяет каждому участнику проекта построить свою индивидуальную образовательную траекторию, свой маршрут индивидуального развития в социуме, формируя и развивая такие качества личности как эмпатия, коммуникативная компетентность, коммуникативная толерантность, рефлексия.

К социально-педагогическим (внешним) условиям ролевой игры, способствующим оптимизации межличностного общения ее участников, относятся следующие характерные черты:

1. постепенная смена роли преподавателя от активного контроля к наблюдению;
2. контроль и оценка ролевой игры с активным участием самих участников игры через коллективное обсуждение ее результатов;
3. проведение игры на основе профессионально значимой ситуации общения для стимулирования мотивации учения;
4. размещение участников игры в соответствии с моделируемыми условиями реальности.

Психолого-дидактические условия организации ролевой игры представляют собой комплекс задач для преподавателя, от выполнения которых зависит успешность организации ролевой игры:

1. определить цели и задачи ролевой игры;
2. выбрать тематику игры, соответствующую возрастным и профессиональным особенностям обучающихся; откорректировать не совсем подходящую игру под нужные условия;
3. подготовить обучающихся к игре в лингвистическом плане (отобрать пройденный языковой и речевой материал, интонационные модели, выражающие эмоции (гнев, радость, печаль) для максимально эффективного использования в активном режиме общения и тренировки неподготовленной речи;
4. подготовить обучающихся к игре в психологическом плане, т.е. настроить их на «принятие» определенных социальных ролей с определенными моделями поведения в ситуациях межличностного взаимодействия;
5. подготовить реквизит (ролевые карточки, элементы декорации);
6. подготовить средства наглядности в виде таблиц, схем, ассоциограмм с ключевыми словами для использования в ситуациях речевого общения.

Структура ролевой игры включает в себя 3 компонента: роли, исходная ситуация, ролевые действия. Роли участников ролевой игры «Сессия Генеральной Ассамблеи Интерпола»: представители национальных служб Интерпола, Генеральный Секретарь Интерпола являются социальными, так как обусловлены местом человека в структуре социальных отношений.

При создании исходной ситуации - Сессия Генеральной Ассамблеи

Интерпола - необходимо учитывать и обстоятельства реальной действительности и взаимоотношения участников коммуникации. Выделяются следующие компоненты ситуации в рассматриваемой ролевой игре:

1) субъект – представитель национальных служб Интерпола;
2) объект (предмет разговора) – анализ деятельности Интерпола по предотвращению международной преступности и разработка резолюции Генеральной Ассамблеи Интерпола;
3) отношение субъекта к предмету разговора – официально-деловой стиль общения, отсутствие субъективности в изложении фактов, нейтральный тон сообщения.

Ролевые действия представителей национальных служб Интерпола зависят от роли – главного компонента ролевой игры – и включают в себя вербальные действия (выступления с презентациями, дискуссии при обсуждении заданий, резолюции) и невербальные действия (мимику, жесты), использование реквизита.

Проведение ролевой игры подчиняется определенному алгоритму, состоящему из 3–х этапов - вызов, осмысление и рефлексия - последовательность организации которых отражает закономерности мыслительной деятельности человека и представляет собой базовый дидактический цикл, лежащий в основе технологии «Развития критического мышления через чтение и письмо» (РКМЧП) (Steel, Meredith, Temple, & Walter, 2007).

1. Стадия вызова служит для «вызова» внимания и пробуждения интереса обучающихся к теме занятия. Приветствие участника игры «Генерального Секретаря Интерпола», обозначающего главную тему и задачи «Генеральной Ассамблеи», сопровождается графической формой представления информации - кластером, графическим систематизатором (Holley & Dansereau, 1984), который используется как прием актуализации имеющихся знаний у обучающихся по теме «Структура и функции Интерпола».
2. Стадия осмысления содержания включает в себя различные техники обработки информации, позволяющие передать участникам игры свой субъективный опыт ее понимания.

За выступлениями «экспертов» Интерпола следует работа участников игры в малых группах, которым предлагается выполнить ряд заданий по организации учебного материала в графические формы. Например, заполнить графическую форму по методу «Инсёрт» (*INSERT – Interactive Noting System for Effective Reading and Thinking* ‘интерактивная система записи для эффективного чтения и размышления’) (Vaughan & Estes, 1986), предполагающему активное чтение с использованием системы маркировки текста условными значками («v», «+», «–», «?»), систематизацию информации с занесением данных в таблицу и ее обсуждение.

Составление причинно-следственной диаграммы, «Фишбоун» (Ishikawa, 1988) позволяет обучающимся в результате структурного анализа причинно-следственных связей «разбить» общую проблемную тему на ряд причин и аргументов.

Далее идет презентация коллективной работы малых групп.

Завершается игра составлением резолюции «Генеральной Ассамблеи Интерпола» через работу в малых группах и ее обсуждение.

3. Стадия рефлексии предполагает обсуждение ролевой игры ее участниками, подведение итогов и заполнение анкеты, содержащей вопросы, касающиеся оценки своей работы и работы малой группы, наиболее интересных приемов работы, а также приемов, которые помогли глубже освоить материал, полученных новых знаний и опыта работы в команде, возможности применения полученных знаний в будущей профессиональной деятельности и т.д..

Организация ролевой игры в соответствии с определенным алгоритмом "вызов – осмысление – рефлексия" и воспроизводимость игры на уровне педагогического процесса и педагогических результатов позволяют говорить об универсальном, метапредметном характере предлагаемой технологии ролевой игры, которая может использоваться на любой ступени обучения с учетом ряда психолого-дидактических и социально-педагогических условий организации учебной деятельности обучающихся.

Методы организации и результаты исследования
Methodology, organisation and results of the research

Целью нашего экспериментального исследования являлось изучение влияния технологии ролевая игра с интегрированными в нее приемами проектной технологии и технологии развития критического мышления на формирование профессионально значимых компетенций будущих сотрудников УИС.

Для каждой рассматриваемой компетенции (коммуникативной и универсальной) были определены показатели, характеризующие ее проявления, и уровни сформированности (в таблице 1 представлены некоторые ее показатели).

Респондентами были избраны курсанты 1 курса бакалавриата направления подготовки 40.03.01 - Юриспруденция очной формы обучения Псковского филиала Академии ФСИН России (г. Псков, Россия); всего 50 участников. Эксперимент проходил в период с сентября 2018 г. по июнь 2019 г.. Формой контроля сформированности профессионально значимых компетенций являлась ролевая игра.

Таблица 1. ***Показатели сформированности профессионально значимых компетенций***
Table 1 ***Indicators of the formation of professionally significant competences***

Компетенция	**Показатель**	**Уровни сформированности**		
		Низкий	**Средний**	**Высокий**
коммуника-тивная	участие в речевом общении	участвует только в рецептивных видах речевого общения	пытается участвовать в рецептивных и продуктивных видах речевого общения	активно участвует в рецептивном и продуктивном видах речевого общения
	...			
универсальная	анализ информации	отсутствует умение критического осмысления информации	не всегда проявляет умение критического осмысления информации	использует информацию, предварительно проанализировав ее
	...			

В ходе эксперимента курсантам предлагалось оценить показатели компетенций у себя в начале и в конце 1 курса обучения. Для самооценки уровня сформированности компетенций использовалось анкетирование курсантов, в ходе которого они отмечали степень выраженности у себя каждого из показателей: «хорошо», «средне», «слабо». Оценкам «хорошо», «средне», «слабо» были присвоены баллы 3, 2, 1 соответственно. Сравнительные результаты самооценки компетенций представлены на диаграмме (рис. 1)

Невысокий результат самооценки универсальной компетенции в конце 1 года обучения по сравнению с их оценкой в начале эксперимента указывает на повышение уровня самокритичности курсантов в процессе оценивания своих результатов.

По результатам самооценки курсантов можно заметить, что у них наблюдается положительная динамика сформированности коммуникативной и универсальной компетенций.

При подготовке проектных заданий и во время проведения ролевой игры на контрольном этапе проведения эксперимента курсанты продемонстрировали критическое мышление: проанализировали проблемные ситуации, выявили задачи (проблемы), показали пути решения поставленных задач, сделали выводы, выразили свое отношение к проблеме, ответили на вопросы. При этом участвовали в рецептивном и продуктивном видах речевого общения на английском языке для решения задач коммуникации, что указывало на сформированность коммуникативной компетенции. Таким образом, к концу первого курса у курсантов наблюдалась положительная динамика сформированности профессионально значимых компетенций.

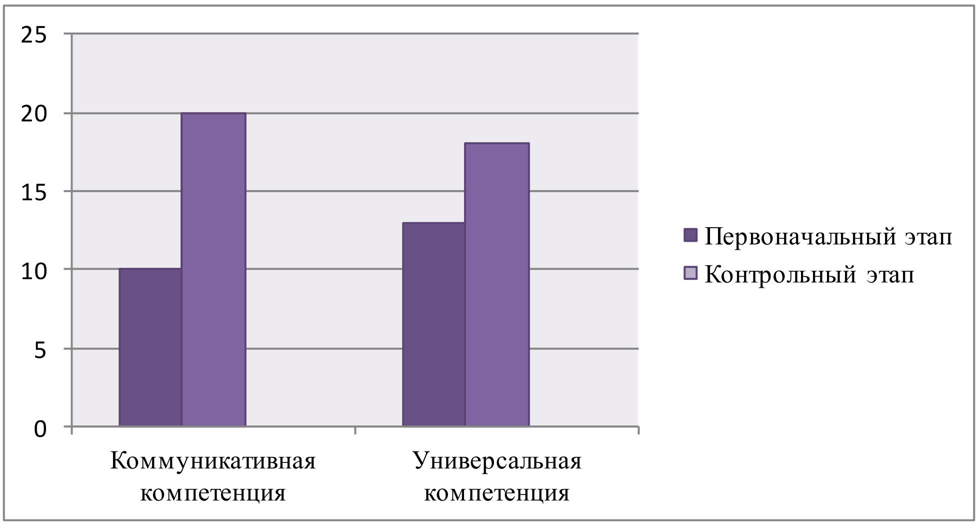

Рисунок 1. ***Сравнительные результаты самооценки компетенций***
Figure 1 **Comparative results of the self-assessment of competences**

Исходя из этого, мы можем утверждать следующее: использование интерактивной технологии ролевая игра с интегрированными приемами проектной технологии и технологии развития критического мышления в рамках изучения дисциплины «Английский язык» позволит повысить эффективность формирования профессионально значимых компетенций будущих сотрудников УИС.

Обобщение
Conclusion

Интерес к исследованию феномена игры и ее роли как социального, культурного и философского явления, как одного из древнейших средств воспитания, обучения и развития находится в центре внимания зарубежных и отечественных психологов, педагогов, антропологов и философов, начиная с античных времен и по настоящее время.

Профессионально значимые компетенции специалиста формируются за счет их систематического интегрирования в целостный образовательный процесс через содержание, отражающее новые реалии действительности, интенсивные игровые технологии, предусматривающие «обучение через действие» и средовые факторы, создающие условия для саморазвития и самореализации обучающегося.

Игровая деятельность, включенная в процесс обучения, позволяет каждому обучающемуся построить свою индивидуальную образовательную траекторию, свой маршрут индивидуального развития в социуме, ставя обучающегося в позицию субъекта по овладению качествами, необходимыми в его будущей профессиональной деятельности.

Summary

Universal and professional competences of a specialist are formed by their systematic integration into the whole educational process through the content that reflects the new realities of life, intensive game techniques that provide for “learning through action” and environmental factors that create conditions for self-development and self-realization of the student.

Learning “through action”, a game activity that simulates situations of real communication, is considered in the world of pedagogy as the most successful alternative to traditional methods.

Role play is considered by us as a pedagogical technique for developing professionally significant competences of students.

During the pedagogical experiment there has been made an attempt to implement socio-pedagogical and psychological-didactic conditions for the organization of the educational process, which are necessary for the process of effective formation and development of professional competences in future employees of the Federal Penal Service. Activity-based and system-based approaches formed the basis for organizing the process of forming the professional competences of a Federal Penal Service employee.

Taking into account the complex of professional and universal competencies, which are the subject of educational and extracurricular activities of the discipline “The English Language", students are invited to complete the project “The Role of Interpol in the Fight against Crime”, the results of which will be presented in the form of the role play “Session of the General Assembly of Interpol”.

The role play activity included in the educational process allows each student to build up his own individual educational trajectory, his own route of individual development in society, putting the student in the position of a subject to master the qualities required in his future professional activity.

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ЛИНГВИСТИЧЕСКИЕ И ЭКСТРАЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ ИЗУЧЕНИЯ АНГЛИЙСКИХ АНТРОПОНИМОВ В УЧЕБНОМ ДИСКУРСЕ

Linguistic and Extralinguistic Aspects of Studying English Anthroponyms in Academic Discourse

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Abstract. *The article is devoted to the linguistic and extralinguistic factors while teaching anthroponyms in academic discourse. Being an important element of language and culture they play a crucial role in the process of mastering a foreign language, i.e. contain information about the national and cultural features of a particular ethnic group.*
Academic discourse refers to the ways of thinking and use of the language in special communicative situations. Its significance lies in the fact that complex social activities like educating students, demonstrating learning, disseminating ideas and constructing knowledge, rely on language to accomplish.
Teaching a foreign language is considered in the educational process not only as an instrument of communication and cognition, but also as a way by which a student penetrates the cultural field and mentality of a particular nation. Knowing someone else's culture and mentality is valuable in two ways. On the one hand, it is associated with the enrichment of the picture of the world, the formation of a dialogical attitude to the phenomena of a different way of life, a different way of consciousness, a different hierarchy of values. On the other hand, one who knows a foreign culture comprehends his own better and deeper, more aware of himself as its bearer.
Keywords: *linguistic factor, extralinguistic factor, anthroponym, academic discourse, culture, phraseological unit.*

Введение
Introduction

Современный мир становится все более открытым и доступным для познания, чему в немалой степени способствует знание иностранного языка. Однако в процессе межкультурного общения очень часто возникают

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факторы, снижающие качество коммуникации. Как отмечает И.А. Фешкина, подобные проблемы «возникают в связи с различиями в ментальности, поведении, восприятии и оценке реальной и воображаемой действительности представителей различных социоэтнических общностей» (Feshkina, 2009, p. 143).

Факторы, вызывающие сбой при коммуникации, называются коммуникативными помехами. Действие помех может привести к серьезным коммуникативным неудачам, например, к искажению информации или к ее неправильному пониманию. Успешное овладение иностранным языком невозможно без умений распознавать и предотвращать коммуникативные помехи. Один из способов преодоления коммуникативных помех – изучение иностранного языка вместе с проникновением в культуру народа, говорящего на нем.

Проблема освоения культуры в процессе овладения иностранным языком не раз поднималась в лингводидактике, и нашла свое воплощение в теории лингвострановедения. Исследователи, рассматривающие проблемы преподавания иностранного языка в тесной связи с его культурой, говорят о необходимости изучения слов с национально-культурным компонентом, к которым относятся, прежде всего, единицы, отражающие культурную специфику иностранного языка: фоновая и безэквивалентная и коннотативная лексика (Vereshhagin & Kostomarov, 1980; Tomahin, 1980). Большинство исследователей, поддерживающих идею о необходимости изучения иностранного языка в тесной связи с культурой, относят имена собственные, антропонимы и топонимы, к лексике с национально-культурным компонентом (Vereshhagin & Kostomarov, 1980; Vereshhagin & Kostomarov, 1990; Safoshina, 2016; Chashhin, 2014). Знание имен собственных в иноязычной среде имеет широкое практическое применение. Оно необходимо как в ситуациях устного и делового и межличностного общения, так и для понимания сообщений СМИ, рекламных текстов и при чтении художественной литературы (Van, 2017). Однако при всей важности имен собственных в процессе овладения иностранным языком, в лингводидактической литературе до сих пор нет единой классификации имен собственных с точки зрения наличия в них национально-культурного компонента.

Изучение антропонимов для понимания культуры не менее важно, чем изучение топонимов, однако, представляется, что изучение взаимосвязи культуры и языка необходимо начинать именно с антропонимов, поскольку на их примере нагляднее демонстрируется антропоцентризм языковой картины мира, центром которой является человек. Кроме того, их количество, в английском языке значительно превышает количество топонимов, что является еще одним доказательством антропоцетричности картины мира (Pierini, 2008).

Цель данной статьи заключается в разработке классификации фразеологических единиц с компонентом-антропонимов английского языка, основывающейся на критерии наличия национально-культурного компонента. Разработанная классификация позволит эффективнее использовать данные единицы в качестве дидактического материала при изучении культуры и истории английского языка в процессе его овладения.

Теоретическая основа темы
The theoretical background

Проблемы взаимодействия языка и культуры в процессе обучения иностранному языку, волновавшие исследователей не одно столетие, сложились в русском языкознании в 1980-х гг. в самостоятельную дисциплину – лингвостроноведение. Основоположники лингво-страноведения Е.М. Верещагин и В.Г. Костомаров разработали теоретические основы проблемы обучения культуре и истории народа сквозь призму изучаемого иностранного языка (Vereshhagin & Kostomarov, 1980). В настоящее время в основных положениях лингвострановедения, которые уточнились и расширялись в 1990-х гг, выделяются два аспекта проблем. Один аспект связан «с изучением национально-культурной семантики языковых единиц с целью понимания их во всей полноте содержания, оттенков и коннотаций, в степени, максимально приближенной к их восприятию носителями данного языка и данной культуры» (Tomakhin, 1996). Второй аспект – с проблемами лингводидактики, основная задача которой – отбор дидактического материала для ознакомления учащихся с элементами культуры в процессе обучения иностранному языку (Prohorov & Chernjavskaja, 1994).

Таким образом, целью лингвострановедения как науки является, с одной стороны, обеспечение не носителя языка фоновыми знаниями в том объёме, в каком ими обладают носители данного языка, а, с другой, отбор дидактического материала, который отражает национальные особенности страны изучаемого языка и расширяет фоновые знания учащихся в нужном русле.

Одной из центральных проблем языкознания является связь имени собственного с культурой и действительностью. В рамках этой сложной проблемы немаловажное место занимает вопрос о семантике и функционировании в речи имен собственных. Трудности его решения в большей степени обусловлены тем, что довольно долго существовала точка зрения, согласно которой экстралингвистические факторы исключались из исследования значения слова вообще и имени собственного в частности. Лишь в недавнее время в связи с интенсивным изучением содержательной стороны языковых знаков и их функционирования в речи исследователи осознали необходимость расширения рамок лингвистической семантики (Kucheshevа, 2014). Это в свою очередь привело к возможности рассмотрения антропонимов в аспектах лингвострановедения, т.е. рассматривать их как единицы культуры и как средство, посредством которого постигается культура этноса, говорящего на этом языке.

Исследования особенностей употребления имен собственных в структуре того или иного социума позволяют утверждать, что единицы указанного типа, являясь культурными доминантами и функционируя как национально-культурный компонент, помогают выявить особенности, характерные черты той или иной нации, того или иного типа языковой личности (Katermina, 2017).

Говоря об имени как национальном и социальном знаке, следует иметь в виду наличие полей в ономастике – определенной сферы соотнесенности имени. В речи эта граница определяется при помощи экстралингвистических знаний, которые являются необходимыми для правильного употребления и понимания имен. В состав экстралингвистического аспекта значения имени входят и особые условия существования имени в обществе, и культурно-исторические ассоциации, и степень известности объекта и его имени.

В речи, как правило, основное внимание обращается на внеязыковые ассоциации имен, из которых главное внимание принадлежит социальным факторам, которые находятся в неразрывной связи с историческими, национальными и культурными особенностями страны. В этой связи особое звучание приобретают фразеологические единицы с именами собственными. Фразеология любого языка – это ценнейшее лингвистическое наследие, в котором отражается видение мира, национальная культура, обычаи и верования, фантазия и история говорящего на нем народа.

Фразеологические единицы с именами собственными тесно связаны с опытом человека, культурой и историей, мифологией и религией. Благодаря экспрессии имен собственных, в данных фразеологических единицах можно выделить два типа идиоматичности – внутриязыковую и надъязыковую, последняя из которых создается благодаря культурно-историческим, социальным, фольклорным, религиозным влияниям человека. Именно знание надъязыковой идиоматичности помогает не носителям языка преодолевать коммуникативные помехи и неудачи.

Методы исследования
Methods of the research

Приоритетными **методами** выявления и анализа функционирования фразеологических единиц с именами собственными в академическом дискурсе, для нас являются: контекстуальный метод, метод лингвокультурологического анализа и описательный метод. Контекстуальный метод был применен с целью установления особенностей актуализации изучаемых единиц в исследуемом типе текста. Метод лингвокультурологического анализа – для выявления зависимости использования различных средств выражения во фразеологическом фонде английского языка от элементов материальной и поведенческой культуры; при использовании описательного метода – описании, анализе и теоретическом истолковании элементов и частей языкового механизма в процессе его социального функционирования, проводимых в двух аспектах: формальном и семантическом – выявлялись характерные особенности функционирования имен собственных во фразеологических единицах в академическом дискурсе.

Материал, анализ и результаты
Data, analysis and results

Теоретики лингвострановедения отмечают, что национально-культурная лексика подразделяется на несколько групп (Vereshhagin & Kostomarov 1990). Первую группу составляет фоновая лексика, т.е. «лексика, несущая информацию национально-культурного характера и нуждающаяся в комментарии, так как понятия, выражаемые словами, совпадают» (Azimov & Shhukin, 2009, 340). Знакомство с фоновой лексикой способствует развитию у учащихся фоновых знаний. К фоновым знаниям относятся «знания, характерные для говорящих на данном языке, обеспечивающие речевое общение, в процессе которого эти знания проявляются в виде смысловых ассоциаций, соблюдения норм речевого поведения носителей языка» (Azimov & Shhukin, 2009, p. 340).

Фоновые знания детализируются Г.Д. Томахиным на основании их распространённости: а) общечеловеческие знания; б) региональные сведения; в) сведения, которыми располагают только члены определённой нации; г) сведения, которыми располагают только члены локально или социально замкнутой группы; д) сведения, которыми располагают члены микроколлектива (семья, учебная группа и т.д.) (Tomahin 1980).

Вторую группу национально-культурной лексики составляют безэквивалентные лексические единицы иностранного языка, не имеющие равнозначных соответствий в родном языке учащихся (Azimov & Shhukin, 2009). К безэквивалентной лексике относят слова-реалии, которые С.И. Влахов и С.П. Флорин определяют как «особую категорию средств выражения, включающую в себя слова и словосочетания, называющие объекты, характерные для жизни, быта, культуры и истории одного народа и чуждые другому» (Vlahov & Florin, 2009, p. 52).

К последней группе лексики с национально-культурным компонентом относится коннотативная лексика, определяема как «слова, имеющие в сопоставляемом языке эквивалент в языковом значении, но отличающиеся по ассоциациям или эмоционально-стилистическим оттенкам предметного значения» (Azimov & Shhukin, 2009, p. 27).

Представляется, что национально-культурный потенциал английских антропонимов позволяет применить к ним лингвострановедческий подход и разделить их на три группы.

Итак, **материалом** для исследования послужили 120 английских фразеологических единиц с антропонимическим компонентом, взятые с целью выявления их лингвострановедческого потенциала из следующих лексикографических источников: *Longman Idioms Dictionary* (LID), *Cambridge International Dictionary of Idioms* (CIDI), *Oxford Dictionary of Idioms* (ODI), Большой англо-русский фразеологический словарь А.В. Кунина (*English-Russian Phraseological Dictionary*) (ERPhD), словарь Л.Ф. Шитова *Proper Name Idioms and their Origins* (PNIO), *Dictionary of Contemporary Slang* (DCS). Кроме того, мы использовали материалы из Словаря английских личных имен А.И. Рыбакина (*Dictionary of English Personal Names*) (DEPN).

Первую группу составили единицы, формирующие фоновые знания учащихся. Вслед за Г.Д. Томкиным, все фразеологические единицы с данным компонентом были разделены на несколько подгрупп, в зависимости от уровня фоновых знаний, которые они отражают.

Итак, первую подгруппу составляют фразеологические единицы, в состав которых входят имена собственные, взятые из библейских легенд и античных (греко-римских) мифов (Kucheshevа, 2014): *Gordian's knot* 'гордиев узел, любая сложная проблема' (PNIO), *Achilles' heel* 'ахиллесова пята; слабое, легко уязвимое место' (PNIO).

Данная группа является, скорее, хранилищем общечеловеческих знаний. Однако представляется необходимым включать в состав и мифонимы, поскольку они имеют высокое культурное значение в англоязычном обществе (Pierini, 2008, 43), тем более, что уровень фоновых знаний учащихся низок не только в области английской культуры, но и мировой.

Вторая группа будет представлена единицами, связанными с именами выдающихся личностей в истории англоязычных стран: монархов, ученых, людей, прославившихся хорошими или дурными поступками: *Jack the Ripper* ‘Джек Потрошитель (прозвище убийцы женщин, совершавшего зверские преступления в Лондоне в 1888-91 гг.) (ERPhD), *honest / old Abe* ‘(амер.) Авраам Линкольн’ (ERPhD).

Третью подгруппу составляют фразеологические единицы с антропонимическим компонентом локально или социально замкнутой группы, выделенные на основе стилистической коннотации. Это единицы, функционирующие в сленге или профессиональном жаргоне: *Holy Joe* ‘(амер. жарг.) святой Джо (прозвище священника, тж. военного), *Jack-the-lad* ‘(British) an individual who is cleverer, more successful, more attractive than the rest’ (DCS), *Betty Bracelets* ‘(British) a police officer’ (DCS).

Употребление фразеологизмов данной подгруппы имеет стилистические ограничения, потому, представляется необходимым выделять их в отдельную группу и обращать внимание на их стилистические особенности.

В четвертую группу представляется целесообразным включить варианты антропонимов: сокращённые формы и дериваты, например, *Ann: Anita, Annetta, Annette, Annie, Anny, Annye, Nan, Nana, Nance, Nancey, Nanci, Nancie, Nancy, Nancye, Nanette, Nanna, Nannette* (DEPN). Учащиеся часто не видят связи между исходным словом и его дериватами и не видят разницы между мужскими и женскими именами. В связи с этим, необходимо знакомить не только с полными формами антропонимов, но их дериватами.

Антропонимы, обозначающие неодушевленные предметы (оружия, посуды, музыкальных инструментов и т. п.) относятся к реалиям – предметам материальной действительности – входящим во вторую группу.

С одной стороны, антропонимы-реалии являются наиболее описанной в лексикографии группой в сравнении с антропонимами других предложенных в нашей классификации групп. Во многом этому способствовали не только фразеологические, но и лингвострановедческие словари, в которых антропонимам отводится значительное место. С другой стороны, на сегодняшний день в специальной литературе нет исчерпывающей классификации антропонимов-реалий.

Чаще всего исследователи выделяют следующие группы (Kucheseva, 2014): 1) название предметов посуды: *long Eliza* ‘синяя с белым китайская ваза, на которой изображены высокие женские фигуры’ (ERPhD), *a lazy Susan* ‘(амер.) вращающееся блюдо с отделениями для разных кушаний и приправ, менажница’(ERPhD); 2) виды оружия: *Long Tom* ‘(воен. жарг.) длинный Том, дальнобойное орудие’ (PNIO), *Big Bertha* ‘Большая Берта, немецкая пушка большого калибра во время Первой мировой войны (по имени жены крупнейшего фабриканта оружия Круппа фон Болена)' (ERPhD); 3) названия аксессуаров и предметов одежды: *Dorothy bag* 'сумочка Дороти (в виде мешочка, стягивающегося тесемкой), дамская сумочка-мешочек' (ERPhD); *Prince Albert* 'длиннополый сюртук' (PNIO); *Jesus boots/shoes* '(sl.) мужские сандалии' (PNIO); 4) названия денег: *Benjamin* 'банкнота в сто долларов' (DCS), *John Brown* 'банкнота в десять фунтов (DCS); 5) названия блюд, напитков и продуктов питания: *Sally Lunn* '(разг.) сладкая булочка' (ERPhD).

Антропонимы-реалии знакомят учащихся с историей и региональными особенностями носителей изучаемого языка.

Многие их этих антропонимов восходят к именам литературных персонажей. Так, антропонимы могут указывать на 1) черты характера: *Dorian Grey* 'самовлюбленный эгоист (PNIO); *Peter Pan* 'инфантильный человек, нытик'(PNIO); *Becky Sharp* 'авантюристка, охотящаяся за богатым мужем' (PNIO), *Tom fool* 'дурак, болван' (ERPhD); 2) профессию или занятие: *Tommy Atkins* 'прозвище английского солдата' (ERPhD), *Jack Tar* 'моряк' (PNIO).

Несмотря на важность антропонимов в процессе овладения иностранным языком, знакомство с ними лучше осуществлять на среднем и продвинутом этапах обучения иностранному языку, когда у учащихся уже сформирован достаточный объем общекультурных фоновых знаний. Знакомство с антропонимами можно проводить несколькими способами. Можно вводить антропонимы при знакомстве учащихся с определённой темой. Например, в рамках темы «People» можно знакомить учащихся с коннотативными антропонимами, характеризующими людей.

Недавнее исследование в области антропонимов показали, что они имеют очень низкую частотность и чаще всего употребляются в художественной литературе и в публицистических текстах (Pierini, 2008). В этой связи, использование современных публицистических текстов, например, газетных статей, позволяют учащимся самим определять функциональные возможности антропонимов.

Немалую роль в расширении фоновых и культурных знаний играют и кросс культурные исследования антропонимов (Vrbinc & Vrbinc, 2014). К примеру, сравнительный анализ антропонимов родного и изучаемого языков позволят учащимся не только получить знания о культуре изучаемого языка, но и расширить знания о родной культуре.

Еще один подход к антропонимам как к единицам, позволяющим расширить знания учащихся о культуре и традициях изучаемого языка, связан с составлением лингвострановедческого паспорта имени (Van, 2017). Такой подход подразумевает знакомство учащихся с самой общей информацией об имени, включающей полное имя, все его сокращения, принятые в языке, а также составление лингвострановедческого описания имени, в который включаются все фразеологические единицы с данным именем и их значение. Для расширения фоновых знаний, учащихся в лингвострановедческий паспорт можно внести имена выдающимися и знаменитых людей современного англоязычного общества и тех, кто уже стал частью истории.

Обобщение
Conclusions

В современных условиях преподавание иностранного языка рассматривается в образовательном процессе не просто как орудие коммуникации и познания, но и как путь, по которому студент проникает в культурное поле и менталитет той или иной нации. Познание чужой культуры и ментальности ценно в двух отношениях. С одной стороны, оно связано с обогащением картины мира, формированием диалогического отношения к феноменам иного образа жизни, иного образа сознания, иной иерархии ценностей. С другой стороны, познающий чужую культуру лучше и глубже постигает свою собственную, в большей степени осознаёт себя её носителем.

Антропоним-фразеологизм, являясь значимым элементом языка и культуры, играет важную роль в процессе усвоения иностранного языка. Экстралингвистические знания в структуре антропонимов определяют их национально-культурную специфику, которая должна учитываться в процессе усвоения иностранного языка. Английские антропонимы знакомят учащихся с фактами истории, с реалиями другой культуры, помогают распознать коммуникативные интенции говорящего и предотвратить коммуникативные помехи. Являясь необходимым компонентом языка, они неразрывно связаны с познанием человеческой личности.

Summary

Nowadays teaching a foreign language is considered in the educational process not only as an instrument of communication and cognition but also as a way by which a student penetrates the cultural field and mentality of a particular nation. Knowing someone else’s culture and mentality is valuable in two ways. On the one hand, it is associated with the enrichment of the worldview, the formation of a dialogical attitude to the phenomena of a different way of life, a different way of consciousness, a different hierarchy of values. On the other hand, one who knows a foreign culture comprehends his own better and deeper, more aware of himself as its bearer.

Academic discourse refers to the ways of thinking and use of the language in special communicative situations. Its significance lies in the fact that complex social activities like

educating students, demonstrating learning, disseminating ideas and constructing knowledge, rely on language to accomplish.

Studies of the peculiarities of using anthroponyms in the structure of the society suggest that units of this type being cultural dominants and functioning as a national-cultural component help to identify characteristic features of a nation, a particular type of linguistic personality.

Speaking of the name as a national and social sign, one should keep in mind the presence of fields in onomastics – a certain sphere of correlation of the name. In speech, this boundary is determined using extra-linguistic knowledge which is necessary for the correct use and understanding of names. The extralinguistic aspect of the meaning of a name includes special conditions for the existence of a name in society, cultural and historical associations, and the degree of fame of the object and its name.

Phraseological units with anthroponyms are closely related to human experience, culture and history, mythology and religion. Due to the expression of anthroponyms, in these phraseological units, two types of idioms can be distinguished – intralingual and supra-linguistic, the latter of which is created due to cultural, historical, social, folklore, religious influences of a person. It is knowledge of supra-language idiom that helps non-native speakers to overcome communicative interferences and failures.

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ПРЕПОДАВАНИЕ ФОНЕТИКИ КИТАЙСКОГО ЯЗЫКА СТУДЕНТАМ НЕ ФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

Teaching Chinese Phonetics to Non-Philology Students

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Abstract. *China has been promoting the project of the "New Silk Road" (NSR) not just as a revival of the ancient trade road or a transport route between East and West. On a larger scale it is the redesigning of the entire commercial and economic model of the Middle East and Central Asia. Thus we have no time to wait until all the people involved in the project will graduate from the universities' foreign language departments. We are well aware that we need short term language programs intended for non-philologist learners. One of the aspects that is compulsory for the beginner is the phonetics of the Chinese language. The article discusses the basic modern requirements for the content and form of teaching the phonetics of the Chinese language. The methods like synthesis, comparative analysis and literature review were used to outline the requirements for teaching phonetics of the Chinese language in short term language programs and in higher education. As a result of the study the textbook aimed at forming the correct pronunciation for beginners is introduced. While compiling the textbook the descriptive method and the method of comparison were used.*
Keywords: *Chinese, non-philologist learners, phonetic exercises, phonetics, short term language programs.*

Введение
Introduction

В 2013 году Китай запустил проект под названием Новый Шелковый Путь (НШП). Идея основана на историческом примере древнего Великого шелкового пути, который действовал с II в. до н. э. и был одним из

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важнейших торговых маршрутов в древности и в средние века. Китай продвигает проект «Нового шелкового пути» не просто как возрождение древнего транспортного маршрута между Востоком и Западом, но как масштабное преобразование всей торгово-экономической модели Евразии, и, в первую очередь, – Центральной и Средней Азии. Китайцы называют эту концепцию «Один пояс – один путь». Она включает в себя множество инфраструктурных проектов, которые должны в итоге охватить всю планету. Проект всемирной системы транспортных коридоров соединяет Австралию и Индонезию, всю Центральную и Восточную Азию, Ближний Восток, Европу, Африку и через Латинскую Америку выходит в США. Среди проектов в рамках НШП планируются железные дороги и шоссе, морские и воздушные пути, трубопроводы и линии электропередач и вся сопутствующая инфраструктура. За шесть лет существования проекта в него вошли более 120 стран мира, а со многими странами ведутся переговоры о вступлении в него (Zhong Guo Yi Da Yi Lu Wang, 2020).

Вывод напрашивается сам собой: необходимо изучать китайский язык. Но если мы будем ждать, пока все желающие закончат университеты, то потеряем много возможностей, которые открывает перед нами сотрудничество с Китаем. Более того, в университет на филологическую или педагогическую специальность идут люди, которые хотят выучить китайский язык, но не быть филологами или педагогами. Это потенциальные слушатели курсов китайского языка, которые по тем или иным причинам «вынуждены» идти в ВУЗ за языком, а не за специальностью. Несмотря на то, что на данный момент существует нехватка хороших языковых курсов, тенденция такова, что курсы должны быть узконаправленные. Не китайский язык вообще, а юридический китайский, деловой китайский, китайский язык для медицинских работников и т.д. На современном этапе развития мировой экономики такие экспресс-методики становятся все более актуальными и создаются по требованию общества.

На наш взгляд, самое главное в таких курсах научить правильному произношению и предоставить необходимый лексико-грамматический минимум. Фонетическая составляющая – самая сложная, но, в то же время, и самая важная, так как сам по себе язык, его структура, – это, прежде всего, фонетика. Неправильное произношение влечёт за собой грамматические ошибки, а также ошибки в употреблении слов (Sjuj, 2011), а качественно изучать лексику возможно только, качественно освоив звучание слов.

Обзор литературы и исследований
The literature and research overview

На сегодняшний день существует достаточное количество учебных пособий, призванных помочь учащимся ознакомится с фонетической системой китайского языка (Speshnev, 1980; Ma &Voropaev, 2013; Aleksahin, 2015; Han', 2016). Не все учебные пособия, содержащие упражнения на отработку произношения рассчитаны на начальный уровень. Так "Фонетический курс китайского языка" рассчитан на учащихся с определенным уровнем и предлагает упражнения и тексты достаточного уровня сложности (He, 2008).

Целый ряд учебников посвящены детальному изучению фонетики (Wu, 2011; Li, 1995). Однако, если задаться целью быстро овладеть произношением, то такие учебные пособия слишком сложные.

Один из классических учебников китайского языка "Курс китайского языка" (Yang, 2008) в части "Аудиокурс китайского языка" (Yang, 2009) наряду с отработкой звуков отрабатывает навыки аудирования. Большинство учебников начального уровня в той или иной степени знакомят со звуками и тонами в общем курсе китайского языка (Liu, 2008). Поддерживаем китайских методистов, считающих что китайский язык следует изучать разделяя его на аспекты: иероглифика, фонетика, лексика, грамматика (Chen, 2008).

Проанализировав существующие на сегодняшний день наиболее популярные учебники по фонетики, как украинских, русских, так и китайских авторов, мы пришли к выводу, что они не в полной мере удовлетворяют потребности языковых курсов, поскольку чаще всего идут в комплексе с основным учебником по китайскому языку (Yang, 2008; Liu, 2008). Однако программа экспресс-курсов зачастую предполагает отсутствие одного учебника и наличие определенных учебных разработок на каждую конкретную тему. По этой же причине фонетические учебники не совсем подходят для студентов, так как основной курс китайского языка может преподаваться по другим учебникам, нежели по тем, которые предлагаются в комплексе с учебником по фонетике.

Преподавания фонетики китайского для разноцелевой аудитории. Особенности формы и содержания учебного материала
Teaching Chinese Phonetics to different students. The peculiarities of form and content

В процессе преподавания китайского языка возникла необходимость в написании нового учебного пособия по фонетике китайского языка. Так, учебное пособие «Практическая фонетика китайского языка», (Zhukova et al., 2020) разработанное преподавателями китайского языка педагогического университета г. Харькова, предназначено, как для студентов-китаистов первого курса, так и для слушателей курсов китайского языка различной направленности. Авторы определили целью изучения фонетики китайского языка формирование и совершенствование фонетических навыков, необходимых для осуществления коммуникации на китайском языке, повышение языковедческой компетенции и расширение лингвистического кругозора студентов. Данное пособие знакомит студентов и слушателей с артикуляционной базой китайского языка и с особенностями функционирования органов речи при артикуляции; формирует навыки нормативного произношения и интонирования основных коммуникативных типов предложения, навыки транскрибирования и фонетического анализа текста, навыки презентации подготовленной и спонтанной устной речи, готовит к восприятию устной речи на слух. Не являясь чем-то уникальным и в полной мере новаторским, тем не менее, учебное пособие поможет учащимся за короткое время получить максимально полное представление о фонетическом строе китайского языка и создать базу для дальнейшей профессиональной и научной деятельности, поскольку авторский коллектив постарался учесть все требования к содержанию обучения фонетике китайского языка (Chen, 2008), а так же ограниченные временные рамки, в которых зачастую находятся учащиеся. Под ограниченными временными рамками понимаем ограниченное количество времени, отведенное на изучение фонетики (все проанализированные нами учебники рассчитаны на курс от 20 до 30 часов), поскольку более продолжительное время замедляет изучение основного курса китайского языка из-за неумения учащимися правильно произносить звуки и тоны. Учебное пособие состоит из 20 уроков, каждый из которых включает в себя фонетический комментарий и комплекс упражнений для отработки звуков и интонации. В упражнения включены скороговорки, элементарные стихотворения и мини-диалоги или тексты, которые помогут выработать правильное произношение и интонирование. Все уроки сопровождаются аудиозаписями, начитанными носителями языка. Количество упражнений в каждом уроке от пяти до девяти, что соответствует стандартному требованию к количеству упражнений в уроке 7±2.

При обучении фонетики считаем необходимым сочетать преподавание фонем (звуков) по отдельности и в связной речи, создавая, таким образом, основу для изучения китайского языка. Все упражнения в каждом уроке можно условно разделить на три группы:

– отработка звуков и тонов в односложных словах. В качестве примеров можно привести фрагменты некоторых упражнений на тренировку фонем и тонов (Zhukova et al., 2020):

1. Прослушать и прочитать за диктором слоги:

bin, pin, min, nin, lin, jin, qin, jin, xin
bing, ping, ming, ding, ting, ning, ling, jing, qing, xing

2. Прослушать и повторить за диктором слова, соблюдая правильные тоны:

bài gāi bǎ tǎ měi gòu lèi pāi kǒu tāi děi tī

3. Прослушать и прочитать за диктором односложные слова, обращая внимание на изменение тонов:

jū ‘居’ jú ‘局’ jǔ ‘举’ jù ‘拒’
jiā ‘家’ jiá ‘嘉’ jiǎ ‘甲’ jià ‘价’
qī ‘七’ qí ‘齐’ qǐ ‘乞’ qì ‘气’
qū ‘区’ qú ‘渠’ qǔ ‘取’ qù ‘去’
xī ‘夕’ xí ‘习’ xǐ ‘喜’ xì ‘戏’
xiē ‘ 些’ xíe ‘协’ xǐe ‘写’ xìe ‘泄’

– отработка звуков и тонов в двусложных и многосложных словах. Например:

1. Прослушать и повторить з диктором двусложные слова, обращая внимание на легкий тон:

māma ‘妈妈’	*yéye ‘爷爷’*
gēge ‘哥哥’	*tóufa ‘头发’*
gūgu ‘姑姑’	*pánzi‘盘子’*
bōli ‘玻璃’	*gǔtou ‘骨头’*
dāli ‘答理’	*héji ‘合计’*

2. Прослушать и повторить з диктором двусложные слова, обращая внимание на модуляцию тонов:

yī + 1 тон	***yī + 2 тон***	***yī + 3 тон***	***yī + 4 тон***
yì tiān ‘一天’	*yì píng ‘一瓶’*	*yì wǎn ‘一碗’*	*yí gè ‘一个’*
yì jiā ‘一家’	*yì nián ‘一年’*	*yì qǐ ‘一起’*	*yí yàng ‘一样’*
yì xiē ‘一些’	*yì xíng ‘一行’*	*yì jǔ ‘一举’*	*yí liàng ‘一辆’*
yì piē ‘一瞥’	*yì tong ‘一同’*	*yì bǎ ‘一把’*	*yí wèi ‘一位’*

– отработка звуков и тонов в потоке речи. Например:

1. Прослушать и научиться бегло читать скороговорку:

Zuò zǎocāo.	*‘做早操*
Xiǎo Sūn zǎozǎoqǐ, zǎo qǐ zuò zǎocāo.	*小孙早早起，早起做早操。*
Xiǎo Sūn zuò zǎocāo, zuò cāo xīnqíng hǎo.	*小孙做早操，做操心情好。’*

2. Прослушать, перевести и выучить стихотворение:

Chūnxiǎo	‘春晓
Chūnmián bù jué xiǎo,	春眠不觉晓,
chùchù wén tí niǎo.	处处闻啼鸟。
Yèlái fēngyǔ shēng,	夜来风雨声,
huā luò zhī duōshǎo.	花落知多少。’

Преподавание звуков акцентирует внимание на основах фонетики: последовательность и сочетание инициалей и финалей, тональные переходы. Для этого предлагаются следующие группы упражнений: Первая: прослушать и прочитать звуки; прослушать и прочитать слоги (без тонов); прослушать и прочитать слоги, обращая внимание на тоновое звучание. Эти виды заданий выполняются на базе односложных слов, давая возможность учащимся довести навыки произношения звуков до автоматизма. Вторая группа упражнений направлена на отработку произношения в двусложных и многосложных словах. Акцентируется внимание на изменении тонов в некоторых позициях, а также на зависимость значения слов от их тонирования. Третья группа упражнений считается наиболее сложной, поскольку для их качественного выполнения требуется большое количество времени. При изучении фонетики на курсах недостаточное количество времени может не позволить учащимся качественно отработать предлагаемые упражнения. При изучении китайского языка в университете студенты располагают большим количеством времени, как на занятиях, так и дома при выполнении домашнего задания. Поэтому целесообразно выполнять третью группу упражнений, которая состоит из микро-диалогов, скороговорок и стихотворений на отработку определенных звуков в потоке речи.

Одиночная фонема и фонема в звуковом потоке отличаются друг от друга, правильно произнесенный отдельный звук не обязательно получится правильно произнесенным в связной речи. Поэтому считаем, что целью фонетики является не работа отдельно над инициалями и финалями, а навыки их соединения в правильный, естественный, гладкий речевой поток.

Однако, вне всяких сомнений, правильно произнесенная фраза основывается на базовой технике произношения звуков. Поэтому, только объединив обучение одиночным фонемам и фонемам в речевом потоке, кратковременные сосредоточенные тренировки и длительные тренировки соединения звуков, можно прийти к практически идеальному произношению.

Во время обучения на начальных этапах необходимо уделять внимание азам китайской фонетической системы. Полноценным методом обучения является использование имеющего смысл речевого потока в качестве исходного пункта, предоставление учащимся возможности ощутить гармонию звучания. После, разделив поток на составляющие фонемы, сосредоточиться на тренировке их произношения, особенно уделяя внимание сложным звукам и тонам, чтобы выработать основы. В конце вернуться к тренировке произношения фраз и речевого потока, чтобы добиться естественного звучания речи. Именно, исходя из перечисленных принципов преподавания фонетики, авторами учебного пособия были выбраны описанные выше группы упражнений.

В дальнейшем, после накопительной фазы тренировок, внимание к одиночным слогам должно постепенно уменьшаться, но требования к произношению ослаблять нельзя. Необходимо корректировать произношение учащихся, сделать фонетику постоянной и неотъемлемой частью учебного процесса.

Таким образом, суть преподавания состоит в следующем: невозможно овладеть фонетикой на этапе изучения отдельных фонем, единичные фонемы используются лишь для первоначального всестороннего понимания их учащимися, полное освоение фонетики требует длительной практики, а изучение звуков в китайской речи должно происходить на всех этапах изучения языка.

Как уже упоминалось выше, большинство учебников по фонетике, составленных китайскими авторами, основаны на принципе подражания. Студентам предлагаются готовые упражнения и аудиозаписи к ним. Бесспорно, имитация является основным и важным методом в обучении произношению любого языка. Простые звуки могут быть освоены путем прямой имитации, однако сложные звуки следует имитировать на основе понимания. Поэтому авторы пособия предлагают в каждом уроке небольшую вводную теорию, объясняющую происхождение и особенности произношения китайских звуков. В качестве примера приведем пояснение употребления апострофа: «Когда в алфавитной записи за первым слогом идет второй, начинающийся с “a” “o” “e”, между ними ставится разделительный знак (апостроф) с целью провести четкую грань между слогами. То есть, апостроф выполняет слогоразделительную функцию, например: nǚ’ér 女儿 (дочь)» (Zhukova et al., 2020, p.27).

Как схожие звуки двух фонетических систем, так и звуки, которые присутствуют только в китайском языке, могут вызывать трудности. Звуки с небольшим различием сложнее понять и отработать, поскольку учащийся может заменять китайские звуки похожими звуками из своего родного языка. Таким способом, отклонения в произношении закрепляются. Общепринятыми сложностями в произношении китайского языка являются тоны, модуляция тонов, придыхательные и непридыхательные согласные, полузвонкие и звонкие инициалы.

Вышеупомянутые трудности являются универсальными, во время обучения может обнаружиться масса других. В таком случае, преподаватель должен не только применять сравнительный анализ двух фонетических систем, чтобы спрогнозировать и обнаружить сложности в обучении, но и проводить целенаправленную диагностику и делать выводы по каждой обнаруженной проблеме. Благодаря сравнению фонетических систем китайского и родного языка учащегося, можно выявить места, которые вызывают трудности, и акцентировать на них внимание во время обучения китайской фонетике.

В целях углубления знаний учащихся о фонетической системе китайского языка последние уроки учебного пособия содержат информацию о различных диалектах китайского языка, а также об особенностях пекинского диалекта, который лег в основу стандартного китайского языка путунхуа.

Выводы
Conclusions

Авторы считают, что данное пособие является универсальным и может быть использовано для слушателей с любым уровнем подготовки, поскольку предлагает упражнения на отработку таких базовых фонетических компонентов, как инициали и финали, тоны, модуляция тонов и звуков, избегая при этом сложной лингвистической терминологии и погружения в теорию фонетики и фонологии. Овладение фонетическим материалом, представленным в пособии, является необходимым условием для выработки стандартного произношения. Таким образом, закладывается фундамент, позволяющий работать в дальнейшем в любой сфере деятельности. В то же время, упражнения, разработанные для более качественного владения фонетической составляющей китайского языка, позволяют использовать данное пособие в высших учебных заведениях.

Summary

The need of short term language programs intended for non-philologist learners is prompted by modern economical and political situation. One of the aspects that is compulsory for the beginner is the phonetics of the Chinese language. The article outlines the basic requirements for the content and form of teaching of the Chinese language phonetics in short term language programs and in higher education.

A textbook aimed at forming the correct pronunciation for beginners is introduced. The novelty of the research lies in its multipurpose character as the textbook can be used in short term language programs for students of non-philological fields of studies, because it offers exercises for the development of such basic phonetic components as initials and finals, tones, modulation of tones and sounds. Mastering of this phonetic material is compulsory for standard

pronunciation acquisition. Thus, studying the provided material helps to lay a certain foundation and allows further work in any kind of activity. At the same time, exercises designed to deepen understanding of the Chinese language phonetics make it possible to use this manual in higher education. Though the textbook is intended for Ukrainian learners and the part of the sounds are explained through mother tongue, due to the provided audio accompaniment it is possible to any student to use the book.

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ФОРМИРОВАНИЕ ГИБКИХ НАВЫКОВ БАКАЛАВРА ПОСРЕДСТВОМ ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ НА ИНОСТРАННОМ ЯЗЫКЕ

The Development of a Bachelor's Soft Skills through Project Activities in a Foreign Language

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Abstract. *The present period of higher education modernization is characterized by the need to improve the bachelor's professional training aimed at the comprehensive development of the student's personality, which, along with hard skills, should have a wide range of soft skills. On the basis of the content analysis of the concept 'soft skills' the authors define them as universal socio-personal and general cultural skills and qualities that contribute to successful professional activities and effective interpersonal interaction.*
The relevance of the study is due to the fact that, despite an active discussion in the scientific literature on the development of soft skills among bachelor students, the level of these skills' acquisition is quite low and requires a systematic and focused work to improve them.
The article presents an appeal to the topic of soft skills through the practice of project activities in a foreign language. The research is aimed at the theoretical substantiation of the psychological and pedagogical effectiveness of project activities for developing soft skills and the generalization of the results of experimental training using the project method in foreign language teaching of non-linguistic students. According to the authors, project work contributes to the obtaining of a complex of non-specialized, career-important supraprofessional skills that are responsible for successful participation in the work process, high productivity and are not related to a specific subject area. Among the most relevant soft skills the authors define communicative, interpersonal and cognitive skills, emotional intelligence, management skills.
Keywords: *foreign language training, non-linguistic students, personality development, project activities, soft skills.*

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Введение
Introduction

Реализация компетентностного подхода в высшей школе в России предполагает, что одним из основных показателей качества профессионального образования является подготовка специалистов, обладающих не только профессиональными, но и универсальными компетенциями, что предусмотрено Федеральными государственными стандартами высшего образования третьего поколения.

Мировое образовательное пространство в данном контексте употребляет термины «hard skills» / «жесткие навыки (профессиональные)» и «soft skills» / «гибкие или мягкие навыки (надпрофессиональные)».

Универсальные компетенции предполагают формирование способности устанавливать приоритеты для будущего профессионального роста, управлять собой и своим временем, эффективно работать в команде. Данные компетенции носят надпрофессиональный характер и являются актуальными для любого образованного человека вне зависимости от конкретной профессиональной области деятельности. Таким образом, очевидно, что российское высшее профессиональное образование в настоящее время ориентируется на концепцию «soft skills» как основу требований рынка труда к выпускникам университетов.

Тема надпрофессиональных, гибких навыков не нова, она широко обсуждается в рамках идей интернационализации образования и единого европейского образовательного пространства и фигурирует в англоязычном академическом дискурсе в словосочетаниях *«key competences», «soft skills», «transversal skills» или «transferable skills».*

В нашем исследовании мы будем использовать термин «гибкие навыки», подразумевая, что они коррелируют с понятием «универсальные компетенции», используемым в российских нормативных документах высшего образования.

Для преподавателей иностранного языка актуальной является задача выбора наиболее оптимальных методов обучения для достижения целей языковой подготовки в вузе и формирования гибких навыков обучающихся. На наш взгляд, одним из таких методов, отвечающих современным требованиям повышения качества иноязычного обучения и способствующих личностному становлению обучающихся, является проектная деятельность на иностранном языке.

Исходя из вышесказанного, цель нашего исследования – теоретически обосновать потенциал коммуникативно-проектной деятельности на английском языке для оптимизации процесса формирования гибких навыков студентов неязыкового вуза, а также обобщить опыт реализации метода проектов в иноязычном обучении студентов бакалавриата Псковского государственного университета.

Объектом исследования является процесс формирования гибких навыков студентов нелингвистических направлений в системе языковой подготовки в вузе.

Предметом исследования выступает проектный метод как инструмент формирования гибких навыков, используемый в иноязычном обучении студентов бакалавриата нелингвистических направлений подготовки.

В качестве теоретических методов исследования использовались анализ научно-педагогической литературы по проблеме и моделирование процесса обучения английскому языку на основе проектной деятельности.

Эмпирическая часть исследования заключалась в обобщении, обработке и интерпретации результатов опытного обучения английскому языку на основе проектной деятельности с целью формирования гибких навыков обучающихся. Для реализации этих целей были использованы научные методы наблюдения, собеседования, анкетирования и анализа продуктов речевой деятельности студентов.

Теоретические основы проблемы
The theoretical background

Как известно, существует два вида навыков, которые требуются для повышения уровня персональной эффективности специалиста: *hard skills* (твердые) и *soft skills* (гибкие). Первые представляют собой профессиональные, технические знания и навыки, связанные с должностными обязанностями и проявляющиеся в выполнении практической деятельности в области формализованных технологий. *Soft skills* универсальны по отношению к предметной области и демонстрируют целостность и зрелость личности. Это социально-психологические навыки, которые пригодятся человеку в большинстве жизненных ситуаций (Kopylovskaya, Rubtsova, & Dobrova, 2017).

Термин «soft skills» является одним из современных треков динамично меняющегося мира. Безусловно, развитие «soft skills» сегодня оценивают как процесс непрерывного преобразования личности в течение всей ее жизни. Согласно исследованиям, проведенным Гарвардским университетом, Фондом Карнеги и Стенфордским научно-исследовательским институтом, успех в профессиональной сфере на 75-85% зависит от уровня развития гибких навыков и лишь на 15-25% от жестких (Klaus, 2010; Robles, 2012).

Контент-анализ дефиниции «soft skills» позволяет констатировать, что единого определения данного термина не существует. Самым универсальным, на наш взгляд, можно считать определение «soft skills» как совокупности неспециализированных, надпрофессиональных, «сквозных» навыков, качеств и атрибутов личности, способствующих успешному участию в трудовом процессе и положительно влияющих на карьеру и производительность труда (Lippman, Ryberg, Carney, & Kristin, 2015).

Представители бизнес-сообщества сходятся во мнении, что гибкие навыки принципиально важны для развития кадрового капитала и успеха трудового коллектива. Они конкурируют с образовательными или техническими навыками в своей способности предопределять трудоустройство и доходы помимо прочих перспектив (Kautz, Heckman, Diris, Weel, & Borghans, 2014).

В настоящее время научным и профессиональным сообществом определены наиболее востребованные на современном рынке труда гибкие навыки и созданы различные модели soft skills. На основе анализа научных исследований авторы статьи выявили самую распространенную таксономию, согласно которой, «soft skills» включают в себя следующие лидирующие категории: 1) социально-коммуникативные навыки (коммуникативные навыки, командная работа и сотрудничество, лидерство, социальный интеллект, ответственность, этика общения, презентационные навыки); 2) когнитивные навыки – навыки эффективного мышления, помогающие сделать жизнь и работу более системными (когнитивная гибкость, критическое мышление, креативность, тайм-менеджмент, стресс-менеджмент, умение решать сложные, комплексные задачи, навыки самообразования, информационные навыки, инновационное мышление, аналитические умения); 3) управленческие навыки – (проведение переговоров, делегирование полномочий, умение работать в условиях многозадачности, планирование, целеполагание, клиентоориентированность, т.е. решение проблем людей на основе понимания их ценностей и потребностей); 4) атрибуты личности и составляющие эмоционального интеллекта (эмпатия, толерантность, оптимизм, мотивация, умение управлять своими и чужими эмоциями).

На наш взгляд, дисциплина «Иностранный язык» обладает большим психолого-педагогическим потенциалом для личностного саморазвития студентов и совершенствования гибких навыков выпускников вуза.

Одним из наиболее оптимальных и перспективных инструментов реализации процесса формирования и совершенствования надпрофессиональных, гибких навыков студентов выступает, по нашему мнению, проектный метод как гибкая модель организации учебно-познавательной деятельности студентов, ориентированная на самореализацию личности обучающегося путем развития его интеллектуальных, коммуникативных, творческих способностей и качеств.

Рассмотрим основные особенности и преимущества проектного метода в контексте исследуемой проблемы формирования гибких навыков будущих специалистов.

Предназначение проекта (от лат. *Projectus* – брошенный вперед) состоит в предоставлении студентам возможности автономного приобретения знаний в процессе решения фактических задач или проблем, требующего интеграции знаний из разных предметных областей. Данный метод выбран авторами данного исследования в качестве инструмента совершенствования гибких навыков студентов бакалавриата, поскольку он носит интегративный и универсальный характер и вбирает в себя другие современные методы, например, обучение в сотрудничестве, развитие критического мышления, дискуссионное общение, дифференцированное обучение, игровое моделирование, проблемное обучение, в основе которых лежит личностно-деятельностный подход.

Как справедливо отмечает Е.С. Полат, в системе языковой подготовки студентов применение проектной деятельности дает возможность проводить самостоятельное исследование средствами иностранного языка и использовать его в контексте будущей профессиональной деятельности, осознать значимость практического применения знаний по иностранному языку и исключить его формальное изучение (Polat, 2007).

В целом, использование метода проектов на занятиях по иностранному языку, позволяет, на наш взгляд, как совершенствовать иноязычную коммуникативную компетенцию, так и решить ряд важных задач, а именно: 1) повысить мотивацию к изучаемому языку; 2) научить студентов применять полученные междисциплинарные знания, умения и навыки на практике для решения проблем; 3) ориентироваться в информационном пространстве; 4) развивать коммуникативную культуру, эмпатию, толерантность, критическое и креативное мышление; навыки командной работы; 5) овладеть аналитическими умениями, способностями устанавливать причинно-следственные связи, прогнозировать результаты и возможные последствия различных вариантов решения проблемы.

Все вышеуказанные навыки и умения способствуют более успешной профессиональной деятельности, эффективной адаптации молодых специалистов в изменяющихся условиях окружающих реалий и профессиональной среде.

Методические основы исследования
Research methodology

Эффективность использования проектной деятельности в процессе обучения английскому языку на нелингвистических направлениях была выявлена в ходе проведения экспериментальной работы в течение осеннего семестра 2019/20 учебного года в условиях академической среды Псковского государственного университета. В опытном обучении приняли участие 136 студентов 2 курса, осваивающих программы подготовки по следующим направлениям бакалавриата: «Строительство», «Техносферная безопасность», «Экономика», «Сервис», «Информатика и вычислительная техника», «Информационные системы и технологии», «Журналистика».

Используемая авторами данной работы методика организации учебной проектной деятельности опиралась на теорию планомерного (поэтапного) формирования умственных действий, созданную П.Я. Гальпериным, и включала в себя следующие этапы: 1этап – мотивация и целеполагание; 2 этап – планирование деятельности; 3 этап – исследование проблемы: сбор, анализ, систематизация информации; 4 этап – творческая переработка информации и оформление результатов деятельности и 5 этап – презентация работы, оценка и самооценка, выдвижение новых проблем исследования. На практических занятиях реализовывались следующие принципы проектного метода: 1) принцип консультативно-координирующей функции преподавателя; 2) принцип связи идеи проекта с реальной жизнью и решением актуальной проблемы; 3) принципы коллективно-групповой деятельности, самостоятельности, сотрудничества; 4) принцип аутентичности учебных материалов (Klets, 2005).

Рассмотрим примеры групповых и коллективных проектов, носящих междисциплинарный, а также творческий и профессионально-ориентированный характер, которые были апробированы нами на практических занятиях по английскому языку со студентами-бакалаврами нелингвистических направлений.

Проект «Создание видеоролика на английском языке». Перед студентами ставится задача создать видеоролик на актуальную тему, например, «My unique group», «Students' life: myths and reality», «Students' life: pros and cons», «Session time: survival aids», «The best faculty I study at», «English and my profession», «University years – the best in life». Видеоролик может быть представлен в любом жанре: короткометражный фильм, видеоклип, анимация, а виртуальной площадкой для размещения ролика является видеохостинг «YouTube». Презентацией видеоролика в учебной аудитории оценивается в соответствии с требованиями к техническому, языковому и художественному оформлению. Особенностью проекта является интеграция использования цифровых технологий и создания языкового продукта. Проект-победитель рекомендуется для участия в межфакультетском конкурсе видеороликов, проводимом кафедрой среди студентов нелингвистических направлений (Presnyakova, 2018).

Проект «Социальные медиа». Данный проект носит практико-ориентированный характер и реализуется в рамках учебного курса «Иностранный язык в сфере профессиональных коммуникаций» для студентов IT-специальностей. Задача проекта – разработать концепцию социальной сети на основе обращения к опыту успешных интернет-сообществ: *Facebook, Twitter, Instagram, YouTube* (Табл. 1).

Таблица 1. ***Содержание проектного задания***
Table 1 ***Project task content***

Project work "Social media"
You should build social media marketing strategy. This work is your business challenge. Develop the social platform, use trite and genuine methods, be inventive and innovative. The aim is to create the social net that keeps the target audience engaged and invested. Work in a team, follow the plan and create the presentation. This is your social media marketing guide: 1. Create the name and the logo of your social media. 2. Set social media marketing goals. 3. Define your target audience. 4. Establish your metrics (reach of a post, clicks, hashtag performance, etc.). 5. Analyze the competitors. 6. Create the content. 7. Define your advertising policy. Good luck!!!

Форсайт-методика. Специалист Московской школы управления Сколково, эксперт Сколковского центра развития образования (SEDEC), основатель инициативы *Global Education Futures* Павел Лукша предлагает использование методики «Форсайт» при выстраивании проектной деятельности на практических занятиях.

В ходе практического занятия студентам предлагается рассмотреть в группах проектные кейсы по различным навыкам и из представленных в таблице навыков выделить с помощью «мозгового штурма» те, которые будут необходимы для успешного трудоустройства через 10 лет. Из указанных в таблице двадцати навыков наиболее популярными оказались следующие пять навыков, которые выбрало большинство студентов: *Complex Problem Solving, Critical Thinking, Creativity, Ability to Communicate, Interdisciplinary Knowledge*.

Таким образом, форсайт-методика позволяет в ходе командной работы выявлять наиболее важные концепты будущего и прорабатывать инструменты для их дальнейшей реализации.

Проект «Human Rights Lens». В условиях формирования вторичной языковой личности на занятиях по иностранному языку необходимо, на наш взгляд, оставлять пространство для работы со смыслами и общепринятыми понятиями, характеризуемыми как «universal values». В этом отношении проектная деятельность по теме прав человека представляется нам весьма перспективной. Тренинг по реализации фото-проекта Human Rights Lens – это возможность для студентов рассмотреть концепт прав человека через призму фотокамеры. В ходе занятия студенты знакомятся с различными изображениями (картины, символы, фотографии), которые так или иначе связаны с правами человека. В микрогруппах они должны составить timeline прав человека, обсудив примерные временные рамки того или иного исторического события. Главным результатом совместной деятельности являются фотопроекты студентов, которые должны отражать их видение концепта прав человека.

Проект «Стена критики». Данная методика позволяет конвертировать внутренние и внешние недовольства обучающихся в возможности дальнейшего самосовершенствования. Студенты составляли «стену» при помощи стикеров-«кирпичей», отмечая то, что им кажется самым удручающим в их жизни. Среди таких «stumbling blocks» оказались apathy, poor educational level, bad roads, ecological issues, lack of initiative. В ходе обсуждения студенты конвертировали данные проблемы в возможные варианты решения через проектную деятельность. В частности, проблема lack of initiative послужила отправной точкой для создания университетского сообщества «Медианаковальня», в рамках которого проходят встречи студентов, заинтересованных в медиа (Starovoitova, 2019).

Problem-solving discussion «Signal cards». На учебном занятии создается ролевая ситуация, согласно которой студенты становятся работниками компании и перед ними ставится задача выбрать продукт, который будет максимально удовлетворять потребностям клиента и потребует небольшое количество затрат для производства с дальнейшим продвижением на рынок. По итогам открытого голосования в форме дискуссии с использованием набора карточек с определенными установками-стимулами (красная – несогласие, выдвижение аргументов «против»; желтая – составление вопросов; зеленая – согласие, выдвижение аргументов «за») происходит подсчет голосов и выбор продукта. Продолжением данного вида работы становится создание совместного рекламного видеоролика о новом продукте в *YouTube* и социальных сетях либо рекламы для радио.

SWOT-анализ и проведение переговоров. На первом этапе работы студентам предлагается разделиться на 4 группы (4 компании) по 4 человека. Каждой группе необходимо выбрать удобное местоположение для аренды помещения нового магазина из двух/трех вариантов на основе SWOT-анализа. Результаты формируются в таблице и путем коллективного обсуждения в пределах своих групп принимается решение относительно наиболее оптимального местоположения. Затем лидер каждой команды должен убедить воображаемого арендатора в предоставлении помещения именно этой компании (Malysheva, 2019).

Результаты исследования
Research results

Рассмотрим более подробно ход проведенного опытного обучения и проанализируем его основные результаты. На констатирующем этапе, в начале осеннего семестра 2 курса, с целью выявления понимания исследуемого феномена студентам было предложено ответить на вопрос: «Знаете ли Вы, что такое гибкие навыки / soft skills?». 87 респондентов из 136, что составляет 64% опрошенных, дали утвердительный ответ. Студентам также было необходимо дать толкование понятию «soft skills». Были получены следующие ответы: умение общаться, способность работать в коллективе, умение быстро ориентироваться в ситуации, не конфликтовать с окружающими, быстро договариваться, ладить с людьми, не проявлять агрессию, сдерживать эмоции и пр. Данные толкования свидетельствуют о том, что студенты достаточно хорошо осведомлены о значении данного понятия. В дальнейшем, в ходе реализации проектной деятельности преподаватели акцентировали внимание обучающихся на необходимость проявления различных гибких навыков при совместной работе по созданию конечного продукта проектов.

Как известно, степень освоения навыков из категории «soft skills» сложно отследить, проверить и наглядно продемонстрировать, поскольку их формирование основано, главным образом, на приобретении человеком личного опыта. В этой связи на констатирующем и формирующем этапах опытного обучения с использованием метода проектов для получения оценки собственной деятельности и анализа степени проявления гибких навыков нами была организована рефлексия обучающихся как элемент обратной связи. Среди студентов было проведено анкетирование по самооценке развития следующих категорий гибких навыков (ГН): социально-коммуникативных (СКН), когнитивных (КН), управленческих

(УН) навыков и эмоционального интеллекта (ЭИ). Степень сформированности данных навыков необходимо было оценить по пятибалльной шкале, где «0» – минимальное значение, а «5» – максимальное (Табл. 2).

Таблица 2. ***Результаты уровня сформированности гибких навыков (на основе самооценки студентов)***
Table 2 ***The results of evaluating the level of soft skills' development (based on students' self-assessment)***

	Начало эксперимента (%)						**Конец эксперимента (%)**					
ГН	**«5»**	**«4»**	**«3»**	**«2»**	**«1»**	**«0»**	**«5»**	**«4»**	**«3»**	**«2»**	**«1»**	**«0»**
СКН	55	16	23	6	0	0	60	28	11	1	0	0
ЭИ	26	18	29	15	11	1	30	24	21	14	9	2
УН	9	15	33	15	23	5	27	25	23	10	12	3
КН	41	23	21	9	4	2	51	27	12	7	3	0

Анализ раздела таблицы с показателями на начальном этапе эксперимента свидетельствует, что наиболее высоко студенты оценили уровень сформированности у себя социально-коммуникативных и когнитивных навыков (55% и 41% студентов соответственно). Более критично анкетируемые оценили развитие эмоционального интеллекта по максимальному показателю (26%) и лишь 9% студентов поставили максимальную оценку по категории «управленческие навыки». Таким образом, результаты самооценки в начале опытного обучения показали, что для большинства студентов было характерно ограниченное владение заявленными навыками.

Сравнительный анализ данных начального и конечного этапов эксперимента позволяет сделать вывод о положительных трансформациях гибких навыков у студентов после прохождения опытного обучения. Так, показатель «управленческие навыки» (УН) демонстрирует прирост на 18% студентов, оценивших развитие данного навыка по максимальному баллу, «когнитивные навыки» (КН) – на 10%, «социально-коммуникативные навыки» (СКН) – на 5%, а «эмоциональный интеллект» (ЭИ) – на 4%.

Следовательно, в соответствии с полученными результатами рефлексии на констатирующем и формирующем этапах педагогического эксперимента, правомерным является вывод о том, что использование проектной деятельности в иноязычном обучении способствует развитию гибких навыков, необходимых для личностного и профессионального роста будущих выпускников вуза.

Заключение
Conclusions

Современные исследования убедительно показывают, что для работодателей представляют ценность не только профессиональные компетенции (hard skills), но и универсальные, гибкие компетенции (soft skills), включающие широкий кластер навыков и умений, связанных с этикой деловой и научно-профессиональной коммуникации, а также повышающих эффективность и результативность трудовой деятельности специалиста.

Дисциплина «Иностранный язык» обладает значительным ресурсом для личностного саморазвития студентов, поскольку предполагает разнообразное использование межпредметных связей, характеризуется полифункциональностью и переносом акцента на творческую деятельность студентов как необходимого условия формирования гибких навыков будущих специалистов и повышения их конкурентоспособности и мобильности в своей профессиональной сфере.

Как показывают результаты опытного обучения и саморефлексии студентов, коммуникативно-проектная иноязычная деятельность, основанная на моделировании социального взаимодействия в учебной группе, является актуальным и эффективным средством обучения, так как обеспечивает продуктивность выполнения широкого круга задач в области образовательной, учебно-познавательной, социальной и профессионально направленной деятельности обучающихся, способствует формированию широкого спектра универсальных компетенций и гибких навыков будущих специалистов, а также наилучшим образом отвечает ожиданиям самих студентов.

Summary

The authors of the article consider soft skills as a system of socio-psychological, communicative and personal competencies, which includes a wide range of skills that accompany the implementation of professional activity. Soft skills are aimed at ensuring the success and competitiveness of a young specialist in the labor market.

According to the authors, foreign language instruction is the basis for fostering soft skills of a specialist. The results of students’ survey aimed at determining the level of soft skills’ development proved the effectiveness of using project method in foreign language training as one of the most optimal and promising tools for implementing the process of students' soft skills formation.

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PASNIEDZĒJA LOMAS METAFORU ANALĪZE MAZĀK IZPLATĪTO EIROPAS VALODU PROGRAMMĀS ĶĪNĀ

Metaphor Analysis of Teachers' Roles in the Less Commonly Taught European Languages Programs in China

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Abstract. *Teachers' individual understanding of the roles in their own profession influences the construction of teacher-student and other work relationships. It is also an important indicator for language program managers to perceive the teaching and learning process. Metaphor analysis is an effective method to raise awareness and reflection of professional roles among teachers. This study employs the open-ended questionnaire to investigate the professional roles of the teachers in the Less Commonly Taught European Languages (LCTELs) programs in China. The framework provided by De Guerrero and Villamil's research is adapted to design and conduct the questionnaire. The elicited metaphors are collected, categorized and analysed, to answer the research questions: (1) How do the participants metaphorically conceptualize themselves as a LCTELs teacher? (2) Is their perception of roles consistent with the results generated in the previous researches about EFL/ESL practice? (3) Are teachers' actual and expected professional roles identical? The final 38 collected metaphors were classified into 9 categories. The results either proved the metaphors of some traditional teaching roles in the previous researches, or presented the new ones which rooted in the unique practice of the LCTELs programs.*
Keywords: *educational management, LCTELs, metaphor analysis, teachers' role.*

Ievads
Introduction

Tas, kā pasniedzēji uztver sevi, strādājot profesijā, ietekmē gan to, kā tiek organizēts mācību process un kādas ir attiecības ar studentiem, gan arī darba attiecības kopumā. Valodu programmu vadītājiem un pasniedzējiem ir svarīgi zināt un izvērtēt tos indikatorus, kas raksturo un ietekmē mācīšanas un mācīšanās vidi, lai veicinātu labāku savstarpēju saprašanos un efektīvāku sadarbību. Lai pētītu svešvalodu pasniedzēju pieņemtās profesionālās lomas, metaforu analīze ir efektīva metode, jo metaforiski izteicieni vienlaikus reprezentē kognitīvus un

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sociālkultūras faktorus (Cameron, 1999, p. 12). Ar metaforu palīdzību pasniedzēji var pastāstīt par to, kā jūtas un ko domā par esošo situāciju, raksturot sevi un savu darbu ar kodolīgu un daudznozīmīgu tekstu vai pat vienu vārdu. Ietverot savu personību un profesionālo realizāciju metaforās, pasniedzēji tiek iedrošināti runāt par savām sajūtām, pārdzīvojumiem un pieredzi, tādējādi atklājot personības identitāti, kas tieši ietekmē mācīšanu.

Šajā pētījumā, izmantojot atvērto aptauju, tiek noskaidrots tas, kā jūtas mazāk izplatīto Eiropas valodu pasniedzēji Ķīnā. Par mazāk izplatītām Eiropas valodām Ķīnā tiek dēvētas Eiropas tautu valodas, izņemot angļu, franču, vācu, krievu un spāņu valodu (Dong, 2016). Ķīnas izglītības stratēģijas specifika nosaka valodu pasniegšanas stilu – mazāk izplatīto Eiropas valodu programmām ir īpaša vieta valodu apguvē. Salīdzinot ar izplatītajām Eiropas valodām, īpaši angļu valodu, mazāk izplatīto Eiropas valodu programmu vadīšana un valodu mācīšanas pieredze ir atšķirīga.

Pirmkārt, tā kā valoda nav plaši izplatīta, tad to apgūst mazāk studentu un ar viņiem strādā mazāk pasniedzēju. Parasti katrā programmā strādā no viena līdz pieciem vietējiem ķīniešu pasniedzējiem un viens ārvalstu vieslektors, kurš ir dzimtās valodas runātājs. Katrā kursā ir 10 līdz 24 studenti (tas atkarīgs no konkrētas programmas). Parasti uzņemšana studiju programmā notiek katru otro vai ceturto gadu.

Otrkārt, dažas no mazāk izplatīto Eiropas valodu programmām ir sākušas darbu nesen, tāpēc pasniedzējiem un programmu vadītājiem trūkst pieredzes un mācību procesā izmantotie mācību līdzekļi vēl nav pietiekami izstrādāti.

Treškārt, mazāk izplatīto Eiropas valodu programmām nav izstrādāta sava vadības un mācīšanas teorija, parasti kā metodiskais un metodoloģiskais pamats tiek izmantots angļu valodas programmas modelis. Taču ierobežotie mācību resursi un pietiekami labi sagatavotu speciālistu trūkums apgrūtina šīs programmas izpildi. Ir grūti atbilst sabiedrības gaidām un tam standarta līmenim, kas tiek izvirzīts augstākajai izglītībai, ņemot vērā globalizācijas noteiktās internacionalizācijas un standartizācijas prasības, kas ietekmē arī mazāk izplatīto Eiropas valodu programmu saturu un struktūru. Līdz ar to mazāk izplatīto valodu programmu pasniedzējiem nākas strādāt vairāk, veidojot mācību līdzekļus, meklējot atbilstošas mācību metodes, tādēļ arī viņi ir pakļauti lielākam izdegšanas riskam nekā lielāko valodu programmu pasniedzēji.

Pētījumam tika izvēlēta Pekinas Svešvalodu universitāte, kas ir vienīgā augstākās izglītības iestāde Ķīnā, kura piedāvā studentiem iespēju mācīties visās mazāk izplatīto Eiropas valodu programmās. Pētījumā, vācot datus, tika izmantots pētnieku Maria C. M. De Guerrero un Olga S. Villamil izstrādātais aptaujas modelis (De Guerrero & Villamil, 2000), kas tika adaptēts, lai tas atbilstu pētāmajai situācijai. Aptaujā piedalījās 38 no 52 Pekinas Svešvalodu universitātes mazāk izplatīto Eiropas valodu programmas pasniedzējiem, aptauja tika veikta

2019. gada martā. Aptaujā minētās metaforas ir apkopotas, klasificētas, tās tika analizētas un sistematizētas, lai atbildētu uz pētījuma jautājumiem: (1) Kā, izmantojot metaforas, aptaujas dalībnieki raksturo sevi kā profesionāli? (2) Vai aptaujā iegūtie rezultāti ir salīdzināmi ar angļu valodas kā otrās valodas vai svešvalodas pasniedzēju aptaujas rezultātiem? (3) Vai pasniedzēju izvēlētās metaforas atbilst viņu pašu vēlamajām metaforām?

Literatūras apskats
Literature review

20. gadsimta 80. gados metaforu analīze tika plaši izmantota kognitīvajā lingvistikā, tiek analizētas ne tikai tradicionālās, bet arī konceptuālās metaforas, kas atklāj to, kā cilvēki jūtas noteiktā situācijā. Konceptuālās metaforas tiek analizētas, pamatojoties uz līdzībām, ko valodu lietotāji uztver kā divus jēdzienus saplūsmi: metaforu nozīme tiek pārnesta no avota jēdziena uz mērķa jēdzienu (Lakoff & Johnson, 1980; Herron, 1982). Metafora atklāj ne tikai to, ko valodas lietotājs saka, bet arī to, kā viņš domā. Metafora iekļauj sevī un parāda aktuālas idejas un attieksmi, turklāt tā tiek pausta netieši (Lakoff & Johnson, 1980; Lakoff, 1993; De Guerrero & Villamil, 2000; Wan, Low, & Li, 2011; Fabian, 2013).

Metafora ir efektīvs līdzeklis, lai atklātu to, kā realizējas konkrētās personības izziņas, arī pašizziņas spējas. Pētījumā liela uzmanība tiek pievērsta metaforām, ar kuru palīdzību pasniedzēji runā par sevi, par to, kā notiek viņu profesionālā reprezentācija (Munby, 1986). Pēdējos gados daudzi pētnieki ir izmantojuši metaforu analīzi, lai izvērtētu esošo situāciju un tad mainītu to. Metaforu izvērtējums ļauj programmas vadītājiem izdarīt secinājumus un plānot savu darbu tā, lai stiprinātu valodu pasniedzēju ticību sev, ļautu pasniedzējiem apzināties, ka viņiem ir svarīga nozīme mācīšanas praksē. Izmantojot empīriskus datus, pētījumos tiek analizētas tās metaforas, ko piedāvā svešvalodu pasniedzēji vai studenti no dažādiem reģioniem (De Guerrero & Villamil, 2000, 2002; Liu, 2010; Wan, Low, & Li, 2011; Lin, Shein, & Yang, 2012; Zhang, 2016; Asmali & Celik, 2017). Tiek piedāvāti dažādi moteļi, lai aprakstītu svešvalodu pasniedzēju reprezentāciju: tiek ņemti vērā gan pasniedzēju, gan studentu skatpunkti. Metaforas tiek sistematizētas, izmantojot noteiktas kategorijas, lai tādējādi veidotu sistēmisku metaforu satura analīzi. Tika piedāvāts metaforu sistematizācijas modelis (De Guerrero & Villamil, 2000), kurš joprojām tiek izmantots un pielāgots daudzos citos pētījumos. Maria C. M. De Guerrero un Olga S. Villamil pētījumā izmanto aptauju, kura iekļāva piecus atvērtos jautājumus. Respondenti bija 22 angļu valodas pasniedzēji no Puertoriko. Viņi tika aicināti veidot metaforu sistēmu, kas raksturotu viņu profesionālo identitāti, bija jāpabeidz izteikums “Angļu valodas pasniedzējs ir kā…”. Dalībniekiem tika lūgts paskaidrot to, kādi elementi veido viņu izvēlēto metaforu no dažādiem aspektiem, piemēram, valodas apguvēji, mācīšana, mācīšanās, skolas vide, valoda un kultūra. 28 metaforas, kas tika iegūtas pētījuma laikā, tika apvienotas deviņās kategorijās: kooperatīva vadītājs, zināšanu piedāvātājs, izaicinātājs/ pārmaiņu aģents, audzinātājs, jaunradītājs, līdzekļu piedāvātājs, mākslinieks, labotājs un vingrošanas instruktors. Pētījuma laikā tika izdarīts svarīgs secinājums: joprojām daudzi pasniedzēji turpina identificēt sevi ar tradicionālām lomām. Lai identificētu svešvalodu pasniedzēju pieņemtās lomas, pamatojoties uz šo pētījumu, vairākas aptaujas tika izveidotas Ķīnā un Turcijā. Vēlāk veiktajos pētījumos aptauja tika pilnveidota: piedāvātās kategorijas tika piemērotas atbilstošai mācīšanas videi.

Metodoloģija
Methodology

Lai iegūtu pētījumam nepieciešamos datus, tika izmantota atvērtā aptauja. Tā kā aptaujas dalībnieki (pētījuma mērķgrupa) ir ķīnieši, tad aptauja tika izveidota ķīniešu valodā. Vēsturiski Ķīnas kultūrā metaforām ir ļoti liela nozīme, tās tiek izmantotas, lai raksturotu neviennozīmīgu situāciju, tādēļ arī šajā pētījumā tiek lūgts pasniedzējus izmantot tieši metaforas. Intervija tika izmantota kā papildus līdzeklis gadījumos, ja atbildes, kas tika sniegtas aptaujas anketās, radīja neskaidrības. Pamatojoties uz Maria C. M. De Guerrero un Olga S. Villamil izstrādāto modeli, jautājumi tika veidoti tā, lai piemērotu tos mazāk izplatīto Eiropas valodu programmu pasniedzēju pieredzei. Aptaujā tika iekļauti četri jautājumi: A. Pabeidz metaforisko izteicienu: Es kā mazāk izplatīto Eiropas valodu pasniedzējs esmu kā… B. Paskaidro savā metaforā šādus elementus: pasniedzējs, valodu apguvējs, mācīšana, mācīšanās un mērķa valoda. C. Kā tava metafora ir saistīta ar ikdienas mācību darbu? D. Vai tava metafora atbilst vēlamajai metaforai? Ja nē, tad kāda ir, tavuprāt, vēlamā metafora? Aptaujas sākumā respondentiem tika piedāvāts īss paskaidrojums par to, kas ir metafora, katram dalībniekam bija skaidra pētījumā izmantotā metode. Četru dažādu programmu pasniedzēji piedalījās aptaujas aprobācijā. Jautājumi un aptaujas komentāri tika uzlaboti, balstoties uz viņu ieteikumiem: tie tika padarīti saprotamāki, skaidrāki.

Aptauja tika veikta 2019. gada martā, tajā piedalīties tika piedāvāts 52 pasniedzējiem no 24 mazāk izplatīto Eiropas valodu programmām. Piedalīšanās bija brīvprātīga. Tika saņemta 41 atbilde. Tostarp trīs pasniedzēji pauda viedokli, ka nespēj raksturot savu lomu, izvēloties vai izveidojot piemērotu metaforu. 38 pasniedzēji no 22 programmām piedāvāja 38 metaforas. Aptaujas dalībnieku vispārīgs raksturojums (izmantojot šādus parametrus: dzimums, vecums, izglītība un darba stāžs) tika apkopots 1. tabulā.

1. tabula. ***Informācija par aptaujas dalībniekiem***
Table 1 **Basic information of the participants**

	Kategorija	Skaits	Procents
Dzimums	Vīrietis	8	21.1%
	Sieviete	30	78.9%
Vecums	<35	19	50%
	35-45	14	36.8%
	>45	5	13.2%
Izglītība	Bakalaura grāds	1	2.6%
	Maģistra grāds	22	57.9%
	Doktora grāds	15	39.6%
Mācīšanas laiks	1-5	10	26.3%
	6-10	8	21.1%
	10-15	5	13.2%
	>15	15	39.6%

n=38

Pētījuma rezultāti
Research results

Pētījuma laikā pasniedzēji sevi raksturoja, izmantojot 38 metaforas, tās tika sadalītas deviņās konceptuālās kategorijās (kooperatīva vadītājs, zināšanu piedāvātājs, audzinātājs, izaicinātājs/ pārmaiņu aģents, jaunradītājs, motivētājs, daudzu uzdevumu izpildītājs un pasīvais vērotājs). Definējot metaforu kategorijas, tika ņemts vērā tas, kāds metaforas aspekts ir izcelts, veidojot tās intepretāciju 2. jautājumā, kā arī tas, kāda ir šīs metaforas tradicionālā nozīme Ķīnas kultūrā. Sešas kategorijas atbilst Maria C. M. De Guerrero un Olga S. Villamil pētījumā piedāvātajām, trīs kategorijas tika formulētas, balstoties uz aptaujas rezultātiem. Jaunieviestās kategorijas ir: motivētājs, daudzu uzdevumu izpildītājs un pasīvais vērotājs. Metaforu sistematizācijas rezultāti ir apkopoti 2. tabulā.

Pētījuma rezultāti rāda, ka tieši kategorija "kooperatīva vadītājs" ir saistāma ar vislielāko piedāvāto metaforu skaitu. Šajā kategorijā pasniedzējs it kā ieņem vadītāja amatu, tiesa, viņš nav absolūta autoritāte, kas liek studentiem tikai paklausīt bez ierunām un sekot viņam. Pasniedzējs vada studentus, sniedz ieteikumus, dod padomus tad, kad studenti saskaras ar grūtībām, tieši pasniedzējs parāda labāko veidu, kā studentiem sasniegt savu mērķi.

Situācijā, kad tiek izmantota metafora "redaktors", studenti tiek pielīdzināti aktīviem lasītājiem. Tieši viņi izvēlas tekstus, kurus viņi vēlas lasīt. Šajā gadījumā pasniedzēja darbs ir meklēt lietderīgus, interesantus, saturiskus, jēgpilnus tekstus, piedāvāt tos studentiem, lai tie varētu apgūt atbilstošas prasmes un zināšanas. Par lietderīgiem tekstiem tiek uzskatīti tie, kas ir gan interesanti studentiem, gan raksturo tās valsts, kuras valoda tiek apgūta, kultūru.

2.tabula. **Metaforu klasifikācija: pasniedzēju lomas mazāk izplatīto Eiropas valodu programmās**
Table 2 **Classification of the metaphors: teachers' roles in the Less Commonly Taught European Languages programs**

Loma	Metaforu skaits	Procents	Piemēri
kooperatīva vadītājs	8	21.1%	redaktors, navigators, cāļa zupa dvēselei, ielu apgaismojums (gaisma), gids, rīta zvaigzne, vecākā māsa, sociālais darbinieks
zināšanu piedāvātājs	7	18.4%	lukturis, sūklis, barotājs, govs, lampa, ielu apgaismojums, pārdevējs
audzinātājs	5	13.2%	dārznieks (3), koks, bite
izaicinātājs/ pārmaiņu aģents	5	13.2%	kāpnes (2), tiltu būvētājs, tilts, skrūve
jaunradītājs	1	2.6%	Rubika kuba spēlētājs
mākslinieks	2	5.3%	pavārs, bārmenis
motivētājs	1	2.6%	peldoša pīle
daudzu uzdevumu izpildītājs	4	10.5%	Panaceja (3), astoņkājis
pasīvais vērotājs	5	13.2%	ugunsdzēsējs, ūdens, aizņemta un trokšņaina bite (2), muša

n=38

Metafora "ielu apgaismojums" tiek interpretēta kopā ar "gaismu dienā". Studenti var patstāvīgi mācīties "dienā", pieņemot savu mācīšanās stilu un izmantot viņuprāt piemērotākās metodes. Tomēr, kad iestājas "tumsa", talkā nāk pasniedzējs, kas uzņemas "ielu apgaismojuma" lomu, pasniedzējs sniedz gaismu, lai parādītu ceļu, kā tikt galā ar grūtībām.

Septiņas metaforas ir saistāmas ar kategoriju "zināšanu piedāvātājs". Pasniedzējs tiek uzskatīts par zināšanu avotu, kurš pastāvīgi nodod zināšanas studentiem. Metafora "ielu apgaismojums" šajā kategorijā tika skaidrota citādi nekā pirmajā kategorijā, uzsverot to, ka pasniedzējs rada un sniedz "gaismu" studentiem, kuri vēlas gūt zināšanas. Šī loma ir līdzīga "lukturim" un "lampai". Metafora "sūklis" reprezentē to, ka pasniedzējam ir jāuzsūc tik daudz "ūdens" (zināšanas), cik vien ir iespējams, un "jādzirda" studenti ar savām zināšanām.

Kategorijā "audzinātājs", kurš baro, ietekmē un rosina studentu mācīties, ir piecas atbildes, trīs metaforas. Tostarp metaforas "dārznieks" un "bite", kas ir bieži vērojamas arī citos pētījumos. Tiek izmantota tradicionāla metafora "koks", taču tā tiek interpretēta citādi nekā Maria C. M. De Guerrero un Olga S. Villamil pētījumā, kur tiek izmantota metafora "ābele pilna ar āboliem". Tā ir saistīta ar kategoriju "zināšanu piedāvātājs", jo pasniedzējs ir kā ābele, zināšanas – āboli, studenti gūst zināšanas no pasniedzēja. Pekinas Svešvalodu universitātē veiktajā pētījumā, ņemot vērā dalībnieka skaidrojumu, metaforas interpretācija liek secināt, ka augļi ir studenti, nevis zināšanas. Pasniedzējs absorbē enerģiju no zemes vai gaisa un veicina studentu izaugsmi un attīstību.

Kategorija "izaicinātājs / pārmaiņu aģents" reprezentē uzskatu, ka pasniedzējs vieno studentus, sniedzot tiem jaunas zināšanas, atbalsta studentus, rada situāciju, kurā studenti nonāk jaunā telpā un atklāj nezināmo. Salīdzinot ar angļu valodas programmu, mazāk izplatīto Eiropas valodu programmās studentiem nav daudz iepriekšēju zināšanu par apgūstamajām valodām un valstu, kurā tiek izmantotas šīs valodas, kultūru. Pieci dalībnieki pauž viedokli, ka mācīšanas procesā viņu uzdevumi ir atklāt "jaunu zemi", radīt izaicinājumus, pārmaiņas un pēc tam izveidot "kāpnes" vai uzcelt "tiltu", lai piedāvātu studentiem iespēju apgūt jauno, nezināmo. Metafora "skrūve" arī tiek interpretēta līdzīgi. Pasniedzējs strādā kā skrūve, kura soli pa solim savieno studentu iepriekšējo un jauno pieredzi, lai studenti apgūtu jaunas zināšanas un augtu jaunajā situācijā.

Kategorijās "jaunradītājs" un "mākslinieks" tiek minēts maz piemēru (attiecīgi viens un divi). Metafora "Rubika kuba spēlētājs" tiek izmantota vienu reizi, taču tā tiek interpretēta radoši. Šī metafora tiek paskaidrota šādi: vispirms katrs darbs pasniedzējam ir kā sajaukts Rubika kubs. Spēlētājs spēlē, un kubam katrā pusē vienādu krāsu ir arvien vairāk. Salikts Rubika kubs ir, protams, vislabākais rezultāts, bet tas nav vienīgais iespējamais, un tas neizdodas vienmēr. Dažādas spēlēšanas metodes rada dažādus rezultātus dažādos laikposmos. Lai sasniegtu labāko rezultātu arvien ātrāk, pasniedzējam jāizpēta jaunās metodes, kas der tieši konkrētai situācijai. Šajā procesā katrs pasniedzējs ir jaunradītājs.

Metafora "pavārs" un "bārmenis" saista mācīšanu ar virtuves mākslu. Pasniedzējs gatavo "ēdienu" vai "kokteili", pasniedz to studentiem, dod iespēju to pagaršot. Pamatojoties uz studentu atsauksmēm, viņš uzlabo "recepti", lai piedāvātais kļūtu arvien piemērotāks studentiem.

Pārējie 10 piemēri ir reti vērojami, un tos ir grūti sistematizēt, izmantojot esošās kategorijas, tāpēc tika ieviestas trīs jaunas. Kategorijā "motivētājs" ir tikai viens piemērs "peldoša pīle". Kad pīle peld (mācīšana), viņa ar pleznām atgrūžas no ūdens (studentiem). Ja studenti netiek motivēti mācīties, mācīšana nenotiek.

Kategorijas "daudzu uzdevumu izpildītājs" un "pasīvais vērotājs" tieši atspoguļo mazāk izplatīto Eiropas valodu programmu realitāti. Lai gan programmas ir mazas un tajās strādā mazāk pasniedzēju, prasības, kas tiek izvirzītas šīm programmām nav zemākas kā citām, lielajām programmām, īpaši augstākās izglītības internacionalizācijas un standartizācijas kontekstā. Augsti kvalificēts mazāk izplatīto Eiropas valodas programmu pasniedzējs ir ne tikai valodas pasniedzējs, bet arī programmas administrators, starptautiskās apmaiņas programmas koordinators, mācību līdzekļu izstrādātājs, pētnieks. Pasniedzējam nākas būt arī studentu audzinātājam un padomdevējam tad, kad viņi saskaras ar problēmām vai nonāk sarežģītās situācijās. Tādēļ trīs respondenti raksta, ka viņiem vienlaikus ir jāpilda daudzi uzdevumi, jārisina dažādas problēmas un jāveido komunikācija ar daudzām mācību procesā iekļautām personām. Viņi ir kā Panaceja, kas palīdz un dziedina visas slimības. Viens dalībnieks saka, ka jūtas kā astoņkājis, jo viņš izmanto "astoņas rokas", lai izpildītu visus uzdevumus. Daudzie uzdevumi un smagā darba slodze rada pesimistisku pasniedzēja tēla interpretāciju. Metafora "ugunsdzēsējs" norāda uz vienu no pasniedzēja profesijas skumjākajiem aspektiem: kad "ugunsgrēks" (problēma vai steidzams uzdevums) rodas, pasniedzējam nav izvēles, ir jāsteidzas un jādzēš ugunsgrēks, jāatrisina problēma. Viņiem jāievēro noteikumi un jāpilda prasības, kuras nereti tiek izvirzītas, pamatojoties uz lielāku valodu programmu pieredzi. "Bite" ķīniešu kultūrā tiek saistīta ar darba tikumu, čaklumu, taču aptaujā divi dalībnieki ar biti saista īpašības vārdus "aizņemta" un "trokšņaina". Viņuprāt, lai gan viņi strādā cītīgi, bet tāpat kā bite lido pa noteiktu ceļu, arī viņu ikdienas darbs ir saistīts ar noteiktu rutīnu. Darbs nav radošs, viņiem nav pietiekami daudz laika izdomāt efektīvāku pasniegšanas metodiku. Metaforas "ūdens" un "muša" ir divi piemēri, kas raksturo pasniedzēju pesimistisku savas sociālās lomas redzējumu. Pasniedzējs, kas izveidojis metaforu "ūdens", saka, ka liela izdegšanas iespēja liek dzīvot dzīvi, kā dzert ūdeni bez krāsas un garšas. Pasniedzējs neslēpj, ka lielais darba apjoms, daudzie uzdevumi ir radījuši pārslodzi un viņam ir zudusi interese par darbu. Līdzīgi arī pasniedzējs, kas izveidojis metaforu "muša", pauž viedokli, ka viņš ir apmulsis no tā, ka darbā valda stress, nav kārtības, viņam ir sajūta, ka viņš kā muša katru dienu lidotu bez mērķa, nezinot, kā sakārtot situāciju un realizēties profesijā.

Diskusija
Discussion

Maria C. M. De Guerrero un Olga S. Villamil diskusijā metaforu kategorijas "kooperatīva vadītājs", "zināšanu piedāvātājs", "audzinātājs" un "izaicinātājs/ pārmaiņu aģents" dēvē par tradicionāliem izteiksmes līdzekļiem un apgalvo, ka pasniedzēji turpina uztvert sevi, identificējoties ar virkni tradicionālu lomu. Šis apgalvojums tiek apliecināts arī citos pētījumos (Liu, 2010; Lin, Shein, & Yang, 2012; Asmali & Celik, 2017), par to nākas pārliecināties arī šajā pētījumā. Lai gan pēdējos gados pasniedzēju un studentu attiecības ir mainījušās, pasniedzēji vēl joprojām izmanto tradicionālās metaforas, raksturojot to, kā uztver savu lomu. Pārmaiņas izglītības sistēmā, reformas maina to, kā pasniedzēji jūtas, kā interpretē mācīšanas situāciju, taču ir jāņem vērā tas, ka metaforās tiek iekļautas ne tikai subjektīvas sajūtas, bet arī pasaules uztvere, ko nosaka ilgstoša kultūras pieredze. Metaforas atspoguļo arī pasniedzēju ierastās lomas pasniegšanā, piemēram, pasniedzējs kā studentu zināšanu avots.

Turklāt tradicionālās metaforās arī tiek iekļauta jauna nozīme, kas raksturo šī brīža aktuālo situāciju izglītībā: dalībnieki uzsver to, ka studenti ir personības, ka veidojas mijiedarbība starp pasniedzējiem un studentiem. Dažas metaforas, piemēram, redaktors, gids un pārdēvējs, parāda to, ka pasniedzējam jāmaina savas darba metodes, balstoties uz studentu atsauksmēm. 15 no visiem aptaujas respondentiem apgalvo, ka viņu izvēlētā un ideālā metafora, kas aprakstītu vēlamo mācību procesu, nav viens un tas pats. Astoņi dalībnieki pauž cerību, ka nākotnē viņi varēs sekmēt studentu vēlmi mācīties patstāvīgi. Pasniedzēji, kuri strādā mazāk izplatīto Eiropas valodu programmās, ir salīdzinoši jauni. Nelielā vecuma starpība ļauj pasniedzējiem vieglāk pieņemt jaunās mācīšanas teorijas un mazināt distanci starp pasniedzējiem un studentiem.

Tēma, kura ir bieži minēta pasniedzēju anketās, ir pašizaugsme. Pasniedzējam ir nepārtraukti sevi jāpilnveido, izmantojot metaforu, var teikt, ka ielu apgaismojumam un lukturim jāuzņem vairāk enerģijas, sūklim jāuzsūc tik daudz ūdens, cik vien iespējams, govij jāēd zāle, dārzniekam jāizkopj savas prasmes un Rubika kuba spēlētājam daudz jātrenējas, kokam jāabsorbē zemes un gaisa enerģija. Šie izteikumi parāda, ka pasniedzējiem ir liela vēlme pašizglītoties, ir nepieciešams vairāk brīvā laika, lai realizētu savas ieceres (šī pētījuma ietvaros netika noskaidrots, ko tieši vēlētos apgūt, kā vēlētos sevi pilnveidot pasniedzēji). Gados jaunajiem pasniedzējiem šīs mazās programmas ir liels izaicinājums, tāpēc mācības viņiem ir ļoti vajadzīgas.

Programmu vadītājiem jāpievērš īpaša uzmanība tam, ka, izvēloties un veidojot metaforas, parādās tēli, kas, ņemot vērā Ķīnas kultūrā pieņemto metaforu interpretāciju, liek domāt par izdegšanu. Tas parāda, ka atsevišķi pasniedzēji ir pārguruši, veicot daudzos uzdevumus, viņiem ir zudusi interese par darbu, mazinājusies darba degsme un pamazām izdegšanas dēļ zūd mērķis. Šī situācija negatīvi ietekmē gan programmas ilgtermiņa attīstību, gan pasniedzēju profesionālo pašrealizāciju.

Pētījuma laikā tika izdarīts vēl viens interesants atklājums: metaforu analīzē vienam un tam pašam tēlam var būt dažādas interpretācijas, metaforu var aplūkot no atšķirīgiem skatupunktiem – to nosaka pasniedzēja kultūras pieredze. Piemēram, metaforām "ielu apgaismojums" un "bite" šajā pētījumā tika mainīta to sākotnējā kultūrā sakņotā nozīme. Tātad metaforu analīzē ir svarīgs gan konteksts, gan konkrētā interpretācija.

Secinājumi
Conclusions

Šajā pētījumā, izmantojot metaforu analīzi, tika sistematizēti dati, kas raksturo pasniedzēju lomu mazāk izplatīto Eiropas valodu programmās Ķīnā. Kā liecina pētījama laikā iegūtie rezultāti, valodu pasniedzēji gan pieņem tradicionālās lomas, par ko liecina arī iepriekšējie pētījumi, gan maina savu reprezentācijas stilu un izvēlas jaunas metaforas, par kurām varētu teikt, ka tās sakņojas mazāk izplatīto Eiropas valodu mācīšanas programmu pasniedzēju unikālajā pieredzē.

Pētījumā ir vērojama būtiska tendence: mazinās distance starp studentiem un pasniedzējiem. Dalībnieki pauž vēlmi veicināt studentu patstāvīgu mācīšanos. Tiek pausts viedoklis par to, ka programmu vadītājiem jāpiedāvā pasniedzējiem lielāks atbalsts (gan teorētiskos pētījumos, gan mācīšanas procesā).

Īpašu uzmanību pasniedzēji pievērš tam, ka pašizaugsme ir obligāts viņu dzīves komponents. Lai nodrošinātu pasniedzējiem iespēju pilnveidoties, programmu vadītājiem jāplāno efektīvas mācību programmas. Pasniedzējiem jādod iespēja paaugstināt savu profesionālo meistarību gan mācīšanā, gan programmu vadībā.

Turklāt, lai pretotos negatīvai ietekmei, ko rada smagā darba slodze, un uzturētu pasniedzēju darba degsmi, programmu vadītājiem jāpārdomā tas, kā sniegt pasniedzējiem atbalstu – tie varētu būt cieņas apliecinājumi, darba optimizēšana vai citas iespējas, kas dažādotu pasniedzēju ikdienas dzīvi, padarītu darbu interesantāku.

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Summary

Teachers' individual understanding of the roles in their own profession influences a lot in carrying out teaching practice and dealing with all the relationships in their work. For program managers, to perceive teachers' conceptualization of professional roles is the precondition to understand them in the teaching practice and to implement more efficient management based on understanding.

Metaphor is an effective method to conceptualize teachers' professional roles. It is a way of thinking and functions as a powerful cognitive tool, which encourages reflection, reveals consciousness and gains insight of teachers' inward experience, and then perceives their identity. This study employs metaphor analysis to elicit and analyse teachers' roles in the management and teaching practice of the Less Commonly Taught European Languages (LCTELs) programs, which form a unique group in the management of language teaching in China.

The main instrument for data collecting was questionnaire with a set of open-ended questions, which was adopted and adapted according to the research framework of Maria C. M. De Guerrero and Olga S. Villamil (De Guerrero & Villamil, 2000). In March, 2019, the final questionnaire was distributed to 52 teachers in 24 LCTELs programs at Beijing Foreign Studies University, which is the main university offering all the LCTELs teaching in China. 41 responses were received, among which were 38 effective metaphors. The metaphors were clarified, categorized and analyzed, to answer the three research questions: (1) How do the participants metaphorically conceptualize themselves as a LCTELs teacher? (2) Is their

perception of roles consistent with the results generated in the previous researches about EFL/ESL practice? (3) Are teachers' actual and expected professional roles identical?

The 38 metaphors were classified into nine categories. The results either proved the metaphors of some traditional teaching roles in previous researches, or presented the new ones which rooted in the unique practice of the LCTELs programs. Promoting student's autonomy and constant self-development are the main concerns of the teachers, which also greatly influenced the consistency of the actual and expected professional roles. Negative images and pessimism also were observed in this study, which showed teacher's burn-out by multitask and heavy workload.

It is suggested for the LCTELs programs managers to offer more support to teachers on promoting student's autonomy, to design effective teacher's training programmes to increase their specialization, as well as to consider about incentive measures to reduce the negative influence brought by heavy workload, and to arouse teachers' enthusiasm for their work.

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EXPERIENCE WITH AND PERCEPTION OF CLIL BY STUDENT TEACHERS

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Abstract. *Content and Language Integrated Learning (CLIL) plays a key role in addressing the issue of meaningful and authentic learning. Central to this approach is the concept of a foreign language in a meaningful context while taking into consideration dual aims, i.e. a linguistic and a content aim. The purpose of this paper is to review recent research into the problematics of CLIL and its implementation at primary, lower-secondary and upper-secondary schools as well as to explore the experience with and perception of student teachers towards the CLIL approach. The data were obtained from a semi-structured questionnaire distributed among student teachers of English language and literature (in combination). Based on the data obtained, approximately half of the respondents have had an experience with the CLIL approach in the past. Moreover, the majority of the respondents perceive such an experience as positive. Student teachers' previous experience with CLIL can play an important role in addressing the issue of implementing this approach into teaching by teachers – beginners. Thus, it is believed that the paper will contribute to our understanding of the approach, its implementation at primary, lower-secondary, upper-secondary schools and the perception of the approach by the student teachers of English (in combination) in Slovakia.*
Keywords: *CLIL, content, language, student teacher, teaching.*

Introduction

Approaches and methods represent a major area of interest within the field of (language) methodology. Selection of a proper approach and/or a method can play an important role in addressing the issue of efficient teaching and learning.

Evidence suggests that authenticity and meaningfulness are among the most important factors in the process of learning. CLIL (Content and Language Integrated Learning) has been an object of research since the 1990s. This approach has been instrumental in our understanding of how learning can be pushed forward and become more versatile. Recently, the importance of learning conditions which support authenticity, meaningfulness and discovery processes has been emphasised. According to Coyle, Hood & Marsh (2010), it is the "authenticity of purpose" (p. 5) which lies at the centre of the CLIL approach. That might be one of the possible reasons why the issue of the CLIL approach has received a considerable critical attention. On the other hand, one must keep in mind that "the curriculum taught in CLIL lessons must comply with the national

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curriculum corresponding to a given content area" (p. 15), as Escobar Urmeneta (2019) points out.

The purpose of this paper is to briefly review recent research into the implementation of the CLIL approach in the classroom. However, the main emphasis is put on the investigation of previous experience of student teachers with the CLIL approach, benefits and possible challenges/obstacles of its implementation, the inclination towards the implementation as well as necessary steps to be taken. The research was conducted at the University of Prešov in Slovakia in 2019. In this article, the abbreviation CLIL will be used to refer to Content and Language Integrated Learning. It is believed the findings will make an important contribution to the field of language learning. The study has been organised in the following way. It has been divided into several parts. Firstly, the study gives a brief overview of the literature around the theme and provides the basic theoretical background to the present approach and its recent history. Then it will go on to the methodology used in the research. The remaining part is concerned with the analysis of data obtained, presentation of the research findings, conclusions drawn alongside with their practical implications.

Literature review

The history of the CLIL approach traces back to 1994 (Hanesová, 2015). However, it should not be considered as a completely new phenomenon. As the author continues, we can even go back to the ancient history five thousand years ago, when the Akkadians started to use the Sumerian language as a means of instruction after subduing the Sumerians.

A considerable literature has grown up around the theme of the CLIL approach (Mehisto, Marsh, & Frigols, 2008; Genesee & Hamayan, 2016; Ball, Clegg, & Kelly, 2016). Studies such as that conducted by Cenoz, Genesee, & Gorter (2013) claim that CLIL "has become a well-recognized and useful construct for promoting L2/foreign language teaching" (p. 258). While a variety of definitions of the term CLIL have been suggested, this paper will use the definition by Coyle, Hood and Marsh (2010) who saw it as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time" (p. 1). As Mehisto, Marsh & Frigols (2008) claim in his work on uncovering CLIL, the purpose of the method is to set the conditions in a way that the following aims can be fulfilled: "Language learning is included in content classes" and "content from subjects is used in language-learning classes" (p. 11). As the author continues, the key element of the entire method of CLIL is integration. According to Straková (2013), there are several steps to be taken when a teacher decides to implement CLIL in the classroom, which are: „analysis of the content areas, selection of certain theme, analysis of the content materials, identification of objectives for each unit, identification of key terms and words, selection of appropriate text materials, adaptation or design of new materials“ (pp. 70-71).

When speaking of the essence of CLIL methodology, Mehisto, Marsh & Frigols (2008) list the following core features: "Multiple focus, safe and enriching learning environment, authenticity, active learning, scaffolding and co-operation" (pp. 29-30). Genesee & Hayman (2016) put an emphasis on collaboration among teachers as well as their awareness of being both content and language teachers at the same time.

Methodology

A quantitative research approach was adopted to provide a large-scaled data. To be more specific, a questionnaire was used in order to obtain data to be analysed. The questionnaire was distributed among seventy-six student teachers of bachelor's degree, i.e. teacher training of English language and literature (in combination) at the University of Prešov in Slovakia in 2019. As to the diverse nature of the sample, the following study programmes were involved in the research: teacher training in English language and literature, teacher training in English language and literature in combination with Slovak language, German Language, Russian language, Ukrainian language, Math, Geography, Biology, Civics, Ethics, Aesthetics, History, Physical education.

The nature of the questions asked in the questionnaire was as follows: close-ended questions, semi-open questions, open-ended questions. The student teachers were asked eight questions and three sub-questions in total. These questions were predominantly concerned with the student teachers' previous experience with the CLIL approach, possible benefits and drawbacks and obstacles which may occur in its implementation, inclination towards implementing the approach in a future classroom as well as the steps to be taken when introducing the approach.

Data Analysis Research Results

In this section, the data obtained from the questionnaire will be analysed. Furthermore, the analysis will be accompanied with visual support, i.e. pie/bar graphs and a table. Eight items on the questionnaire were measured, whereas sub-questions 2.1, 2.2 and 2.3 were included in order to obtain more detailed data from the respondents.

The pie chart below shows that the majority of the respondents (80,26%) had not come across with the term CLIL before compared to those who either were familiar with the term (9,21%) or were not sure (10,53%). The reason behind the low number of respondents being familiar with the term might be the fact that the research sample consisted of student teachers of bachelor's degree, i.e. they have not had English language teaching methodology as a proper subject yet. This fact, however, did not prevent from investigating their experience nor the respondents' perceptions since the respondents were explained what CLIL is.

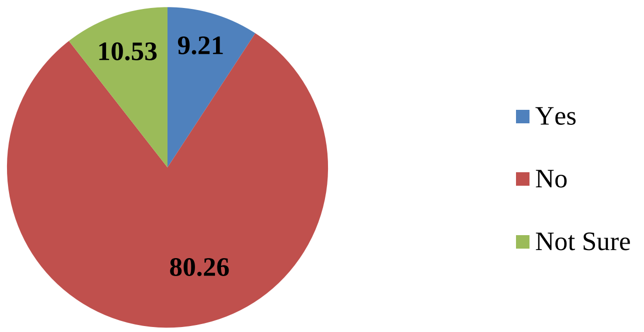

Figure 1 ***Have you ever heard the term "CLIL" before?***

It is apparent from the Figure 2 below that even though the majority of respondents were not familiar with the term per se (as mentioned previously), however, 43,42% of the respondents had experienced the approach in the past. The remaining part of the respondents either had not experienced the approach or were hesitant about their experience. There is a possibility that some of the undecided respondents had had the experience with the CLIL approach in the past, which could round the "yes percentage" up.

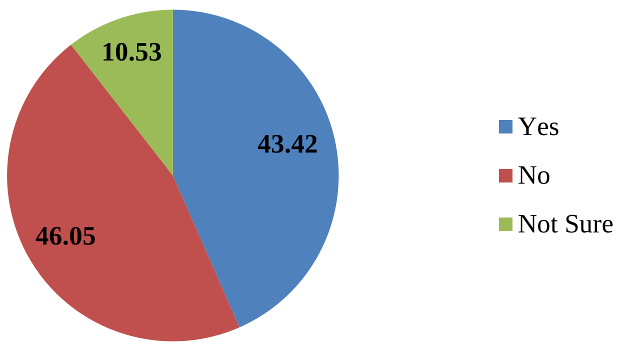

Figure 2 ***Have you had an experience with the CLIL method in the past?***

Those respondents who had experienced the CLIL approach in the past (and some of the undecided respondents) specified the school(s) in which the CLIL approach was used. Based on the data obtained it may be claimed that the majority of the respondents (73,68%) had experienced the approach at upper-secondary school. The rest of the student teachers involved in the research had had the experience with CLIL at lower-secondary (31,58%) or primary school (7,89%). The reason why the majority of respondents had experienced CLIL at upper-secondary school might be the fact that the older the students are, the more advanced level of language is, i.e. it may be easier to use a foreign language as a means of instruction. Some of the respondents reported the experience from elsewhere (15,79%), e.g. teaching practice, language school, Erasmus+, university, grammar school and university and one of the respondents was not sure.

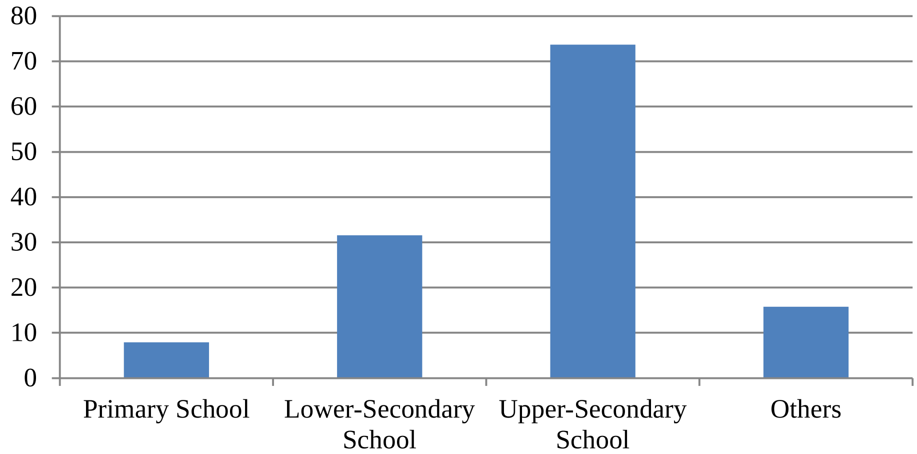

Figure 2.1 ***Where have you experienced the CLIL method?***

When asked about the concrete subjects where the CLIL was implemented, the majority of the student teachers (84,21%) chose English language, then German language (15,79%), French language (7,89%), Russian language (7,89%), Spanish language (5,26%). In other responses (7,89%) also Italian and Ukrainian languages were mentioned.

Even though a teacher does not necessarily have to integrate language and content only in language classes (see Mehisto, Marsh & Frigols, 2008, p. 11), it may appear as a more practical option since there is a chance that not all the students share/study the same language. For instance, if a teacher decides to apply CLIL in Math and the language of instruction would be German, there is no guarantee that all students in the classroom actually study German.

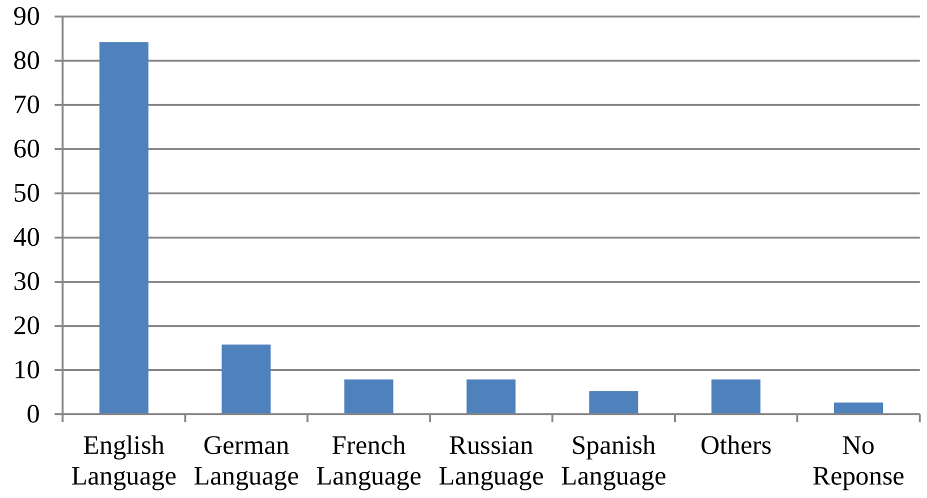

Figure 2.2 ***Which foreign language was used in the CLIL method*****?**

Interestingly, none of the respondents perceived the experience with the CLIL approach as negative. However, 13,16% of the respondents remained hesitant. According to Sepešiová (2015), “if learners are expected to succeed they need to be confident in language use as well as in subject knowledge. Confidence is seen possible only in a safe and enriching environment” (p. 131). Thus, it is crucial to create such appropriate conditions in the classroom for proper the implementation of CLIL.

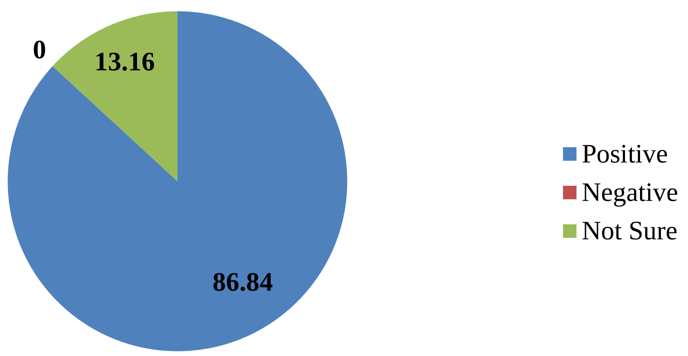

Figure 2.3 ***How do you perceive the experience with the CLIL method?***

When asked about the use of CLIL by nearby schools, half of the respondents were not aware of any school using CLIL in the near area, whereas 18,42% of the respondents mentioned the following schools: primary school (one respondent), secondary school (seven respondents), grammar school (three respondents), upper-secondary school (two respondents), all of them (one respondent). 31,58% of the respondents could not agree nor disagree, which points to the possibility of not having enough information about the nearby schooling. Nevertheless, this question had rather a limited informative potential. It would be interesting to carry, for example, a discussion or to conduct a focus group on this topic in order to obtain in-depth data.

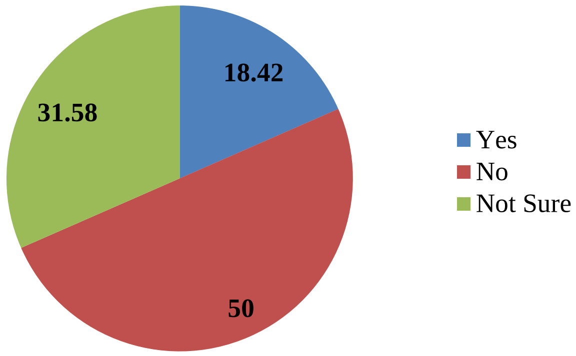

Figure 3 ***Are you aware of any nearby school(s) that implement(s) the CLIL method into their teaching? If yes, please, indicate whether it is a primary school, lower-secondary, upper-secondary, secondary school or all of them***

When speaking of benefits or challenges/obstacles of the CLIL approach, respondents were aware of both. The most valued benefit of the approach was the practical context (60,53%) which is applied in the learning process. Another benefit emphasised by the respondents was discovery learning (47,37%) which is present in the CLIL lesson as well. The respondents also drew attention to students' motivation being increased (21,05%), which plays an important role in every learning process. In addition, authenticity (7,89%) was highlighted as the additional value of the CLIL approach.

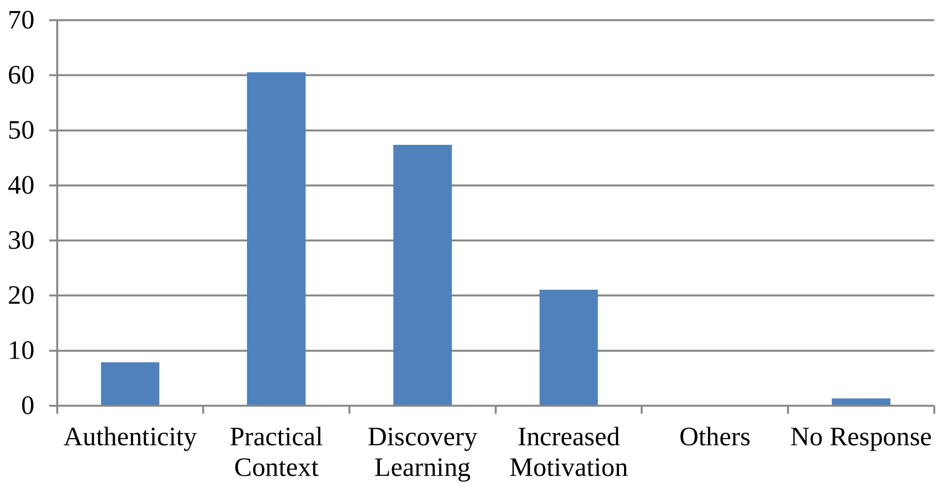

Figure 4 ***What do you personally consider as the greatest benefit of the CLIL method?***

On the other hand, apart from benefits, challenges and obstacles should be taken into consideration when introducing CLIL to students in the classroom. These challenges include the lack of support from school where teachers teach (51,32%), extra work for teachers (35,53%), fear of failure (28,95%), i.e. not fulfilling the stated aims, the lack of support from other teachers (18,42%), and others, such as not very positive feedback. Since the research sample consisted of student teachers of English (in combination), it is not probable that a foreign language as such would represent an obstacle. All the challenges and obstacles are part of the implementation process and, thus, are important to be aware of. The fear of not getting enough support from the school indicates that student teachers might not put much belief into surroundings when introducing something new at school. Moreover, the respondents are aware of the responsibility and increased workload which is to be expected when presenting something innovative.

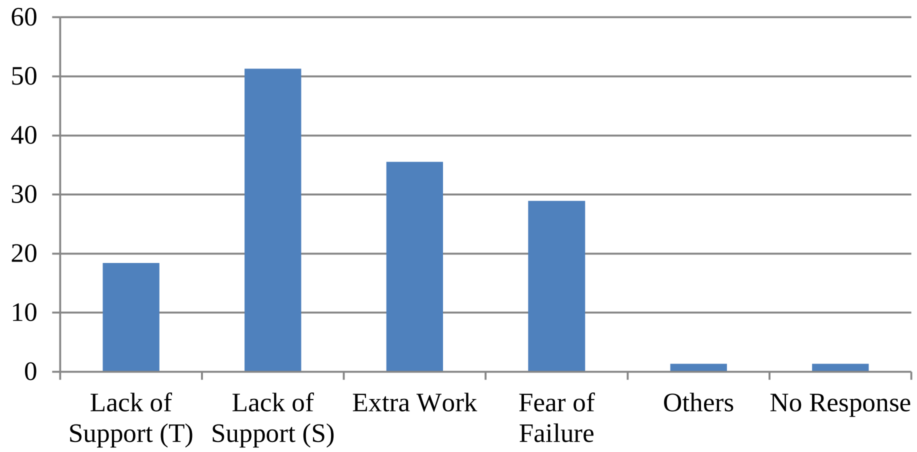

Figure 5 ***What might be the obstacles for implementing the CLIL method in the classroom?***

Surprisingly, more that 65% of the respondents are either not sure or believe that being a double major graduate is necessary for CLIL. This is a rather interesting outcome pointing out the lack of knowledge about the approach. Even though it may appear less difficult for a double major to work within the CLIL approach, it is not imperative. However, in case of single majors, the need for cooperation and support from other teachers might be, thus, of a greater importance.

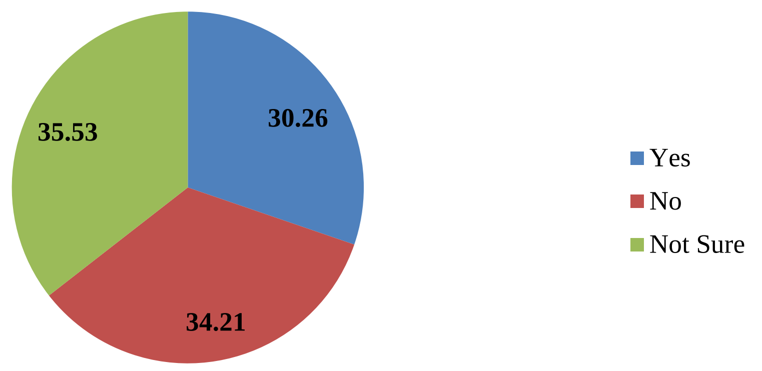

Figure 6 ***Do you think a teacher has to be a double major graduate in order to teach in the CLIL method effectively?***

The following part of the questionnaire required the respondents to give information on whether they could imagine implementing the CLIL approach in their future classroom once they graduate and become teachers. The overall response to this question was very positive. A great number of respondents (80,26%) answered positively compared to 1,32% with a negative response. In addition, 18,42% were still hesitant and, thus, answered "not sure".

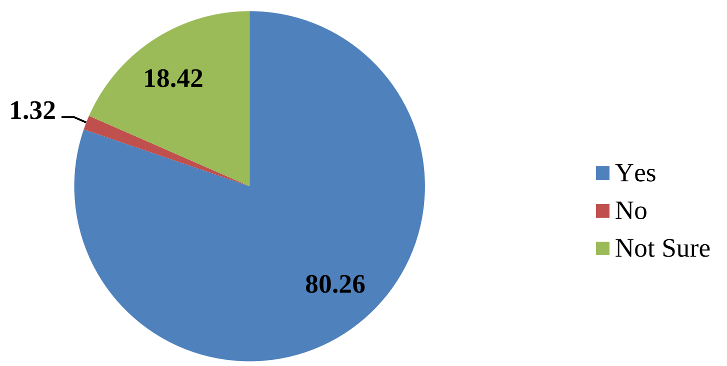

Figure 7 ***Can you imagine implementing the CLIL method in your own classroom in the future?***

The table 1 below provides the overview of various steps that need to be taken when a teacher/lecturer decides to implement CLIL in their classroom. The respondents were asked to put the steps in order according to their preferences starting from the very first step and finishing with the last step. Moreover, the respondents could also include their own step (number 5). The results show that the majority of the respondents consider pre-studying about the approach to be the first step to be taken. As the implementation process would continue, the majority of respondents would try to select proper materials for the CLIL lesson. According to Cimermanová (2017), "the number of ready-made-materials is constantly and rapidly growing (especially for soft CLIL; various lesson plans, handouts, but also soft-ware for interactive whiteboards, etc.)" (p. 12). Next step towards introducing CLIL in the classroom would be cooperation with other teachers at school, which should go hand in hand with finding a way how to get support from the school/parents, as the step no. 4 indicates. What is more, a few respondents included other steps that they consider important in the process of CLIL implementation. The steps are as follows: tell students about the method (step 3), get students interested, and others (step 5).

Table 1 ***Imagine you are about to introduce the CLIL method in your own classroom. Indicate (1, 2, 3 ...) which step would be your first, second, third ... to be taken?***

	Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Cooperate with other teachers	0	25	34	16	0
Study about the CLIL approach	65	2	5	3	0
Select proper materials	6	29	18	21	1
Find a way how to get support from the school/parents	4	19	17	35	0
Others	0	0	1	0	2

Taken together, the results suggest that approximately half of the respondents have had an experience with the CLIL approach in the past, especially at upper-secondary during English classes. The majority of the respondents evaluated the experience as positive. Only 18,42% of the respondents are aware of any schools nearby which use the CLIL approach. Practical context and discovery learning were recognised as the greatest benefits of the approach alongside with the lack of support from school and extra workload for a teacher as possible drawbacks. In the process of CLIL implementation, the majority of the respondents would start with studying about the CLIL approach, then selecting proper materials, cooperating with other teachers, finding a way how to get support from the school/parents.

Conclusion

The aim of the present research was to investigate whether student teachers of English language and literature (in combination) have had any experience with the CLIL approach in the past and whether the experience itself was more positive or rather negative. Moreover, it was intended to critically explore positive (benefits) and negative (obstacles/challenges) sides of the approach from the point of view of the student teachers as well as steps that need to be taken when implementing CLIL in the classroom. The study set out to gain a better understanding of the approach with the focus on student teachers' perception. This study has raised essential questions about the CLIL approach, e.g. the importance of practical context and discovery learning in CLIL as some of the benefits, the student teachers' concerns over the lack of support from the school, implementation of CLIL predominantly at upper-secondary schools, a rather positive experience of student teachers with CLIL as well as their willingness to implement CLIL once they become fully-competent teachers, etc.

The results of this investigation show that the majority of those who have experienced CLIL in the past, perceive it positively. Moreover, the majority of the respondents are inclined to use the approach in future, i.e. once they become teachers. In general, it seems that the respondents are aware of both positives and negatives, i.e. obstacles/challenges with regard to the approach. The current data highlight the importance of teachers' collaboration and school support in promoting the approach. The findings from this study make several contributions to the current literature and have significant implications for understanding what needs to be taken into consideration when introducing the approach to students, such as background research on the CLIL approach, selection of proper materials, cooperation with other teachers - colleagues, getting support from the school and parents, etc. The study provides useful insights into how often CLIL is implemented in different schools as well as its perception by student teachers, i.e. future language teachers. The major limitation of this study is the small research sample. Thus, the generalisability of these results is subject to certain limitations. Further investigation and experimentation into the topic are strongly recommended.

Acknowledgements

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CONCEPTUAL METAPHOR AS MEANS OF TEACHING ENGLISH SPEECH PATTERNS IN HIGHER EDUCATION

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Abstract. *The article focuses on the relevant problem of finding new methods in theory and practice of teaching foreign languages and attempts an interdisciplinary research of conceptual metaphors both as a phenomenon of linguistics and English-language training. The authors view the research novelty in considering conceptual metaphors of educational discourse as one of the means of teaching students English speech patterns. The research aim is to identify basic conceptual metaphors of educational discourse and describe the algorithm of using them in teaching English at universities. The primary methods of the study are conceptual-taxonomic analysis and the Metaphor Identification Procedure (MIP). The materials of the study include the articles of the English-language educational discourse and topical lectures on Education, Communication, Science and Society at TED Talks platform. The main research results present conceptual metaphor classification and its possible use as the means of teaching English speech patterns. The basic mechanism of learning new English speech patterns through conceptual metaphors suggests the implementation of cognitive-communicative approach. The results of the research are addressed to master and post-graduate students when learning English in professional sphere of education sciences.*
Keywords: *cognitive-communicative approach; conceptual metaphor; conceptual-taxonomic analysis; educational discourse; English-language training; higher education; speech pattern.*

Introduction

The problem of finding new teaching methods seems rather relevant in theory and practice of teaching foreign languages nowadays. The combination of linguistics and teaching theory may offer some fresh solutions to the problem. Conceptual metaphor theory seems particularly productive in this regard, as cognitive structures are implemented in speech, including both native and any foreign language.

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When learning English in the professional sphere of pedagogics master and postgraduate students are faced with scientific texts about education. These texts are texts of a scientific style and collectively educational discourse.

The combination “scientific discourse” becomes as natural as “scientific text”. The language of science is beginning to be seen as a verbalization of continuous scientific thinking. Scientific discourse is interpreted as phenomenon that reflects basic parameters of epistemological activity.

The change in the philosophical paradigm, expressed in the formation of the concept of new rationality, entailed the study of discourse, traditionally associated with rational thinking sphere. Scientific discourse is a unity of the rules of communicative behavior and text formation as a result of communication in the social sphere and discursive picture of the world creation.

As integral communicative-cognitive space, scientific discourse is modeled through the use of various linguo-cognitive models correlated with the stages of mental activity. Such a means of scientific knowledge as metaphor acquires the role of cognitive model in scientific discourse and becomes a figurative form of rationality.

Many scholars write that metaphor is one of central figures in human cognition as a whole, when a certain phenomenon is perceived by analogy with the already known one and receives linguistic description similar to that used to name already known facts and phenomena.

Metaphor permeates human thinking and, therefore, language. Playing an important role in language as a whole, it inevitably is essential for the process of scientific description of phenomena and objects of reality. Thus, scientific educational discourse also contains a large number of metaphors that are designed to improve the process of description and, therefore, perception of this description by readers and listeners.

The present research, conducted in the course of cognitive-communicative approach, offers to consider the basic approaches of teaching new English speech patterns through conceptual metaphors.

Literature review

Metaphor studies have been conducted since the epoch of Aristotle, who was the first to introduce the idea that metaphor is not only the element of speech but also the element of mind. Though then the idea had been dropped for centuries, and Aristotle’s successors paid their attention to metaphor as a unit of rhetoric solely, it nevertheless finally found its embodiment in the works of G. Lakoff and M. Johnson, especially in their research “Metaphors We Live By” (Lakoff & Johnson, 1980).

The researchers introduced the idea so fundamental yet so simple: metaphors are everywhere around us – they rule our lives and form our minds. The basis of conceptual metaphors underlies in the "embodied" experience of human cognition, i.e. on how the human brain and body function in interaction with the surrounding world. According to the theory, this "embodiment" happens as the transference of meaning from one sphere ("source-domain"), which is usually tangible, to another sphere ("target-domain"), which is usually abstract. Thus, the essence of metaphorization is the transfer from the "source-domain" to the "target-domain" of those cognitive structures in terms of which the experience related to the "source-domain" was structured (Lakoff & Johnson, 1980).

Simultaneously with the advancing in metaphor research, the concept of "educational discourse" came into scientific circulation, when researchers reached the conclusion that style is not only a socially realized and functionally determined internally combined set of techniques for the use, selection and combination of verbal communication means in a particular language (Vinogradov, 1981) and the main thing in the scientific text is not the simple use of "selected language means", but a special type of communication and thinking (Kozhina, 1993).

Conceptual metaphor research can be centered on both written texts (articles, documents, etc.), and oral lectures, that have exercised increasing attention in the field of discourse analysis and applied linguistics. In educational discourse in general and teaching English speech patterns in particular, metaphor is used to organize the content of theory-building, to instruct, and persuade the students (Gibbs, 1994), as well as description, explanation, exemplification, clarification, summation, restatement, and evaluation, agenda management (Cameron & Deignan, 2006), transferring signals about the organization of the lecture (e.g., key points, supporting statements, examples, summaries, etc.).

Methodology

The research is formally divided into two stages:

1. Identifying conceptual metaphors in educational discourse;
2. Describing the algorithm of using conceptual metaphors in the process of teaching English speech patterns to graduate and postgraduate students in the professional sphere of pedagogics.

Stage 1. Identifying conceptual metaphors in educational discourse.

As our research aims at covering as many cases of using a conceptual metaphor in educational discourse as possible, we have made an attempt to analyze various kinds of materials including both traditional articles on education and TED lectures.

To identify conceptual metaphors in educational discourse we use two basic methods: conceptual-taxonomic analysis (written texts) and the Metaphor Identification Procedure (TED lectures).

Conceptual-taxonomic analysis as a means of identifying metaphors allows us to identify the main metaphorical patterns of thinking about education at different stages of the educational development (education sciences) and to trace their evolution. It allows us to penetrate into the laws of discursive (non-linear) deployment of the text, to reveal the internal relationship among global metaphorical concepts, terminology systems and concepts.

The material under analysis is represented by scientific works on education written by English native speakers (Altman, 1996; Broughton, 2003).

Traditional written texts can be enriched with an on-line version of lecture delivering at TED Talks platform with easy access to any urgent current issue, but metaphorical nature of language makes it complicated for non-native speakers to understand them. The analysis indicates that TED Talks are rich in metaphoric lexical units. That is why TED Talks platform is a broad area for metaphor identification and interpretation.

High metaphoric density in TED lectures and the need to interpret them may suggest that the teaching of metaphor should be integrated into teaching English speech patterns in Higher Education. In addition, even if metaphor is not as frequent, its existence may still cause difficulties in interpreting metaphors and lead to wrong conceptualizations of the lecturer's key points (Littlemore et al., 2011).

By means of the methodology of identification and quantification we can examine the use of metaphor in TED Talks, its density and basic conceptual models within lectures in the area of social sciences and education.

The data of the current research comes from the website of TED Talks (the list of talks is given in the Reference List). The lectures were chosen from the point of view of their practical application within the framework of English as a foreign language teaching, where we refer to a number of different issues: Education, Communication, Science and Society. The talks under study were selected from the list of most frequently viewed talks (with a minimum of 500,000 view counts) in the areas, mentioned above. After compiling a list of popular talks in this particular discipline, the lectures were selected to include only those where the presenters were native speakers of English, and with duration of about 20 minutes. At the end, 2 talks in 4 spheres were selected for the corpora of this study. All in all, 8 talks have been analyzed.

The following steps were taken to complete the analysis with the Metaphor Identification Procedure (MIP) developed by the Pragglejaz Group (2007):

1) Pattern recognition by listening to the talks and consulting the transcript;

2) Identifying lexical units;
3) Identifying metaphors;
4) Taking into account intercoder reliability (comparing the content of the metaphor unit in the original and target language) as metaphor is not just the detection of pattern but a creation of a new one.

Stage 2. Describing the algorithm of using conceptual metaphors in the process of teaching English speech patterns to graduate and postgraduate students in the professional sphere of pedagogics.

The basic mechanism of learning new English speech patterns through conceptual metaphors suggests the implementation of cognitive-communicative approach.

Graduate and postgraduate students working with educational discourse face two main objectives: to understand a foreign educational text and to produce scientific educational texts in the form of presentations, reports, posters, abstracts and articles in the language under study.

The process of metaphorization is characteristic of the terminology of educational discourse in the same way as for other branches of scientific knowledge. Cognitive metaphorization proceeds in comparison of the object metaphors to the signs, properties and actions characteristic of other classes of objects (Telija, 1988). This creates the meaning that is constantly inherent in the metaphor object, e.g. *brilliant education*, *deep knowledge*, *highly educated person*.

Cognitive metaphor is one of the keys to readers' understanding of a particular text, i.e. of the content that the author of the text puts into it, expecting an adequate understanding of the information that he puts from the readers.

The research of cognitive metaphors in scientific speech, however, cannot be limited to a simple statement of the presence of metaphors in the scientific functional style.

Scientific speech in itself is not a homogeneous phenomenon. This is reflected in various kinds of genres of scientific texts, depending on their volume, orientation, conditions of creation, oral or written nature, etc. There is a need to trace the extent to which cognitive metaphors are realized in each of the varieties of scientific educational discourse. Moreover, cognitive metaphors can either be regularly reproduced in speech or have individual author's features.

Since educational activity is a kind of sociocultural practice, the complex of unique educational objects with all the variety of their links as a result of activity-targeted localization in the sociocultural space can form a specific educational cluster of concepts, which we observe in educational discourse.

Such clusters (the term is offered by Lodatko, 2013) can be formed on various grounds depending on the tasks to be solved. It requires localization of certain educational objects, the selection of which is carried out in accordance with the established criteria, based on rationality and methodological approaches to solving the emerging problems.

In the field of education we can distinguish such clusters, for example, as: *pupil, student; teacher, lecturer, professor; schools and other educational institutions; educational resources and facilities; technologies and teaching methods*, etc.

The cognitive metaphor as a tool oriented towards the reinforcement of semantic universals of each model specification, together with the totality of its characteristics and cultural-specific connections inherent in a particular educational cluster, makes it possible to single out, in the educational discourse under analysis "student" cluster for example, such basic cognitive components as: student as an object, student as a recipient, student as consumer, student as a wanderer, student as a traveler, student as a climber, student as a subject, student as a builder, student as a constructor, student as a designer, student as a player, etc. A teacher is a trainer, philanthropist, benefactor, source of knowledge (container), assistant, gardener, servant, companion enemy, etc.

Each cognitive metaphor does not only expand the idea of a certain educational object, but also stimulates a variety of ways and styles of thinking about it in terms of metaphorical image which being a mental unit forms a stable idea of a simulated phenomenon in the aggregate of its connections and manifestations through possible specific models.

Metaphorical images that arise in the imagination of a student and accompanying his activity in the process of operating cognitive metaphors, due to their mental nature, are characterized by subjective diversity. This creates prerequisites for the development of author's metaphors.

Understanding the essence of cognitive metaphor by a graduate (post-graduate) student opens the way to improving his conceptual and semantic base and instrumental support for perception of educational discourse and production of his own educational texts in a foreign language using universal cognitive metaphors that provide both epistemological activity and scientific creativity.

The use of cognitive paradigm in studying foundations of human thinking and creativity in educational discourse makes us take a fresh look at the role of language communication in the human cognitive sphere formation in the field of cognition, education in particular.

Research results

Stage 1. We would like to demonstrate the implementation of our approach on the example of EDUCATION concept.

Having analyzed the corpora, we can distinguish the basic cognitive components in the concept of EDUCATION which is presented in scientific educational discourse as: a living being, physical object, process, business, growth / evolution, journey, game, building / structure, product, wealth / value. We have chosen associations with EDUCATION based on the frequency principle.

Below we present the table, created by the authors in accordance with the method of conceptual-taxonomic analysis and containing examples from the corpora (Table 1).

Table 1 **Cognitive models of EDUCATION concept**

Cognitive component	**Conceptual metaphor**	**Example**
Living being	EDUCATION IS A LIVING BEING	*Higher education…was called on to offer professional training.* *Should not our educational system directly address these issues?* *We reshape our educational activities to meet the emerging needs…*
Physical object	EDUCATION IS A PHYSICAL OBJECT	*You're on a roll. You got two right.* *…model of higher education…is out of synchrony with the needs of the times.* *We hold high the banner of academic freedom.* *Students receive…a broad liberal education.* *…higher education exploded with a whole new set of responsibilities.* *…state governments poured money into higher education…* *Foundational knowledge …should continue to be a cornerstone of American higher education.*
Business	EDUCATION IS BUSINESS	*I… outline some features of a new contract between higher education and society.* *…and what the product of an educational venture should be.* *…the necessity for our educational system to begin dealing with the problems of the times.* *Educational institutions…are corporate entities…* *Our faculty form spin-off companies…* *Education is the best investment for the people…*
Journey	EDUCATION IS A JOURNEY	*Teachers… guided them (students) on their journey along the rough highway of society.* *Education… is the ultimate pathway of success.*
Game	EDUCATION IS A GAME	*The National Institutes…became major players…* *…stability is being played out in higher education.* *Education plays a vital role in this modern world.*
Building / structure	EDUCATION IS A BUILDING / STRUCTURE	*Some jobs are jails.* *Education is a construct that needs careful planning…*
Wealth / value	EDUCATION IS WEALTH / VALUE	*…one should also learn to respect education…* *Education …is an essential commodity like food, clothing and shelter.* *Education is the real wealth for poor.*

Stage 2. The analysis of the educational discourse (texts and TED Talks) allows us to conclude about the frequency and universality of the mechanism of metaphorization for scientific knowledge.

It is the metaphorical mechanism based on an intuitive search for analogy in an individual's existing experience that forms the basis of epistemology. The analysis of conceptual metaphors in the scientific educational discourse allows us to hypothesize that their epistemological function is more significant than expressive. Being a compact and at the same time information-intensive model of an integrating type, conceptual metaphor actively functions in the field of human scientific cognition.

Metaphorical conceptualization is involved in different levels of scientific activity: it is involved in terminological nomination, acts as a basic model in the formation of a science as a separate mental space, draws up abstract entities, their positioning, ways of operating them, thus shaping virtual area in which scientific activity and communication are carried out and participates in creating models for representing the object of the study and research results.

Conceptual metaphors in teaching English speech patterns may be used in three ways: firstly, as a means of **training vocabulary skills**; secondly, as a **mnemonic means**; thirdly, as a means of **enhancing creative potential of students to produce their own scientific texts**.

Each approach suggests a specific way of teaching actions.

Conceptual metaphor as a means of training vocabulary skills. Firstly, when dealing with educational discourse students are told what conceptual metaphors are, and how it is possible to generate plenty of ideas out of conceptual metaphors. The teacher can show the audience what it means for a concept to be metaphorically represented and how such a concept structures everyday language.

Students are better able to internalize the knowledge of metaphor-related units by having well-organized tasks such as production exercises and comprehension activities. The following activities can be included: gap-filling, matching, multiple choice, completion activities, metaphoric themes recognition, making sentences using metaphor, telling stories based on pictures, retelling and add-on stories, metaphor notebooks and flashcards, association of metaphor with mental images, hypothesizing and learning the origin of the metaphor, playing metaphor games, replacing marked expressions with metaphorical ones, real life questions, completing a story or a paragraph with metaphor-related units (Andreou & Galantomos, 2008).

Cultivating students' metaphorical awareness teachers should make students know that metaphors are not only considered to be poetical or rhetorical units, but metaphors are a part of everyday speech that affects the ways we perceive, think, and act. Teachers should make the use of the teaching time in class to foster the ability of the students to analyze metaphors in educational discourse. Students should be encouraged to dig out the underlying essence of conceptual metaphor.

In addition, it is rather necessary for teachers to explain the relevant cultural background of metaphors to students: different living environments, geographical locations, world views and religious beliefs.

Conceptual metaphor as a mnemonic means. Conceptual metaphors may also serve the purpose of memorizing English speech patterns. The teaching algorithm includes: identifying conceptual metaphors in scientific texts, decomposing the basic conceptual metaphor into its functions where each function is accompanied with an example. For instance, a conceptual metaphor EDUCATION IS A LIVING BEING can be decomposed to the functions of serving, speaking, acting and suffering. The function of serving is presented by the example *"Higher education has always served the needs of our communities"*. The information may be introduced in the form of a card as was created by the authors in the course of teaching Business English (Picture 1).

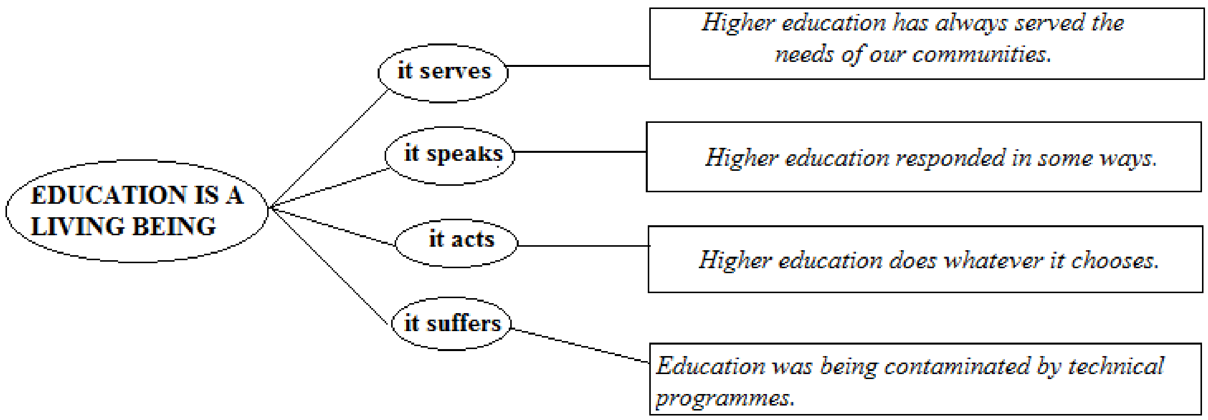

Figure 1 ***Mnemonic card EDUCATION IS A LIVING BEING***

Conceptual metaphor as a means of enhancing creative potential of students to produce their own scientific texts. To produce individual scientific educational texts, penetrated with metaphors typical for foreign scientific educational discourse, in the form of presentations, reports, posters, abstracts and articles in English model based exercises for describing various concepts within a discourse can be proposed to graduates and postgraduates:

1) Describe the *student as a builder* using the verbs: *construct, build, increase, add, expand, insert, strengthen the foundation*. Use the nouns: *stones, bricks, masonry, cornerstone, tier, level, window, door, basement, the upper floor, top*. Think of the adjectives describing these nouns and adverbs characterizing the actions.

2) Describe the activities of the *teacher as a gardener* in terms of gardening and agriculture using the verbs: *sow, plant, grow, form, fertilize, reap*. Use the nouns: *crop, harvest, seed, fruit, tree, branch, root, stem*. Think of the adjectives describing these nouns and adverbs characterizing the actions.

The model developed and tested by the authors can also be applied to other concepts mentioned above and their language representations that make up the academic discourse.

Conclusions

As a result, the main findings indicate that educational scientific discourse is dense with metaphoric units.

The most frequently conceptual metaphors used for EDUCATION may be considered as follows: a living being, a physical object, a business, a journey, a game, building / structure, wealth / value.

Traditionally, most students memorize vocabulary mechanically with unpleasant results. They do not realize metaphorical origin of most of the words, and metaphor is an important process of word meanings expanding and evolution. Metaphor serves as one of the important ways for language skills development.

While applying authentic written texts and TED Talks in teaching English speech patterns teachers should introduce the basic knowledge concerning the conceptual metaphor theory: how to recognize, understand and use metaphors. Finally, they should develop students' metaphorical competence, and encourage them to think, express, understand, improve students' creativity and imagination and cultivate their learning enthusiasm and interests.

The fact that metaphorical images, due to their mental nature are characterized by subjective diversity stimulates the variety of ways and styles of thinking about the modeled object and creates a stable aggregate idea of it. Thus, using conceptual metaphors can contribute to teaching postgraduates and graduate students in three ways: as a means of teaching vocabulary, as a mnemonic means and as a means of enhancing the production of author's scientific texts.

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LINGUISTIC ERRORS OF BRAZILIAN STUDENTS WHEN LEARNING RUSSIAN AS A FOREIGN LANGUAGE (BASIC LEVEL)

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Abstract. *The article examines the errors in the basic level regarding the interference of the Portuguese language when Brazilian students learn Russian as a foreign language and offers the methodic to predict and avoid them. For this, authors compare the phonetic systems of Russian and Brazilian Portuguese as well as the main grammar units and structures that form the linguistic minimum on the basic level. Then, using the comparative analysis the errors in the students' speech are predicted and interpreted. The results of theoretical comparison are compared to the actual and real errors. In the phonetic plan authors figure out significant difference in the signs of hardness, softness, place of articulation, mode of articulation and nasalization, and not big difference in acoustic signs and duration of sounds. In the grammatical field the results point out to a new and optimal order in teaching the cases. Also the necessity to adapt different grammar understanding of Russian verbal structure to the Brazilian one is described regarding the preposition and type of complement and the verb aspects. Authors developed exercises to help students overcome such errors more efficiently and in less time.*
Keywords: *Brazilian Portuguese, comparative study, grammar interference, phonetic interference, Russian as a foreign language.*

Introduction

The methodology of teaching Russian as a foreign language (RFL) to Brazilian students is poorly developed in Brazilian scientific literature as well as in Russian. This area is lack of scientific works and studies, the main sources of cross-language comparisons are, firstly, Russian language textbooks for a Brazilian audience, secondly, materials for teaching the Portuguese language for Russians, including analysis of Russian interference in learning Portuguese; and thirdly, comparisons between Russian and Romance languages, an approach that

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already has a rich tradition and can serve as an example for our study. Taking into account the contribution of each of these sources allows us to begin the comparison between Russian and Portuguese for educational purposes not from scratch, but based on work whose object intersects with ours.

Literature review

The analysis of four textbooks published in the 20th century indicates the urgent need for new materials for teaching Brazilian audience RFL. The first two textbooks could hardly have been used in the educational process: Marina Dolenga's “Self-Tutorial of Russian” (Dolenga, 1955) is a book based on the grammatically-translated concept of teaching a foreign language. Oliveira’s “Russian language course” (Oliveira, n. d.) does not comply with the methodological aspect of the presentation of the material and often contains unsuccessful examples from the point of view of RFL teaching methods. The other two textbooks, in their turn, contain good teaching material and, despite the above shortcomings, are a valuable contribution for teaching RFL to Brazilians: N. Potapova's “Short Russian Language Course” is limited in the development of teaching methods for its time; despite this, it not only adheres quite well to the principles of the teaching methods of RFL of that time, but also provides the student with accurate and neatly constructed grammar material (Potapova, 1961). However, the vocabulary in the manual clearly exceeds the lexical minimum for the basic level (A1-A2), the number of exercises is not enough to master the presented rules and, most important, the presentation of the material does not correspond to the learning possibilities of students. T. Castro’s “Speak Russian” is more diverse and well elaborated in terms of the proposed exercises and vocabulary, but makes elementary and unacceptable methodological errors, especially in explaining grammatical phenomena (Castro, 2005). In all of them the phonetic explanations lack minimally efficient methods.

Professional teaching Portuguese to Russian students has been developing for several decades. This tradition contributes to the emergence of theoretical works on interlingual interference. Despite the lack of a systematic analysis of the structural differences between the Russian and Portuguese languages (Petrova, 2016, p. 2), valuable approaches to this problem are already encountered in scientific papers but very few.

Separately, we emphasize the successful implementation of comparisons between Russian and European languages for teaching RFL. Comparative analyzes described in the works by V.G. Gak (2006) and V. N. Wagner (2001) are valuable examples of such a linguistic comparison between languages, as well as its usage for educational purposes.

Regarding the phonetic aspects, there is a vast tradition of teaching then to foreign students. An important contribution to our approach is the numerous works by E.A. Budnik (2007, 2009) on phonetical interference of the native language of Portuguese speakers in their Russian speech; nevertheless, works on the dialectal interference of Brazilian students when learning the target language are still to be made. Also, the phonetical variation of Brazilian dialects is explored by T.C. Silva and Bearzotti Filho (Silva, 2003; Bearzotti Filho, 2002).

E.M. Vereshhagin and V.G. Kostomarov's contribution to the development of methods of teaching Russian as a foreign language is undeniable. In their works, they expand the understanding of the language including the cultural components, i.e. when a reader/student considers culture and language as interconnected systems. In this regard, they recognize the importance of taking into account the native language of students during the study of a foreign language: "the acquisition of any other language can only occur if there is the interaction of the native and non-native languages" (Vereshhagin & Kostomarov, 1990, p. 112).

These scholars also emphasize the importance of orienting grammatical comparisons to educational goals, which provide theoretical basis to the comparative material. However, for learning purposes, the mother tongue and the target language should be compared in a well-defined way. That is why traditional grammars, known as comparative grammars, cannot be a sufficient linguistic basis for learning. It is needed a description that is specifically focused on training (Vereshhagin & Kostomarov, 1990, p. 113).

Another important point is the fact that the territorial-dialectal affiliation of the speaker affects his speech. This applies not only to the native language proficiency, but also to the non-native language proficiency. We describe the linguistic circumstances of the Portuguese language in Brazil: historical prerequisites for the Brazilian Portuguese language (BP) formation allows us to assert that when teaching Russian as a foreign language (RFL) Portuguese and Brazilians students are required different approaches and methodological methods for vocabulary, grammar and phonetics study.

As a result of complex factors, including not only linguistic, but also related to cultural and political aspects, a comparison of the Portuguese dialects at the present stage of their development indicates phonetic and lexical-grammatical differences, which clearly affects the development in a foreign language and, consequently, should speak out for building a nationally oriented approach. The features of the Portuguese language in Brazil indicate the phonetic variability in the dialects that makes the methodologist and teacher of RFL take into account the Brazilian student's region of origin in order to better understand and correct mistakes.

In this article we analyze the grammatical and the phonetic interference not only of the native language per se, but also of the dialect of the Brazilian students when they are acquiring a target language – Russian. Such study has never been done before.

Methodology

Comparative and descriptive methods were used in the work, along with linguistic analysis. The results of comparative linguistic analysis serve as a reliable scientifically based linguodidactic base for teaching the target language, as well as taking into account the structural features of the native and studied languages gives the teacher fairly accurate objective data for predicting, forecasting and solving the methodological problems that arise when teaching a particular audience (Arakin, 1989, p. 4).

Comparative system analysis of two languages, native and target, refers to a linguistic typology.

In our study, the comparison between Russian (the target language) and BP (mother tongue) is made in three microsystems: morphology, syntax, and phonetics. The analyzed categories are determined in accordance with the Wagner's concept of linguodidactic common units, which are specific determinants to represent linguistic material. They are identified on the basis of the nature of the linguistic phenomenon itself and the nature of interlanguage relations of similarity, difference or partial mismatch, established according to a comparative analysis of linguistic facts and analysis of typical errors.

The phonetic interference data was collected during individual lessons with the adult students. They were given a list of words in Russian for reading. Their speech was recorded and then transcribed and compared to native Russian sounds. Some of students live in Brazil and another part learn the target language in Russia. The grammar interference data was collected when checking students' essays and text retelling.

Research results

1. Phonetic aspects

A conscious comparison of the phonetic composition (PC) and the articulation basis (AB) of the native and target languages is the main way of teaching foreign phonetics instead of the "direct" teaching method, a position which is confirmed by the classics of the Russian methodology of teaching foreign languages. Only with the systematic presentation of phonological means of the language and the detailed organization of the articulation stream does the learning process help students achieve specific results when teaching oral speech in a foreign language.

When describing the PC and AB of the Russian language and BP, significantly different phonological systems are observed, the difference of which will necessarily be observed in the process of mastering the phonetic structure of the Russian language by a Brazilian student.

The role of phonetics and intonation in the process of mastering Russian as a foreign language is very significant. Setting the correct pronunciation makes it possible to communicate in any living language; in this way lexical and grammatical skills are formed, as well as speaking, listening and writing skills in a foreign language. Audio interference and the corresponding foreign accent in speech in a foreign language is based on differences in the sound structure of the languages in contact. According to the classification of U. Weinreich, the division of interference into types when analyzing its phenomena in the secondary phonetic system is as follows: phonemic under-differentiation, over-differentiation, reinterpretation of distinction, substitution of speech sounds (actual phone substitution) (Weinreich, 1972).

The consistency and predictability of phonetic speech disorders in a foreign language makes it possible to eliminate errors when using conscious reliance on the native language (emphasis prediction) (Weinreich, 1972, p. 174). Potential phonetic errors of Brazilian students studying RFL are associated with the presence of sounds in the Russian that are not in the BP, but the most important problem is the unusual BP combinations of sounds in syllables.

A comparison of the consonant systems of the Russian language and BP allows us to predict the potential sound interference in the reproduction of consonants. Based on a phonological comparison, possible interference and a real accent were identified. Significant differences are noted in the signs of hardness-softness and place of articulation; as a consequence, not only an accent is possible in the Russian language of the Brazilians, but also phonological errors.

The most common interference of the native language of Brazilians is observed in violation of soft sounds, which can lead to a phonetic error based on substitution and, consequently, to the phonological replacement of soft consonants with hard ones due to the undifferentiation of these phonemes:

Днём ‘in the afternoon – *д*[n]*ём, день*‘day’ – *де*[n], *жизнь* ‘life’ – *жиз*[n], *соль* ‘salt’ – *со*[l], *фильм* ‘film’ – *фи*[l]*м, цель* ‘objective’ – *це*[l], *национальный* ‘national’ – *национа*[l]*ный.*

There is also the addition of a vowel in an attempt to reproduce soft consonants:

Тетрадь ‘notebook’ – *тетра*[dʲɪ], *петь* ‘to sing’ – *пе*[tʲɪ], *радость* ‘happiness’ – *радос*[tʲɪ] or *радос*[tɪ], *сладость* ‘sweetness’ – *сладос*[tʲɪ] or *сладос*[tʃɪ], *девять* ‘nine’ – *девя*[tʃɪ] *и включать* ‘to turn on’ – *включа*[tɪ].

The second group of errors points out to the tendency of adding the vowel [ɪ] in the attempt to reproduce the soft consonants. We propose the following exercises are aimed to overcome it:

Ex. 1. Read out loud:

Ты, дядя, тетя, тип, две, сидеть, дети, петь, ходить, вот, кот

Ex. 2. Repeat after the teacher, write these words:

Площадь, мыть, будь, гвоздь, ходить, лауреат, вот, дождь

Ex. 3. Separate the read words by sign: softness (т') – (д') *or hardness* (т) – (д).

Мать, двести, говорить, кот, площадь, лошадь, пить, дядя, твердый.

The Russian *щ* – [ɕː], *ц* – [t͡s] and *х* – [x] do not have the corresponding sounds in BP. The first sound, a dorsal prepalatal soft, is pronounced as hard by a Brazilian student: *вообще* ‘in general’ – *вооб*[ʂ]*е*, *пища* ‘food’ – *пи*[ʂ]*а*, *щи* ‘cabbage soup’ – [ʂ]*и* (over-differentiation) or even as an affricate (which sound corresponds to the letter *ч*): *щи* ‘cabbage soup’ – [t͡ɕ]*и*, *пища* ‘food’ – *пи*[t͡ɕ]*а*. The second case of interference can be associated the existence of the affricate consonant in BP.

Ex. 1. Listen and repeat:

Щи, щётка, щёки, вещь, площадь, ищи, вообще, борщ, сгущёнка.

Ex. 2. Separate the following words in two columns: with hard ш *and with soft* щ.

Щётка, шахтёр, шкаф, чашка, карандаш, щёки, шарф, щедро, вещь

The affricate *ц* – [t͡s] is frequently pronounced by Brazilian students as affricate [t͡ɕ]: *цель* ‘aim’ – [t͡ɕ]*ель*, *царь* ‘czar’ – [t͡ɕ]*арь*, *национальный* – *на*[t͡ɕ]*иональный* or as fricative [s] or [ʃ]: *цель* ‘aim’ – [s]*ель*, *царь* ‘czar’ – [s]*арь* or [ʃ]*арь*; *национальный – на*[ʃ]*иональный*.

Ex. 1. Read the words:

Цирк, центр, царь, цена, цыган, отец, танец, бразилец, молодец

Ex. 2. Read the words paying attention to the sounds of с *and* ц.

Нос – танец; сон – танцор; несу – отцу; носы – концы; такси – цирк.

The third sound, 1-focus fricative, is of particular interest. It will be pronounced correctly, like a hard velar posterior [x]: *хорошо* ‘good’ – [x]*орошо*, *хлеб* ‘bread’ – [x]*леб*, *холодно* ‘cold’ – [x]*олодно*, *хозяин* ‘owner’ – [x]*озяин*, but incorrectly, when the Russian word corresponds to a soft velar posterior [xʲ]: *химия* ‘chemics’ – [x]*имия* and *хитрый* ‘clever’ – [x]*итрый*. However, this coincidence only happens if this sound is present in the student’s native phonetic system, in which there is great variability depending on the dialect, especially with respect to these two sounds.

Only by considering the dialectal influence can we fully understand the corresponding interference.

Due to the fact that BP in terms of phonetics does not have a unitary literary language, it is found a main difference in the phoneme corresponding to the letters *r* and *rr*: in the following groups of words (1) *caro* ‘expensive’, *prato* ‘plate’; (2) *carro* ‘car’, *rua* ‘street’, *Israel* ‘Israel’; (3) *mar* ‘sea’, *torto* ‘crooked’; (4) *gordo* ‘fat’, 1 group is pronounced as [ɾ], but the remaining groups vary in different regions: in Belo Horizonte 2 and 3 ones are pronounced as [h] and 4 as voiced [ɦ], in Rio de Janeiro 2 and 3 are pronounced as [x] and 4 as voiced [ɣ], in the rural dialect 2 it is pronounced as [ř], 3 and 4 as [ɹ] (Silva, 2003, p. 51).

This system points out to the consideration of the consonants [r] – [rʲ] and [x] – [xʲ] as excludent forms in the native language, but it actually does not reflect in the acquired, except in the position of 3, i.e when these phonems occur after the vowel. This way, students from Rio de Janeiro pronounce *царь* ‘czar’ – *ца*[x], *умер* ‘dead’ – *уме*[x], *гордый* ‘proud’ – *го*[x]*дый*, *артист* ‘artist’ – *а*[X]*тист*, *пример* ‘example’ – *приме*[x], *яркий* ‘bright’ – *я*[x]*кий*, but students from the rural region pronounce *гордый* ‘proud’ – *го*[ɹ]*дый*, *артист* ‘artist’ – *а*[ɹ]*тист*, *горла* ‘throat’ – *го*[ɹ]*ла*, *горько* ‘bitterly’ – *го*[ɹ]*ко*. Thus, the pronunciation of Russian *р* and *х* will depend on two factors: 1) the territorial affiliation of the Brazilian student and 2) the position of these phonemes in the syllable and in the word.

Ex. 1. Read the words:

Характер, *холодно*, *ходить*, *хитрый*, *хлеб*, *плохой*, *Хельсинки*, *страх*, *шахматы*, *воздух.*

Ex. 2. Divide in two columns words with the soft and with the hard х *from the previous exercise.*

Ex. 3. Read the words:

Работа, *рабы*, *рыба*, *ресторан*, *раз*, *скромно*, *громко*, *комар*, *марка.*

Ex. 4. Listen to the teacher reading the given words, write down the letter you hear, х *or* р:

Страх, *горла*, *шахматы*, *ковёр*, *комар*, *воздух*, *корзина*, *марка.*

Ex. 5. Listen to the words and write the letters corresponding to х *or* р:

Страх, *горло*, *рынок*, *шахматы*, *хаос*, *ковёр*, *хитрый*, *хлеб*, *комар*, *воздух*, *корзина*, *хватить*, *рабы*, *марка*.

2. Grammar interference

According to Wagner, “focusing on the language of students is not one of the principles, but the linguodidactic basis of this methodology, on which its individual principles are implemented,” i.e the work of a specialist in RFL should be guided by the mother tongue of students. (Wagner, 2001, p. 258) This position characterizes the methodology of the national linguistic orientation of teaching the target language or, in other words, the national-oriented approach.

Thus, using a comparative analysis of the grammatical aspects of the RL and BP at the initial stage of learning RFL, the potential difficulties of Brazilian students in learning RFL are revealed.

Learning the grammatical aspects of RFL from scratch begins with the sentence structure with a question about the subject and a demonstrative pronoun (hereinafter referred to as DP): *Кто/ что это?* ‘Who/ what is this?’, along with which the first nouns are given. The influence of the native language is felt from the very first contact with the grammar of the non-native language, since the student is already faced with the lack of the verb *есть* ‘eat’ in the Present tense, which is felt from the first lessons when working on these structures. However, the processing of this feature of Russian grammar is already common in not nationally oriented textbooks, as students of different nationalities face this discrepancy with their native language. Therefore, we emphasize the features of the formation of structures with the pronouns *этот* ‘this’*, это* ‘this’*, эта* ‘this’, and *эти* ‘these’ in relation to the corresponding BP structures.

The demonstrative pronouns (DP) system is very different in the BP from the RL system. First you have to find out that although the adverbs of place *здесь* ‘here’ and *aqui* ‘here’ are full equivalents, the adverbs *aí* ‘there’ (for the position near the interlocutor), *ali* ‘there’ (for the position not far from the speakers) and *lá* ‘there’ (for the position far from the speakers) do not have the full equivalent in Russian, where an adverb *там* ‘there’ is used for similar positions. The use of demonstrative pronouns is closely related to the syntactic function of these adverbs. In BP, the pronouns *isto* ‘this’, *isso* ‘this’ and *aquilo* ‘that’ are used in the same way as the RL pronoun *это* ‘this’ / ‘that’ is, although the first indicates the position *aqui*, the second indicates *aí*, and the third refers to *ali* or *lá*. (Cunha, 2008, p. 107-108). In other words, while the BP pronouns indicate the position of the subject, the RL pronoun does not refer to any particular position, but simply reports the fact.

When it comes to DP with the function of an adjective, on the one hand, pronouns in Russian correspond to those positions by which the adverbs of place are determined, that is, the adverb *здесь* ‘here’ corresponds to DP *этот* (masculine), *эта* (feminine), *это* (neuter) and *эти* (plural), and adverbs *там/тут* ‘there’ - *тот, та, то,* and *те*, according to gender and number. On the other hand, in BP, the constructions equivalent in position of DP form a mirror system with pronouns which have the function of a noun: in the singular, *este* (masculine) and *esta* (feminine) for the position of DP *isto*, *esse* (masculine) and *essa* (feminine) for the *isso* position and *aquele* (masculine) and *aquela* (feminine) for the *aquilo* position. It follows that the systems of Russian DP differ depending not only on the indicated position, but also on the syntactic function.

The following exercise may help overcome this difficulty:

The difference between DP system makes possible to understand the errors of Brazilian students in using *то* to indicate position:

(1) **То не мой учебник.*
*That not my textbook.
'That is not my textbook.'

as well as the distinction between the adverbs *aqui* and *aí* sometimes lead to the apprehension of the synonyms *здесь* and *тут* 'here' as marks of different positions. The following exercise is proposed to make clear to the students the meaning of Russian DP:

Compare the use of adverbs of place in Russian and in Portuguese.

Это мама. Она здесь. --> *Esta é a mãe. Ela está aqui.* 'This is mom. She is here.'

Это мама. Она тут. --> *Esta é a mãe. Ela está aqui.* 'This is mom. She is here.'

Это мама. Она там. --> *Essa é a mãe. Ela está aí. / Aquela é a mãe. Ela está está ali. / Aquela é a mãe. Ela está lá.* 'This is mom. She is there.'

In addition, the personal pronouns (PP) of BP are significantly different from RL. In Brazil, *eu* 'I', *você* 'you' (*o senhor* / *a senhora* for respectful treatment), *ele* 'he' (*ela* 'she') are used in singular and *nós* 'we' (*a gente* in the informal speech), *vocês* 'you' (*os senhores* / *as senhoras* for respectful treatment), *eles* 'they' (*elas*) in the plural for 1st, 2nd and 3rd persons, respectively. From the point of view of the ratio of the personal pronoun and the conjugated verb form, we observe the following system in the BP, taking the example of verb *fazer* 'to do': *(eu) faço, (você, o senhor, ele, a gente) faz, (nós) fazemos and (vocês, os senhores, eles) fazem,* i.e in Brazil, the 3rd person verb termination is used to refer to the 2nd (Cunha, 2008, p. 303-305). In this regard, the mixing of grammatical forms in the BP in the highest degree leads to a greater need to put a personal pronoun in front of the verb, compared to RL, in which a relatively simple system with six PP and six different endings of the verb is noted, taking the example of verb *делать* 'to do': *я делаю, ты делаешь, он делает, мы делаем, вы делаете и они делают*. In addition, the pronoun *Вы* 'you' as a form in the singular of respectful treatment is not simple for a Brazilian student in terms of both meaning and grammar (matching with an adjective: *Вы красивая*. 'You are beautiful.').

The different PP systems leads to difficulties by Brazilian students to use verbs in the 2nd person and to errors such as

(2) *Вы, Наталья Сергеевна, очень умные.*

You Natalia Sergeevna very smart; PL
'You, Natalia Sergeevna, are very smart'.

Such errors might be avoided by exercises through which the student understands the correlation between the PP and the verbs and adjectives used with it:

Ex. 1. Complete the missing words according to the example.

Привет, Иван! ... по-итальянски? (говорить) --> *Ты говоришь по-русски?* 'Do you speak Russian?'

Здравствуйте, Иван Сергеевич! ... по-итальянски? (говорить) --> *Вы говорите по-итальянски?* 'Do you speak Italian?'

Серёжа, ты ... . (хороший друг) --> *Серёжа, ты хороший друг.* 'Seryozha, you are a good friend.'

Сергей Алексеевич, Вы ... . (отличный преподаватель) --> *Сергей Алексеевич, Вы отличный преподаватель.* 'Sergey Alekseevich, you are a great teacher.'

Other explicit discrepancies include cases and types of verbs. When comparing such aspects, the question arises "What criteria should be used to make a comparison, as absolute equivalents do not exist?". Therefore, the compilation of parallel constructions is carried out using correspondences with cases in word order and the selection of the preposition in BP, and with the types of the verb in the BP auxiliary constructions to determine the equivalent of the verb.

In the analysis of the accusative case of a direct object with a local value, differences from the BP are clearly felt in two aspects: (1) the value of space in the BP is also formed using prepositions, which is intuitively characteristic of the indirect complement for the Brazilian student. (2) On the one hand, the prepositions в and на are used in the accusative and in the prepositional cases for the local meaning, but in that case for the direction to some place and in this to indicate the place of position, which for the Brazilian does not seem natural, so how in BP different prepositions are used for different movements; on the other hand, the Russian prepositions в and на are used in opposite situations in the same grammar case, which is also not characteristic of BP. The prepositional case, therefore, also relies on the difference between the prepositions *в* and *на* 'in' or 'to'.

A construction with the Russian preposition *о* has the full equivalent with the Brazilian preposition *sobre* 'about', although it is important to pay attention to the BP multi-functional preposition *de* 'of' or 'from', which also corresponds to *о*.

Such differences in the movement prepositions result in difficulties to associate the movement to the use of certain grammatical case:

(3) **Я вчера ходил в магазине.*

I yesterday went to the market; PREPOSITIVE
*Yesterday I went in the market.

(4) **Она была в Питер*.
She was to Saint Petersburg; ACC
*She was to Saint Petersburg.

We propose to, at first, reinforce the use of the same preposition in different grammatical case and then work on the use of different prepositions to the same movement:

Complete the missing words and indicate the meaning: direction or position.

1. (школа) Иван идет в ... . --> Иван идет в *школу*. ‘Ivan is going to the school.’ (направление ‘direction’)
   (школа) Иван находится в ... . --> Иван находится в *школе*. ‘Ivan is currently in the school.’ (местонахождение ‘position’)
2. (школа) Иван идет ... . --> Иван идет *в школу*. ‘Ivan is going to the school.’ (направление ‘direction’)
   (школа) Иван находится ... . --> Иван находится *в школе*. ‘Ivan is currently in the school.’ (местонахождение ‘position’)
3. (площадь) Иван едет ... . --> Иван едет *на площадь*. ‘Ivan is going to the square.’ (направление ‘direction’)

The dative case with a local value has an equivalent in BP in certain cases when the direction of movement is determined using the profession. In an indirect object in Russian, the absence of a preposition is noted, in contrast to the use of the prepositions para and a in BP:

(5) *Студент дал яблоко преподавателю. – O estudante deu uma maçã ao professor./ O estudante deu uma maçã para o professor.*
‘The student gave an apple to the teacher.’

Another discrepancy is in the complement of verbs: sometimes a verb in Russian requires an indirect object, and the equivalent in Portuguese does not always correspond:

(6) *Пациент верит врачу. – O paciente confia no médico.* (indirect obj.)
‘The patient trusts the doctor.’

(7) *Иван помог другу. - Ivan ajudou o amigo.* (direct obj.)
‘Ivan helped the friend.’

A general comparison with BP equivalents indicates a greater number of phenomena in which the objects of Russian verbs in the dative case have no preposition, while in Portuguese there is a preposition in similar verbs. It is very common to observe the use of the nouns in the Accusative case when the correspondent in BP is direct object.

The preposition *по* ‘by’ or ‘in’, in addition to the construction *по + language (говорить по-русски)*, can form different meanings in the dative case; the local value is perceived when compared with the equivalent of BP *por* ‘by’:

(8) *Иван гуляет по парку*. - *Ivan passeia pelo* (*por + o*) *parque*.)
‘Ivan walks in the park’

Although, the preposition value is already very different in other situations: the preposition is not translated as *por,* but as *em* or *de* in Portuguese (*специалист по литературе – especialista em literature* ‘specialist in literature’*; учебник по русскому языку – apostila de língua russa* ‘textbook of Russian language’). In the meaning of *в соответствии* ‘in accordance’, the equivalent in Portuguese is the prepositions *conforme* or *de acordo com* ‘according to’ (*по плану – de acordo com o plano/ conforme o plano* ‘according to the plan’). This leads to mistakes using preposition *в* as *специалист в литературе*.

The difficulties associated with the dative case can be overcome through exercises in which it is necessary to avoid the use of preposition, as well as others requiring the use of the right preposition:

Make the sentences:

1. *студент+дать+яблоко+преподаватель* --> *Студент дал яблоко преподавателю*. ‘The student gave an apple to the teacher.’
   Иван+помочь+друг --> *Иван помог другу*. ‘Ivan helped the friend.’
   Маша+мешать+брат --> *Маша мешает брату.* ‘Masha disturbs the brother.’
2. *он+специалист+литература* --> *Он специалист по литературе*. ‘He is specialist in literature.’
   это+учебник+русский язык --> *Это учебник по русскому языку.* ‘This is a textbook of the Russian language.’

Let us dwell on the main distinguishing features of the expression of the genitive case. Its more detailed consideration would require a separate section, due to the great diversity of this grammar case. In the meaning of the possessor, the genitive is equivalent in a construction with the preposition de: *дом отца – a casa do (de+o) meu pai* ‘the house of my father’. The construction with the preposition *у* + the genitive case of animate nouns is a big discrepancy with the corresponding construction in Portuguese:

(9) *У меня новая машина*. – *Eu tenho um carro novo*.
‘I have a new car.’

The Russian preposition *у* is translated into Portuguese as *junto a* ‘together with’, which denotes a position very close to the subject, in touch with it. However, the Portuguese equivalent of the construction of the verb *ter* ‘to have’ is translated in the same way as the verb *иметь* ‘to have’, although not in all cases:

(10) *У меня новая машина./ Я имею новую машину. – Eu tenho um carro novo.*
'I have a new car.'

In the second case, comparing parallel constructions with verbs *иметь* and *ter* does not help to understand the meaning of the structure with the preposition *у*.

Ex.1. Make the sentence. Use the verb иметь *when it is possible*.

я+новая машина --> *У меня новая машина. / Я имею машину.* 'I have a car.'

отец+болеть+голова --> *У отца болит голова.* 'The father has a headache.'

Teaching the genitive case in negative sentences requires a lot of attention in the teaching process in a Brazilian audience. We have not identified direct correlations with the native language of students.

The instrumental case can be used in the meaning of the subject with the help of which something is done: *Я пишу ручкой* 'I write with a pen'. In this case, the value in Russian is given only through the noun ending in a certain case, which is impossible in BP; in this language, the equivalent is the construction with the preposition *com: Eu escrevo com caneta* 'I write with a pen'. However, the same preposition in Portuguese is used in a construction similar to the phenomena of this case with the pretext *с*: *Пельмени с мясом и с капустой – Pelméni com carne e repolho* 'Pelmeni with meat and cabbage'. In the second case the founded mistakes regard only the word termination, but the first one involves the incorrect use of the preposition *с*: *Я пишу с ручкой*.

Make sentences with the separate words.

я+писать+ручка --> *Я пишу ручкой.*

они+есть+ложка --> *Они едят ложкой.* 'They eat with a spoon.'

он+есть+(каша+молоко) --> *Он ест кашу с молоком.* 'He eats porridge with milk.'

мы+Анна+ходить+кино --> *Мы с Анной ходили в кино.* 'Anne and me went to the cinema.'

The instrumental case can be used as well as a complement to different verbs. Due to the fact that for a Brazilian student the concept of complement in the native language consists of two types - without a preposition (direct) and with a preposition (indirect), the concept of augmentation in RL is not at all simple: complements in instrumental case occur after certain verbs with a preposition, and after others without. At the initial stage, there is a larger number of complements without a preposition: *управлять* 'rule', *заниматься* 'handle', *стать* 'become', *увлекаться* 'get carried away' и *интересоваться* 'take interest in', but there are also complements with preposition: *поздравлять* 'to congratulate' and *встречаться* 'to meet'. The first three verbs in BP require complement without a preposition, the next three are used with the preposition *por* 'by' and the last with the preposition *com* 'with'. Such a variety of possible equivalents makes it difficult to compose analogues between languages, leading to errors like *управлять предприятие* instead of *управлять предприятием* 'rule the company', *заниматься спорт* instead of *заниматься спортом* 'practice sports', *стать врача* instead of *стать врачом* 'become a doctor', *увлекаться с спорт* instead of *увлекаться спортом* 'get involved with sport', *интересоваться по спорт* instead of *интресоваться спортом* 'take interest in sport'.

Associated to this we find necessary to work on this discrepancy through the following exercise:

Make sentences:

Иван Сергеевич+управлять+предприятие --> Иван Сергеевич управляет предприятием. 'Ivan Sergeevich rules the company.'

Саша+любить+заниматься+спорт --> Саша любит заниматься спортом. 'Sacha loves to practice sport.'

Маша+хотеть+стать+врач --> Маша хочет стать врачом. 'Masha wants to become a doctor.'

In comparing verb systems, there is a large discrepancy in the types of the Russian verb, which is closely related to their endings. In RL there are three tenses: Past, Present and Future for imperfective verbs and two, Past and Future, for perfective verbs. In comparison with BP, each time of the Russian verb corresponds to different tenses of the Portuguese verb, i.e. the variety of meanings of Russian is partially reflected in Portuguese in the form of different tenses of the verb with separate endings, while in Russian, for each verb, endings are much less varied. This discrepancy is highly significant, because in the language of the Brazilian student different tenses are expected to be used with different endings, and in Russian one meets only two for each verb. To indicate the Past tense, the suffix *-л* in the next sentence corresponds, without taking into account the complex forms of tenses with the auxiliary verb, to two possible endings of Portuguese:

(11) *Я учился в университете. --> Eu estud**ei** na universidade./ Eu estud**ava** na universidade*. 'I studied in the university.'

This discrepancy is due to the fact that the types of the verb in BP are determined by other rules. In the Indicative mood, Portuguese has three past tense forms: imperfect, simple past and pluperfect; the first is characterized by a punctual action that does not last; the second is a continuous action lasting in the past, the end of which is not known or not important in the oral speech; and the third is an action that occurs in the past before another action. We emphasize that the definition of equivalents of an imperfect type in Portuguese is closely related to the situation of use, especially with adverbs:

(12) *Сегодня я ел мясо. – Eu comi carne hoje.*
‘I ate meat today.’ (simple past in Portuguese)
(13) *Раньше я ел мясо. Теперь я вегетарианец. – Antes eu comia carne. Agora, sou vegetariano.*
‘I used to eat meat. Now I am vegetarian.’ (imperfect in Portuguese)

In such cases is very common to find the use the perfective mood when it is not intended: *Сегодня я съел мясо.* ‘Today I ate meat.’*; Раньше я съел мясо*. ‘Previously I ate meat.’, which not always are mistakes per se, but result in unintended meanings.

We suggest the reinforcement of the imperfective aspect and only then the work on the perfective aspect:

Complete the missing verbs in the conjugated form.

(1) (есть) Раньше он ... кашу с молоком по-утрам. Теперь он ... только фрукты. --> Раньше он *ел* кашу с молоком по-утрам. Теперь он *ест* только фрукты. ‘Previously he *ate* porridge and milk. Now he *eats* only fruits.’

Он всегда ... фрукты, но вчера он ... кашу с молоком. --> Он всегда *ест* фрукты, но вчера он *ел* кашу с молоком. ‘He always *eats* fruits, but yesterday he *ate* porridge and milk.’

(2) (есть-съесть) Сегодня утром он ... всю кашу. Поэтому, мы ничего не ... . --> Сегодня утром он *съел* всю кашу. Поэтому, мы ничего не *ели*. ‘Today in the morning he *ate* all the porridge. Therefore we didn’t *eat* anything.’

(смотреть-посмотреть / приезжать-приехать) Вчера вечером мы ... фильм, когда Иван ... домой. --> Вчера вечером мы *смотрели* фильм, когда Иван *приехал* домой. ‘Yesterday in the evening we *were watching* a film, when Ivan *arrived* home.’

Conclusions

For educational purposes, on the basis of linguistic typology and comparative studies between Russian and Brazilian Portuguese, we revealed and described linguistic difficulties that a Brazilian student faces when mastering the Russian phonetic and grammar systems. First, the comparison of the consonant systems of the RL and the BP allows us to predict the potential sound interference in the reproduction of consonants; based on a phonological comparison, significant interference is noted in the signs of hardness, softness, place of articulation and mode of articulation. Second, the grammatical interference is observed in the mastering of subjective personal pronouns of the 2nd person; categories of place, including adverbs and demonstrative pronouns; 3rd position possessive pronouns; correlation of types of complementing the grammatical structure of the RL with prepositions due to the lack of cases and the different use of prepositions for the formation of the addition of verbs in BP; tenses and types of Russian verbs.

In order to overcome the described difficulties and interference, we suggested the samples of exercises to avoid the linguistic errors. Also, the system of such exercises has further development and is being currently tested by the authors.

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ВОЗМОЖНОСТИ ИГРОВЫХ УЧЕБНЫХ СЛОВАРЕЙ В РЕПРЕЗЕНТАЦИИ ФРАЗЕОЛОГИИ МЛАДШИМ ШКОЛЬНИКАМ

Possibilities of Educational Game Dictionaries in Representation of Phraseology to Younger Schoolchildren

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Abstract. *The article summarizes domestic and foreign experience of creating textbooks in a game format and presents an innovative concept of educational gamificated phraseographic text intended for the younger schoolchildren. The goals and objectives of the game dictionary projects of the Experimental laboratory of educational lexicography of Pskov state University are determined. The macrostructure and parametric model of educational gamificated dictionaries are presented. The lexicographical game techniques of etymologization of phraseological units are described. The results of the training experiment conducted in schools of Pskov on the materials of the author's dictionaries are also presented. They confirm the effectiveness of the developed methodology of gamificated lexicographical representation of phraseology and the practical value of dictionaries.*
Keywords*: *dictionary entry, educational lexicography, game techniques of etymologization of phraseology, pedagogical experiment, phraseological dictionary.

Введение
Introduction

Игра как естественная для ребенка форма обучения обусловливает и создание специальной книжной продукции. В настоящее время книжный рынок в России переполнен разнообразными книжками-игрушками, книгами-играми разной тематики, жанров и направлений.

Жанром, на сегодняшний день еще не разработанным в игровом формате, является учебный словарь.

Цель данной статьи – представить инновационную концепцию комплекса игровых фразеологических словарей для младших школьников, разработанную в Экспериментальной лаборатории учебной лексикографии Псковского государственного университета: фразеологический словарь

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«Занимательные этимологические истории» (Rogaleva & Nikitina, 2019), фразеологический словарь в рассказах «Сами с усами» (Rogaleva & Nikitina, 2018) и подготовленный к печати познавательно-игровой фразеологический словарь «Дело в шляпе».

Помимо основной задачи – игровой учебной репрезентации русской фразеологии на широком культурно-историческом фоне, в данных словарях решается задача повышения общего уровня эрудиции читателя-ребенка.

Новые формы взаимодействия Интернета и литературы в XX-XXI, а также новые приемы построения текста, порожденные этим взаимодействием, обусловили такие формы применения интернет-технологий в сфере «бумажной» литературы, как построение текста по принципам компьютерной игры (что влияет на жанровую природу, картину мира текста) и использование в художественном тексте эстетики сетевого блога (что воздействует на стиль) (Kataev, 2012, p. 6) – все это способствует воссозданию в художественном тексте эффекта интерактивности, свойственной любой компьютерной игре.

В связи с этим, как уже отмечалось в наших работах, мы признаем крайне актуальным и применяем при реализации нашей фразеографической концепции такой способ индуцирования интерактивности, как использование игровых приемов конструирования лексикографического текста, в том числе адаптацию приемов компьютерных игр применительно к бумажному формату словаря. Такой подход соответствует не только читательскому запросу, но и реальному положению дел в сфере современной коммуникации (Nikitina & Rogaleva, 1915, p. 182)

В ходе исследования языкового материала с целью его адекватной параметризации в рамках словарной статьи использовались приемы семантической идентификации и лингвокультурологического анализа фразеологизмов, методика структурно-семантического моделирования и описательный метод.

В целях реализации авторской концепции интерактивной словарной репрезентации фразеологии адресату-ребенку был использован лексикографический метод дискурсивного гипертекстового конструирования с использованием тактики этимологического парафразирования.

Способом моделирования фраземообразовательного процесса в условиях учебной коммуникации стала словарная этимологическая парафраза, интерактивность которой создается посредством системы игровых текстоорганизующих приемов (Rogaleva, 2014).

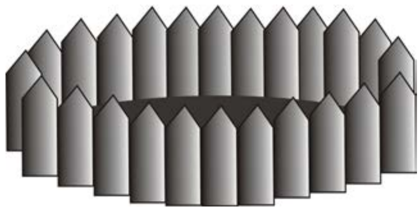
Игровой приём креолизации лексикографического текста во фразеологический словаре «Занимательные этимологические истории»
Game method of creolization of lexicographic text in the phraseological dictionary "Entertaining etymological stories"

Одним из игровых текстоорганизующих приёмов является креолизация этимологического гипертекста (Rogaleva, 2019). Мы не ставим своей целью анализ использования термина «креолизация» в традициях зарубежных лингвистических школ. Будем придерживаться его трактовки в современной российской лингвистике и лингводидактике, где под креолизованным текстом понимается «особый вид паралингвистически активного текста» (Udod, 2013, p. 97). Е.Е. Анисимова определяет данные тексты как особый лингвовизуальный феномен, текст, в котором вербальный и невербальный компоненты образуют одно визуальное, структурное, смысловое и функционирующее целое, обеспечивающее комплексное прагматическое воздействие на адресата (Anisimova, 2003, p. 71).

Это свойство креолизованного текста в полной мере используется при словарной этимологизации фразеологизмов в рамках нашей концепции (Rogaleva, 2014). Иконические компоненты текста являются здесь репрезентантами ключевых элементов фразеологического образа, что обеспечивает адекватное осмысление внутренней формы фразеологизма, снимает возможность неполноценного восприятия вербально передаваемой информации или ее некорректной интерпретации читателем-ребенком, не имеющим достаточных фоновых знаний и запаса этнокультурно маркированной лексики, как, например, в случае с фразеологизмом *ни кола ни двора*. Благодаря креолизации этимологизирующего словарного текста читатель получает здесь наглядное представление о деталях и конструктивных особенностях крестьянских хозяйственных построек, осваивает культурный фон компонентов фразеологизма *кол, двор,* опираясь на визуализацию соответствующих реалий, и успешно осознает мотивировку фразеологического оборота. Отметим также, что за счет диалога авторов с читателем при воображаемом «обустройстве двора» по ходу этимологической истории «в книжном формате» реализуется интерактивность, так привлекающая ребенка в компьютерных играх (Rogaleva, 2019, p. 123).

Приведём фрагмент данной словарной статьи:

« <…> **Ни кола ни двора…** Ну что же, в общих чертах, понятно – нет ни того, ни другого. Смотри, а вот и кол. Да-да, эта палка с заострённым концом.  А вот и ещё один . А вот ещё.  Наверное, старик из статьи «Хоть кол на голове теши» обронил. Чего же добру пропадать? Давай будем забор строить. Ведь колья для этого и нужны.



А что? Неплохой забор получился. Мало того – у нас с тобой и двор появился. Вот он, забором огорожен. Ну, раз такое дело – нужно дом построить, хозяйством обзавестись. (В давние времена все это вместе – огороженный участок земли, дом и все крестьянское хозяйство тоже называли двором).

Да, отлично получилось. Будем теперь жить-поживать, ещё больше добра наживать, да словарь читать. А представляешь, если бы кол не нашли? И ничего бы у нас не было. **Ни кола, ни двора.** Вот так.

Замени слова в скобках их толкованием, и ты раскроешь фразеологический образ:

⊙Нет ничего – ни (кола), ни (двора).

Кол – заострённая толстая палка, которую используют для устройства забора вокруг двора.

Двор – участок земли при доме и сам крестьянский дом со всеми хозяйственными постройками; крестьянское хозяйство.

Проверь себя в следующей рубрике.

Выражение **ни кола ни двора** основывается на значении слов **кол** и **двор** и означает – нет ничего – ни заострённой толстой палки для устройства забора вокруг двора, ни самого двора, то есть, крестьянского хозяйства. В переносном значении выражение употребляется, когда про кого-нибудь хотят сказать, что у него нет ни своего жилья, ни хозяйства, а то и совсем ничего нет».

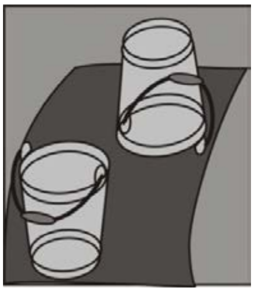
(Rogaleva & Nikitina, 2019, p. 57-58).

Согласно авторской концепции одним из приемов креолизации словарного текста является использование рисунков, построенных на эффекте оптических иллюзий – перевертышей, контрастных изображений с эффектом последствия, а также иллюзий движения. Такой прием креолизации вполне уместен при словарной репрезентации фольклорного фразеологизма *как по щучьему веленью* – ‘как по волшебству, как бы само собой’. Тема волшебства задается во вводном обращении к читателю: «<…> В этой словарной статье будет мало слов, но много волшебства, потому что тут нам особо рассказывать нечего, ты и так всё знаешь. Проверим? Сказку «По щучьему велению» помнишь? Ну, конечно. Мы уверены, что хоть одно из этих изданий тебе знакомо». (Фотографии обложек различных изданий русской народной сказки «По щучьему велению»). (Rogaleva & Nikitina, 2019, p. 36).

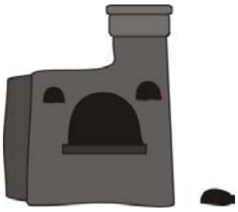
По ходу словарной статьи сюжет сказки иллюстрируют «волшебные» рисунки, о которых шла речь выше. Они помогают ребенку усвоить значение фразеологизма: как по волшебству Емеля превращается в царевну Несмеяну, сами собой передвигаются ведра, щука оказывается в озере, а пирожок, посыпанный сахарной пудрой, – в печи. Приведем примеры заданий-«инструкций», сопровождающих «волшебные» рисунки:

«Посмотри на Емелю. Теперь переверни Словарь и снова посмотри на Емелю. Только это уже не Емеля, а кто? Узнаёшь? Ну, конечно, царевна Несмеяна!

Помоги щуке попасть в озеро: секунд 30 смотри на щуку, затем переведи взгляд на озеро. Подожди немного. Получилось? Щука в озере? Чудеса!



Видишь, оба ведра стоят на мостике. Переверни словарь. А теперь? Одно ведро так и стоит на мостике, а другое – уже на траве. Скажешь, не волшебство?



А это печка – любимый вид транспорта Емели. А рядом пирожок. Его нужно испечь. Секунд 20 смотри на пирожок, затем переведи взгляд на печку. Подожди немного. Видишь испеченный пирожок в печке? Он белого цвета, потому что посыпан сахарной пудрой. Опять волшебство». (Rogaleva & Nikitina, 2019, p. 39).

Здесь же «волшебство» на вербальном уровне – фразы-перевертыши (палиндромы), сопровождающие рисунки, – еще одна возможность проиллюстрировать значение фразеологизма, а кроме того – познакомить ребенка с интересным видом языковой игры и, конечно, сделать вывод о происхождении оборота:

«Вот так мы с тобой наполнили новыми чудесами русскую народную сказку, к которой восходит фразеологизм **как по щучьему веленью**. Сказочная щука, отпущенная Емелей на свободу, готова была исполнить любое его желание, достаточно было произнести «По щучьему веленью, по моему хотенью…». Отсюда и значение фразеологизма – «как по волшебству, как бы само собой».

(Rogaleva & Nikitina, 2019, p. 39).

На всем протяжении этимологического гипертекста словарной статьи «Коломенская верста» средствами креолизации показана длинная шея жирафа. Сам же «секретный персонаж» появляется лишь в конце, помогая адресату-ребенку связать историю происхождения фразеологической единицы (ФЕ) и ее современное употребление, подвести читателя к выводу о развитии фразеологического значения:

« <…> О! Смотри, здесь чьи-то ноги, а это, оказывается, шея! Целых четыре страницы тянется! Оказывается, всю эту словарную статью с нами был кто-то еще.

–Не бойтесь, это я, жираф. Заглянул в эту словарную статью, чтобы побольше узнать про фразеологизм **коломенская верста**. Хоть я и не человек, но у нас, в царстве животных, все называют меня коломенской верстой. Я не обижаюсь, ведь, действительно, я сейчас самое высокое животное в мире. Одна шея чего стоит – 2 метра! А в целом мой рост достигает 6 метров. Это высота двухэтажного дома». (Rogaleva & Nikitina, 2019, p. 46-47).

(Далее следует вывод о развитии фразеологического значения).

Использование приема креолизации текста соответствует пользовательскому запросу современного младшего школьника, а также активно реализуемым в настоящее время принципам здоровьесберегающей педагогики – позволяет снять у обучающегося ребенка эмоциональное напряжение, облегчает процесс чтения (Rogaleva, 2019, p. 131).

Моделирование игрового ономастического пространства в лексикографическом проекте «Сами с усами: весёлый фразеологический словарь»
Simulation of the game onomastic space in the lexicographic project "We are not stupid: a fun phraseological dictionary"

Учитывая выявленную Д.А. Щукиной методологическую значимость пространства как семантически организующей категории текста (Shhukina, 2003) и опираясь на понимание ономастического пространства, предлагаемое В.И. Супруном (Suprun, 2000), мы используем текстоорганизующий прием «моделирования игрового ономастического пространства» словаря, которое включает топонимы (город Фразеологинск), эргонимы и идеонимы (радиоканал «Спортивно-фразеологический», сайт «Фразеологический»), антропонимы (имена рассказчиков фразеологических историй: мастер Профи, инженер Сантиметренко, повар Сгущёнкин, экскурсовод Раскопкин) и другие онимы с семантически обнаженной, «говорящей» внутренней формой. Такие номинации способствуют возникновению у младшего школьника дополнительной мотивации к осознанию культурно-значимых сфер, к которым восходят фразеологизмы.

Так, инженер Сантиметренко рассказывает о фразеологизмах, связанных со старинными мерами длины (*мерить на свой аршин*, *семи пядей во лбу*), мастер Профи помогает освоить фразеологизмы, связанные с профессиональной сферой (*попасть впросак*, *тянуть канитель*), экскурсовод Раскопкин знакомит с фразеологизмами, восходящими к истории нашей страны (*как Мамай прошёл, Коломенская верста, отложить в долгий ящик*), повар Сгущёнкиным объясняет историю происхождения фразеологизмов, связанных с русской кухней и традиционной пищей (*тертый калач, седьмая вода на киселе*).

Приведем фрагмент из словарной статьи проекта «Сами с усами: весёлый фразеологический словарь».

« <…>– Стой на месте! Не двигайся! Я – мастер Профи (рисунок). Я же просил тебя дожидаться меня дома! Я бы сам к тебе пришёл и всё рассказал о нашем фразеологизме. Здесь очень опасно! Видишь, всё в верёвках? Это просак – ручной станок, на котором раньше прядильщики изготавливали толстые веревки (канаты).

Сложная сеть верёвок тянулась от прядильного колеса до «саней», где веревки скручивались. Станок располагался обычно на улице и занимал значительное пространство. Если в просак попадали края одежды или волосы изготовителей канатов, работающий станок закручивал их вместе с материалом, из которого делалась верёвка, и освободиться было очень трудно.

Ну всё, я остановил просак. Проходи. Конечно, мне пришлось сильно поволноваться. Надеюсь, теперь-то ты понимаешь, что попасть в такой просак – ситуация не из приятных?

Вот и доктор Витаминкин здесь. Это я его вызвал. Так, на всякий случай. Мало ли что могло случиться.

А что ты смеёшься? Смотрелся ли я в зеркало? Нет, конечно. Как угорелый вылетел, когда узнал, что ты здесь. А что? Что-то не так? А, понятно. Брюки вместо пиджака надел (рисунок). И доктор Витаминкин не лучше. Вместо очков, ножницы на нос нацепил (рисунок).

Спасибо. А то попали бы мы с Витаминкиным впросак! Ведь сейчас сюда приедет съёмочная группа с телевидения.

А ты, чтобы не попасть впросак, прочитай вывод о происхождении нашего фразеологизма. Передача-то будет о нём.

Исконно русское выражение **попасть впросак** связано с бытом русских прядильщиков, канатных мастеров. **Просак** – это канатный станок, на котором в старину скручивали верёвки. Для прядильщика попасть в такой станок, то есть, в просак одеждой или бородой означало лишиться того и другого, а порой и жизни. В наше время таких станков-просаков уже нет, прямое значение устойчивого выражения **попасть в просак** забылось, предлог **В** слился с названием станка и укрепилось переносное значение фразеологизма попасть впросак – «по своей вине оказаться в затруднительном, неприятном, сложном положении; ошибиться в чём-либо».

А сейчас фразеологическая игротека представляет игру «Путаница»:

Ведущий произносит слова «Чтобы не попасть впросак, это нужно делать так….» и начинает называть части тела и показывать их (или дотрагиваться до них). Игроки смотрят на ведущего и повторяют движения за ним. При этом ведущий может «путать» игроков, называя одно, а показывая на другое. Кто повторил такое неверное движение – тот попал впросак!» (Rogaleva & Nikitina, 2018, p. 124-125).

Таким образом, ономастическое и в целом текстовое игровое пространство словаря наполняется реальными групповыми играми, в ходе которых актуализируются изученные фразеологизмы.

«Дело в шляпе»: фразеологический словарь-игра в жанре квеста
"It's in the bag": phraseological dictionary-game in the genre of quest

При конструировании фразеологического словаря-игры в жанре квеста, который уже подготовлен нами к печати, мы опирались на требования к разработке образовательного квеста, предложенные Е.А. Игумновой и И.В. Радецкой (Igumnova & Radeckaja, 2016).

1. Название квеста: Дело в шляпе: познавательно-игровой фразеологический словарь с приключениями.
2. Цель квеста: ознакомление школьников с коммуникативно значимыми русскими фразеологизмами в широком контексте русской культуры и истории.
3. Задачи квеста: формирование языковых и лингвокультурологических знаний школьников, развитие их познавательной активности, расширение общего кругозора, повышение речевой культуры.
4. Продолжительность, объем: 15 словарных статей (они разработаны в форме сюжетных историй), – это 15 этапов квеста, каждый из которых состоит из нескольких уровней: освоение грамматических свойств и семантики фразеологизма, истории его происхождения, наблюдение за функционированием фразеологизма, его употребление в различных речевых ситуациях, творческие задания.
5. Возраст читателей: 7-12 лет.
6. Легенда: герои-рассказчики, представляющие фразеологические истории читателю, собираются в Пушкинских горах по приглашению таинственного персонажа – тени Пушкина и участвуют в жеребьевке: вытащив жребий из шляпы, они должны представить читателю историю происхождения доставшегося им фразеологизма.
7. Основные задания для читателя: фразеологическое – вместе с героями-рассказчиками реконструировать этимологию фразеологизмов; культурологическое: собирать и осваивать информацию о головных уборах

разных времен и народов (один из героев-рассказчиков, дизайнер одежды Сантиметренко растерял шляпы, которые вез на выставку, они рассыпались по словарю, читатель должен их собрать и найти их описание в словарике-приложении).

8. Сюжет: сюжетные истории отдельных статей образуют общую сюжетную линию, к примеру:

– «А кто знает? Пушкин?» – в этой статье читатель-ребенок вместе с авторами попадает на праздник Пушкинской поэзии и занимается поисками первого рассказчика, которым оказывается словарь.

– «Во все лопатки» – в этой статье читатель вместе с авторами отправляется в телеге на экскурсию по лесным дорожкам Пушкинского Заповедника. Извозчиком оказывается пёс Гафик и его друг заяц Сеня, которые и рассказывают историю происхождения фразеологизма, связанную со строением тела лошади и особенностями ее бега.

– «Дела как сажа бела» – в этой главе рассказ реального персонажа - хранителя музейного комплекса «Бугрово» Вячеслава Юрьевича Козмина сменяется сказочным дискурсом, и историю продолжает рассказывать печка в крестьянском доме.

– «Днём с огнем не найти» – в этой статье читатель с авторами и все рассказчики ищут один их потерянных модельером Сантиметренко головных уборов, Тень Пушкина приносит свечку, чтобы иллюстрировать фразеологический образ.

Выбор героев-рассказчиков, как правило, оправдан их связью с историей происхождения фразеологизма: фразеологизм *прийти к шапочному разбору* комментирует Красная Шапочка, исходную форму фразеологизма по ходу сказочного сюжета статьи «Точить зуб» иллюстрирует Баба Яга и т.п.

– «Дело в шляпе» – в этой заключительной истории рассказчиком оказывается читатель-ребенок, которому достался жребий, он сам выводит историю происхождения фразеологизма. И принимает поздравления:

Если ты пришел в эту статью по кубику – поздравляем, ты победитель фразеологического квеста! Ты освоил 15 наиболее распространенных русских фразеологизмов и теперь можешь употреблять их в речи.

9. Задания (препятствия) для продвижения по сюжету.

Уже на первом уровне квеста читатель-ребенок начинает выполнять занимательные задания и проверять свою эрудицию. В случае затруднений он получает помощь . Для тех, кто хочет знать больше, следующий уровень – рубрика «Интересные факты» от Умной шляпы. Инструкцию по выполнению этих и других заданий читатель получит в Предисловии:

Хочешь что-нибудь написать в словаре своей рукой, а ещё нарисовать и раскрасить? Пожалуйста! Для этого мы предусмотрели вот такие задания ✍, ✏. Мечтаешь, чтобы о тебе узнала вся Россия и твое имя вошло в следующее издание словаря? Тогда выполняй задания со значком (дается небольшое изображение письма) и присылай нам письма вот на этот электронный адрес: dety-frazeologiya@ya.ru.

10. Навигаторы.

А) Рубрики статьи – «Окно-заголовок» (задает функционально-семантические параметры фразеологизма, которые актуализируются по ходу словарной статьи), «Фразеологическая история» (раскрывается этимология фразеологизма), «Фразеологический наблюдательный пункт» (задания на поиск фразеологизма в тексте и анализ особенностей его функционирования), «Речевая лаборатория» (ситуативно-речевые задания, где читатель должен корректно использовать фразеологизм), «Детский фольклор» (частушки, загадки, скороговорки, связанные со сферой происхождения фразеологизма, его компонентным составом), «Творческая мастерская» (творческие задания: рисование, рукоделие, фокусы и т.п., которые также связаны с историей или функционированием фразеологизма), «Все на стадион» (подвижные игры с использованием реплик, включающих фразеологизм).

Б) «Фразеологические стёклышки». Навигатор будет вводиться в Предисловии, куда после утверждения оригинал-макета словаря будет введен соответствующий номер страницы: *При прохождении этапов нашего интеллектуально-фразеологического квеста тебя ждут сюрпризы. Выполнив задание «Фразеологического калейдоскопа» и найдя на нужной странице букву-стёклышко, впиши её в рамку на странице …. Когда ты соберёшь 7 букв-стёклышек, наш словарь скажет тебе что-то важное! (Буквы должны сложиться в слово «молодец»).*

В) Игровой кубик в конце статьи. По количеству точек на видимых гранях кубика (с ними нужно еще произвести некоторые арифметические действия) читатель узнает, к какой статье он должен перейти, найдя ее по соответствующему номеру в оглавлении.

11. Итог квеста – пройдены все этапы квеста и все уровни на каждом этапе (освоены представленные в словаре коммуникативно ценные и культурологически значимые русские фразеологизмы); собрана культурологическая информация по теме «Головные уборы» - найдены все «рассыпавшиеся по словарю» шляпы и информация о них в словарике-приложении; собраны стеклышки «Фразеологического калейдоскопа» и получена оценка деятельности («Молодец»).

В ходе работы со словарем-квестом формируются не только языковые и лингвокультурологические знания школьников, но и развивается их познавательная активность, расширяется общий кругозор, повышается речевая культура.

Результаты экспериментальной работы
Results of experimental work

С целью проверки эффективности разработанных игровых учебных словарей в репрезентации фразеологии младшим школьникам нами был проведен педагогический эксперимент, в котором участвовали 20 детей девяти лет с общим недоразвитием речи, обучающиеся в школах г. Пскова. Эти учащиеся коррекционных классов изъявили желание участвовать в эксперименте после того, как в рамках внеаудиторной работы студенты-практиканты познакомили их с нашими занимательными фразеологическими словарями.

Для характеристики первоначального уровня усвоения фразеологизмов (понимание семантики ФЕ, понимание семантики стержневого слова, осмысление внутренней формы, корректное употребление ФЕ в речи) было проведено анкетирование: к каждому из следующих фразеологизмов (*дело в шляпе, ни кола ни двора, как по щучьему велению, попасть впросак*) учащимся был предложен ряд следующих вопросов: 1. Слышал (слышала) ли ты когда-нибудь такое выражение? 2. Как ты думаешь, что оно обозначает? 3. В каких случаях, ситуациях люди употребляют данное выражение? Приведи примеры. 4. Назови слова в данном выражении, которые тебе непонятны.

При определении уровня усвоения фразеологизмов младшими школьниками использовались следующие критерии:

0 уровень – учащиеся не понимают семантику фразеологизма, не умеют употреблять их в речи, понимают значение не всех стержневых слов ФЕ.

1 уровень – учащиеся понимают семантику фразеологизма, не умеют употреблять их в речи, понимают значение не всех стержневых слов ФЕ.

2 уровень – учащиеся понимают семантику фразеологизма, допускают ошибки в употреблении ФЕ в речи, понимают значение не всех стержневых слов ФЕ.

3 уровень – учащиеся понимают семантику фразеологизма, допускают ошибки в употреблении ФЕ в речи, знают значение стержневого слова ФЕ.

4 уровень – учащиеся понимают семантику фразеологизма, умеют употреблять ФЕ в речи, знают значение стержневого слова ФЕ.

В результате анализа ответов детей оказалось, что все обучающиеся находятся на нулевом уровне усвоения фразеологизмов.

Далее мы разбили обучающихся на две группы по 10 человек в каждой.

С первой экспериментальной группой учащихся (Э-1) будущие учителя начальных классов в ходе непрерывной педагогической практики (в течение 2 месяцев) в рамках кружка «Занимательная фразеология» индивидуально и коллективно работали по игровым фразеологическим словарям, рассмотренным выше. Другая группа школьников (Э-2) изучала те же фразеологизмы по другим фразеологическим словарям для младших школьников (Basko, 2011), (Roze, 2018). Работа, как и в первой группе, строилась в соответствиями с параметрами словарной статьи и аспектами освоения фразеологизма: понимание семантики ФЕ (отрабатывалось на материале толкований фразеологизмов), осмысление внутренней формы ФЕ (происходило в ходе усвоения этимологической информации, предлагаемой авторами словаря), корректное употребление ФЕ в речи (анализировались представленные в словарных статьях примеры употребления ФЕ, подбирались и описывались аналогичные ситуации с употреблением фразеологизма). По завершении экспериментального обучения было проведено итоговое анкетирование, результаты которого оказались следующими: в группе Э-1, которая работала с фразеологическими словарями в игровом формате, 9 человек (90%) оказалось на 4 уровне, 1 (10%) – на третьем. В группе Э-2, осваивавшей те же фразеологизмы по указанным выше традиционным детским словарям, распределение было иным: на 1 уровне – 1 человек (10%), на втором – 3 (30%), на третьем – 6 (60%). На четвертом уровне не оказался никто.

Полученные данные свидетельствуют о том, что инновационная концепция учебной репрезентации фразеологии в игровом формате может быть признана эффективной.

Выводы
Conclusions

1. Формат игры как естественной для ребенка формы обучения может быть использован при репрезентации материала в учебных фразеологических словарях для младших школьников, комплексно представляющих семантику, ситуативные характеристики и историю происхождения фразеологизма. Игровые приемы конструирования лексикографического текста обеспечивают интерактивность этимологической парафразы, что способствует усвоению ребенком механизмов фраземообразования, осмыслению культурного фона фразеологизмов.
2. Игровые коммуникативные задания с использованием фразеологизмов, органично встроенные в лексикографический текст, позволяют школьнику освоить особенности современного функционирования фразеологических единиц, научиться использовать их в речи.

Использование игровых технологий в обучающем словаре соответствует пользовательскому запросу современного младшего школьника, и соответствует принципу здоровьесбережения – снимает напряжение у обучающегося ребенка, облегчает процесс чтения.

3. Согласно авторской концепции, в процессе конструирования фразеологического словаря для младших школьников могут использоваться следующие игровые приемы: креолизация лексикографического текста, моделирование игрового ономастического пространства, разработка сюжетно связанных словарных статей в жанре квеста. Эти приемы были апробированы в комплексе учебных фразеологических словарей для младших школьников «Занимательные этимологические истории», «Сами с усами», «Дело в шляпе», разработанных в Экспериментальной лаборатории учебной лексикографии Псковского университета.
4. Результаты экспериментального обучения младших школьников русской фразеологии с использованием этих игровых словарей не только подтвердили эффективность разработанной лексикографической концепции, но и показали преимущества данных словарей как средства обучения по сравнению с другими фразеографическими источниками, адресованными младшему школьнику.
5. Возможности эффективного использования игровых фразеологических словарей в школьной педагогической практике определяют практическую ценность предложенной лексикографической концепции. Игровые фразеологические словари могут использоваться на уроках русского языка и во внеурочной учебной деятельности, они будут полезны для семейного чтения, найдут применение и при обучению русскому языку детей-инофонов. Словари такого типа могут использоваться в вузовском обучении будущих учителей. Предложенная лексикографическая концепция также найдет применение в лексикографической практике, в том числе при разработке учебных словарей и на другом языковом материале.

Summary

The purpose of this article was to represent an innovative lexicographic concept implemented by researchers of the Experimental laboratory of educational lexicography of the Pskov University. The concept was based on the idea that the game format as a natural form of learning for a child can be used in the development of educational phraseological dictionaries for younger schoolboys.

The authors of the article claim that game dictionaries can complexly present semantics, situational characteristics and etymology of phraseologism. At the same time, game techniques of constructing a dictionary provide interactivity of the lexicographic text. Communicative

game exercises included in the lexicographic text teach the child to use phraseological units correctly in modern speech situations. The authors of the article prove all this with their materials.

According to the author's concept, in the process of constructing a phraseological dictionary for younger schoolboys, the following game techniques can be used: creolization of lexicographic text, modeling of game onomastic space, development of story-related dictionary entries in the quest genre. These techniques were tested in the complex of educational phraseological dictionaries for younger schoolboys “Entertaining etymological stories”, “We are not stupid”, “It's in the bag”, developed in the Experimental laboratory of educational lexicography of the Pskov University. The article contains text and illustrative fragments of these dictionaries with author's comments.

The article presents the results of experimental training of younger schoolboys using these game dictionaries. The experiment confirmed the effectiveness of the developed lexicographic concept and showed the advantages of these educational dictionaries compared to other dictionaries of phraseology, addressed to the younger schoolboys.

The article emphasizes the practical value of the developed lexicographic game technology. Phraseological game dictionaries can be used at the Russian language lessons in primary school, they will be useful for family reading and for teaching Russian as foreign language. Dictionaries of this type can be used in University training of future teachers and in the development of educational dictionaries.

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FOREIGN COMMUNICATIVE COMPETENCE AS A FACTOR OF PERSONAL DEVELOPMENT

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Abstract. *Life in Ukraine has provided people with diversity and possibility in communication with the corresponding increase in intercultural communication. Therefore, foreign language teaching and learning at the universities should not only be instrumental, but it should set a new goal to train students with intercultural communicative competence to meet the needs of our globalized world.*
The article deals with the role of foreign language communicative competence and the problem of forming foreign language skills in communication that influence on the development of the person in the process of education in higher education institutions. Communicative competence means having 'a competence to communicate'. The aim of the article is to investigate the level of foreign language communicative competence of the individuals and its impact on personality development. We used such research methods as observation, interview and questionnaire, analysis of the results of communication and teaching of students in a foreign language, the author's method of determining the level of foreign language mastering, the expert assessments method. The results of our study determined that communicative competence implies the appropriate skills, the formation of which is a prerequisite for learning a foreign language in the educational environment.
The results of the experiment allowed us to establish the psychological specificity of the process of mastering a foreign communication. The communicative competence is considered as a factor of personal development in the process of effective mastering of foreign languages. The foreign communicative competence is a recent notion and there is no clear consensus about what it is. Sometimes this term is referred to as global competence, international competence, multicultural competence and so forth.
Keywords: *development, foreign communicative competence, personal development.*

Introduction

The 21st century was marked by significant changes in the socio-economic development of Ukraine. The country's international relations have become much

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stronger and its authority in the world and the European space has increased (Kozyreva, Sagaidak-Nikituk, & Demchenko, 2017). Today, when Ukraine focusing on Europe, foreign language skills and intercultural communicative competence are one of the conditions for a person’s personal and professional development. Knowledge of languages is an important prerequisite for the formation of personal, cultural and professional personality traits (Byram, Gribkova, & Starkey, 2002). The overall strategy for the study of foreign languages is determined by the needs of modern society and the level of development of linguistic, psychological, pedagogical and related sciences. The basis of these sciences is the communicative approach, which determines the practical purpose of learning foreign languages, namely mastering foreign communication through the formation and development of communicative competence, which also involves the development of personality.

The effectiveness of language formation is a consequence of a number of psychological and pedagogical factors. These factors can be defined as significant circumstances that affect the success of personal communication. Success factors are based on the structure of educational activity, which allows them to be identified with its structural components of creating conditions for the development of internal motivation for communication, improving the educational process by including the individual in the process of discussing specific situations.

Therefore, foreign communication is essential to the development of the human psyche, formation and establishment of a rational, cultural behavior. Human mental development begins with communication. This is the first type of the social activity that arises in ontogeny and through which an individual receives the information necessary for its development. Thus, the foreign communication forms and develops abilities and acts as a means of acquiring knowledge and skills of the personality.

The aim of the article is to investigate the level of foreign language communicative competence of the individuals and its impact on students’ development. To achieve the aim of the article we set out the following tasks: 1) to investigate the foreign communicative competence as a major factor in the development of the foreign language and 2) to identify the influence of the foreign language communicative competence on the process of personality’s development.

Literature review

Many scientists have studied the problem of foreign language communication in the process of learning a foreign language (Chykhantsova, 2014; Chykhantsova, 2019; Drăghicescua, Cristeab, Petrescua, Gorghiuc, &

Gorghiud, 2015; Harmer, 2012; Menke & Paesani, 2019; Petrie & Avery, 2011; Boretska, 2010; Volobueva, 2012). Recently, the problem of improving the foreign language training of future specialists has become particularly relevant in Ukraine and has become the subject of many researches. Particularly, the psychological aspects of the formation of communicative competence have been studied by many researches (Tomchuk & Buchatska, 2010). The problem of mastering a person in a foreign language in Ukraine was covered in a number of scientific works by L. Onufrieva (Onufrieva & Onufrieva, 2010). The learning a foreign language takes on a personal meaning, depending on what kind of activity integrates the acquired language skills (Chykhantsova, 2014; Saenko, 2010).

The researcher R. Feuerstein (Feuerstein, Feuerstein, Falik, & Rand, 2006) revealed the qualities that ensure successful mastery of a foreign language by personality: understanding of the importance of educational tasks for himself/herself and his/her future; mastering the strategy of further self-studying; the desire to work on the solution of educational tasks; sense of competence, ability to solve tasks; ability to control the behavior and activities; ability to set a real goal, plan ways to achieve it; the need and ability to meet the challenges of life, to learn; awareness of the need and availability of changes in the qualities, levels of training; confidence in the ability to make positive changes, to successfully solve problems; the willingness and ability to participate in teamwork.

The scientists view ‘competence’ as an evaluative category in psycho-pedagogical literature (Drăghicescua et al., 2015). This category characterizes a person as a subject of a particular activity and ensures success. This competence evaluates such components as the structure of knowledge and skills, value orientations, attitudes to the activity, its effectiveness and ability to improve it (Bolster & Balandier-Brown, 2004; Menke & Paesani, 2019). So, the communicative competence is an integrative personality formation that has a complex structure and acts as an interaction and interpenetration of linguistic, sociocultural competences, the level of formation of which enables a person to effectively carry out foreign language, interlinguistic, intercultural and interpersonal communication (Chykhantsova, 2014; Menke & Paesani, 2019; Tomchuk & Buchatska, 2010).

So, the foreign language communicative competence directly acts as a factor in the intellectual development of the personality. Individuals exchange and enrich information, acquire new interests, motives, goals of activity in the process of communication. They also acquire interpersonal interaction, the development of a general outlook, the formation of personal characteristics and character (Serdiuk, 2018).

Methodology

The study involved 84 students of different specialties of the second and the third courses of the College 'Education' of the University 'Ukrain', Kiev, Ukraine: 35 men and 49 women. The age of respondents are from 18 to 20 years old. We processed the results of the survey using a computer program for statistical processing of data SPSS Statistics 21.0.

We used a set of research methods to diagnose communicative competence and the level of students foreign language masterying: 1) observation; 2) methods of oral (interview) and written (questionnaire) interviewing; 3) analysis of the results of communication and teaching of students in a foreign language; 4) the author's method of determining the level of foreign language masterying; 5) the expert assessments method.

Expert assessment of the level of development of the communicative component as a factor of development of students' foreign language communication was carried out by experts among the experienced foreign language teachers of the University 'Ukraine'. The assessment of foreign language communication skills of students included a set of tasks for identifying skills in listening, reading, speaking and writing.

Research results

We have developed the authorial structural model of foreign language communicative competence as a basis for determining a system of exercises and tasks that can provide the formation of a particular competence in a person as a macro object and its structural components (Fig. 1) (Chykhantsova, 2019). Under 'a foreign language' we understand a language originally from another country than the speaker. It is also a language not spoken in the native country of the person. We tested respondents' communicative competence as a factor of personal development through mastering a foreign language in the college. All of students in our research study English as the foreign language.

For our research we tested grammatical and lexical skills of students, ability to construct grammatically and lexically correct sentences, which should be clear to the interlocutor using Educational programs of foreign languages ([EPFL], 2017) and Ukrainian English language teacher learning platform ([UELTLP], 2020). We also tested intercultural communicative knowledge of topics that covered different aspects of personal relationships. During the reading and listening we tested the students' general understanding of the foreign texts, text's structure, the recognition of the links between parts of the text, the selective finding of special or necessary information in texts of various characters (EPFL, 2017).

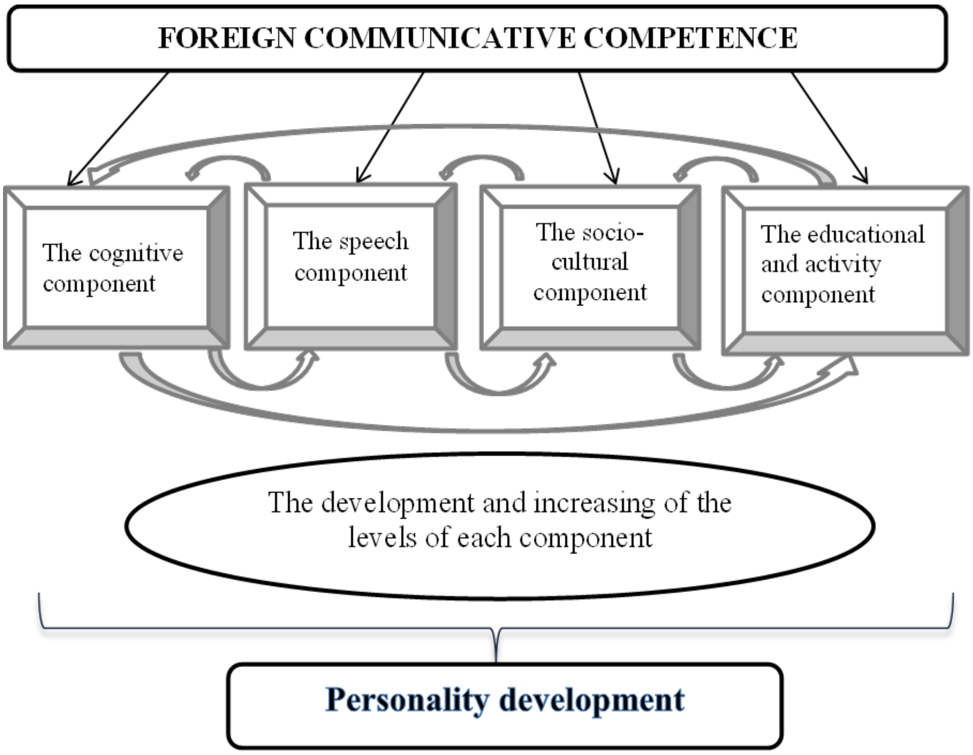

Figure 1 ***The model of person's communicative competence during the mastering a foreign language*** *(Chykhantsova, 2019)*

We offered to students in the college to complete some foreign language tasks during their studying that included reading, listening and grammar assignments. These tasks determined the quality and effectiveness of foreign language proficiency, as the average coefficients of performance and quality factor. And these tasks enable us to analyze students' level of foreign language learning. The relationship between the coefficient of performance and the level of quality of knowledge are distributed as follows: from 1 to 0.9 - high level; from 0.8 to 0.7 - sufficient level; from 0.6 to 0.5 - average; 0.4 and below - elementary level (EPFL, 2017).

We can conclude that the college students have an average level of foreign language skills based on the data obtained (Table 1).

Table 1 ***Indicators of students' foreign language mastery*** *(Chykhantsova, 2019)*

Average mark in a foreign language	The coefficient of knowledge efficiency	The coefficient of knowledge quality
7.56	0.63	0.54

Source: Inshomovna komunikativna kompetentnist' jak faktor rozvitku osobistosti. Aktual'ni problemi psihologiї: Zbirnik naukovih prac' Institutu psihologii imeni G.S. Kostjuka NAPN Ukrainy, 16, 279-286.
n=84

Unfortunately, the coefficient of performance and the quality of knowledge of the respondents testified to the average level (from 0.6 to 0.5) of their foreign language skills.

Thus, it is revealed from the answers of students (45.7%) that the reason that prevents them to speak a foreign language freely is a psychological factor. This factor depends on the character of the person. We obtained this information using our own questionnaires. If a student is shy and lacks confidence, these qualities will interfere with his or her foreign language. It was also found that students do not experience excitement when speaking foreign languages when their language skills are not subject to assessment by the teacher or classmates. This was stated by 83.5% of the respondents.

The results of our survey demonstrate that the majority of college students (63.8%) believe that self-esteem determines relationships with others, criticality, demanding self and attitude to successes and failures. Self-education involves a certain level of development of intelligence, which is evident in everything related to the change of self for 59.1% of the respondents. Awareness of one's behavior is exercised through self-observation, introspection and self-criticism.

We offered to college students to provide their own assessment of their knowledge and skills in order to determine the level of formation of foreign language communicative competence (Fig. 2). We believe that self-esteem directly influences on self-assessment. In this case, the assessment of students compared with the expert assessment.

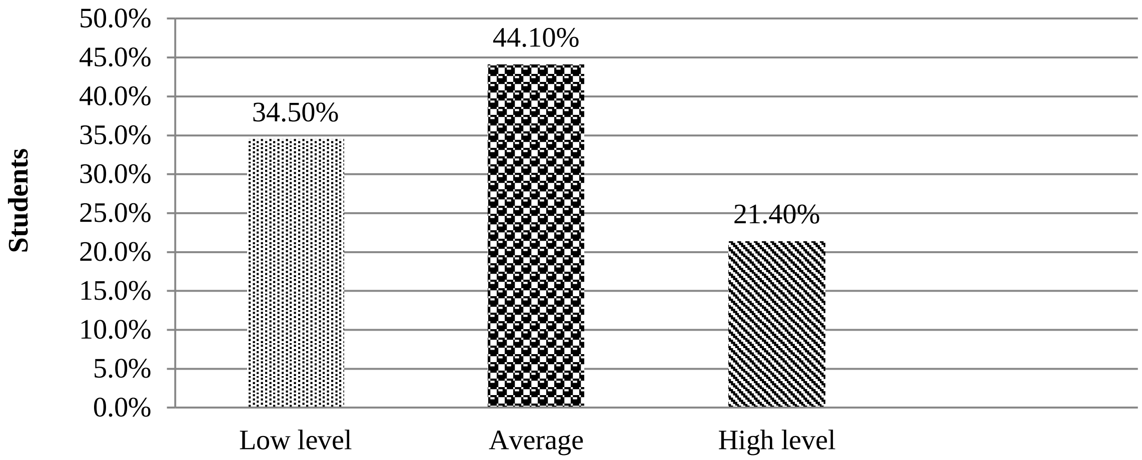

Figure 2 ***College students' assessment in foreign language communication***

Comparative analysis of students' self-assessment and experts' estimates demonstrate that in most cases, students (44.1%) exceed the average level of assessment of communicative knowledge and skills. Such data can be explained by the students' lack of experience in speaking foreign languages and using them in real situations. The low self-esteem of students (34.5%) is explained by the high self-criticism and demanding of their own level of development of foreign language knowledge and skills. Most respondents have low and medium levels of self-esteem during language communication, as our survey results show.

The respondents made themselves a significant contribution to the development of foreign language communication competence through personal development, which implies an increase in their own self-esteem and self-control. Studying and forming self-control in students helped them to develop an adequate self-assessment of their foreign language communication activity. We are convinced that mastering a foreign language communication requires the students to develop a certain level of communication competence, which is realized with the help of speaking skills. These skills are developed on the basis of linguistic, national and language skills.

We also investigated the levels of development of respondents' foreign language communicative competence components in order to influence the personality development process. The results of the empirical study are presented in table 2.

Table 2 ***The components levels of foreign language communicative competence***
(Chykhantsova, 2019)

Components of foreign language communicative competence	***Levels*** *(12-mark average)*
Communicative	7.8
Speech	6.9
Socio-cultural	5.4
Educational and activity	5.2

The ratios between the components are distributed as follows: from 1 to 4 points – low level; from 5 to 9 points – average level; from 10 to 12 - high level (EPFL, 2017). The reliability of the quantitative data obtained was consistent with the results of our observations. Educational and activity (5.2) and socio-cultural (5.4) components of foreign language communicative competence were less developed. These data indicate the need for college students to put their knowledge into practice and to communicate with native speakers.

We can conclude that the respondents have an average level of development of all components of foreign language communicative competence. Such average indicators can be explained by the fact that during the learning and mastering of foreign languages students' attention is paid to only some components of communicative competence. This means that students need to develop at the same time all four components of foreign communicative competence: the cognitive component, the speech component, the socio-cultural component, the educational and activity component. And this affects the development of the personality as it is presented on the Figure 1.

Conclusions and discussion

Developing the technology of studying above competence, we have met a number of requirements that would stimulate a person's need for foreign language communication: trust in communication, relaxation in communicative actions, the ability to listen to the interlocutor, sympathy and mutual support in communicative atmosphere, providing psychologically trust, emotional well-being, confidence in one's abilities and opportunities.

The results of the study allowed us to establish the psychological specificity of the process of mastering a foreign language. We have developed the structural model of foreign language communicative competence. It is the basis for defining a system of exercises and tasks that can provide the formation of a particular competence in a person as a macro object and its structural components.

In the study we determined that foreign language communication competence is an integrative personality formation, which has a complex structure and emerges as the interaction and interpenetration of cognitive, speech, sociocultural and educational-activity components, the degree of formation allows to exert language communication. The results of our study confirm our view that foreign language communication competence is an effective means of personality formation. This type of competence promotes the development of personality traits, increases the level of interest in mastering a foreign language, allows to engage not only the personality consciousness, but also its feelings and emotions.

Therefore, foreign or intercultural communicative competence is not only an external system of signs, which serves for communication, but also as an integral property of the individual, his/her mental and psychophysiological function and his/her activity. It follows that foreign language speech influences the formation and development of the personality.

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CLIL AND GLOBAL EDUCATION: A MEANINGFUL MATCH

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Abstract. *Education for future necessarily embraces multiple skills and themes which are transversal and applicable across the curriculum content. Students need to see and understand the content of individual subjects as connected and not as a discrete entity. CLIL as an approach which focuses on integration of meaningful context into a language learning classroom has been tested over the last decades and demonstrates that communication does not necessarily need to be limited to vocabulary and grammar practice. On the contrary as one of the global skills communication supports social interaction in problem solving, collaboration and thus is the key skill in achieving target goals. This study focuses on the readiness to implement the global skills within the CLIL approach among trainees in their last year of teacher training in Slovakia in 2019. The questionnaires and the subsequent interviews reveal that future language teachers still seem to prefer focusing on pure language aims to integrating global skills development and they even lack the confidence in application of transversal themes and skills. Even though there is a clear understanding of the importance of integration of global skills into education in general the lack of their own experience seems to determine their attitude towards them. These results identify the space for modification in the teacher training curriculum; however, it requires a wider cooperation within different subjects.*
Keywords: *CLIL, critical thinking, creativity, global skills in education, intercultural competence, language teacher training.*

Introduction

Innovation within foreign language education represents various concepts in various educational contexts. The reasons for innovation in language pedagogy can also differ depending on the conditions by which the language teaching is determined. Yet, globalisation embedded in the modern world has left its imprint also in the way languages are taught. Best examples can be seen in classrooms where the integration of content of other school subjects widens understanding of what it means to teach language as a skill. The shift from the focus on form, so thoroughly applied by traditional teaching methods, towards the content started already in the past century by introducing Communicative language teaching and continued towards making language teaching more meaningful and useful to learners.

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The beginning of new millennium even strengthened this tendency due to the spread of the Content and Language Integrated Learning (CLIL) as an approach of innovative, meaningful and active learning. The grounding premises within language learning suddenly did not limit to practising four language skills; instead it started to focus on transversal skills which might be applicable across the curriculum (Marsh, 2006).

This study focuses on the readiness of future teachers to see and understanding of crossroads in the school curriculum and their ability to develop global skills of their students in teaching foreign languages.

Literature Review

Integrating content and language started to dominate professional discussions towards the end of 20th century (Mehisto et al., 2008; Marsh, 2002) and highlighted the benefits the students could gain by combining the content of other school subjects and English learning in dual-focused approach (Mehisto, 2012). Students who get involved in solving a problem task, where the focus is on the content subject, will primarily direct their attention to work on the content (Pokrivčáková, Menzlová, & Farkašová, 2010) and the foreign language will serve as a tool for receiving or sending a message. Placing the learning process on the wider support of the context opens opportunities for cooperative and active learning (Cummins, 1998). Such tasks are rarely present in general language textbooks, where the underlying language structure or vocabulary will remain a guiding principle for the practice and usually even the end product itself. Furthermore, as Ch. Dalton-Puffer, T. Nikula and U. Smit (2010, p. 279) claim CLIL classes offer more “interactional space for students” together with “a range of communicative intentions that are not typical of most EFL lessons”.

Research studies focusing on the learning outcomes of CLIL implementation highlight the gains on both sides of continuum of content-based instruction (Met, 1998) not only language benefits but also gains in the content subject (Cenoz, 2009; Dalton-Puffer, 2011). However, the educational and sociocultural context will usually determine the choice of framework and the degree of integration (Ruiz de Zarobe, & Cenoz, 2015).

Students who are engaged in CLIL learning will need to apply and execute much wider repertoire of skills and strategies (Sepešiová, 2015; Ridder, 2004; Jakar, 2004) in comparison to situations solely focusing on language structures or functions and raise chances for incidental learning of the target language (Lorenzo, Casal, & Moore, 2010). This creates the space for the focus on skills beyond the language scope and provides the opportunities to connect language learning with themes of global nature. Rascón-Moreno supports this by stating that “addressing global issues in the English classroom is a way of transmitting content and teaching language at the same time” (Rascón-Moreno, 2013, p. 28).

Globalisation has influenced many areas of human life and it is reflected also in the way professionals started to view the role of education and the needs defined for new millennium. Last two decades of the 20th century placed the focus on such issues that were common to all countries or as Díaz-Pérez states to people as “citizens of the world” with a further specification to themes as “poverty, inequality, or international trade, but also environmental issues such as climate change or deforestation, or all those aspects related to human rights” (Díaz-Pérez, 2013, p. 8).

Inclusion of global themes has been supported also by the major international associations of teachers (International Association of Teachers of English as a Foreign Language - IATEFL, Teachers of English to Speakers of Other Languages – TESOL as well as Japan Association for Language Teaching – JALT by making global issues section a regular part of their conferences (Rascón-Moreno, 2013).

In this sense it became desirable to focus the attention not only on global theme but also to identify transversal competencies (UNESCO, 2017) or global skills applicable across curriculum.

Global skills have been a part of sustainable education for quite some time (e.g. Burke, 1989; Rychen & Salganik, 2003; Klieme, Hartig, & Rauch, 2008; Wiek, Withycombe, & Redman, 2011) and have been presented in many different frameworks (e.g. UNESCO, 2017; OECD, 2016). General outlining of competencies required within educational context (e.g. Díaz-Pérez, 2013) allowed more thorough investigation of possible intersections with language teaching. The design of specific framework for English (Mercer et al., 2019) included the skills which are relevant and linked to learning foreign languages. There were five clusters designed: *1. Communication and collaboration, 2. Creativity and critical thinking, 3. Intercultural competence and citizenship, 4. Emotional self-regulation and wellbeing, 5. Digital literacies* (Mercer et al., p. 8). These cluster seem to cover those skills which not only are relevant for language learning but also enable the user of the language to function properly in the future in intercultural communication.

The very important role in implementation of global skills is also put on the stakeholders at all levels. Teachers will hardly start the shift in traditional ways of teaching without support and supportive environment, which includes continuous professional development. However, the most effective might be to start at pregradual level within general teacher preparation.

Methodology

The research sample consisted of 35 participants, English majors (n=35), in their last year of pre-service teacher training in Slovakia, the University of Presov in 2019. The data collection was carried out after they have concluded their ELT Methodology training and have experienced two school placements at elementary and secondary level. Majority of participants (27) were double majors, i.e. they study one more school subjects as their major besides the English language. Eight participants were single majors, i.e. they major only in the English language. Five double major participants have Civics as their other major. This information is relevant for the data analysis since there will be a clear distinction between these five participants and the rest of the participants in the number of lessons they have experienced in the global skills training. Since the issue of teaching global skills was not a part of the English Language Methodology syllabus, the lecturer spent three lessons presenting the concept of global skills to the students as well as the possibilities for implementation of global skills into their own teaching.

The aim of the study was to find out how ready the students felt about including general global themes and the development of global skills into a very specific curriculum, traditionally oriented on language skills training, via content and language integrated learning (CLIL). The reason for choosing CLIL lessons for global skills development was the idea that CLIL lessons are often based on similar premises as global skills and thus these can be used within CLIL lessons more easily than in a standard language-focused lesson.

The research primarily focused on the amount of experience the students of teacher training have had in the area of global skills and on how well they feel prepared to implement these skills into their teaching. Secondly it aimed at examining their readiness to match global skills development within CLIL teaching. As the research was based in the context of CLIL it was desirable to introduce the idea of developing global skills in the CLIL lesson. Therefore, the students were presented a few activities of each global skills cluster (based on Mercer et al., 2019) within a variety of themes.

The study uses quantitative research methods. The collection of data was based on a questionnaire with 20 questions and 19 of them used the response scale for all items of Likert rating scale coded as follows: *Strongly/Moderately/Slightly Disagree - Neutral - Slightly/Moderately/Strongly Agree.* This type of response scale has been chose in order to provide students with a wider variety of options. One questionnaire item required the information about the amount of experience with global skills in the teacher preparation in hours.

Research results

The data gathered through the questionnaire were analysed using Statistica software v13. The table below provides the descriptive statistics where individual variables correspond to the number of the questionnaire items (see Tab. 2). It can be seen that respondents in general evaluated their readiness to implement global skills into their teaching surprisingly high as well as their readiness to match global skills development within CLIL teaching very positively (see mean and median values in Table 1). This fact seems to be surprising due to the fact that their experience with global skills was rather limited, except for five respondents (see Fig. 2).

Table 1 ***Descriptive statistics CLIL and global skills***

	Descriptive Statistics (CLIL vs GS)					
Variable	Valid N	Mean	Median	Minimum	Maximum	Std.Dev.
Q1	35	6,03	6,0	3,0	7,0	1,01
Q2	35	6,34	7,0	4,0	7,0	0,80
Q3	35	6,17	6,0	4,0	7,0	0,89
Q4	35	6,43	7,0	5,0	7,0	0,78
Q5	35	4,29	5,0	2,0	7,0	1,43
Q6	35	5,97	6,0	4,0	7,0	0,86
Q7	35	5,77	6,0	3,0	7,0	1,19
Q8	35	5,60	6,0	4,0	7,0	1,03
Q9	35	5,97	6,0	4,0	7,0	0,98
Q10	35	6,09	6,0	4,0	7,0	0,89
Q11	35	6,06	6,0	4,0	7,0	0,73
Q12	35	5,80	6,0	4,0	7,0	0,90
Q13	35	5,54	6,0	4,0	7,0	0,92
Q14	35	5,91	6,0	4,0	7,0	0,89
Q15	35	5,66	6,0	3,0	7,0	1,08
Q16	35	6,51	7,0	4,0	7,0	0,78
Q17	35	6,11	6,0	4,0	7,0	0,93
Q18	35	6,20	6,0	4,0	7,0	0,80
Q19	35	5,83	6,0	3,0	7,0	1,01

Table 2 ***Legend to the graphs and figures***

1. Global skills should be a part of every school subject. 2. CLIL in teaching English offers space for including global skills. 3. Teaching across curriculum is meaningful. 4. I can imagine including global skills in e.g. CLIL teaching. 5. I find it more difficult to identify content aims than language aims for CLIL lessons. 6. I think there is a clear connection between CLIL teaching and global skills development. 7. I can imagine developing global skills in any English language lesson. 8. I can see clearly how I would develop communication cluster in my teaching. 9. I can see clearly how I would develop collaboration cluster in my teaching. 10. I can see clearly how I would develop creativity cluster in my teaching. 11. I can see clearly how I would develop critical thinking cluster in my teaching. 12. I can see clearly how I would develop intercultural competence cluster in my teaching. 13. I can see clearly how I would develop citizenship cluster in my teaching. 14. I can see clearly how I would develop emotional self-regulation and wellbeing cluster in my teaching.

15. I can see clearly how I would develop digital literacies cluster in my teaching.
16. In my teaching I plan to include global themes and topics even from areas outside of my textbook.
17. I feel well-informed what global skills are.
18. It is clear to me what is labelled as global themes.
19. I am ready to cooperate with other teachers on global themes.

Consequently, the research focused on identification of possible correlations between individual items of the questionnaire. As can be seen from the Table 3 there are strong correlations (Tab. 3 red, highlighted) between the items 17 and 18 (0.72), 8 and 19 (0.66), 10 and 9 (0.64) and the items 19 and 7 (0.62).

Table 3 ***Correlations between individual items***

Correlations (CLIL vs GS)
Marked correlations are significant at p < ,05000
N=35 (Casewise deletion of missing data)

Variable	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
Q1	1,00																		
Q2	0,06	1,00																	
Q3	0,09	0,29	1,00																
Q4	0,02	0,51	0,36	1,00															
Q5	-0,15	0,01	-0,25	-0,06	1,00														
Q6	0,24	0,57	0,35	0,37	0,01	1,00													
Q7	0,18	0,18	0,48	0,17	-0,29	0,11	1,00												
Q8	0,18	0,17	0,52	0,29	-0,10	0,25	0,26	1,00											
Q9	0,12	-0,17	0,24	0,25	0,13	-0,04	0,09	0,57	1,00										
Q10	-0,07	0,08	0,09	0,24	0,24	-0,04	-0,04	0,46	0,64	1,00									
Q11	0,12	-0,09	-0,24	-0,10	0,13	-0,33	0,05	0,23	0,29	0,45	1,00								
Q12	-0,15	0,14	0,01	-0,04	0,25	-0,05	0,01	0,35	0,13	0,17	0,47	1,00							
Q13	0,27	0,14	0,21	0,04	0,13	0,10	0,36	0,45	0,12	0,09	0,44	0,67	1,00						
Q14	-0,29	-0,04	0,24	-0,16	0,16	-0,12	0,34	0,15	0,17	0,23	0,24	0,24	0,38	1,00					
Q15	0,17	0,04	0,34	0,11	-0,43	0,18	0,39	0,43	0,16	0,09	0,03	0,11	0,37	0,21	1,00				
Q16	0,02	0,23	0,55	0,26	-0,08	0,07	0,07	0,44	0,40	0,32	0,15	0,19	0,21	0,24	0,28	1,00			
Q17	0,00	0,18	0,12	0,01	0,35	0,19	0,26	0,35	0,26	0,31	-0,01	0,24	0,10	0,23	0,10	0,12	1,00		
Q18	0,07	0,21	0,20	0,24	0,03	0,14	0,11	0,42	0,34	0,43	-0,17	0,06	-0,07	-0,02	0,18	0,11	0,72	1,00	
Q19	0,18	0,18	0,49	0,17	-0,33	0,13	0,62	0,66	0,29	0,18	0,01	0,15	0,32	0,31	0,45	0,30	0,33	0,37	1,00

Looking at the individual items of strong positive correlation (p < .05) it can be said that students who scored high in feeling well-informed about global skills also declared a high level of knowledge in global themes (0.72). It was also interesting to see the correlation between communication and readiness to cooperate (0.66) which might signal that more skilled students felt within communication skills the easiest it was for them to envisage possible cross-curricular cooperation with other teachers.

It is important to note that students in general presented a high level of willingness to implement global skills in their teaching (Fig.1) whether in the CLIL lesson (Fig.1, Q4) or in any general lesson of English (Fig.1, Q7). However, their preference towards implementation of global skills into a CLIL lesson is evident. This can be supported by the claim that they can see the space for implementation within the CLIL learning (Fig.1, Q2) due to close connections between the topics usually covered by CLIL and global themes (Fig.1, Q6). What seems to be quite promising is that these future teachers expressed a high level of meaningfulness in applying global skills into CLIL lessons (Fig.1, Q3) since making learning meaningful for learners is the attribute that is commonly stressed in teacher training. Traditional teaching does not hold a high credit in this attribute with the prime focus on the form and the linguistic structure.

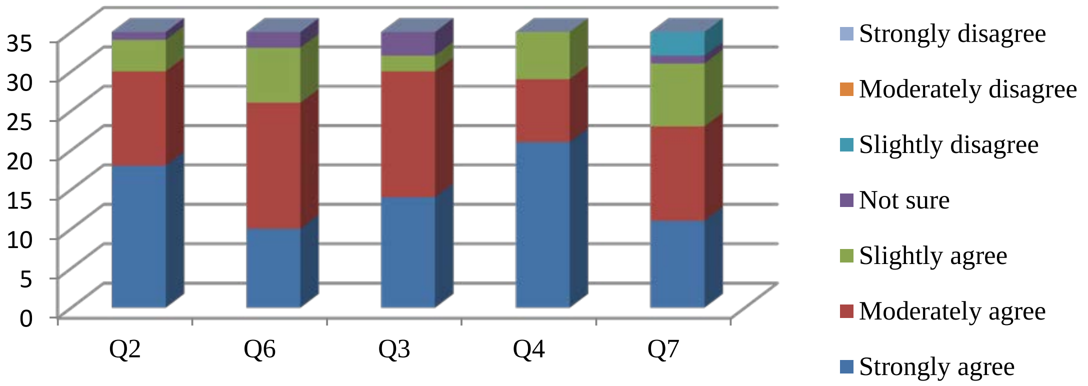

Figure 1 ***Attitude towards application of global skills in teaching***

Since there was a decision to apply the framework of 5 global skills clusters (Mercer et al., 2019) the presentation and subsequent practical application was focused on how these clusters could be applied in teaching.

It was also interesting to see how quickly the students got acquainted with the proposed framework consisting of five clusters of global skills. They even considered themselves ready to apply all clusters in their teaching with ease (Fig.2). Even though one might expect that because they are language teacher the communication cluster (Fig.3, Q8) would score the highest, it was not the case. The clusters of creativity (Fig.3, Q10) and critical thinking (Fig.3, Q11) scored the highest and should present the readiness to apply these two clusters with the most ease. However, as will be presented later, the focus groups revealed some superficiality in understanding what it means to develop critical thinking. The cluster of creativity was most probably supported by a great importance the concept of creativity in the English language teaching is given to (Cimermanová, 2015). The lowest level of perceived efficacy among students was expressed in citizenship cluster (Fig.3, Q13), where the data might be even positively influenced by five students majoring in Civics (Fig. 2). However, there was a significant correlation (see Tab. 2) between the citizenship cluster and intercultural communication cluster (0.67). This close relationship is supported also by Rascón-Moreno (2013, p. 24).

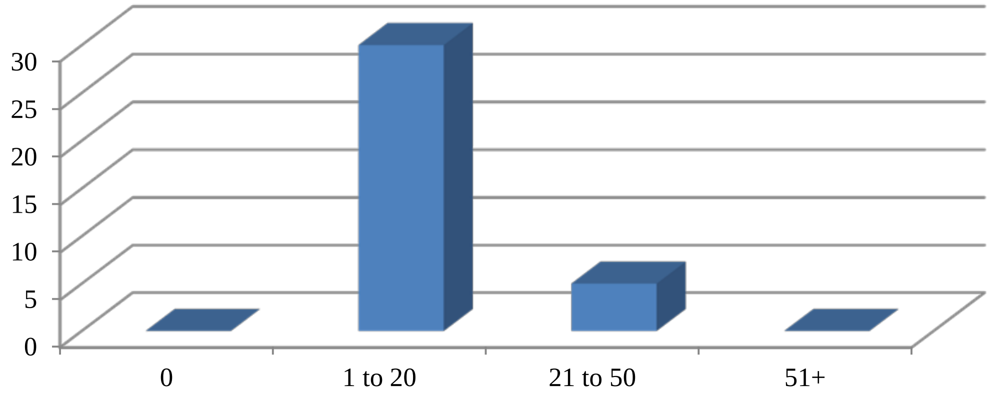

Figure 2 ***Number of lessons focused on global skills***

Surprisingly high scores with very little hesitance can be seen also in the cluster emotional self-regulation and wellbeing (Fig. 3, Q14). This might be explained by the importance that is nowadays given to mental health by the public media which cover these themes more often than in the past. In general it is obvious from the data that students perceive themselves quite ready for the application of any cluster, even though some can be found a bit distant from typical language teaching that students might be accustomed to.

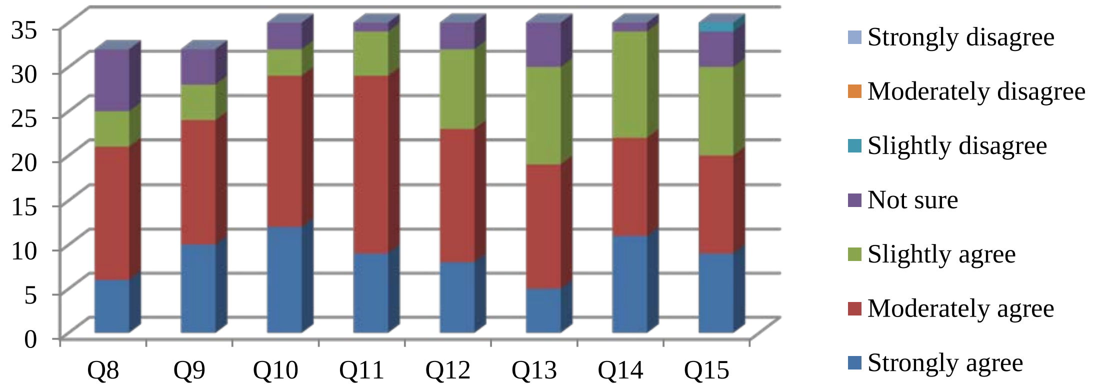

Figure 3 ***Perceived ability to implement global skills clusters***

Considering the teacher preparation in the context of global skills training the students surprisingly feel prepared well enough for implementation of global skills in their teaching. They demonstrated a high level of readiness in include in their teaching global themes on top of their textbook (Fig.4, Q16) together with clear understanding what is meant by these themes (Fig.4, Q18). They expressed satisfactory level of being informed about global skills as such (Fig.4, Q17) which might have been taken by students as offering a feedback to the lecturer.

Otherwise it is rather hard to accept the fact that after three lessons of intervention they might feel that well-informed.

On the other hand what can be viewed as positive is their willingness to cooperate with other teachers (Fig.4, Q19) while working on CLIL and global skills since teacher cooperation is one of the most crucial conditions for the successful incorporation of CLIL into teaching (Cimermanová, 2017).

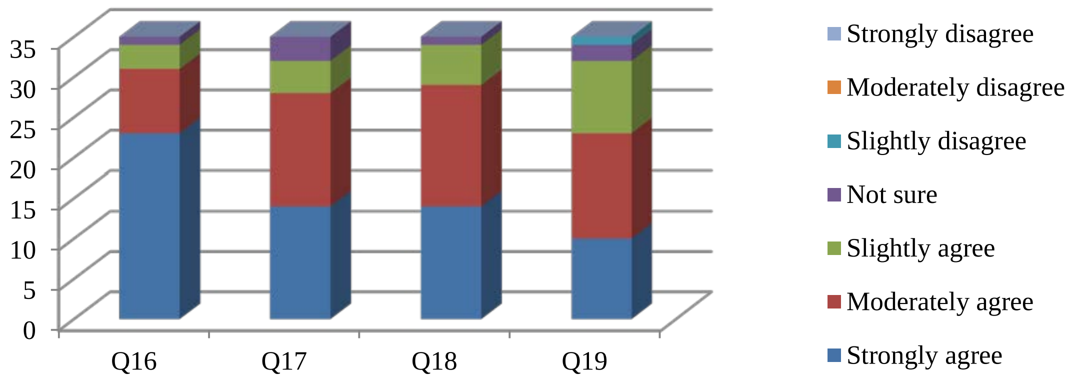

Figure 4 ***Readiness based on teacher training***

Conclusions

Education in the new millennium has changed significantly since the needs of new generations of young people differ from those of the past. The influence of globalisation has left its imprints not only on the ways teachers approach learning nowadays, e.g. in search of meaningfulness, but also it influenced the choice of the topics and skills covered by curricula.

Preparing new teachers for proper functioning in such context is rather demanding due to the complexity of the issue. Yet, as the data indicate, the attention paid to preparing future teachers for global themes and global skills training is rather limited. Unless students major in a subject directly connected to global themes, such as civics, they will not become acquainted with the issue of global skills at all. This might explain the findings of S. Pokrivčáková (2013) that even though CLIL can be located in the Slovak schools, yet teachers have not adapted the way they teach, still preferring traditional form-oriented, teacher-based approach with convergent tasks. It thus seems to be crucial for the change to come into existence to start at pre-service teacher training in order to see the innovative approach in practice.

Since language education offers space for including a wide variety of topics it is more than natural that teachers should search for such topics that would help students to acquire meaningful context through mastering such skills that will be relevant for their future profession. Connecting content and language development provides learners with opportunities to do so. As evident from the data presented future teachers were able to grasp the importance of developing global skills even after a limited intervention.

Based on the research outcomes it seems necessary to implement thorough preparation for the use of global themes and the development of global skills across curriculum, i.e. even in the subjects that are not directly connected with the global context. It seems that besides focusing on isolated language items, or skills, it is also necessary to find proper grounding in a meaningful context and head towards meaningful learning outcomes.

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THE RIGHT MIX OF APPROACHES IN THE ENGLISH LANGUAGE TEACHING: ACHIEVING DESIRED LEARNING OUTCOMES IN THE ESP CLASSROOM

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Abstract. *The proposed study is focused on solving research questions concerning a common understanding of methodology in teaching English for Specific Purposes and language teaching approaches application in instruction process. The novelty of the paper lies in the theoretical substantiation of the necessity to apply the combination of competence-based, action-oriented and blended-learning approaches in the ESP classroom for improving ESP students' languages competence regarded in our study as desired learning outcomes. The research is theoretical in nature and comprises the theoretical review of scientific literature aimed at understanding how methodology is conceived by scientists and ESP practitioners. The theoretical review contains the analysis of scientific publications and methodological materials on teaching English for Specific Purposes at higher education institutions. The authors also analyze the most trusted language teaching approaches, principles they are based on, learning outcomes they are aimed at in the ESP classroom, the advantages and disadvantages of their use in instruction process. The analysis of the most trusted language teaching approaches makes it possible to declare that the combination of competence-based, action-oriented and blended-learning approaches plays a crucial role in providing ESP students with improved languages competence.*
Keywords: *action-oriented approach, blended-learning approach, competence-based approach, ESP classroom, higher education institutions, languages competence, learning outcomes, methodology.*

Introduction

Throughout human history people have always been interested in learning foreign languages. Moreover, such interest exists today and will continue to exist due to globalization processes and greater opportunities to move freely worldwide. As a result, one of the most pressing requirements of our time is to

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be able to speak at least one foreign language to communicate effectively with people from different countries or ethnic communities. Experience shows that nowadays the English language is not a matter of choice but of vital importance to personal and career development in a contemporary global human society. A closer look at the scientific literature enables to differentiate between English as a foreign language or English as an international language (Thornbury, 2006). Thus, S. Thornbury (2006) strongly believes that English can be regarded as a foreign language in case it is not the usual language of community people live in. In case people use English as a global means of communication there is every reason to define it as an international language or so called lingua franca (Scrivener, 2011; Thornbury, 2006). In this regard, one more term such as English for Specific Purposes deserves to be mentioned here on account of its prevalence in academic writings. According to Collins English Dictionary (2019), English for Specific Purposes (ESP) is the practice and theory of learning and teaching English for specific uses in given fields, such as a science, nursing, tourism, etc. T. Hutchinson and A. Waters define English for Specific Purposes as an “approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19). P.C. Robinson (1980) considers English for Specific Purposes as teaching of English to learners whose primary goals are connected with different spheres of human activity. The definitions given demonstrate that ESP appears to respond to the adult learners’ occupational or academic needs. And in this regard several logical questions arise: how to teach English for Specific Purposes effectively, what influences the choice of one approach or another and whether to apply one single approach or a combination of approaches for improving ESP students’ languages competence.

Aim and Methods

The main objective of the research is to provide a descriptive insight into the most trusted language teaching approaches used in the ESP classrooms. For reaching the main objective of the research three sub-objectives were formulated:

1. To carry out a theoretical review of scientific literature aimed at understanding how methodology is conceived in teaching and learning English for Specific Purposes and providing a consolidated list of trusted language teaching approaches.
2. To analyze language teaching approaches, principles they are based on, learning outcomes they are aimed at, the advantages and disadvantages of their use in instruction process.

3. To understand what influences the choice of one approach or another and whether to apply one single approach or a combination of approaches for improving ESP students' languages competence.

Theoretical Review of Scientific Literature and Discussion

The methodology of the 21st century is undergoing significant changes concerning the provision of qualitative functional outcomes in the higher education system. It happens because nowadays neither of methodological approaches can be regarded as the only and solid foundation for full-fledged training of future specialists which, unfortunately, is confirmed by the practices of organizing and running the educational process in higher school. This also applies to the language education.

Although all foreign language learners have one common goal which is to get a high level of language proficiency, in the scientific literature there is still no shared understanding of what methodology is and no universal methodological approach whose application in instruction process helps respond to all challenges connected with the development of learners' language skills. In most cases the concept of "methodology" is used "to describe classroom practices, such as classroom management, irrespective of the particular method that a teacher is using" (Thornbury, 2006, p. 131). It must be said that there are no right or wrong approaches, each language teaching approach having its advantages and disadvantages aims at achieving a definite goal. All of them have not lost their validity and are still relevant in the ESP classrooms. In choosing the right approach or method teachers have to take into account that when students start learning English for Specific Purposes, they, at first, show different levels of aptitudes towards language learning, at second, are distinguished by different learning styles (Malykhin & Aristova, 2019), and, at third, they can have different levels of language proficiency. Moreover, much depends on the aim of the ESP course, learning outcomes students have to achieve at the end of the course and the number of contact hours given to teachers and students for face-to-face instruction. To provide a descriptive summary of trusted language teaching approaches used for teaching and learning English for Specific Purposes scientific literature on the relevant methodology and normative documents were analyzed (Table 1).

Table 1 **The consolidated list of trusted language teaching approaches**

Approach (Method)	Type of instruction	Learning outcomes
Grammar-translation method	Teacher-centred instruction	*Foreign language accuracy:* - the ability to use grammar correctly - the ability to use vocabulary correctly - the ability to use punctuation correctly
Direct method	Teacher-centred instruction	*Foreign language fluency*: - the ability to read texts with good comprehension - the ability to communicate simple and complex ideas clearly and accurately in speech - the ability to pronounce words and word-combinations correctly
Audio-lingual method	Teacher-centred instruction	*Speaking skills* *Listening skills*
Communicative approach	Student-centred instruction	*Overall communicative language ability:* - linguistic competences - sociolinguistic competences - pragmatic competences
Blended-learning approach	Student-centred instruction	*A languages competence:* -language knowledge - language skills - positive attitude toward learning a foreign language
Action-oriented approach	Student-centred instruction	*General competences:* - declarative knowledge (knowledge of the world, sociocultural knowledge, intercultural awareness) -skills and know-how (practical skills and know-how, intercultural skills and know-how) - existential competence - ability to learn (language and communication awareness, general phonetic awareness and skills, study skills, heuristic skills) *A languages competence:* - linguistic competences - sociolinguistic competences - pragmatic competences
Competence-based approach	Student-centred instruction	*A languages competence:* *Language knowledge*: - vocabulary - functional grammar - register types - verbal interaction types - variability of languages

		Language skills: - the ability to learn languages throughout life - the ability to understand and summarize information with different levels of proficiency from various spoken and written sources - the ability to hold discussions conversation on different personal, professional and social topics *Positive attitudes toward learning a foreign language:* - strong willingness to learn languages - due recognition of the importance and richness of ethnic, language and cultural diversity

Sources: Aristova, 2016; CEFR, 2001; Malykhin, 2015; Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences, 2006; *Scrivener, 2011; Thornbury, 2006.*

A descriptive summary tailored to the origin, main principles, learning outcomes, activities, advantages and disadvantages of reviewed approaches and methods appears below:

Grammar-translation method. The grammar-translation method originated from the so-called classical method which was used to teach the Latin and Greek languages in the medieval period. At those days religion was very important and church being extremely powerful was the primary source of education. Many families tried to place their children in church or monastery schools understanding that it was the only way to provide them with good quality education. Those who were lucky to attend church or monastery schools were expected to read Greek and Latin classics in the original, to copy scientific and religious text and to maintain correspondence. It happened because Latin was the dominant lingua franca in almost all European countries at that time (Encyclopedia Britannica, 2008) and Greek was the language of religious literature and ancient treatises on history, literature, medicine etc. As the appearance of the classical method was attributable to the need to teach pupils to read classical literature and maintain correspondence in Latin and Greek, it was mainly focused on the development of reading and writing skills.

The idea to develop language learners' reading and writing skills also became the fundamental pillar of the grammar-translation method which was widespread from the 1840s to the 1940s. Its main aim was to give foreign language learners a sound knowledge of the grammatical basis of the language being taught and to develop learners' foreign languages accuracy through grammar and translation exercises, mechanical practice, error-correction exercises. Accuracy is regarded as "the extent to which a learner's use of a second language conforms to the rules of the language" (Thornbury, 2006, p. 2). Although nowadays the grammar-translation method fails to attract teachers and students attention because of doing monotonous exercises, it is still used by some ESP practitioners who firmly believe in the paramount importance of language accuracy and consider it as a precondition of fluency.

The main principles of the grammar-translation method are as follows: the use of language learners' mother tongue as the main language of instruction for avoiding any misunderstanding in the ESP classroom; the main focus is on the development of language learners' reading and writing skills; learning various grammatical structures and lexical items (chunks) through translating them from the learners' mother tongue into the English language and vice versa; little attention is given to the development of language learners' speaking and listening skills.

ESP practitioners who uphold the principles of the grammar-translation method in their classrooms use different accuracy-focused activities which include various grammar and vocabulary building exercises, controlled practice, drills etc.

The main disadvantages of the grammar-translation method include the inability to make learners proficient in all four language skills, orientation towards development of writing and reading skills, low interaction among learners in the ESP classroom, a great waste of time on alike-type activities. What is more, it takes a long time to reach planned learning outcomes. At the same time, we cannot fail to recognize that the grammar-translation method has some undeniable advantages. Thus, it can be used in the ESP classrooms with a large number of learners, with limited teaching and learning resources or among learners with different levels of language proficiency.

Direct method. Industrialization which took place in the 18th-19th centuries made a substantial difference in the lives of many people in the world. It influenced greatly the development of travel and leisure industry, the construction of new plants and factories and the growth in imports. Thus, the development of travel and leisure industry enabled many people from industrialized countries to travel and interact with each other. The construction of plants and factories all over the world forced numerous qualified workers pulled up their roots in search for a better life. The strong growth in imports required experts who were able to promote it all over the world. That was exactly the time when people started paying much time to learning foreign languages in general and English in particular as it started gaining its popularity as a lingua franca among people from different countries. It happened because immigrants who turned over a new leaf didn't understand the official language of the country they came to. Tourists who in most cases couldn't speak any foreign language found it difficult to communicate with other people. And experts who dealt with imports had to communicate with their counterparts all over the world and they had to use one common language. These factors lead to the appearance of a new methodological approach – the direct method – which was popular in France and Germany at the end of the 19th century and in the USA at the beginning of the 20th century (Richards & Rodgers, 1999). We concur with S. Thornbury's view that "the direct method was a response to the growing demand for learning languages for the purposes of international commerce and tourism" (Thornbury, 2006, p. 66).

In the ESP classroom the direct method is aimed at developing language fluency through teachers' demonstrations, pictures, explanations, rehearsal and repetition tasks. It should be noted that language fluency is considered as "the capacity to be communicative in real-time conditions" (Thornbury, 2006, p. 2).

The main principles of the direct method are as follows: to use the target language as the medium of instruction; to practice reading out loud on various topics; to practice oral fluency by speaking about different things.

Like any other methodological approach the direct method has its advantages and disadvantages. The main advantages of using the direct method in the ESP classroom include total immersion of learners in an English-speaking environment and the development of speaking and listening skills. The complexity of using the direct method among low English proficiency learners and the inability to use it in the ESP classrooms with a large number of learners are among its main disadvantages.

Audio-lingual method. The main aim of the audio-lingual method which was introduced in the 1940s is to develop learners' foreign languages speaking and listening skills through rehearsal and repetition tasks, controlled pattern practice drills. As J. Scrivener (Scrivener, 2011, p. 31) states, it is usually done "through students listening to model dialogues with repetition and drilling but with little or no teacher explanation".

Even though audio-lingual method has a lot of advantages and is still used by some ESP practitioners, its main disadvantage is that language learners play a passive role in the classroom. It happens because all language material is taught through rote memorization which based on the constant repetition of particular grammatical structures does not allow language learners to communicate freely with each other.

Communicative approach. It is considered that the development of the communicative approach was directly influenced by rising demand for ESP courses at the end of the 20th century (Scrivener, 2011). For J. Scrivener, the communicative approach is "a broad description of current language teaching in which the need to use language in successful communication is seen as more important than having a purely theoretical knowledge of how language works" (Scrivener, 2011, p. 397). Its main aim is to promote the development of communicative language competences through communicative free-production activities including games, role-plays, surveys, discussions etc (Aristova, 2014).

In the ESP classroom communicative approach is used in order to develop language learners' overall communicative language ability which comprises linguistic, sociolinguistic and pragmatic competences (Malykhin & Karpiuk, 2018).

Competence-based approach. Global and European education policy emphasizes the need to orient young generations for acquiring key competences which enable them to reach their full individual and professional potential. The Annex to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning emphasizes the need to develop eight key competences among all working people in the world, namely, "literacy competence; languages competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social and learning competence; civic competence; entrepreneurship competence; cultural awareness and expression competence" (European Commission, 2018, p. 2). It is expected that the combination of these key competences enables new generations of university graduates to become active agents of change in all spheres of society, to become more competitive in the labour market and to realize their full potential. But despite their alleged equality we, however, believe that the languages competence is of paramount importance as it helps people not only to communicate freely with each other and share their opinions, but to protect and foster global cultural heritage and therefore feel full members of the world community. But what the languages competence is and what knowledge and skills it has to equip the language learners with are the questions that concern scholars, educators and foreign languages teachers all over the world. Although the necessity to develop key competences among different groups of working people and future university graduates is one of the most debated issues, a universally accepted definition which explains the meaning of competence is still lacking. Thus, according to Terminology of European Education and Training Policy (European Centre for the Development of Vocational Education, 2014), a competence is defined in two ways. On the one hand, it is the "ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)" (European Centre for the Development of Vocational Education, 2014, p. 47), and, on the other hand, it is the "ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development" (European Centre for the Development of Vocational Education, 2014, p. 47).

The main aim of the competence-based approach is to provide language learners with a languages competence at a level that will boost their foreign language performance in real work and life situations (Aristova, 2016; Malykhin, 2015).

Blended-learning approach. The main aim of the blended-learning approach is to develop a languages competence among foreign languages learners through combining face-to-face and online learning activities, site-base learning, group activities and simulations. The main advantage of applying blended-learning approach in instruction process is that it allows ESP practitioners to fulfil the individual needs of every language learner according to his or her learning styles and level of language proficiency.

The application of blended-learning approach in the process of developing learners' language knowledge, skills and positive attitude toward learning a foreign language has to be based on the following principles: to help ESP practitioners to tailor instruction process to language learners' learning styles and proficiency levels; to give language learners greater autonomy in developing their language knowledge and skills; to provide language learners with various authentic materials; to develop language learners' self-management skills.

But it should be noted that the biggest challenge to applying blended-learning approach in instruction process is, however, ESP practitioners' digital illiteracy.

Action-oriented approach. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) which is recognized by educational systems in many countries around the world clearly defines the action-oriented approach as the fundamental determining one in modern language teaching. The action-oriented approach views language learners as "members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (CEFR, 2001, p. 9). Its main aim is to promote the development of learners' overall communicative language ability through communicative free-production activities, problem-solving challenges, teacher-students and students-students communication. Developers of the CEFR are convinced that implementation of its main principles in foreign language instruction enables to develop the overall communicative language ability which covers all four language skills. The overall communicative language ability can be defined as a set of general and communicative language competences necessary for the personal and professional use of language learners in various social, professional and occupational situations. Thus, general competences are regarded as non-specific language knowledge, skills and characteristics which are needed for all kinds of tasks, including various language activities (CEFR, 2001). Communicative language competences enable foreign language learners to demonstrate the ability to use different languages for successful communication with all participants of a communicative process (CEFR, 2001).

The main principles of the action-oriented approach are as follows: the development of language learners' general and languages competence for facilitating communication in social and professional spheres; the use of various authentic materials in instruction process; language learners are at the centre of instruction process; the use of active learning methods and techniques for developing language learners' general and languages competences.

Taking into account the fact that competence-based, action-oriented and blended-learning approaches differ remarkable from each other and have their own functions in instruction process, their combination presents a triad that allows ESP practitioners and language learners to achieve desired results more quickly. Thus, the competence-based approach is focused mainly on the outcomes language learners have to achieve at the end of the course. The action-oriented approach which incorporates the main principles of the communicative approach is concentrated on the process of achieving the desired learning outcomes while blended-learning approach provides ESP practitioners and language learners with necessary learning tools (Figure 1).

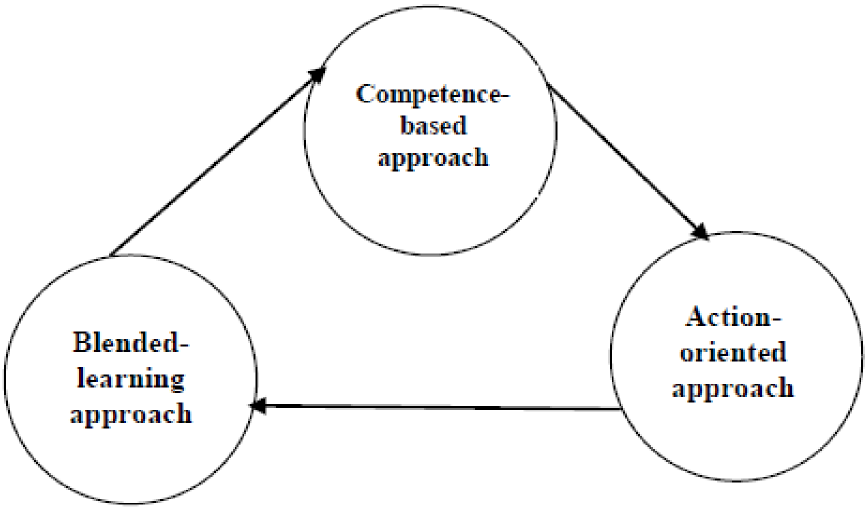

Figure 1 ***The combination of language teaching approaches used by ESP practitioners in the present-day classrooms***

Conclusion

The main objective of the research was to provide a descriptive insight into the most trusted language teaching approaches used in the ESP classrooms. In order to reach the main objective of the research we carried out a theoretical review of scientific literature aimed at understanding how methodology was conceived in teaching and learning English for specific purposes and providing a consolidated list of trusted language teaching approaches, analyzed their principles, learning outcomes, advantages and disadvantages, explained what influences the choice of one approach or another and whether to apply one single approach or a combination of approaches for achieving desired learning outcomes in the ESP classroom. Having analyzed a significant amount of theoretical material we have come to the conclusion that the decision of any ESP practitioner on choosing what language teaching approach to apply in instruction process depends on such factors as his/her knowledge of language teaching methodology, the main aim of the ESP course, the desired learning outcomes, students' language proficiency levels and their learning styles. What is more, the analysis of the most trusted language teaching approaches, principles they are based on, learning outcomes they are aimed at, the advantages and disadvantages of their use in instruction process makes it possible to declare that having accumulated ideas and principles best for their time competence-based, action-oriented and blended-learning approaches play a crucial role in providing ESP students with improved languages competence.

Regarding the theoretical analysis and comparison of English teaching approaches and methods given in the paper, the materials presented could be a theoretical background for a further practical research aimed at proving experimentally the accuracy of the ideas concerning the importance of combining competence-based, action-oriented and blended-learning approaches for improving ESP students' languages competence.

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THE EDUCATIONAL POLICIES FOR SAFEGUARDING AND TRANSMITTING THE LANGUAGE AS AN INTANGIBLE CULTURAL HERITAGE

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Abstract. *Nowadays, almost all states of the world recognize the importance of the protection of cultural and language rights in sustainability of communities. This attitude is directed by globalizing processes, which strive to transform the world into a single entity via reducing differences. On the background of the globally-determined reformation, preservation of languages, traditions, values and other aspects of culture acquires the greatest urgency. Therefore, states have to pay a special attention to the protection of rights of ethnic, religious and linguistic minorities. The paper deals with the presentation of the progressive state policies as well as the projects/programs facilitating the integration of the ethnic minorities into the Georgian society with the emphasis on the general and higher education. The projects/programs aim at teaching the state language to those representatives of ethnic minorities, who have a poor knowledge or no knowledge of the Georgian language. Determination of the major challenges and outcomes of the projects/programs, discussion of some gaps, introduction of convenient opportunities of their "filling" - these are the major issues of the paper. The methodology of research includes observation, analysis and evaluation of the ongoing processes.*

Keywords: *cross-national, Georgia, identity, minorities, multiethnicity, policies, project.*

Introduction

In 1948 "Universal Declaration of Human Rights" stated that all "human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood" (Universal Declaration of Human Rights, 1948). After several decades from the creation of this declaration, "the rights of people belonging to minority groups are violated throughout the world because cultural, religious and linguistic practices that diverge from those of the majority remain outside the control of the state" (The UN Convention on the Rights of the Child [UNCRC], 2019). Spreading a special propaganda and literacy can become the milestone of the protection of

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particular rights of ethnic, religious and linguistic minorities. It is noteworthy that literacy has often been associated with a monolingual environment. However, nowadays, it is directly linked with bilingual and multilingual societies. The contemporary rapidly developing global tendencies shift the world population from uniform to diverse, from simple to frequentative and from unilateral to multilateral. There is the necessity of moving from the traditional focus "on one dominant language and culture to a broader vision that embraces cultural and linguistic diversity and also takes account of the multimodal meaning-making opportunities… The current preferred terminology, then, is multiliteracies rather than "literacy" (Edwards, 2015, p. 77).

On the background of the rapidly growing plurality of the world societies, multiliteracies can be achieved via facilitating the multilingual education from the very childhood. It should aim at the development of every child's physical and mental abilities and promote: "The development of respect for the child's… identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own" (UNCRC, 2019).

The paper deals with the problem of the integration of Armenian and Azerbaijanian citizens into the Georgian society. It highlights a language as an intangible cultural heritage, which can serve as a tool for the integration and development of an intercultural communication between the majority and minorities.

The General Survey

Georgia as the post-Soviet country is well-known for its multiethnicity. Representatives of different nationalities have settled its territory throughout centuries. They have always enjoyed a peaceful coexistence with the indigenous people, reflected in the preservation of language, culture, ethnic identity and even religion. During the Soviet epoch, all ethnic groups were integrated into the common life of the country. Mastering Georgian or Russian was a prerequisite of the full integration and non-marginalization (although Georgian was the state language). However, after the dissolution of the Soviet Union, the functions of Russian significantly diminished and Georgian became the dominant language of communication in the independent Republic of Georgia. Therefore, the problem of an intercultural communication appeared. The major language of education became Georgian and mastering it started being obligatory for occupying positions in governmental institutions, organizations, educational or medical centers, etc. This fact marginalized those representatives of ethnic minorities, who lived in remote towns or villages and had no knowledge or a poor knowledge of the state language. Their number was quite challenging. However, it decreased as a result of the migration to Armenia, Azerbaijan, Greece, Russia, etc.

Nowadays, "the ethnic minority groups are predominantly resided in two regions of Georgia as well as in capital of the country, while Azeri population is living in Kvemo Kartli region and Armenians are consolidated in Samtskhe-Javakheti" (Gorgadze, 2016, p. 12). "About 13% of the population of Georgia does not indicate the State language as native and 74% of the Azerbaijani population and 51.3% of Armenians cannot speak Georgian fluently or cannot speak it at all" (Gabunia, 2017, p. 43). Georgia's government sets certain goals for the Armenians' and the Azerbaijanis' full integration into the Georgian society via spreading multiliteracies. The major steps have been taken after signing the *European Charter for Regional or Minority Languages of the Council of Europe* (1998) and after the ratification of the *Framework Convention on National Minorities of the Council of Europe* (2005). Since 2009 the government has been putting an accent on the promotion of a high-quality education, which has long been at the forefront of civil rights and has had a "crucial role in building the right 21st century skills and competences" (Assessment of Key Competences in Initial Education and Training: Policy Guidance). The latter comprise mastering languages and acquiring the social and civil competences that refer to "the development of skills and values necessary for integration into civilian life, such as constructive collaboration, problem solving, critical and creative thinking, decision making, tolerance, respect for others' rights, and recognition of democratic principles" (Assessment Document on the Implementation of the National Concept for Tolerance and Civic Integration and Action Plan 2009-2014, 2014). The contemporary challenging epoch requires the promotion of a high-quality education at all levels of knowledge-acquisition. In case of non-Georgian citizens, the reformation covers the general and higher education.

The General Education + BA Level

"In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language" (UNCRC, 2019). Moreover, she/he must be given an ultimate possibility to study the state language for circulating freely in the society.

Georgia, like many other post-Soviet countries, has shared these statements and has made several attempts for the establishment of the successful multicultural policies. Among them was the testing of the model of the multilingual education within the framework of *Multilingual Education Pilot*

Project, which was implemented in 2006-2008 at 12 schools of Georgia. "During the Pilot Project, 12 research methods and instruments have been devised and implemented. Conclusions from the data analysis have been drawn, and recommendations for a broader implementation of multilingual education in Georgia have been provided" (Grigule, 2009, p. 4). As a result, the curriculum project for teaching Armenian as well as Azerbaijani as a native language was developed via the participation of the Armenian and the Azerbaijani experts. "In 2008, the Ministry of Education and Science developed the "National Minority Integration through Multilingual Education" document" (Tabatadze, 2015, p. 98). Later the *Program "1+4" / "1+4" Scheme* was created. It offered "simplified procedures for the representatives of ethnic minorities, inter alia, Armenians and Azerbaijanis to enroll in higher education institutions of Georgia by passing only one exam in their native language, with one year in Georgian language training followed (in case of obtaining of 60 credits) by four years of undergraduate studies in a program of their own choice" (Third Report submitted by Georgia Pursuant to Article 25, 2017).

The initial stage of *"1+4" Scheme* is "Georgian Language Training Educational Programme", which considers learning a new language via learning a new culture. Culture and cultural features are taught not only implicitly, but explicitly – through the explicit topics of discussion during classroom activities. Learners get acquainted with the Georgian literary and folklore masterpieces and get information (via giving clues and background information) on the objects and ideas that differ from their cultural reality.

The implementation of the *Program "1+4"* has resulted in a drastic increase of the number of students representing different minority groups. According to the statistical data, 2919 representatives of ethnic minorities have been enrolled in one-year program of Ivane Javakhishvili Tbilisi State University (TSU) during 2010 – 2018. Approximately 2000 students successfully passed the program. The greatest majority of them became the students of TSU and achieved good results during BA studies. More precisely, in 2010 156 entrants were enrolled in one-year preparatory program. In 2018 their number reached 300. Table 1 shows more precise dynamics:

In 2015 the Decree of the Government of Georgia (№ 1740) "On Approval of the State Strategy for Civic Equality and Integration and Action Plan for 2015-2020" highly evaluated the usefulness and importance of the Program "1+4": "The current preferential policy (the so-called "1+4" scheme) has made a significant contribution to improving access to higher education for ethnic minorities, respectively, the policy will be continued and further refined… It is important to involve graduates educated under the preferential scheme in the teaching process at non-Georgian language schools, and also to develop and fund such university training programs, which are aimed at improving the quality of universal education in non-Georgian schools, teaching native and state languages, as well as employing young representatives of ethnic minorities in priority areas in Georgia" (Decree of the Government of Georgia, 2015).

Table 1 ***The statistics of students' enrolment in one-year preparatory program of TSU during 2010-2019***

Teaching year	The number of the students of one-year preparatory program
2010-2011	156
2011-2012	256
2012-2013	314
2013-2014	284
2014-2015	264
2015-2016	247
2016-2017	258
2017-2018	296
2018-2019	300

This extract is in tune with the major outcomes of *DIMTEGU* – the progressive project, which was initiated and coordinated by TSU in 2012-2016. The major goal of *DIMTEGU* was the adherence to the principle of equality via supporting the multilingual education reform in Georgia and the Ukraine through the multistage activities. Its initial focus was a considerable increase of the number of teachers in some regions of Georgia, especially, in the areas compactly settled with the national minorities, where the introduction of the methodology of the multilingual education and its institutional promotion was highly recommended. *DIMTEGU* planned and successfully carried out some important activities:

1. The intensive training of regional teachers for the reinforcement of the already-existed "resource";
2. The development and implementation of the new BA Program in Multilingual Education (Primary Education);
3. The creation of one-year program of multilingual education;
4. Translation of "20 textbooks on multilingual education… in the Georgian and Ukrainian languages. 200 copies published in each language" (DIMTEGU).

It is noteworthy that the teachers' professional development training-program comprised the cycle of activities divided into three phases:

1. *The training program* ***"Bilingualism and Bilingual Education Principles; Content and Language Integrated Learning (CLIL)"*** that aimed at the improvement of the performance of the teachers of the

primary grade at non-Georgian schools. The training was conducted in five cities resided by non-Georgian population and comprised 45 contact hours;

2. *The* ***extra second*** *cycle of the training* ***"Foundations of Multilingualism and Multilingual Education; Content and Language Integrated Teaching" –*** implemented in cooperation with the program "Learn Georgian" funded by the Reserve Fund of President of Georgia. The training program consisted of 20 contact hours;
3. *The* ***extra third*** *session* ***"Content and Language Integrated Learning (CLIL)”***.

In total, the teachers' professional development training-program trained 300 in-service teachers of the regional schools. The trainers were the Georgians trained abroad.

One of the most important outcomes of *DIMTEGU* was the piloting and implementation of the BA Program in Multilingual Education (Primary Education), which was prepared under an active supervision and participation of the EU partners. Nowadays, the program is ongoing and offers two major modules:

1. A teacher of the Armenian language and literature / A teacher of the Georgian language and literature (the second language); A teacher of mathematics and natural sciences (the 1st – 4th grades);
2. A teacher of the Azerbaijani language and literature / A teacher of the Georgian language and literature (the second language); A teacher of mathematics and natural sciences (the 1st – 4th grades).

The BA Program in Multilingual Education welcomes entrants of different nationalities. However, it is mainly focused on the ethnic minorities (the Armenians and the Azerbaijanis), which are compactly settled in the southern part of Georgia, where the lack of subject teachers and the teachers of the Georgian language is considered as one of the biggest challenges. The implementation of this BA program is one of the most effective ways of the solution of the problem – it aims at the preparation of multilingual teachers for the primary schools, especially, for the regions settled with the ethnic minorities.

Integrated BA and MA Educational Program for the Preparation of Multilingual School Teacher

Besides developing the BA Program, the team of *DIMTEGU* started the creation of the MA Program in Multilingual Education. However, the resolution of the Government of Georgia (N.68/20.02.2015) on “Teachers’ Training, Professional Development and Career Growth” totally changed the system of a teacher’s education. The resolution initiated the transformation of BA and MA programs into a new graduate program and the preparation of one-year teachers' training program. Therefore, the team of *DIMTEGU* started the creation of "One-year program of multilingual education", which aimed at the training of bilingual teachers of non-Georgian schools in several subjects. The envisaged structure of the program was the following: Compulsory educational courses (40 ECTS); Compulsory pedagogical practice (10 ECTS); Elective modules – Subject teaching methods in: Mathematics, Physics, Chemistry, Biology, History, Geography, Social Education, Georgian as a second language, Armenian as a native language, Azeri as a native language, English as a foreign language.

The major challenge of the envisaged program was raising the awareness of an intercultural dialogue and equality as well as the increase of the quality of a teacher's education, which is generally "among one of the topical keywords in political discourse, scientific research and implementation process of teaching practices" (Bethere, Pavitola, & Usca, 2016, p. 263).

It is noteworthy that the recent educational reform demanded the formation of 5-year "Integrated BA and MA educational program for the preparation of multilingual school teachers", which would comprise 300 ECTS. Therefore, the creators of "One-year program of multilingual education" will start its readjustment and the preparation of the integrated BA and MA educational program on the basis of already worked-out strategies.

Finally, it is noteworthy that the above-mentioned projects/programs ("1+4" Program; DIMTEGU) can be treated as catalysts of the multilingual reform stipulated by plurality and global tendencies. The projects reflect the structural changes initiated by the government of Georgia. The changes are oriented to the employment of postgraduates, because non-Georgian schools are obliged to employ the multilingual teachers, who graduate from the above-mentioned programs. At the same time, schools are required to contribute to their teachers' attendance of teacher training programs, especially, in the direction of CLIL.

Conclusions

Georgia as the small multiethnic post-Soviet country has faced numerous challenges and transformations for ensuring democracy and equality within a democratic society. Nowadays, it maintains independence and a peaceful co-existence of the representatives of different nationalities residing on its territory. The Georgians have always respected other nation's values, language, culture, ethnic identity and religion. The same respect is felt in the contemporary policies directed towards the safeguarding and transmitting languages as the samples of an intangible cultural heritage. The multilingual and intercultural education is the foundation of these processes. The paper deals with the presentation of the governmental policies as well as the projects/programs facilitating the integration

of the ethnic minorities into the Georgian society with the emphasis on the general and higher education. The paper presents certain insights and makes specific proposals regarding a proper implementation of the innovative programs. We believe that the adherence to the recommendations will ensure a successful development of the policies directed towards the integration of the ethnic minorities. Georgia's policies can become useful for other post-Soviet countries, which strive to implement the western-oriented strategies.

Summary

Georgia is marked by the ethnic diversity and plurality. However, coping with the implementation of the multilingual educational strategies into the post-Soviet soil is associated with the ceaseless Herculean efforts and mastery. The paper highlights the governmental regulations and modern projects focused on the educational reformation and the strategies of the implementation of the multilingual education, which succeed in two major directions. On the one hand, they strive to facilitate the safeguarding of minority languages via an intensive teaching of Armenian and Azerbaijani at higher educational institutions (BA Program in Multilingual Education (Primary Education)). On the other hand, they ensure ethnic minorities' adaptation to the labor market and provision of their employment opportunities via using different ways of teaching the state language (the teacher-training courses, Program "1+4", BA Program in Multilingual Education, etc).

However, taking a closer look at the activities initiated by the projects/programs reveals certain gaps, for instance, the teachers' professional development trainings supervised by *DIMTEGU* were carried out by the Georgian specialists trained abroad. We believe that the involvement of foreign trainers during similar professional development trainings will be crucial for achieving better results, especially, in the fields of CLIL, multilingualism and multilingual education, which are absolute novelties for Georgia's educational space.

The program "1+4" seems quite beneficial for non-Georgian citizens. However, the gained benefits will be more valuable if during studies, the learners will be distributed according to sectors in order to study the concepts, terminological units and vocabulary specific to the branches of their further BA studies. Moreover, it is preferable to create the Centers of Academic Support at the faculties of the university in order to ensure non-Georgian students' assistance in a complete involvement in academic processes as well as in the university's scientific activities via facilitating their participation in different conferences, workshops, literary contests, etc. Moreover, we believe that "BA Program in Multilingual Education" lacks an international experience of students. A short / long term internship abroad should deepen each learner's knowledge of the methods and strategies of teaching in bilingual / multilingual classes.

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DIALEKTOLOĢIJAS ATLANTU IZMANTOŠANAS IESPĒJAS LATVIEŠU VALODAS APGUVĒ

Possibilities of Using Dialect Atlases in the Acquisition of Latvian Language

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Abstract. *The creation of a modern lesson increasingly uses open data, a variety of digital resources, electronic teaching tools etc. In addition to books, electronic teaching tools, information resources, etc., come into the training process as a way to portray linguistic information and the writers' creative thought. One of the resources that can be successfully exploited in promoting the growth of a fully developed and skilled pupil, as well as in-depth learning of the Latvian language, is dialect atlases.*
The aim of the research was to understand the functionality and effectiveness of the dialect atlases in lear ning lexicology and dialectology. The study combined the descriptive method and content analysis, and was conducted with the help of experiments and questionnaires.
The article describes the experience gained through the use of the „Atlas of the Latvian Dialects" in learning Latvian. It characterises the use of maps within the „Lexicon" part of the Atlas to develop pupils' socio-cultural competence, to enhance text composition, analytical, digital and self-guided learning skills and it outlines the role of phonetics and morphology parts of the Atlas in the development of pupils' linguistic competence.
Keywords: *Atlas of the Latvian Dialects, digital resources, teaching/learning Latvian language.*

Ievads
Introduction

Lai mūsdienu skolēns spētu apgūt zināšanas un prasmes, kas viņam būs nepieciešamas gan studijās, gan profesionālajā darbībā, svarīgi nodrošināt tādu mācību vidi, kurā tiktu attīstīta māka iegūt, strukturēt, izprast, analizēt un iegaumēt informāciju, kā arī mērķtiecīgi izmantot to mācību un citām vajadzībām (Marzano & Kendall, 2007, p. 13–14), ņemot vērā mācīšanās komplicēto dabu un skolēna individuālās vajadzības. Tas maina skolotāja lomu no „tradicionālās", kur skolotājs nodod zināšanas, uz transformatīvo, kur skolotājs skolēnam palīdz attīstīt dažādas prasmes un kompetenci saistībā ar vērtību apguvi (Bell, 2016, p. 52).

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21. gadsimta bērni dzīvo ne tikai reālajā, bet arī virtuālajā pasaulē, kurā pavada daudz laika un uztver to kā būtisku dzīves sastāvdaļu. Tāpēc aktualizējas dažādu digitālo mācību līdzekļu izstrāde un izmantošana latviešu valodas apguvē, lai sekmētu gan iepriekš apgūto zināšanu un prasmju nostiprināšanos un jaunu apguvi, gan attīstītu prasmi izmantot tās citos mācību apstākļos, iesaistoties kā problēmuzdevumu risināšanā, tā arī jaunu uzdevumu veidošanā, radošo un pētniecisko darbu izstrādē. Lai mācību process būtu rezultatīvs, nepietiek tikai ar digitālās vides piesātināšanu ar mācību resursiem. Svarīgi ir saprast, kā tos var izmantot skolēnu pilnvērtīgā, daudzpusīgā izglītošanā, kombinējot ar drukātajiem materiāliem, t. sk. zinātniskajiem pētījumiem, kas publicēti dažādos laika posmos. Tā kā latviešu valodas mācību līdzekļos līdz šim minimāli iekļauti valodnieku pētījumu rezultāti[1], bet mūsdienu tehnisko iespēju izmantošanai vai nu vispār nav veltīta uzmanība, vai arī atvēlēti vien daži uzdevumi, tad tieši skolotājs līdz šim ir bijis tas, kuram jāievieš pārmaiņas, koriģējot un pilnveidojot mācību saturu, patstāvīgi meklējot risinājumu, kā izmantot jaunākos zinātniskos darbus un izstrādātos digitālos rīkus, lai mainītu mācību procesu, motivētu skolēnus padziļināti iepazīt valodu, izprast vārdā un tekstā ietverto kultūrinformāciju (Gavriļina & Vulāne, 2008), attīstītu viņu lingvālo personību (Karaulov, 1986; Sokolova, 1995). Analizējot projektā *Skola2030* izstrādātos standartus (Ministru kabineta noteikumi Nr. 747 [MKN], 2018; Ministru kabineta noteikumi Nr. 416, 2019), redzam, ka tajos tālāk attīstītas idejas, kas tika iedzīvinātas šī gadsimta sākumā izstrādātajos mācību priekšmetu standartos (MKN, 2013; MKN, 2014[2]). Mūsdienu izglītības satura īstenošanas mērķis ir vispusīgi attīstīts, lietpratīgs, atbildīgs, savā attīstībā ieinteresēts skolēns, Latvijas patriots (MKN, 2018), kurš apzinās savas spējas un intereses mērķtiecīgai personiskās un profesionālās nākotnes veidošanai, ciena sevi un citus, padziļina zināšanas, izpratni, prasmes un turpina nostiprināt vērtības un tikumus atbilstoši saviem nākotnes mērķiem, atbildīgi, inovatīvi un produktīvi darbojas paša, ģimenes, labklājīgas un ilgtspējīgas Latvijas valsts un pasaules veidošanā (MKN, 2019). Lai šos mērķus sasniegtu, ikvienas mācību jomas skolotājam būs jāiegulda daudz darba jauna mācību satura izvēlē un īstenošanā, tāpēc lieti var noderēt līdz šim uzkrātā profesionālā pieredze.

Rakstā sniegts ieskats pētījumā, kas 2018. / 2019. mācību gadā tika veikts Rīgas Centra humanitārajā vidusskolā latviešu valodas stundās divās 10. klasēs (54 skolēni) ar **mērķi** izzināt, cik lietderīgi latviešu valodas apguvē izmantot „Latviešu valodas dialektu atlanta” (turpmāk LVDA) kartes, lai skolēni saskatītu izlokšņu un dialektu lomu latviešu valodas attīstībā, pilnveidotu prasmi strādāt ar

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[1] Patīkams izņēmums ir Ilutas Dalbiņas un Ineses Lāčaunieces vidusskolai paredzētais mācību komplekts „Latviešu valoda”, kurā mērķtiecīgi izmantotas valodnieku zinātniskās un populārzinātniskās publikācijas (Dalbiņa & Lāčauniece, 2009; Dalbiņa & Lāčauniece, 2010a).

[2] Norādīts standartu pēdējais publicētais variants.

zinātniskajiem resursiem un attīstu spēju transformēt iegūto informāciju radošā darbā. Pētījums tika veikts, izmantojot mācību izmēģinājumu, īsas intervijas, anketēšanu, kā arī kontentanalīzes un aprakstošo metodi.

Pētījuma materiāli un norise
Research materials and process

Pētījuma pamatā ir valodnieku (Laumane, 1999; Sarkanis, 2013; Stafecka & Mikuliene, 2009; Trumpa, 2012), valodas un literatūras didaktikas speciālistu (Anspoka, 2008; Laiveniece, 2003; Stikute, 2011) darbi, rīcības teorija (Joas & Beckert, 2001), pētījumi par informācijas tehnoloģijas un digitālo resursu izmantošanas iespējām (Daniela, Rubene, & Goba, 2018) mācību procesā.

Skolotāja loma mūsdienās ir būtiski mainījusies. No zināšanu nesēja un devēja viņš kļuvis par konsultantu, palīgu, domubiedru, sadarbības partneri, personu, kura palīdz skolēnam gūt personiski nozīmīgus sasniegumus mācību priekšmetā, iedvesmo patstāvīgai izzinošai, analītiskai, radošai darbībai, veidojot vispusīgi attīstītu, oriģinālu personību. Tas akcentēts arī UNESCO Starptautiskās komisijas ziņojumā „Izglītība divdesmit pirmajam gadsimtam" (1998). Tā ir rīkojušies labākie skolotāji gan pagājušajā, gan šajā gadsimtā, pirms vēl radās projekts *Skola2030*. Šī ideja tika aktualizēta jau 20. gadsimta 90. gados, pārejot no totalitārisma režīma uz demokrātisko sabiedrību, kad tika apgūtas dažas jaunas mācību pieejas, plašāk iepazīta Eiropas un ASV pedagoģijas teorētiķu un praktiķu pieredze.

Viena no problēmām, ar ko saskaramies gan ikdienā, gan izglītības procesā, ir saistīta ar nepieciešamību lietderīgi izmantot skolēnu vēlmi „dzīvot" digitālajā pasaulē un nepieciešamību attīstīt viņu prasmi strādāt ne tikai ar elektroniskajiem resursiem un publikācijām, kritiski vērtēt to kvalitāti, bet arī spēju izlasīt, saprast un interpretēt zinātnisku tekstu un citus skolēna līmenim atbilstošos zinātniskus resursus. Tāpēc skolotājam jāiestrādā mācību saturā tāds materiāls, kas veicinātu skolēnu māku strādāt patstāvīgi, rosinātu interesi par tās vai citas nozares izpēti un vēlmi iepazīt to plašāk. „Īstenojot metodisku pieeju, kas virza mācīšanos iedziļinoties, skolotājs dod iespēju skolēnam darbināt augsta līmeņa domāšanas prasmes (analizēt, sintezēt, izvērtēt, risināt problēmas), attīsta skolēnu metakognitīvās prasmes, lai skolēns spētu konstruēt apgūtā jēgu un izmantot pieredzi, risinot kompleksus uzdevumus jaunās situācijās un kontekstā." (Oliņa, Namsone, & France, 2018).

Īpaši svarīgi tas ir laikā, kad spēcīgi izpaužas globalizācijas tendences, notiek dažādu kultūru saplūšana un nivelēšanās. Tajā pašā laikā iezīmējas arī pretēja tendence – vēlēšanās saglabāt savai tautai vai novadam raksturīgo kultūras daļu. „Būdama kultūras neatņemama sastāvdaļa, valoda kā spogulis ataino tautas psiholoģiju, filozofiju un bieži vien ir vienīgā tautas vēstures un gara paudēja, tāpēc jo īpaši saudzējama, kopjama un pētāma. Tām tautām, kurām rakstu avoti nav tik seni, galvenās bagātības glabājas izloksnēs un folklorā." (Kurzemniece, 2008, 3) Ģeolingvistikas pētījumi (Stafecka, 2013, 246; Trumpa, 2012) liecina, ka strauji zūd valodas lokālās īpatnības, mainās izlokšņu robežas un lietotāju kontingents, tāpēc jo svarīgi iepazīstināt skolēnus ar tām valodas un tautas kultūras bagātībām, kas glabājas izlokšņu tekstos, pētījumos, jo latviešu valodas dialekti „joprojām glabā daudz liecību par tautas etnisko vēsturi, cilšu un tautu kontaktiem un to radniecību" (Stafecka, 1997; Stafecka, 2013, 267). Tādējādi iespējams skolēniem attīstīt padziļinātu valodas izpratni, parādot tās attīstību no senākiem laikiem līdz mūsdienām, sekmējot kultūras pārmantojamību un iedzīvināšanu jaunās paaudzes pasaules uztverē.

Latviešu valodā publicētas izlokšņu vārdnīcas, desmitiem izlokšņu aprakstu, pētījumu, izdotas LVDA leksikas (Laumane, 1999) un fonētikas (Sarkanis, 2013) daļas, kā arī „Baltu valodu atlanta" leksikas 1. sējums „Flora" (Stafecka, & Mikuliene, 2009), izdošanai sagatavota LVDA morfoloģijas 1. daļa, bet LZP projektā „Jauna pieeja latviešu ģeolingvistiskajos pētījumos: atvērtie dati" tiek izstrādāta 2. daļa. Šos materiālus iespējams sekmīgi izmantot latviešu valodas apguvē, lai attīstītu skolēnu valodas un kulturoloģisko kompetenci, kā arī sekmētu nacionālās un reģionālās identitātes veidošanos. Skolā var izmantot ne tikai dialektoloģijas teorētiskās atziņas, bet arī LVDA ievaddaļās sniegto informāciju par tā izstrādi, materiāla vākšanu un kartografēšanu. Strādājot ar kartēm un šķirkļu aprakstiem, var attīstīt skolēnu lingvistisko kompetenci, analītiskās spējas, patstāvīga darba iemaņas u. tml.

Fonētikas atlantā ievietotas 114 kartes, kas izmantojamas, mācoties par latviešu valodas zilbes intonācijām, saknes vokālismu, mīkstā līdzskaņa *ŗ* lietojuma vēsturi un pārmaiņām, kā arī citu līdzskaņu izrunas īpatnībām dažādās izloksnēs. Šādi iepazīstot skaņu izrunu, skolēni labāk izprastu arī ortoepijas problēmas un to novēršanas iespējas.

Abās LVDA morfoloģijas daļās ir iekļautas 200 kartes un šķirkļi, kuros raksturotas patstāvīgo vārdu dažādu formu lietojuma īpatnības izloksnēs, kā arī ieskicētas palīgvārdu un sintaktisko konstrukciju iezīmes. Tā kā šo apjomīgo materiālu paredzēts arī digitalizēt, tad tas kļūs brīvi pieejams ikvienam lietotājam un viegli izmantojams arī mācību procesā. LVDA leksikas daļā izstrādātas 100 kartes un to apraksti. Daļa leksikas karšu ievietota elektroniskajā latviešu valodas vārdnīcā e-PUPA gan pie atbilstošajiem šķirkļiem, gan arī kā papildmateriāls (Vulāne, 2016), tāpēc mācību procesā ir īpaši ērti strādāt ar šo resursu, jo skolēni var izmantot drukāto un digitālo versiju.

Plānojot mācību procesu, skolotāja orientieris ir Vispārējās vidējās izglītības mācību priekšmeta standarts (MKN, 2013), kurā paredzēts, ka vidējo izglītību ieguvis jaunietis apzinās valodas lomu sabiedrībā, zina latviešu literārās valodas un latviešu valodas dialektu atšķirības, kā arī prot iegūt valodniecisku vai kulturoloģisku informāciju no dažādiem informācijas avotiem, apkopot, strukturēt, izvērtēt un izmantot to valodas apguves procesā un savā pieredzē. Savukārt Vispārējās vidējās izglītības mācību priekšmeta programmas parauga 1. variantā [PP] precizēts, ka skolēni apzinās izlokšņu daudzveidību Latvijā, zina latviešu valodas dialektus, saskata atšķirības starp tiem un apzinās izlokšņu nozīmi valodas bagātināšanā, ar cieņu izturas pret dažādās izloksnēs runājošajiem (PP, 2008a, 11). Vērā ņemams arī programmas parauga 2. varianta (PP, 2008b) norāde, ka skolēnam ir priekšstats par leksikas savdabību dialektos Latvijā, viņš izprot vārdu krājumu kā kultūrvēsturisku un sociālu parādību, apzinās vārdnīcu kultūrvēsturisko nozīmi un apzināti paplašina savu vārdu krājumu, un mācās vērtēt savu valodu. Skolā, kurā tika veikts pētījums, ir izstrādāta sava latviešu valodas mācību programma (Dzene, Stikute, Zeltiņa, & Zeiļaka, 2009).

Mācību izmēģinājums tika veikts divās 10. klasēs leksikoloģijas jautājumu apguves kontekstā, atvēlot tam 8 mācību stundas. Skolotāja Dr. paed. Elita Stikute izstrādāja inovatīvu lingvodidaktisko materiālu, kura pamatā bija vārdnīcā „e-PUPA" ievietotie šķirkļi. Darbam tika izvēlēti tādi objekti, kuriem izloksnēs lielāka nosaukumu dažādība. Lai darbs būtu rezultatīvs, bija nepieciešams sagatavošanas posms, kura laikā skolēni,

- klausoties skolotājas skaidrojumu un patstāvīgi lasot atbilstošus pētnieku darbu fragmentus, ieguva teorētiskās zināšanas un izpratni, kas ir dialekts, izloksne, kādi ir latviešu valodas dialekti un izloksnes, kā to rašanos ietekmējuši vēsturiskie notikumi un ģeogrāfiskā vide u. tml.,
- iepazinās ar LVDA karšu izstrādes pamatprincipiem, attīstīja prasmi lasīt šādu karti, saprast tajā lietotos apzīmējumus, noteikt izloksnes, izmantojot izlokšņu rādītāju, noskaidrot tajās izmantotos vārdus, to fonētiskos un morfoloģiskos variantus, apkopot, strukturēt, analizēt iegūtos datus, savstarpēji pārrunāt jau zināmo un no jauna apgūto, vērtēt savu veikumu.

Patstāvīgā darba posmā skolēni izvēlējās vienu vārdu no skolotājas izstrādātā leksēmu saraksta (abām grupām tika piedāvāta vienāda vārdu kopa – 28 vienības). Pēc tam katrs jaunietis saņēma attiecīgo LVDA karti (skolā – drukāto variantu, mājās tika izmantota kartes digitālā versija) un noklausījās skolotājas skaidrojumu un darba uzdevumus:

- rūpīgi izpētīt dialektu karti, tās atslēgas daļā dotos reālijas nosaukumus un noskaidrot, kurā dialektā un kurās izloksnēs lieto katru leksēmu,
- mājās izdomāt principu, pēc kura sagrupēt dialektismus, un izveidot karti, shēmu vai tabulu tā, lai būtu pārskats par Latgalē, Vidzemē, Zemgalē un Kurzemē izmantotajiem leksiskajiem dialektismiem,

- izvērtēt paveikto darbu, uzrakstot 3 – 5 interesantus faktus, ko uzzināja pētījuma laikā, norādot, ko iemācījās, saprata, pārdomāja un ar kādām grūtībām sastapās, veicot uzdevumu,
- radošais darbs – skolēniem bija jāizdomā 1 – 3 interesantas, asprātīgas, grūti atminamas mīklas par pētīto vārdu un jāuzraksta izcelšanās teika, pēc iespējas atklājot tajā konkrēto dialektismu cilmi. Pirms uzdevuma veikšanas tika atkārtots pamatskolā apgūtais teiku iedalījums un pazīmes. Kopīgi tika analizēta viena izcelšanās teika, izmantojot digitalizētos Latviešu folkloras krātuves materiālus, un pārrunātas izcelšanās teikām raksturīgās iezīmes. Uzdevumu izpildei tika paredzēta viena nedēļa.

Rezultāti
Results

LVDA kartes analīzei skolēniem bija jāveltī visvairāk laika, tāpēc, saņēmuši ievirzi darbā un skolotājas padomus, viņi uzdevumu individuāli veica mājās. Lai darbs ritētu sekmīgi, skolotājam jāsagatavo maksimāli precīza instrukcija, teorētiskais materiāls darbam klasē un nepieciešamās informācijas ieguvei mājās, jāievada skolēni darbā, kopīgi pētot kādu izlokšņu karti un skaidrojot, kāpēc tur dotie vārdi atšķiras no to izrunas izloksnē, kā lasāma karte utt. Tam veltāma viena mācību stunda, jo skolēniem jāiegūst teorētiskās zināšanas, priekšstats par kartografēšanas principiem, jāmācās strādāt ar karti.

Kopumā skolēni uzdevumus paveica sekmīgi. Daži skolēni (3%) informāciju bija apkopojuši kartē (sk. 1. att.), lielākoties (97%) bija izvēlētas dažāda veida tabulas (sk. 1. tab.).

1.attēls. ***Skolēna Z_4_19[3] veidotā karte KRUPIS***
Figure 1 ***Map KRUPIS (toad) created by learner Z_4_19***

[3] Skolēnu darbu kodējums: Z – zēns, M – meitene; secība skolēnu sarakstā, gadskaitlis (2019).

Secinājums: visvairāk leksisko dialektismu vārdam *krupis* ir vidusdialektā, vismazāk – augšzemnieku. Vārds *rupucis* un *krupis* ir sastopams visos dialektos. Daudzi vārdi atvasināti no vārda *kaupiņš*. Nav dzirdēts vārds *depis*.

1.tabula. ***Skolnieces M_1_19 veidotās tabulas fragments***
Table 1 ***Fragment of a table created by learner M_1_19***

Vārds/ dialekts	**Lībiskā dialekta izloksnes**	**Vidus dialekta izloksnes**	**Augšzemnieku dialekta izloksnes**
birgums	-	-	Nautrēnu
čāda	-	-	Balvu
dunste	Glūdas, Vircavas, [..], Sēļu, Jeru	Lugažu	Seces
sīvumi	Rucavas	-	-
tosa	-	Vilzēnu	-
tvaiks	Ventas, Popes, Vārves, Zūras, Užavas, Ziras, .. Bukaišu, Bauskas, Panemunes		
Secinājums: visizplatītākie vārdi – *tvans, tvaiks, dinga,* visretāk sastopami vārdi – z*viedris, tvinga, tvanis, tvanks, tosa, sīvumi, īgļi, džāda, džada, dvinska, dvincka, dvana, dunksts, dunska, čats, čāts, čāda, birgums*. Visvairāk izlokšņu ir augšzemnieku dialektā.			

Skolēnu radošais potenciāls un izzinošās darbības rezultāti atklājās viņu sacerētajās mīklās un izcelšanās teikās. Jaunieši norādīja, ka, lai izveidotu mīklu, bija jāsameklē papildinformācija par atsevišķu reāliju izskatu un mazāk zināma vārda, piemēram, *dradži, jaunpiens, kovārnis, sērmūkslis, tole, tvans, pelašķis, pelūde, vaivariņi, virši, vībotnes, vīgrieze, zilenes,* nozīmi, izmantojot skaidrojošās vārdnīcas un enciklopēdijas. Daži skolēni arī darbā bija skaidrojuši izvēlēto vārdu, piemēram, *tole – govs bez ragiem* (M_25_19) vai *slieka* (*Lumbricus herculesis*) *– viena no posmtārpu apakškārtām, kurā ir apvienotas vairākas dzimtas* (M_8_19). Tādējādi tika bagātināts ne tikai skolēnu vārdu krājums, bet arī zināšanas bioloģijā, botānikā, etnogrāfijā, kas atspoguļojās arī vairāku mīklu saturā – tika atklāts nevis vārda iekšējais tēls, bet gan priekšmeta funkcija vai citas pazīmes, piemēram: *Tos velk gan meitenes, gan puiši pie sava tautas tērpa, bet ikdienā meitenes tos velk uz balli, puiši – uz pirti.* (Svārki) (Z_18_19); *Tautā dažādi tas saukts,/ Pat par virsienu,/ Ar violetiem ziediņiem/ Priecē acis septembrī.* (Virši) (M_19_19). Daudzi skolēni bija visnotaļ veiksmīgi tikuši galā ar uzdevumu un atklājuši mīklā vai nu leksisko dialektismu dažādību, vai nosaukuma motivāciju, piemēram: *Krāslavā ēd circeņus, Valgalē grauž brunčus, Ciecerē, Dundagā, Valgalē – grančus, bet biežāk mēs Latvijā sakām: „Nāc un cienājies ar škvarkām!" Kas tie ir?* (Dradži) (M_21_19); *Kā sniega* *kupenas no maija līdz jūlijam tās purvu daiļo, tik ar savu smaku ļaudis tās vaira. Kandavā tās dēvē par smirdēm.* (Vaivariņi) (Z_53_19). *Kā sauc vārnu, kura visu laiku lūdz, lai atkārto?* (Kovārnis) (Z_12_19).

Noslēgumā tika veikts radošais darbs – jāuzraksta izcelšanās teika, atklājot tajā dialektismu cilmi. Diemžēl ne visi skolēni ievēroja šo norādi. Tāpat kā mīklās, arī teikās vairāki skolēni (23%) atklājuši vārda vizuālo portretu, izmantojot dažādus dialektismus. Dažās teikās (16%) vērojams mēģinājums skaidrot, kāpēc konkrētajā Latvijas novadā tiek lietots attiecīgais leksiskais dialektisms, piemēram, skaidrojot vārda *krupis* izcelšanos, Z_54_19 raksta: *Reiz dzīvojuši trīs brāļi: Depis, Ķauķis un Kaupiņš. (..) Tā katrs no brāļiem sāka rāpot uz katru no debespusēm. Depis rāpoja uz Ziemeļiem, tāpēc viņa vārdu piemin gar jūras krastu. Ķauķis devās uz Rietumiem, un Kaupiņš devās ceļā uz Austrumiem.* Daži skolēni (11%) mēģinājuši teikā iekļaut vairākus dialektismus un skaidrot, kā radies vārds. Piemēram, Z_3_19 par vārda *auns* izcelšanos raksta: *Reiz dzīvojuši divi kaimiņi, kuri audzējuši aitas, un katrs izlēmis izdomāt vārdus saviem auniem. Viens no viņiem izdomājis aitu tēviņu nosaukt par aitkuli, jo dzīvnieku tēviņus bieži sauca par kuiļiem. Otrs savus nosaucis par aitu buļļiem, jo pamanījis, ka ragi tiem izskatās kā buļļiem. Taču pēc kāda laika abiem saimniekiem radusies nesaprašanās, jo vajadzējis vienoties par vārdu, kādā saukt savus aunus. Tā kā neviens no viņiem nav gribējis piekāpties, tad viņi turpinājuši strīdēties, līdz kāds garāmgājējs uzsaucis viņiem, ka abu teķi ir izbēguši.*

Vārda *biezpiens* nosaukumu izcelšanos Z_9_19 atklāj tā: S*enos laikos trīs laupītāji no dažādiem Latvijas nostūriem atgriezušies Sāmsalā, kur bija noglabājuši savus laupījumus. Pēc ilgiem sirojumiem visi trīs aizsnaudušies. Kad pamodušies, bija pagājušas divas dienas. Pēc tādas gulēšanas viņiem ļoti slāpis, tāpēc meklējuši, kur remdēt slāpes. Tad pēkšņi viņi atcerējušies par nolaupīto piena mucu. Kurzemnieks Reinis pirmais pieskrējis pie mucas un iesaucies: „Vells parāvis, piens sakucis! Pieskrējis vidzemnieks Regnārs un, acis iepletis, iesaucies: „Tiešām biezpiens!" Savukārt vecais Serafims vien viedi noteicis: „Tys tok tvorogs!" Paēduši, nodzērušies uz nebēdu un sadalījuši laupījumu, katrs devies uz savām mājām un stāstījis par brīnumiem ar biezpienu.*

Pēc katra darba posma, izmantojot īsas intervijas un anketas, tika noskaidrots skolēnu viedoklis par veikto darbu un izmantotā materiāla lietderīgumu. Veicot pētījumu, tika pilnveidotas vai attīstītas dažādas prasmes:

- pētnieciskā prasme, prasme analizēt, strukturēt informāciju, secināt,
- kritiskās domāšanas prasme, proti, māka, izstrādājot darbu, izmantot zinātniski korektus avotus, kā arī kritiski novērtēt savu un citu veikto darbu,
- saziņas kultūras prasme, jo vairāki skolēni iesniedza darbus elektroniski *e-klases* e-pastā. Pirms tam tika doti norādījumi, kā veidot elektronisko

saziņu ar skolotāju, noformēt vēstules pielikumu (tātad dzīvei noderīgas prasmes),

- prasme izmantot dažādus digitālos resursus, sekmējot medijpratības veidošanos. Vairāki skolēni atzina, ka bija grūti strādāt ar karti digitālā formātā, jo vieglāk strādāt ar materiālu papīra formātā. No vienas puses, šāda veida darbi skolēniem nav ierasti, bet no otras – tam ir objektīvs iemesls, jo darbam ar digitālo karti nepieciešams liels ekrāns.

Secinājumi
Conclusions

Kopumā var secināt, ka, izmantojot zinātnisko literatūru un LVDA kartes, tika attīstīta skolēnu pašvadīta mācīšanās, jo darbs atbilstoši norādījumiem bija jāizstrādā patstāvīgi, kā arī jāizdomā tā noformējums. Tādējādi skolēni mācījās arī būt atbildīgiem, plānot savu laiku, noformēt darbu ne tikai atbilstoši prasībām, bet arī ņemot vērā savas prasmes un iemaņas, izmantojot citos mācību priekšmetos gūtās zināšanas. Tika veicināta arī skolēnu sadarbības prasme, jo tie jaunieši, kuri nebija skolā, mācījās iegūt informāciju un nepieciešamo palīdzību, padomus darba izstrādē no klasesbiedriem, nevis tikai no skolotājas. Izdomājot mīklas un izcelšanās teikas, tika pilnveidotas skolēnu zināšanas folklorā, kā arī attīstīta radošā domāšana, sekmēta literatūras satura apguve. Šos uzdevumus veicot (kā atzina skolēni), viņi varēja radoši izpausties, kas sagādāja prieku. Mācību procesā kopumā tika stiprināta starppriekšmetu saikne (ģeogrāfija, kultūras vēsture, novadmācība), prasme saistīt izpētīto informāciju ar dzīvi. Piemēram, vairāki skolēni bija ievērojuši, ka vecvecāku novadā konkrēto leksisko dialektismu ir kādreiz dzirdējuši. Kopumā darbs, kas bija sākts, pirms vēl radās ideja par projektu *Skola2030*, sekmēja ne tikai konkrēto priekšmeta orientēto zināšanu un prasmju apguvi, bet arī nodrošināja caurviju prasmju attīstīšanu. Ja skolotājs vēlas, viņš, izmantojot savas profesionālās un metodiskās zināšanas, sekojot līdzi aktuālajam un to kritiski izvērtējot, var izstrādāt atbilstošu mācību materiālu, katru gadu to papildinot un variējot, kā tas arī notika pētījuma laikā. Bet, lai šāds darbs tiktu veikts regulāri, skolotāja slodzē jābūt paredzētam laikam gan jaunāko pētījumu iepazīšanai, gan inovatīva mācību satura izstrādei.

Pētījumā izstrādātais lingvodidaktiskais materiāls sekmīgi izmantojams latviešu valodas apguvē vidusskolā, lai sasniegtu arī jaunajā standartā definētos rezultātus. Tā kā darbu iespējams diferencēt atbilstoši skolēnu mācāmības līmenim, tad materiāls izmantojams visu pakāpju rezultātu sasniegšanai.

Summary

In order to gain the knowledge and skills required for their studies and professional life, it is important that modern learners are provided with a learning environment that supports their ability to acquire, structure, compare, analyse and memorise information as well as generalise and purposefully use their experience for their study requirements and other needs.

However, the issue is related to the fact that, firstly, the teaching material does not contain sufficient level of content, therefore teachers need to spend additional time and energy to extend and adjust the content, and, secondly, some teachers do not perform such tasks for various reasons (including objective reasons). The study described in the article demonstrated that various research, analytical and creative tasks could be used to successfully develop high school students' skills and knowledge. At the same time, learners developed an interest in the types of Latvian language, their functioning, as well as the common and contrasting features of lexical and grammatical systems of the standard language and dialects.

The study was conducted in two Latvian language classes for Grade 10, involving 54 learners. Each year, the study took place in eight lessons that were devoted to understanding the lexical system of the Latvian language and familiarising learners with dialectisms. During these lessons, learners familiarised themselves with the required theory, analysed the contents of a dialect map, summarised and structured the acquired lexical, dialectological and grammatical information, evaluated the obtained knowledge and skills, and generalised the experience by completing a creative task – learners were asked to come up with at least one interesting, witty and difficult to solve riddle about a researched word and to write a tale of origin for the dialectism.

Research results proved that the material included in the "Atlas of the Latvian Dialects" was useful in studying the Latvian language and helped learners to appreciate the richness, diversity and beauty of the language, allowed them to deepen their knowledge in all sub-branches of linguistics and to expand their vocabulary. It also provided them with linguistically correct information about the phonetic, semantic structure of words, their grammatical features, as well as their application in the regional dialects of the Latvian language.

Raksts izstrādāts LZP projektā
„Jauna pieeja latviešu ģeolingvistiskajos pētījumos:
atvērtie dati"

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MĀKSLA UN DIZAINS, DIZAINA IZGLĪTĪBA

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MĀKSLAS DOMINANTE KALENDĀRA GRAFISKAJĀ DIZAINĀ

Arts Dominance in Calendar Graphics Design

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Abstract. *Art, in a way, is a form of communication, which allows the artist to express their view to the world, show their interpretation and let others see the world through the eyes of the artist. Calendars are the most popular and long-term means of advertising, which is why their design requires a lot of attention. It is important that it does not only look good, but also provides information, fulfils the function of a promotional souvenir and creates an image throughout the entire year ahead. Graphic design is a form of visual communication whose purpose is to solve visual and graphic problems using artistic approaches provided by typography, different printing technologies, or image processing techniques, mechanical or analogue methods, or digital, with the aim to create a graphic design work or solve a graphic problem. Graphic design is more like a visual intermediary between the message and its recipient and a way of delivering the message to the recipient. The Aim of the Article: study graphics as the dominant feature of art in the design of calendars created by modern Latvian artists and analyse expert interviews to find out the opinions of specialists in the field about the significance of the content and design of artistic calendars nowadays. The research results were obtained using theoretical research methods: the study, analysis and evaluation of scientific and journalistic literature and Internet sources, which reveals the essence of the problem in question; expert interviews were carried out as well, which are empirical research methods.*
Keywords: *design, graphics, graphic design, art, art calendar, minimalism, calendar.*

Ievads
Introduction

Kalendāram ir sena vēsture, pirms miljoniem gadu visprecīzāko laiku rādīja daba. Kalendārs cēlies no latīņu *"calendarium"* tā bija parādu grāmata. Cilvēces attīstības vēsturē ir pastāvējušas dažādas laika skaitīšanas sistēmas. Mēness, Saules, Zemes un Zvaigžņu kustība bija pirmā laika skaitīšanas sistēma un ievērojot šo debess ķermeņu kustību tika mērīts laiks. Kalendāru vēsture un attīstības ceļš ir cieši saistīts ar laika skaitīšanas sistēmu. Laika skaitīšanas sistēmu un kalendāru vēsturisko attīstību ir plaši pētījuši un analizējuši daudzi zinātnieki no senvēstures līdz pat mūsdienām (Šurs, 1962; Rabinovičs, 1967; Deiviss, 1996;

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Basu, Ganguly, & Banerjee, 2004; Krūmiņa, 2005; Bīlavs, 2010; Puriņš, 2015; Vilks, 2017, u.c.). Kalendārs ir ikgadējs izdevums kurš ir informatīvas funkcijas veicējs, mūsdienās tas kalpo arī kā prezentējošs materiāls un estētisks interjera dizaina elements (mākslas kalendārs). Tuvojoties gadu mijai, kalendārs ir viens no pieprasītākajiem grafiskā dizaina produktiem mūsdienās. Kalendārs ir nepieciešama cilvēka dzīves sastāvdaļa, to izmanto katrs pēc savas gaumes un vajadzībām. Ar laika plānošanas palīdzību uzlabojas darba produktivitāte un efektivitāte, tas palīdz plānot laiku daudzām dienām uz priekšu, kā arī atgādina svarīgos notikumus. Kalendāri galvenokārt iedalās grāmatu kalendāros, dienu noplēšamajos, piezīmju kalendāros, galda un mēneša pārliekamajos, sienas kalendāros, tematiskajos, kabatas kalendāros, tabulkalendāros un mākslas kalendāros. Rakstā tiks apskatīti un analizēti tieši mākslas kalendāri.

Jēdziens "dizains" mūsdienās tiek lietots dažādos kontekstos. Dizainam ir dažādas, gadu desmitiem kultivētas izpausmes. Ilgu laiku dizains ir bijis taustāms, saprotams un vienkārši izvērtējams. Dizains dažu desmitgadu laikā ir modificējies abstraktā, lietotāja acij bieži vien netveramā procesu kopumā. Tas ir kļuvis par loģisku, pamatotu darbību ķēdi, rīku ar uzdevumu demokratizēt un padarīt priekšmetus, procesus, pakalpojumus lietotājam saprotamus un ērtus izmantošanā (Solovjova, 2016). Savukārt grafiskais dizains ir vizuālās komunikācijas veids, kura uzdevums ir vizuāli grafisku problēmu risināšana izmantojot mākslinieciskās iespējas, ko sniedz tipografika, dažādas iespiedtehnoloģijas vai attēla apstrādes tehnikas, mehāniskas vai analogas metodes, digitālas, ar mērķi radīt grafisku dizaina darbu vai atrisināt grafisku problēmu. Grafisko dizainu pamatā izmanto izdevniecībā, drukātajos un elektroniskajos medijos, reklāmā, grafisko zīmju un vides noformējumu izstrādē, kā arī apģērbu, iepakojuma dizaina un citu industriālo priekšmetu apdrukas dizainā. Grafiskais dizains vairāk ir kā vizuāls starpnieks starp ziņu un ziņas saņēmēju un veids kā ziņa nonāk līdz saņēmējam.

Mākslas kalendāri ir viens no paša mākslinieka daiļrades apkopošanas un reklamēšanas līdzekļiem, tāpēc būtu arī liela vērība jāpievērš to dizainam. Svarīgi, lai tas ne tikai pildītu kalendāram paredzētās funkcijas, bet lai tas būtu arī estētiski baudāms, ar tajā ievietotiem augstvērtīgiem mākslas darbiem, sava veida mākslas darbs telpā, kas prezentē pašu mākslinieku un dizaina izstrādātāju.

Raksta mērķis – pētīt grafiku kā mākslas dominanti mūsdienu Latvijas mākslinieku radīto kalendāru dizainā un analizēt ekspertu intervijas, lai noskaidrotu nozares speciālistu viedokļus par mākslas kalendāru satura un dizaina nozīmi šodien. Pētījuma rezultāti tika iegūti, izmantojot teorētisko pētījumu metodes: zinātniskās, publicistiskās literatūras un interneta resursu studēšana, analīze un izvērtēšana, kas atklāj attiecīgās problēmas būtību, kā arī tika veiktas ekspertu intervijas, kas attiecīgi ir empīriskās pētīšanas metodes.

Grafika kā viens no pielietotajiem tēlotājas mākslas veidiem kalendāru dizainā mūsdienās – analogu apskats
Graphics as one of the forms of fine arts used in calendar design nowadays – review of analogues

Māksla ir daudzdisciplināra cilvēka mijiedarbība ar vidi. Ar visām tās dauzdveidīgajām formām un krāsām vide kļūst par iedvesmas avotu, kas baro cilvēka kultūru, it īpaši mākslinieku, kurš atspoguļo mākslu (Elnashar, 2018).

Grafika ir viens no nozīmīgākajiem tēlotājas mākslas veidiem, tā paver plašas iespējas materiāla atklāsmei un tā daudzveidībai. Stājgrafikai ir īpaša vieta, jo ir grafikas veids, kas vistiešāk un vistuvāk vēršas pie katra cilvēka. Kontakts, kas izveidojas ar grafikas lapu, vienalga vai tā veidota ofortā, litogrāfijā, kokgrebumā vai kādā citā grafikas tehnikā, ir satraucošs un saviļņojošs un dziļi individuāls. Tā intelektuālā un emocionālā piesātinātība ir cieši saistīta ar stājgrafikas ieinteresētību aktuālu laikmeta problēmu risināšanā un ir saistīta ar tradīcijām – to sabiedrisko attiecību un kultūras mantojuma pamatu, uz kura izaugusi māksla (Reihmane, 1982). Grafikas māksla mūsdienās ir plaša un visaptveroša. Mākslinieks ir brīvs un rīkojas brīvi ar izmantojamo līdzekļu arsenālu, jo nav iespējams noliegt laiku kurā indivīds kā fizisks ķermenis atrodas ar spējām aptvert pastāvošo telpu.

Vārds grafika ir cēlies no grieķu vārda *"grafo"*, tas nozīmē "es rakstu". Pirmsākumos grafika tika uzskatīta par vienkrāsainu līniju mākslu. Grafikas jēdziens pamazām kļuva plašāks: tajā tika ietverti dažādi vienkrāsaini, gan daudzkrāsaini gravīru veidi. Grafikas tēlojošās iespējas kļuva plašākas. Tās sāka attēlot daudz ko tādu, ko kādreiz attēloja tikai glezniecība: krāsu, gaismu un ēnas, kas piemīt priekšmetiem, telpiskumu, gaisu un daudz ko citu apkārtējā dabā, kas grafikai līdz šim nebija pa spēkam (Gončarovs, 1960).

Raksta autores pētīja un analizēja vairākus mūsdienās tapušus mākslas kalendārus, kuri pēdējo desmit gadu laikā izdoti Latvijā un kuros, galvenokārt, dominēja tēlotājas mākslas veids – grafika. Rakstā minēti trīs izdotie kalendāri – "Vīlipsona grafikas 2011", "Vīlipsona grafikas & suneti 2012" un Latvijas Mākslas akadēmijas izdotais ikgadējais "Grafiķu kalendārs 2019".

Māksliniekam A. Vilipsonam šis bijis produktīvs gads, kad kopumā tika radītas daudzas grafikas, no kurām izvēlētas 12 labākās un apkopotas sienas kalendārā "Vīlipsona grafikas 2011" (skat. 1. att.).

1.attēls. ***"Vīlipsona grafikas 2011" grafiku apkopojums sienas kalendārā***
www.studija.lv/index.php?parent=3952
Figure 1 ***"Vīlipsona grafikas 2011"*** *summary of schedules in the wall calendar*

A. Vilipsona kalendārā ievietotajās kompozīcijās dominē vispārināti sieviešu tēli, izmantota formu plastika, ekspresīvi līniju ritmi, faktūru dažādība tumši gaišo attiecību saspēlē. Spraigas dinamikas radīšanai pielietoti diagonālie virzieni gan sieviešu ķermeņu izvietojumā un papildelementu grafikā, gan vispārējā kompozīcijas novietojumā. Darbi sevī koncentrē ekspresīvu spēku, izsaka satura un formas meklējumu intensitāti. Grafikas tehnikas process ir kustīgs, mainīgs, ar savām attīstības likumsakarībām un radošo potenciālu, kas apslēpts mākslinieka individualitātē. Šajos darbos jūtama gaismas un tumsas mijiedarbība, kā arī savstarpējā simbioze.

2012. gadā A. Vilipsons izdeva grāmatu "Sumpurņa suneti" un radīja daudzas grafikas, no kurām izvēlējies 12 labākās, kuras apkopotas sienas kalendārā "Vīlipsona grafikas & suneti 2012". Arī 2012.gadā A. Vilipsona izdotajā kalendārā galvenokārt tika atspoguļoti sieviešu tēli melnbaltā toņu gammā. Salīdzinot ar iepriekšējo kalendāru, jūtama plastiskāka pieeja formu ģeometrizācijā, nav izteiktas dinamiskās spriedzes, bet gan attēlota vijība un veiklība formu modifikācijās, laukumu attiecībās. Līnijas vijas un iezīmē aprises sieviešu ķermeņiem, bet nedominē. Šie darbi ir kā spēle ar dažādu izmēru un modifikāciju formu laukumiem, tumši gaišām toņu attiecībām, faktūrām. Šajos darbos kā kompozīcijas elements parādās stilizēta pilsētas ainava. Dominē drosmīga grafiskā izpausme, kas ir bagāta ar disonansēm, ar individuālu ritmiku un savu temperamentu. Var teikt, ka tiem ir disonējoši harmoniska kompozīcija – tā iemieso ilūziju, ka grafika nebeidzas aiz iedomātā rāmja malas. Šķiet, ka darbos viss vibrē – savā starpā spēlējas gan formas un faktūras, gan līnijas un melnbalto toņu nianses.

Savukārt trešais kalendārs, kas tiek skatīts rakstā, nav viena mākslinieka darbs, bet gan topošo mākslinieku/grafiķu kopdarbs. Latvijas Mākslas akadēmijas grafiķu kalendārā atspoguļotas 13 autoru grafikas (skat 2.att.). Grafiķu darbu kalendārs šogad bija arī izdots un kalendārus bija iespējams iegādāties ikgadējā izstādē "JARMARKA" Latvijas Mākslas akadēmijas telpās.

2.attēls. ***Grafiķu kalendārs 2019*** *https://picgra.com/user/grafikaskatedra/3090996773*
Figure 2 ***Graphic calendar 2019***

Katra jaunā mākslinieka grafika risināta atšķirīgi, arī tehnikas izmantotas daudzveidīgas, piemēram, starp darbiem, kas ievietoti kalendārā, parādās gludspieduma tehnika (litogrāfija), dobspieduma tehnikas (oforts un sausā adata), augstspieduma tehnikas (kokgriezums un linogriezums) un sietspiedes tehnika. Mākslinieki izceļas ar ārkārtīgi variabliem rokrakstiem, eksperimentējot ar grafiskajām formām, krāsām, faktūrām, līnijām, apjomiem, izspēlējot tumši gaišās attiecības un darbu emocionālās noskaņas. Sava arsenāla elementus viņi izmanto dažnedažādās variācijās: kompozicionālajās shēmās un proporciju risinājumos. Kalendāra grafiskajā dizainā dominē māksla, un tas pilda vairāk estētisko funkciju, atspoguļojot autoru dažādos mākslinieciskos rokrakstus un dažādās grafikas tehnikas. Kalendāra grafiskais dizains veidots minimālisma stilā, nepiesaistot liekas detaļas.

Katrs grafiskā dizaina izdevums sevī nes gan saturisko, gan informatīvo izteikšanās savdabīgo valodu, jeb savam laikam raksturīgo dizainu. Grafiskais dizains, kā mākslas nozare iet kopsolī ar katra darba radīšanu un tam ir ļoti būtiska loma, lai ar to paspilgtinātu kalendārā iekodēto informāciju (Kazaka, 2015).

Raksta autores pēc mūsdienās tapušu mākslas kalendāru izpētes, kuros galvenokārt dominēja tēlotājas mākslas veids – grafika, ir guvušas atziņas, ka grafikas kalendāru pamatā ir vēstījums par dzīves likumsakarībām, kas veido scenogrāfiskus notikumus gada griezumā un ar netradicionālu dizaina risinājumu piesaista sabiedrības interesi un uzmanību. Katra mēneša attēli veido stāstu divpadsmit mēnešu garumā, izceļot būtisko, atstājot brīvu vietu iztēlei, domām un konteksta saskatīšanai. Mūsdienās aktuāla ir melnbaltā salikuma grafikas darbi un minimālisma stils. Autores iedvesmoja izpētītie kalendāru varianti, kas rosināja un stimulēja kalendāra dizaina izveides darba gaitā izstrādāt skices un kalendāra grafiskā dizaina maketu savam kalendāram.

Teorētiskās literatūras, avotu un analogu izpēte ļauj secināt, ka augstvērtīga dizaina izdotajos kalendāros, tai skaitā mākslas kalendāros, mūsdienās dominē askētisms kompozīcijas izteiksmes līdzekļos, kvalitāte materiālu izvēlē, inovatīvi tehniskie risinājumi, priekšplānā tiek izceltas kalendāra mākslinieciskās vērtības, jeb māksla kā dominante, protams nepazaudējot kalendāra funkcionalitāti un ergonomiku.

Ekspertu interviju analīze
Analysis of experts interviews

Kalendārs ikdienā veic gan informatīvo, gan estētisko funkciju, tādēļ tā dizaina izstrādē jāizpēta jomas ekspertu viedokļi un jāņem vērā ieteikumi. Pētījuma ietvaros, lai noskaidrotu nozares speciālistu viedokļus par mākslas kalendāra nozīmi mūsdienās, tika veiktas ekspertu intervijas. Ekspertu atlase izvēlēta atbilstoši to profesionālajai pieredzei, tika aptaujāti nozares speciālisti, kuri ikdienā nodarbojas ar mākslu un dizainu, arī ar grafiskā dizaina izstrādi.

Intervija ir viena no visplašāk izmantotajām kvalitatīvo datu vākšanas metodēm. Intervijas pamatotība nozīmē ne tik daudz patiesības atklāšanu intervijas laikā, cik sabalansētu intervijas aprakstu un interpretāciju. Intervijā gandrīz vienmēr atklājas subjektīvā jēga, nevis standarta formā izraisīta reakcija (Pipere, 2011). Pēc formas tika izmantota strukturēta intervija, kuru veido speciāli sagatavoti jautājumi. Pētījums un intervija ir vērsts uz to, lai paplašinātu izpratni par konkrēto parādību, gan arī uz to instrumentu pilnveidošanu ar ko šo parādību pētī. Procesa būtības atklāšana ļauj ieraudzīt tos paņēmienus, ar kuru palīdzību procesu var virzīt cilvēkam vēlamā gultnē (Kristapsone, 2014).

Individuālās intervijās tika aptaujāti trīs jomas eksperti: mākslas zinātniece un muzeja pedagoģe Baiba Magdalēna Eglīte, reklāmas aģentūras SIA "Bumbierkoks" radošais direktors Gatis Poikāns un māksliniece, grafiķe Inga Jurāne.

Ekspertiem tika uzdoti jautājumi par mākslas kalendāra vietu ikdienā, tā lomu mūsdienu sabiedrībā, par to kādām jābūt mākslas kalendāra vērtībām, par šī brīža tendencēm mākslas kalendāru dizaina risinājumos, kā arī jautājums bija par to, vai intervējamie paši kādreiz ir izdevuši sava izstrādātā dizaina mākslas kalendāru, ja jā, tad bija lūgums dalīties pieredzē.

Raksta ietvaros tiks detalizētāk apskatītas un analizētas ekspertu atbildes uz intervijā uzdotajiem jautājumiem, jo tas ir svarīgs posms autorēm sava mākslas kalendāra dizaina izstrādē.

Runājot par mākslas kalendāra vietu ikdienā mūsdienās – mākslas zinātniece B. M. Eglīte izteica viedokli, ka, kalendārs cilvēkam ir vajadzīgs ne tikai, lai rotātu māju, lai zinātu kam ir vārda diena, bet arī, lai *"liktu cilvēkiem domāt"*. Savukārt reklāmas aģentūras SIA "Bumbierkoks" radošais direktors G. Poikāns atzīmēja, kalendārs ļoti labi iederas mājās, kur "*cilvēki novērtē un izbauda mākslu*" un mēnesis ir labs laiks viena darba eksponēšanai. Runājot par sabiedrisko interjeru, ekspertam simpatizē biroji, kuros parādās mākslas darbi un mākslas priekšmeti, kas rada mājīgāku gaisotni. Māksliniece, grafiķe I. Jurāne, atbildot uz jautājumu par mākslas kalendāra vietu ikdienā, izteicās, ka mākslas kalendāra eksistence ir saistīta ar sabiedrības kritērijiem, kādi eksistē konkrētajā sabiedrībā priekšmeta radīšanas mirklī. Šobrīd bieži vien tā ir absolūta aizraušanās ar mākslīgu ārējo skaistumu, dizaina formām un ārējo *"spozmi"*, bez īpašas kalendāra pamatfunkcijas izklāsta. Kopumā *"šodien mākslas kalendārs ir sava veida šova forma"*. Par lieku nastu tiek uzskatīta informācija, kuru var parādīt kalendārā. No vienas puses arī ir taisnība, jo mākslai blakus novietot daudz citu detaļu vai tekstu prasa lielu meistarību, lai saglabātu harmonisku skatu. *"Visvieglāk to nelikt vispār"*.

Kopsummā mākslas kalendāra vieta ikdienā, plašā pielietojumā, nav tik aktuāla. Mākslas kalendārs ir specifisks un dārgs dizaina produkts, ja izpildīts labākajās iespējamās (ofseta, sietspiedes, karstspiedes, reljefa) drukas tehnikās. Līdz ar to tas nav pieejams plašai publikai, bet ir nozīmīgs pašam māksliniekam.

Atbildot uz jautājumu par mākslas kalendāra vērtībām, eksperte B.M. Eglīte izteica viedokli, ka viņai svarīga ir kalendāra informācijas nesošā loma, lai būtu atzīmētas vārda dienas un mēness fāzes. G. Poikāns atbildēja, ka svarīgākais, lai kalendārā ir ievietoti mākslinieciski augstvērtīgi mākslas darbi un ir kvalitatīva druka, ergonomisks izmērs un lakonisks dizains, kas netraucē baudīt mākslas darbu. Savukārt eksperte I. Jurāne uz šo jautājumu atbildēja, ka mākslas kalendāra galvenā vērtība ir *"daudz vietas mākslai"*. Mākslas kalendāra funkcija nav parādīt kalendāra funkciju kā primāro, tā var būt kā sekundārs papildinājums, bet jebkurā gadījumā cipariem jābūt redzamiem un tekstiem salasāmiem.

Apkopojot ekspertu viedokļus par šo jautājumu var secināt, ka mākslas kalendāra galvenā vērtība ir māksla, bet tajā pat laikā, izstrādājot kalendāra dizainu, nedrīkst aizmirst par labu tā ergonomiku.

Uz trešo jautājumu par mākslas lomu un mākslas kalendāra nozīmi sabiedrībā, mākslas zinātniece B.M. Eglīte atbildēja, ka viņai tuvāki kalendāri ar mākslas darbiem, kuri iepazīstina ar mākslinieku daiļradi; fotomākslu, glezniecību vai grafiku. Māksla ir informācija par laiku kurā indivīds dzīvo, par procesiem, kas norisinās sabiedrībā, par konkrētā laika posma vērtībām. Māksla ir formula, kas mums šos procesus izstāsta. Māksla ir viss, kas atspoguļo šos procesus gan garīgos, gan fiziskos. Reklāmas aģentūras SIA "Bumbierkoks" radošais direktors G. Poikāns atzina, ka *"māksla mūs padara par cilvēkiem, tai ir milzīga nozīme mūsu garīgajā dzīvē, māksla ir vajadzīga lai varētu izpausties"*. Māksla ir lieliska komunikācijas forma, kas ļauj māksliniekam paust savu skatījumu uz pasauli, parādīt savu redzējumu un ļaut citiem paskatīties uz pasauli ar mākslinieka acīm. *"Māksla mūs bagātina"*. Māksliniece I. Jurāne izteica viedokli, ka mākslas loma un būtība mainās līdz ar sabiedrības uzskatiem un vajadzībām. Vislielākā mākslas nozīme emocionālās un materiālās pasaules ainā veidojas pašiem māksliniekiem. Taču ir liela sabiedrības daļa, kurai māksla nav vajadzīga, tā pat traucē. Pat mākslas nozarē starp pašiem māksliniekiem nav viena uzskata. Tāpat ir ar kalendāriem. Viens vēlas informāciju, bet otrs vēlas, lai dominētu *"skaistums"*.

Var secināt, ka mākslai ir nozīmīga loma sabiedrībā, kas ietver informāciju par konkrētā laika posma sabiedrībā notiekošajiem procesiem, vērtībām, īpaša nozīme mākslai ir mūsu garīgajā dzīvē, māksla mūs bagātina. Savukārt mākslas kalendāri sabiedrību iepazīstina ar mākslinieku daiļradi.

Interesants fakts, ka runājot par aktuāliem risinājumiem mākslas kalendāra dizaina tapšanā un kas būtu jāņem vērā izstrādājot tā dizainu, B.M. Eglīte pieminēja, ka *"tas, kas ir aktuāls, ļoti ātri noveco"*. Mākslas kalendāra dizaina izstrādē nebūtu ieteicama liekvārdība, liekas un sadrumstalotas formas, kas aizēno galveno. G. Poikāns uz šo jautājumu atbild līdzīgi: *"Dizains jāveido askētisks, lai maksimāli izceltu mākslas darbu kvalitātes"*. Savukārt eksperte I. Jurāne uzsvēra, ka dizaina funkcija vairs nav tikai dekorēt un izskaistināt, bet gan uzlabot dzīvi. Eksperte izteicās, kad *"māksla saplūdīs ar kalendāra funkciju, kura būs līdz galam saprasta, tad būs viens ideāls kalendārs, kas reāli kalpos katram kā ceļavējš uz savām iecerēm"*.

Atbildot uz jautājumu par aktuālām tendencēm mākslas kalendāru dizainā, visi eksperti bija līdzīgās domās, ka šodien dizains nav tikai dizaina produkta ārēja dekorācija, bet gan indivīda dzīves uzlabošanas veids, tas attiecas arī uz mākslas kalendāra dizainu.

Uz jautājumu par sava kalendāra dizaina izstrādi un tā izdošanu, B.M. Eglīte teica, ka viņai ir bijusi vēlme izdot savu kalendāru ar fotogrāfiju attēliem skats no loga, jo "*tiklīdz tu sāc skatīties uz to, kā laiks tek, tad vairāk vai mazāk tajā gadā viņš sakārtojas*", bet līdz šim sava dizaina kalendāru viņa izdevusi nav. G. Poikāns sniedzot atbildi uz jautājumu teica, ka veidojis kalendāru dizainus un, ka viņa dizaina birojā katru gadu top vairāki kalendāri, bet pārsvarā tie ir foto kalendāri, mākslas darbu kalendāru viņš veidojis nav. Savukārt I. Jurāne atbildēja, ka pašai ir nācies gatavot dažādus kalendārus pasūtītājiem, kuros diezgan svarīgi ir bijis atspoguļot funkciju bloku pārskatāmu, labi redzamu, ar vizuālo daļu, kas radīta par pasūtītāja uzņēmuma nozari. Izcilas kvalitātes mākslas kalendāriem ar saviem darbiem vēl eksperte nav bijusi gatava, varbūt kādreiz līdz tam arī nonāks.

Neviens no trim ekspertiem savu mākslas kalendāru vēl nav līdz šim izdevis, bet domu par sava kalendāra izveidi tie atlikuši nav.

Kopumā var secināt, ka nav vienota ieteikuma mākslas kalendāra dizaina izstrādē, jo visu nosaka katra konkrēta pasūtītāja vai mākslinieka prasības, iepriekš uzstādot mērķus, uzdevumus un dizaina izstrādes kritērijus. Risinot kalendāra dizainu, tas jāizstrādā askētisks, neiesaistot liekas detaļas, lai maksimāli izceltu mākslas darbu, kā arī mākslas kalendāram nav obligāti jāatspoguļo kalendāra funkcija, tā var būt pakārtota. Jāņem vērā, ka lielformāta mākslas kalendārs ir ekskluzīvs produkts un tā realizēšana veido lielus finansiālus ieguldījumus. Tomēr tā ir iespēja māksliniekam eksponēt katru darbu ik mēnesi un kopumā visa gada garumā.

Dizaina autoru iecerei vajadzētu būt pārdomātai un pamatotai, pirms tā tiek realizēta un kļūst pieejama lietotājam. Dizaina risinājumi, kas daudzveidīgā formā ir dzīves telpas neatņemama sastāvdaļa, kas nosaka ikdienas norišu kvalitāti un ir konkrētu indivīdu radīts garīgs vai materiāls artefakts. Ikviens dizaina risinājums ietver sevī estētisko, ētisko un funkcionālo dimensiju, tādejādi atklājot dizainera personīgo izpratni un attieksmi pret konkrēto problēmu (Karlsone, 2017).

Radošs dizains nav patvaļīgs vai neuzkrītošs, dizaineriem ir jāievēro dizaina radīšanas procesi, kas pastiprina dizaina stingrību. Ekspertu intervijās tika gūts apstiprinājums sava izstrādātā mākslas kalendāra koncepta dzīvotspējai.

Secinājumi
Conclusions

- Kalendāri vēsturiskās attīstības gaitā ir pilnveidojušies gan saturā, gan formā. Mūsdienās ir ļoti plašs kalendāru veidu piedāvājums, katrs var izvēlēties sev atbilstoša dizaina kalendāru, var iegādāties vai pasūtīt mākslas kalendāru, kas kalpotu kā funkcionāls dizaina elements birojam vai mājām. Kopsummā var secināt, ka grafikas, kā mākslas dominantes, kalendāru dizaina pamatā ir mākslinieku jaunāko darbu apkopojums, kas prezentē paša mākslinieka daiļradi.
- Māksla ir komunikācijas forma, kas ļauj māksliniekam paust savu skatījumu pasaulei un ļaut citiem paskatīties uz pasauli ar mākslinieka acīm. Grafika ir viens no nozīmīgākajiem tēlotājas mākslas veidiem, tā paver plašas iespējas materiāla atklāsmei un tā daudzveidībai, arī mākslas kalendāru dizainā. Dizains dažu desmitgadu laikā ir kļuvis par loģisku, pamatotu darbību ķēdi, ar uzdevumu demokratizēt un padarīt priekšmetus, pakalpojumus, procesus lietotājam saprotamus un izmantošanā ērtus. Grafiskais dizains ir kā vizuāls starpnieks starp ziņu un ziņas saņēmēju.
- Cilvēces attīstības vēsturē ir veidojušās dažādas laika skaitīšanas sistēmas, kuras ir bijušas par pamatu mūsdienu laika iedalījumam. Laika skaitīšanas sistēmas ir cieši saistītas ar kalendāru vēsturi un to attīstības ceļu.
- Mākslas un grafiskā dizaina jomā nodarbinātie eksperti izsakās, ka nav vienota ieteikuma mākslas kalendāra dizaina izstrādē, jo visu nosaka katra konkrēta pasūtītāja vai mākslinieka prasības, iepriekš uzstādot mērķus, uzdevumus un dizaina izstrādes kritērijus. Risinot kalendāra dizainu, tas jāizstrādā askētisks, neiesaistot liekas detaļas, lai maksimāli izceltu mākslas darbu, kā arī mākslas kalendāram nav obligāti jāatspoguļo kalendāra funkcija, tā var būt pakārtota. Jāņem vērā, ka lielformāta mākslas kalendārs

ir ekskluzīvs produkts un tā realizēšana veido lielus finansiālus ieguldījumus. Tomēr tā ir iespēja māksliniekam eksponēt katru darbu ik mēnesi un kopumā visa gada garumā.
- Kalendāru dizainā valda liela dažādība un mūsdienās tie galvenokārt kalpo kā reklāmas produkts, ko bieži izmanto arī mākslinieki savu mākslas darbu publicēšanai un apkopošanai. Augstvērtīga dizaina izdotajos kalendāros, tai skaitā mākslas kalendāros, mūsdienās dominē askētisms kompozīcijas izteiksmes līdzekļos, kvalitāte materiālu izvēlē, inovatīvi tehniskie risinājumi, mākslinieciskās vērtības, jeb māksla kā dominante, protams nepazaudējot kalendāra funkcionalitāti un ergonomiku.

Summary

Calendars have improved throughout their historical development in terms of both content and form. There is a wide range of calendar types available nowadays; everyone can choose a calendar with a design that suits them best or purchase or order an artistic calendar which would serve as a functional design element in the office or at home.

Modern graphic arts are wide and comprehensive. The artist is free and acts freely with the arsenal of tools they use because it is impossible to deny the time in which an individual is present as a physical body with the ability to embrace the existing space. The authors of the article have studied and analysed several artistic calendars created in the modern day, which were published in the last ten years in Latvia with graphics as the predominant form of fine arts. The following three published calendars are mentioned in the article – "Vīlipsona grafikas 2011", "Vīlipsona grafikas & suneti 2012", and the annual "Grafiķu kalendārs 2019" published by the Art Academy of Latvia.

Three experts in the field were interviewed in individual interviews: scientist in the field of arts and museum teacher .., creative director of the advertising agency "..", and graphic artist. The experts were asked questions about the place of an artistic calendar in everyday life, its role in modern society, what values an artistic calendar should have, about current trends in artistic calendar design solutions, as well as the question whether the interviewees have ever published a calendar of their own design, and if yes, they were asked to share their experience. The experts employed in the field of art and graphic design say there are no standard recommendations in artistic calendar design because everything is determined by the requirements of each particular customer or artist after setting aims, objectives, and design criteria first. In calendar design solution, they need to be designed ascetic, without unnecessary details, so that the work of art is highlighted to the maximum, and an artistic calendar is not required to reflect the function of a calendar; it can be subordinate. It needs to be taken into account that a large-sized artistic calendar is an exclusive product and its implementation requires big financial investments. Still, it is an opportunity for the artist to display each work in a month's cross-section and overall throughout the entire year.

In summary it can be concluded that calendar design is dominated by vast diversity, and nowadays such calendars primarily serve as promotional products, which are also often used by artists for publishing and summarising their work. High value design calendars, including artistic calendars, are nowadays predominated by ascetic means of expression in composition, by quality materials and innovative technical solutions; artistic values of the artistic calendar are brought to the foreground, i.e. art is predominant, of course while preserving the

functionality and ergonomics of the calendar. Graphics calendar design, as the dominant feature of art, is based on the summary of the latest works of the artist, which presents their creative work.

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ХОРЕОГРАФИЧЕСКОЕ АМАТОРСТВО В СТРУКТУРЕ НЕФОРМАЛЬНОГО ХУДОЖЕСТВЕННОГО ОБРАЗОВАНИЯ: ИСТОРИКО-ПЕДАГОГИЧЕСКИЙ ДИСКУРС

Choreographic Amateurs in the Structure of Non-Formal Art Education: Historical and Pedagogical Discourse

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Abstract. *Development dynamics of choreographic amateur as a phenomenon of creative activity in the structure of non-formal art education is investigated in the article. The main stages of becoming a choreographic amateur in Ukraine in the context of socio-political and cultural-artistic determinants are characterized. It has been found that during the XX century choreographic activity as a component of non-formal art education had passed a difficult and contradictory path from the experiments of dance studios and the search for "Soviet dance" to the creation of groups, ensembles, creative associations, and later the appearance of amateur dancers of various genres of choreographic performances. Choreographic performance was actively implemented in the permanent and temporary forms of organization that brought together different social groups. The study analyzes the content of choreographic training in the activities of dance groups in different cultural and educational locations at different stages of historical development. The actual perspective of the development of theoretical studies in the field of choreographic education is the understanding of pedagogical resources of amateur choreography, the analysis of its strategies, meaningful content in various forms of organization.*
Keywords: *choreographic amateurism, non-formal art education, choreographic education, choreographic training, amateur choreographic creativity, dance groups, cultural and educational institutions.*

Введение
Introduction

В современных условиях развития системы художественного образования различные виды неформальной художественной подготовки приобретают статус значимого социально-педагогического фактора, способствующие формированию творческих способностей, эстетической культуры, значимых личностных качеств у различных возрастных категорий. Как целостная педагогическая система, неформальное

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художественное образование представляет собой совокупность средств, способов и форм приобретения компетентности в различных направлениях творческой активности в сфере искусства.

Перспективным направлением педагогики искусства и одним из значимых направлений неформального художественного образования считаем развитие хореографической подготовки в неформальных формах организации. Как неотъемлемый компонент социокультурной жизни общества и объективное историко-культурное явление, она традиционно является достаточно популярным видом художественной активности, охватывает разновозрастную аудиторию, характеризуется массовостью, разнообразием форм организации и жанровых особенностей. Этот факт требует расширения комплексных научных разработок в сфере хореографической педагогики, среди которых актуальным считаем исследование исторических аспектов становления и формирования различных направлений хореографического образования (формального и неформального), их методологического обоснования.

С целью осмысления феномена хореографического любительского творчества в контексте современной парадигмы хореографического образования считаем целесообразным экспликацию значимого историко-педагогического опыта по формированию стратегий и содержательного наполнения обучения хореографии в системе неформального художественного образования в условиях различных социокультурных формаций.

Цель публикации – исследовать историческую динамику хореографического аматорства как феномена творческой активности в структуре неформального художественного образования. В данном контексте нами определено комплекс *заданий* данного исследования: 1) уточнить сущность категорий «неформальное художественное образование», «аматорство», «хореографическое аматорство», «художественная самодеятельность», проанализировав их смысловую взаимосвязь; 2) аматорства в Украине в контексте общественно-политических и культурных детерминант; 3) проанализировать структуру хореографического аматорства в многообразии форм организации неформального художественного образования, определить цели и задачи специальной хореографической подготовки в каждой из них.

Объект исследования: процесс исторического развития неформальных форм хореографического образования в Украине.

Предмет исследования: основные тенденции, структура, цели и задачи хореографического аматорского творчества в структуре неформального художественного образования в Украине.

Методы исследования
Research methods

Достижение указанной цели обусловливает применение целого ряда научных подходов, доминантным из которых является *принцип системно-структурного анализа* исследуемого процесса, который используется з целью определения комплекса организационных, структурных и содержательных аспектов эволюции феномена аматорской хореографии в историко-культурном динамике. *Понятийно-терминологический анализ* применялся для характеристики базовых понятий в тезаурусе хореографического любительства, *хронологический анализ* позволил рассмотреть феномен хореографического неформального образования во временном континууме; *историко-генетический* и *ретроспективный* анализ позволили выявить особенности становления и развития хореографического любительства в XX столетии в многообразии организационных форм; *педагогический анализ* использовался для выявления и характеристики прогрессивных тенденций в развитии содержания любительской хореографической подготовки; метод *теоретического обобщения* позволил сформулировать выводы исследования на основе результатов поисковой работы и перспективы внедрения инновационных направлений развития хореографического неформального образования.

Результаты исследования
Results of research

Развитие любительского хореографического творчества в Украине требует обобщенного научного анализа и осмысления. Теоретико-методологические вопросы непрофессиональной хореографической подготовки нашли свое отражение в различных по характеру научных исследованиях: культурологических, искусствоведческих, педагогических. Среди широкого спектра исследований по заданной проблематике считаем целесообразным выделить научные работы Т. Баклановой, Л. Дорогих, А. Каргина, Т. Пуртовой, А. Сокольской, Ю. Станишевского, В. Уральской, в которых освещены как узкопрофильные искусство-ведческие аспекты аматорского творчества в сфере хореографии, так и их педагогическая ресурсность.

В контексте представленного исследования анализ термина «хореографическое аматорство» требует уточнения других взаимо-связанных с ним терминологических понятий, характеризующих феномен непрофессиональной хореографической деятельности. Понятие «аматорство» рассматриваем как объективное историко-культурное явление, которое определяет индивидуальную или общую непрофессиональную творческую деятельность лиц или коллективов в неорганизованных или организованных формах. В современных научных исследованиях понятие «аматорское» или «любительское» искусство исследуется как «форма непрофессиональной художественной деятельности, осуществляемой широкими группами населения в сфере досуга с целью творческой самореализации, усвоение художественной культуры общества и собственного творчества» (Dorogih, 1998). В контексте нашего исследования определяем хореографическое аматорство неотъемлемым компонентом непрерывного хореографического образования, в частности, его допрофессиональной составляющей, которая обеспечивает подготовку в сфере танцевального искусства в неформальных формах организации и характеризуется массовостью, четко определенной структурой, смысловым наполнением, профессионализмом в руководстве.

Как феномен творческой активности, хореографическое аматорство взаимосвязано с термином «художественная самодеятельность». Исследуя динамику формирования содержания указанной категории, следует указать о вариативности ее дефиниций. Среди ученых доминирует версия, что именно после Октябрьского переворота 1917 года, в новых общественно-политических условиях, любительское творчество превратилось в массовое организованное самодеятельное художественное движение, получившее официальную государственную поддержку и планомерную профессиональную помощь, стало действенным средством воспитания (Purtova, 1989). Мы придерживаемся исследовательских концепций, которые доказывают, что именно во времена советской эпохи термин «художественная самодеятельность» становится наиболее активно применяемым в нормативной документации, специальной литературе, профессиональной лексике для обозначения качественно новой самостоятельной формы художественной активности в социалистическом обществе. Постепенно такое явление, как любительство (или аматорство) приобретает новые сущностные характеристики, среди которых: массовость, организованность, структурированность, содержательность. Их совокупность подтверждает масштабность и значимость любительского творчества как в культурно-художественной, так и в педагогической плоскостях. В частности, А. Каргин интерпретирует феномен художественной самодеятельности сложным полифункциональным культурно-историческим явлением, «<...> управляемой социально-педагогической системой, функционирующей в условиях свободного времени и направленной на воспитание трудящихся путем привлечения их к непосредственной активно-творческой практики <...>» (Kargin, 1988).

Таким образом, научный смысл терминов «аматорство» или «любительство» коррелирует со смысловым наполнением термина «художественная самодеятельность», что позволяет использовать их в данном исследовании как синонимичные для анализа хореографического любительского творчества в конкретном историческом контексте.

Хореографическое аматорство, как составляющий компонент художественной самодеятельности и одно из направлений неформального образования в сфере искусства, является многофункциональным и многоструктурным диалектическим процессом. Основные тенденции развития исследуемого феномена формировались в контексте общественно-политических и культурных процессов (ее объективных факторов), а также в соответствии с общими принципами, закономерностями и характерными особенностями развития неформального художественного образования. На протяжении всего исследуемого периода танцевальное любительское исполнительство активно реализовывалось в постоянных и временных формах организации, объединяя различные социальные группы. Как подчеркивается в исследовании (Ural'skaja & Purtova, 1999), на протяжении ХХ века хореографическая самодеятельность прошла сложный и противоречивый путь от экспериментов танцевальных студий и поисков бытового танца советского образца к созданию кружков, ансамблей, творческих объединений, а впоследствии и появления на любительской сцене целостных разножанровых хореографических спектаклей.

Развитие постоянных форм неформального хореографического образования на протяжении ХХ века неоднократно трансформировалось и проходило в деятельности разножанровых студий, кружков, самодеятельных ансамблей танца, любительских театрах балета, авторских школ, художественных агитбригад. Временные формы хореографического творчества реализовывались в организации массовой культурно-просветительской работы среди населения: на танцевальных вечерах; мероприятиях учебного характера (семинарах, курсах, творческих встречах с известными деятелями хореографического искусства); мероприятиях сценического воплощения результатов хореографического обучения (концертах, конкурсах, смотрах, олимпиадах, фестивалях). Указанные формы организации неформального хореографического образования, активно создаваемые в Украине на определенных исторических этапах, имели различную функциональность. Одновременно они соответствовали общим принципам развития танцевального творчества, которые определялись специальными подразделениями руководящих структур образовательной и культурно-просветительской отраслей.

Исследуя генезис и развитие в Украине хореографической аматорской активности в течение XX века, можем условно разделить этот процесс на четыре этапа. Первый этап (1917–1930 гг.) – период становления и утверждения хореографической самодеятельности как самостоятельного направления художественной активности, расширения сети экспериментальных танцевальных школ, кружков, студий разных стилей и направлений; второй этап (1930–1960 гг.) – период закрепления достижений предыдущих лет, повышения уровня исполнительского мастерства любителей, структурной и идеологической перестройки деятельности хореографических объединений на новых и социально-политических и художественно-эстетических началах; для третьего этапа (1960–1990 гг.) характерна качественная перестройка хореографического аматорства, дальнейшее повышение его роли в социокультурной жизни общества, активизация создания любительских танцевальных коллективов различной жанровой направленности, внедрение подвижных форм организации повышения квалификации творчества в любительской среде хореографов (конкурсов, смотров, фестивалей); четвертый этап (1990–2000 гг.) характеризуется диверсификацией жанров, форм, стилей, проявления хореографической любительской инициативы, возрождением и активизацией развития национального хореографического искусства, обогащением на этой основе танцевального репертуара самодеятельных коллективов, активным взаимодействием профессионального и аматорского хореографического творчества. Итак, остановимся подробнее на характеристике каждого из этих определенных периодов.

Первый этап становления хореографического аматорства был достаточно сложным, внутренне противоречивым и охватывал период 1917 – начала 1930-х гг. Его особенности обусловлены радикальными преобразованиями во всех сферах общественной жизни после Октябрьского переворота 1917 года, которые способствовали активизации художественного движения. Хореографическая самодеятельность олицетворяла идеологию советского искусства и определялась органичным звеном пролетарской культуры. Ощущая поддержку на официальном уровне, любительские формы обучения хореографии пропагандировали физическое развитие молодежи. Соответственно, практическое знакомство с искусством движения воплощалось в форме физкультурных и спортивно-танцевальных коллективных занятий, а подвижные игры и спортивные развлечения официально провозглашались действенной альтернативой танцевальному искусству. В контексте пролеткультовских концепций любительский танец определялся лишь одним из направлений художественной физкультуры. По мнению А. Сокольской, целью такой установки было «убедить любителей фокстротов в преимуществе гимнастической зарядки и спортивных игр» (Sokol'skaja, 2000).

Творчество самодеятельных коллективов, объединяя большое количество участников, было направлено преимущественно на организацию митингов-концертов, агитационных мероприятий, которые сопровождались массовыми танцами. Активный пропагандист коллективных танцевальных форм М. Бурцева отмечала, что «только массовая пляска, построенная на природных физкультурных движениях, <...> позволит организовать людей непосредственно во время различных мероприятий, вечера, экскурсии, прогулки» (Burceva, 1930). Не требуя особой подготовки, коллективные формы танцевального творчества стремительно распространялись в социуме. Их доступность предопределяла популярность в широких кругах: в клубах, школах рабочей молодежи, синтетических формах клубного агитационного театра. Соответственно, это способствовало актуализации профессиональной подготовки в сфере социального танца – в организации курсов и семинаров для культорганизаторов, руководителей массовых танцевальных мероприятий, организаторов клубных вечеринок, вожатых пионеротрядов.

Второй этап развития хореографического аматорства (1930–1960 гг.) характеризуется активным внедрением накопленного художественного опыта, дальнейшими поисками развития различных творческих объединений на новых идеологических и социально-эстетических началах. С начала 30-х гг. процесс культурно-художественного строительства в УССР был неразрывно связан с вопросами государственной политики, а развитие всех звеньев любительского творчества было абсолютно урегулированным на официальном уровне. Хореографическое аматорство в этом контексте привлекало внимание в качестве действенного средства политической работы с массами, практически воплощаясь в организации масштабных мероприятий синтетического характера: комбинированных музыкально-зрелищных программах, театрализованных митингах, агитпоходах. Указанные мероприятия объединяли ресурсы коллективного танца, физкультурных упражнений, драматической игры, мелодекламации.

Изменилась иерархия самих самодеятельных жанров. Танец и массовая песня начали занимать ведущие места в бытовом и клубном аматорском творчестве, оттеснив экспериментальные студии и массовые синтетические формы клубного агитационного театра. Академический балет и бытовые танцы, которые долгое время считались комсомольскими деятелями «чужой формой», неожиданно стали востребованы. В больших городах стали появляться самодеятельные хореографические школы и студии. Возросло количество музыкальных театров, которые имели в своем составе балетную труппу (Sokol'skaja, 2000).

Несмотря на тот факт, что 30-е гг. ХХ века в истории УССР были периодом, когда окончательно сформировался и начал активно действовать механизм тотального идеологического давления на культуру, для развития хореографического искусства он оказался периодом формирования новой исполнительской формы – ансамблевой. Она воплощалась в основном в жанре народно-сценической хореографии, который имел подавляющую идеологическую поддержку. По словам хореографа Н. Стуколкиной, «в 30-е гг. началось интенсивное обогащение палитры характерного танцевального жанра, что вполне соответствовало государственной эстетической программе развития советского искусства <...> на балетной сцене появилась пластика разных народов, балетмейстеры творчески аранжировали народный танец, органично вплетая его в композиции балетной партитуры» (Stukolkina, 1972).

Сформировалась также новая форма организации песенно-танцевального любительства – «ансамбли песни и танца». Они создавались в армии, на флоте, в детской и взрослой самодеятельности (Sokol'skaja, 2000). Доминантная в советском социуме идеологическая доктрина пропаганды социалистических идеалов в искусстве в целом отражала и репертуарную и просветительскую политику коллективов синтетического жанра, однако оставляла простор для поисково-этнографической активности их балетмейстеров. Первым и знаковым творческим объединением в УССР с богатой репертуарной палитрой аутентичных произведений стал песенно-танцевальный ансамбль «Женхоранс» (1930 г.), основанный выдающимся хореографом и фольклористом, фундатором теоретических основ украинской хореографической педагогики В. Верховинцем. Под руководством балетмейстера женский вокально-танцевальный коллектив впервые продемонстрировал, по словам М. Рыльского, «совершенно новую форму сценического искусства – цикличный концерт» (Stanishevs'kij, 2003).

Третий этап развития хореографического аматорства (1960–1990 гг.) представляет массовое распространение танцевального жанра в социуме в двух направлениях: в постоянных формах организации (любительских танцевальных коллективах различной жанровой направленности), а также в подвижных формах повышения исполнительского уровня в среде хореографов-аматоров (конкурсах, смотрах, фестивалях). Отметим, что законодательные инициативы просветительской отрасли были сконцентрированы на усилении политико-агитационной работы в системе художественного обслуживания трудящихся. Такая общая целевая установка способствовала перестройке хореографического аматорства на идеологических началах.

Среди разновидностей самодеятельного творчества хореографическое исполнительство традиционно отмечалось востребованным и популярным средством организации разумного отдыха – и как отдельная временная форма досуговой активности (во время клубных вечеров танцев), и как неотъемлемая составляющая просветительских мероприятий культурно-художественного содержания (концертов, лекций, творческих встреч с мастерами искусств). Развитие хореографического любительства происходило прежде всего в структуре ячеек клубного просвещения, которые провозглашались «<...> настоящими очагами политико-воспитательной и просветительской работы» (Kargin, 1988). В результате анализа нормативов клубных учреждений различных типов можем обобщить, что первичной целью организации танцевальной самодеятельности среди рабочей молодежи и взрослого населения определялась культурно-образовательная работа, а приобретение специальных хореографических навыков было вторичным.

Активным направлением развития аматорства и весомым фактором повышения его качества считаем временные формы организации любительской хореографической подготовки – олимпиады, конкурсы, фестивали и смотры художественной самодеятельности. Их проведение выявляло реальный уровень исполнительства, стимулировало внедрение ряда официальных инициатив относительно перспектив повышения мастерства хореографов-аматоров, активизировало просветительскую помощь кружкам от представителей профессиональной хореографии при содействии официальных структур художественной отрасли.

Четвертый этап развития аматорской хореографической активности (1990–2000 гг.) непосредственно связан с дальнейшим повышением места и роли танцевальной самодеятельности в социокультурной жизни общества. В этот период наблюдается диверсификация стилей, направлений, жанровых признаков и лексических характеристик любительской сценической хореографии. Как определяет Т. Бакланова, самодеятельная хореография стала одним из ведущих видов любительского художественного творчества. Почти в равной степени она была распространена как в городах, так и в сельской местности. Развитие хореографического самодеятельности в УССР характеризовалось организацией многочисленных народных театров балета <…> В этот период также распространяются кружки, школы, студии, фольклорно-танцевальные группы, ансамбли классического танца (Baklanova, 1986). Разветвленность хореографического любительства на данном этапе подтверждает и Т. Пуртова, отмечая, что любительское хореографическое творчество было едва ли не самой многожанровой сферой художественной культуры (Purtova, 1989).

Под влиянием преобразований в политической жизни самодеятельность постепенно лишалась стабильного государственного финансирования. На официальной сцене появлялся подлинный танцевальный фольклор, прежде всего благодаря усилиям самобытных хореографических коллективов (Ural'skaja & Purtova, 1999). Балетмейстеры, освобожденные от слоев советского штампа и необходимости создания танцев героико-трудовой тематики, начинают возрождать национальное хореографическое искусство, обогащая на этой основе репертуар самодеятельных коллективов.

Провозглашение государственной независимости Украины в 1991 г. в целом активизировало художественное движение, направленное на возрождение всех сценических форм развития национального искусства. Хореографическое творчество стало действенным фактором как художественно-эстетического, так и национального воспитания молодого поколения. Одним из ведущих направлений учебно-воспитательной работы любительских объединений провозглашалось сохранение и дальнейшее национального хореографического наследия. Активное просветительство ведущих украинских хореографов, их балетмейстерский и педагогический опыт (среди них отметим авторские школы К. Балог, М. Вантуха, К. Василенко, Б. Колногузенко, А. Кривохижи, Р. Малиновского) стали образцом и основой профессиональной подготовки для целевой аудитории, а именно, для руководителей клубной хореографической самодеятельности. Структура неформального хореографического образования в этот период значительно расширилась за счет активного внедрения различных форм повышения квалификации: курсов профессиональной переподготовки, семинаров, мастер-классов.

Высокий уровень организации неформального хореографического образования на данном историческом этапе подтверждает его тесную взаимосвязь с профессиональным хореографическим образованием позволяет нам считать аматорство ступенью, дающей возможность дальнейшего обучения в специализированных учебных заведениях среднего и высшего звеньев. Вместе с тем любительские формы хореографического творчества могли и не относиться к структурам приобщения к будущей профессии, оставаясь при этом значимым аспектом общекультурного развития личности, способом удовлетворения ее индивидуальных потребностей в саморазвитии и самореализации.

Выводы
Conclusions

В результате исследования развития хореографического аматорства в историчеком контексте можем констатировать, что на протяжении XX столетия это социокультурное явление сформировалась в целостное направление в структуре неформального художественного образования. Его стратегические задачи, сущностные характеристики и смысловая наполненность на разных этапах имели различные педагогические цели, детерминированные политическим и социокультурным контекстами. На каждом из проанализированных исторических этапов хореографическое аматорство реализовывалось в различных формах организации (кружках, студиях, ансамблях, авторских школах, любительских театрах, художественно-эстетических центрах). Каждый последующий этап способствовал диверсификации стилей, направлений, жанровых признаков, лексических характеристик аматорской хореографии, расширяя также ее педагогические ресурсы. Процесс профильной подготовки в системе непрофессиональных форм хореографической активности обеспечивался различными образовательными программами, однако в целом способствовал формированию общих принципов и закономерностей хореографической педагогики. Прогрессивной тенденцией развития неформального хореографического образования считаем корреляцию узкопрофессиональной и общей хореографической подготовки в указанных формах аматорского хореографического творчества. Кроме реализации задач самореализации и общекультурного развития танцоров-любителей хореографическое аматорство обеспечивало им перспективы дальнейшего обучения в профильных учебных заведениях.

Summary

Development dynamics of choreographic amateur as a phenomenon of creative activity in the structure of non-formal art education is investigated in the article. The essence of the categories "choreographic amateurism", "amateur art", "non-formal art education" is clarified, their semantic interrelation is analyzed. The main stages of becoming a choreographic amateur in Ukraine in the context of socio-political and cultural-artistic determinants are characterized. It has been found that during the XX century choreographic activity as a component of non-formal art education had passed a difficult and contradictory path from the experiments of dance studios and the search for “Soviet dance” to the creation of groups, ensembles, creative associations, and later the appearance of amateur dancers of various genres of choreographic performances. Choreographic performance was actively implemented in the permanent and temporary forms of organization that brought together different social groups. In the second half of the twentieth century, the systematic organization of large-scale competition forms (reviews, festivals, and competitions) generally provided an opportunity to objectively and comprehensively track the development of amateur choreographic work. In the last quarter of the XX century there is a branching of styles, directions of amateur stage choreography, integration of its genre features and lexical characteristics. The study analyzes the content of choreographic training in the activities of dance groups in different cultural and educational locations at different stages of historical development. Their functionality in the society and in the formation of theoretical foundations of pedagogy of choreography is determined. The actual perspective of the development of theoretical studies in the field of choreographic education is the understanding of pedagogical resources of amateur choreography, the analysis of its strategies, meaningful content in various forms of organization.

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КУКЛА В ЖИВОПИСИ КОНЦА XIX – НАЧАЛА XX ВЕКА: ОПЫТ ГЕРМЕНЕВТИЧЕСКОГО АНАЛИЗА

The Doll in the Paintings of the Late 19th – Early 20th Centuries: Hermeneutic Analysis

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Abstract. *The semantics of the doll in painting is not sufficiently investigated in art history and culture studies. The doll is never an accidental or unimportant component of a painting; it reveals deep psychological and symbolic undertones, complicates and concretizes the content of the painting. Each art style deals with this topic in its own way. The aim of the article is to analyse the interpretation of the image of the doll in various styles of painting of the second half of the XIX century – beginning of the XX century: in realistic painting, in symbolism, impressionism, and modernism. The research methods are the analysis of literature, the descriptive method, the hermeneutic method, and the comparative analysis method. The article may be useful for researchers in art and cultural studies, and can be used at school and university courses in the History of Art and Culture.*
Keywords: *doll as a cultural phenomenon; child and doll; image of doll in painting; interpretation of doll in various art styles.*

Введение
Introduction

Кукла – один из самых таинственных и многозначных феноменов культуры. История ее равна истории человечества; нет ни одного народа, ни одной культурной традиции, в которой отсутствовала бы кукла. Семантический спектр куклы также необозрим: от обязательного элемента мифологии и магии – до самодостаточного эстетического объекта, эволюционирующего вместе с развитием искусства. Изучение функции куклы в культуре началось довольно поздно; лишь в XX веке кукла стала объектом научной рефлексии, прежде всего в этнографическом плане, а также с точки зрения истории профессионального изготовления кукол. Одной из первых работ, посвященных семиотике куклы, стала небольшая статья Ю. Лотмана «Куклы в культуре» (Lotman, 1992), и только в конце XX – начале XXI века стали появляться статьи, диссертации и монографии,

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посвященные философии куклы, вечной проблеме сосуществования и взаимоотношения куклы и человека (Kauppinen, 2010; Morozov, 2011; Kopania, 2016).

Интерес к кукле, как и сложность научного подхода к данному объекту, связаны с уникальностью этого культурного феномена. С одной стороны, нет ничего проще куклы: любой ребенок вступает с ней в контакт, не нуждаясь в обучении и инструкциях, с другой стороны, возникают сложные вопросы: какое положение занимает человек по отношению к ней? Какие культурные коды заложены в тандеме «человек - кукла»? Ведь, сооружая куклу из любого доступного материала и одушевляя ее, человек, в сущности, имитирует аналогичный божественный акт. Может быть, ни в каком другом творческом проявлении человек не достигает такой прямой аналогии с Создателем.

Данная статья посвящена одному аспекту феномена куклы в культуре: кукле в живописи. Эта тема практически не исследована ни искусствоведами, ни философами и культурологами. Причина, видимо, в том, что философов больше привлекает метафизический аспект данной проблемы, а искусствоведы не обращают достаточного внимания на этот объект, так как изображение куклы в живописи на первый взгляд носит сугубо прикладной характер: это чаще всего изображения детей (преимущественно девочек) с игрушкой, призванные вызывать умиление, но очень скромные по художественным достоинствам (что-то вроде современных фотографий котиков, заполнивших интернет). Такие портреты чаще всего писались посредственными (соответственно, не слишком «дорогими») художниками по заказу родителей, желавших и в дофотографическую эпоху запечатлеть нежный возраст своих любимых чад. Некоторые художники специализировались на подобных детских портретах, создавая их целыми галереями, как, например, швейцарский живописец Фриц Цубер-Бюлер (Fritz Zuber-Bühler, 1822–1895). Однако если переключить внимание с традиционного детского портрета на куклу, изображаемую на картине, то становится очевидно, что часто она играет в картинах не только роль декоративного элемента или маркера детского возраста, но является семантическим центром полотна, живописными средствами раскрывая глубокие психологические и символические подтексты, усложняя и конкретизируя содержание картины. Каждое художественное направление высвечивает свои смыслы и коннотации, помещая в композицию куклу, но никогда кукла не бывает случайным, малозначащим объектом.

Цель статьи – проанализировать образ куклы в стилях реализма, символизма, импрессионизма и модернизма в живописи второй половины XIX – начала XX вв. Исследовательские методы включают анализ научной литературы, описательный метод, герменевтический анализ, метод сравнительного анализа.

Образ куклы в различных стилях живописи
Image of Doll in Various Styles of Painting

Наибольшее количество полотен, на которых присутствуют куклы, тяготеют к реалистической манере живописи. Это объясняется тем, что «заказные» картины должны максимально похоже отображать внешность модели, и тем, что реалистический стиль концентрируется на передаче внутреннего мира портретируемого. При этом реалистическая живопись повествовательна; создается впечатление длительного наблюдения за персонажем, становятся понятны мотивация и психологическая обоснованность его действий. Отношения ребенка с куклой, как они представляются на полотнах художников-реалистов, позволяют выявить этапы формирования личности: это и проявление детской сексуальности, от врожденного инстинкта материнства до скрытой агрессии и желания доминирования, и приобщение к базовым навыкам цивилизации (игры в кормление, купание, обучение). В первом случае акцент делается на психологическом аспекте (статическая композиция и колористические акценты, передающие эмоциональный строй полотна), во втором – на повествовательности (действие, динамика, бытовые детали).

Э. Робертс
Гордая маленькая мама
E. Roberts
The Proud Little Mother

П. Куманс
Старая кукла, 1875.
P. Coomans
The Old Doll

Рисунок 1. ***Кукла в картинах, написанных в реалистической манере***
Figure 1 ***Doll in paintings made in the realistic manner***

В картинах, написанных в реалистической манере, кукла помогает раскрыть внутренний мир ребенка. «Гордая маленькая мама» британского художника второй половины XIX в. Э. Робертса (Рис.1) – автопортрет художника с дочерью. Помимо сюжета, состояние покоя и душевного комфорта создает колорит картины, выполненной в теплых охристых тонах, и широкий, кажущийся бархатистым, мазок фона, контрастирующий с тонкой, детализированной прописанностью лиц и рук. При этом красное платье куклы – самое яркое пятно. Перекликаясь с красным шейным платком отца, кукла «стягивает» композицию, визуально сближая персонажей, не дает взгляду надолго вырваться за пределы центра картины. Так кукла становится главным элементом, раскрывая семантику изображенной сцены. Фактически, перед нами двойной семейный портрет: с одной стороны, изображение отца с дочерью и ее куклой, с другой стороны – воображаемое будущее девочки, ее семейная идиллия в духе бидермейера. Отец здесь становится любящим супругом, дочь – молодой мамой, с гордостью демонстрирующей своего первенца, а кукла становится тем самым ребенком. Обращает на себя внимание жест девочки, с улыбкой приподнимающей край кукольной юбки; в нем очевидна интимность и доверие, и, одновременно, фривольность, игривость. Бытовые детали, как трубка в руке отца, добавляют непринужденность и естественность в несколько переслащенную камерную семейную сцену. Повествовательный характер и легко считываемый смысл дает возможность выстроить модель взаимоотношений «родитель – ребенок» и, вместе с тем, моделирует мечту девочки о будущем семейном счастье.

Очевидно, что детская сексуальность проявляется не только в пробуждении материнского инстинкта. Через введение в картину куклы можно передать зарождение в девочке эротизма; иногда кукла позволяет прочесть мотив слишком раннего желания приобщиться к тайнам взрослой жизни. В подобных сюжетах кукол часто изображают небрежно брошенными, забытыми и отвергнутыми, что придает полотнам тревожный, двусмысленный, будоражащий характер. Примерами могут служить «Портрет княжны Марии Николаевны» К. Маковского и близкий по композиции «Портрет леди Сибил Примроуз» Ф. Лейтона (F. Leighton).

В действенных, жанровых картинах присутствие куклы может раскрывать тягу к жестокости и насилию, порой свойственную детям. Кукла – один из немногих объектов, над которыми у маленького человека есть власть, на ней можно безнаказанно вымещать и детские обиды, и стремление к доминированию, и, наконец, удовлетворять любопытство к внутреннему устройству окружающих объектов, что часто связано с разрушением. Картин на эту тему немного, но они по-своему очень выразительны. Такова, например, «Старая кукла» бельгийского художника Й. Куманса (Рис. 1). Своеобразную детскую игру – разбивание молотком и расчленение куклы двумя детьми – художник изображает очень натуралистично, как бы отстраненно и безоценочно наблюдая и изучая эту сторону детской природы. Однако некоторые акценты вызывают у зрителя чувство дискомфорта и отторжения. Внимание привлекает моделировка лица ребенка, держащего молоток. Нависающие щеки, низкий лоб, мрачный взгляд, – в лице нет даже детской живости или обаятельного игрового азарта. Дети похожи на первобытных людей: их жесты вызывают воспоминания об изображениях древних охотников-дикарей. Даже шкура, на которой они играют (довольно распространенный предмет интерьера той эпохи) выделена напоминающим о крови темно-красным тоном. Белые рубашки на детях и на кукле, контрастируя с темным красно-коричневым фоном, придают сцене дополнительный внутренний драматизм. Кукла занимает место композиционного центра; она прописана очень детально, более того: внешне она парадоксально похожа на своего мучителя. Все это делает ее совершенно антропоморфной, не оставляя сомнения в том, что на глазах зрителя происходит убийство человека. Поза куклы вызывает аллюзии с изображениями христианских мучеников, что расширяет семантику картины, приводит к широким обобщениям: художник пытается рассмотреть присутствие варварского, темного начала, заложенного в человеке от рождения и еще не облагороженного воспитанием.

Как уже говорилось, подобные картины – скорее исключение из бесконечного ряда вызывающих умиление детских изображений. Причин тому несколько: во-первых, исходя из христианских представлений об ангелической природе ребенка, художественно доработанных романтической эстетикой, не модно было так глубоко проникать в детское подсознание; во-вторых, заказчики детских портретов хотели запечатлеть своих детей в идеализированной форме. Такие картины, как «Старая кукла» – довольно редкий случай изображения собственных детей художника. Автор, не скованный требованиями заказчика, может позволить себе анализировать различные проявления детской психологии.

Совершенно другие коннотации проявляются в живописных полотнах с куклами у символистов. Кукла все больше приобретает в понимании художников трагический статус. Связь куклы и ребенка осознается еще более тесной, вплоть до двойничества. Не столько психологический аспект интересует художника, сколько многомерные аллюзии, позволяющие рассматривать изображение как выражение неких архетипических свойств ребенка. Это формирует новые комплексы выразительных средств, когда главным становится не рисунок, структурирующий повествовательное начало, а композиция и колорит, передающие глубинные смыслы и раскрывающие сложные культурные коды. В картине французского художника Э. Каррьера «Девочка с куклой» (Рис. 2), как и в «Гордой маленькой маме» Э. Робертса, присутствует тема материнства. Общим является и то, что моделью картины послужила дочь живописца, но смысловое наполнение этих картин совершенно различно. По контрасту с реалистическим, детализированным письмом с обилием бытовых деталей картине Робертса, «Девочка с куклой» совершенно бессюжетна, контуры фигур размыты, призрачно выступая из темного абстрактного фона. Вместо теплого, насыщенного, уютного колорита здесь преобладают пастельные оттенки серого и коричневого, постепенно высветляясь до жемчужно-розового на лице девочки. Несмотря на статичность изображения, внутренний драматизм картине придает экспрессивный жест, которым девочка прижимает к себе куклу. Эти фигуры сплетены между собой, составляя единое целое, что подчеркнуто и общим цветовым решением, и живописной фактурой: шероховатый и размашистый штрих фона и одежды сменяется тонким, дробным, сглаженным мазком, которым прописаны лицо и руки девочки и вся фигура куклы. Девочка прижимается щекой к кукле (отсылка к иконографии Богоматери «Умиление»). Моделировка объемов лица, рук и куклы происходит за счет перехода от холодных серебристых и бледно-голубых к теплым перламутрово-розовым оттенкам; множество бледно-желтых бликов создают эффект свечения, также отсылая к изображениям святых. Отсутствие дополнительных деталей позволяет сосредоточить внимание на эмоциональном строе картины. Особую экспрессию придает мимика: рот – словно темный провал на светлом фоне – передает горький вздох, даже трагический, обреченный надрыв, что совершенно уводит от игрового начала, присутствующего на реалистических картинах с куклами. При этом черты лица девочки размыты, а кукла вовсе повернута спиной к зрителю, что лишает персонажей индивидуальности, возводя объект изображения до уровня иконописного символа материнской любви и страдания. Такое полное одушевление куклы и эмоциональное родство с ней, в сочетании с иконографическими аллюзиями, заставляет думать о том, что кукла для человека, как и человек для Бога – не столько игрушка, сколько любимое дитя, трагическая судьба которого предрешена.

Э. Каррьер. Девочка с куклой, 1886

М. Добужинский. Кукла, 1905
M. Dobuzhinsky. A Doll

М. Добужинский. Октябрьская идиллия, 1905
M. Dobuzhinsky. October idyll

Рисунок 2. ***Кукла в картинах Э. Каррьера и М. Добужинского***
Figure 2 ***Doll in the paintings of E. Carriere and M. Dobuzhinsky***

Другая символика прочитывается в картинах с изображением кукол «мирискусника» М. Добужинского. Композиция картины «Кукла» (Рис. 2) напоминает о портретах Возрождения, где два плана – интерьерный и пейзажный – это метафора концепции «человек и мир». На бесчисленных ренессансных портретах человек, занимающий передний план картины, гармоничен и самодостаточен, «венец творения», а пейзаж за окном – зыбкий, таинственный, но прекрасный мир, уводящий в бесконечность. Здесь же акценты противоположны: за окном – скромный сельский дворик с хозяйственными постройками, обжитой, но унылый в своей убогой обыденности, а в комнате вместо героя-человека – кукла. Старая игрушка, валяющаяся на подоконнике в нелепой позе – все, что осталось от героя Возрождения. Взаимоотношения с миром тоже нарушены: вместо бескрайних манящих далей – замкнутый кусочек пространства, без единого клочка неба. Ощущение тоски и одиночества подчеркивается тем, что мир за окном и мир комнаты сближены, «утрамбованы», безнадежно сжаты, что передано единой цветовой гаммой платья куклы, ската крыши сарая, бликов на деревянном заборе. Этот единый, лишенный разнообразия мир, мир без неба – неустойчив и некомфортен: все «тяжелые» элементы композиции сконцентрированы в правой стороне картины. Р. Арнхейм говорит о том, что предмет, расположенный с правой стороны, уже и так имеет визуально больший вес, чем предмет, расположенный в левой части картины (Arnheim, 1974), здесь же правая сторона утяжелена настолько, что картина теряет устойчивость. Эмоциональное восприятие сторон картины исследует В. Кандинский: «“Правое” – вход внутрь – это движение домой, связанное с определенной усталостью, цель его – покой. Чем дальше “вправо”, тем медленнее это движение, – так и напряжение форм, идущих вправо, становится слабее, и возможность передвижения все ограниченнее» (Кандинский, 2011). В соответствии с этим наблюдением, утяжеление правой части картины придает ей эмоцию заторможенности, скованности, усталости и разочарования. Символика «Куклы» созвучна утонченно-меланхолическому мироощущению русского символизма, где переплетены ностальгия по безвозвратно утраченному золотому веку детства, метафорой которого становится брошенная игрушка, и чувство усталости, заброшенности и бесприютности современного человека.

Еще жестче, с горькой иронией, мотив куклы звучит в гравюре Добужинского «Октябрьская идиллия», выполненной в том же 1905 году. Если «Кукла» вызывала аллюзию с переосмысленным ренессансным портретом, что позволяло прочитать через семантику картины эволюцию мировоззрения европейского человека на протяжении нескольких столетий, то «Идиллия» – своего рода плакат на злобу дня, о русской революции 1905 года (наклеенный на стену дома плакат с призывом генерал-губернатора

Санкт-Петербурга Д.Ф. Трепова «Патронов не жалеть!» поверх «Манифеста 17 октября». Гравюра по-модерному изысканна. Тонкий, детализированно прописанный монохромный городской пейзаж оживлен тремя цветными пятнами: грязно-желтая стена, белый лист воззвания и, как доминанта, кровавое пятно, заливающее и стену, и мостовую. На этом фоне брошенная на брусчатку кукла, – крохотная и жалкая, меньше башмака и очков, также оставленных на дороге, – воспринимается как метафора ничтожности маленького человека, втянутого в кровавую историю.

Иную трактовку образа куклы дают импрессионисты. Их интересует не психологический или символический аспект взаимоотношений ребенка и куклы, а визуальное впечатление от игры света и распределения цветовых пятен, непосредственное эмоциональное воздействие колорита картины. Кукла становится декоративным элементом, структурирующим композицию, часто оказываясь ее кульминационной точкой. Именно так прочитывается картина К. Моне «Портрет Жермен Ошеде с куклой» (Рис. 3). Девочка сидит в кресле с большой нарядной куклой на руках. У нее спокойное выражение лица, она не смотрит на зрителя, не вступает с ним в визуальный контакт, тем не менее, картина очень эмоциональна, празднично-бравурна, вплоть до нервной взвинченности, за счет очень сложной структуры мазков и ярчайших цветовых контрастов. Как пишет Дж. Элкинс, на полотнах Моне, благодаря разнонаправленности каждого отдельного мазка, возникает ощущение вибрации, движения, жизни (Elkins, 2000). Но это не жизнь изображенной девочки, а жизнь как таковая, энергетический поток, аффективно заряжающий зрителя. Будоражащую торжественность придают полотну цветовые контрасты: темно-бордовый тон кресла, сгущающийся до черноты по краям картины и сияющий, как раскаленная лава, в освещенных местах, контрастирует с изумрудно-голубым платьем девочки, несколько охлаждающим слишком горячую палитру фона. Но центр композиции – кукла, одетая в пышное белое платье. Собственно, это определение весьма условно, так как платье, помимо белого, прописано различными оттенками серого, розового, желтого, голубого и зеленого. Белый вбирает весь спектр, все цвета, имеющиеся в картине, преображая их в сияющее пятно, создавая мощную кульминацию и придавая центростремительность композиции. То, что лицо куклы (в отличие от девочки) прописано очень неотчетливо, без детализации, говорит о том, что кукла здесь – только объект, но он и оказывается центром вселенной.

К. Моне. Портрет Жермен Ошеде с куклой, 1877
C. Monet. Portrait of Germaine Hoschede with a Doll

П. Сезанн. Девочка с куклой, 1904
P. Cézanne. Girl with a Doll

Рисунок 3. ***Кукла в картинах К. Моне и П. Сезанна***
Figure 3 ***Doll in the paintings of C. Monet and P. Cézanne***

Обзор функций образа куклы был бы неполон без включения живописи модернистов. Уход от реалистического изображения и постепенное движение в сторону отказа от фигуративности привносит в картину новые смыслы. Как пишет М. Ямпольский, из «высокого» искусства удаляется все то, что допустимо лишь в «низовых» формах искусства: «Даже персонажи, “сюжет” изгоняются, как обломки литературности. В низком возможно насилие, эротика, а в высоком искусстве необходима стерильность и чистая форма незаинтересованного созерцания» (Jampol'skij, 2019). Тем не менее, кукла продолжает интересовать художников и нередко становится объектом изображения. На картине П. Сезанна «Девочка с куклой» (Рис. 3) зритель встречается с привычным «сюжетом»: сидящая девочка держит на коленях куклу. Фон, выполненный энергичными цветовыми мазками, может вызвать лишь ассоциативные представления о пейзаже, скорее это некое абстрактное пространство, уводящее за пределы полотна. Цвета фона полностью коррелируют с платьем девочки: те же холодные, зелено-голубо-серые тона, смягченные розовыми вкраплениями. Фигура девочки растворилась бы в фоне, став частью условного пейзажа, если бы не круг, образованный охристой шляпой и такого же цвета сомкнутыми руками героини, достроенный контурами ее фигуры. Композиция могла бы обрести незыблемую равновесность, если бы не две параллельные черные диагонали, образованные подобием реки и черным платком, в который завернута кукла. Эти два объекта окружают героиню: кукла на переднем плане, река – сзади. Контраст (цветовой, и фигуративный) так явственен, что возникает ощущение двоемирия, двух стихий, максимально противопоставленных друг другу: свет и тьма, уравновешенность и текучесть, ясность и неизвестность. Ребенок и кукла оказываются персонификациями этих миров. Лицо девочки прописано детально, оно живое и дышащее благодаря богатству падающих на него солнечных бликов. Это – живое, теплое, человеческое начало. Кукла лишена лица, деперсонифицирована, как древний таинственный идол. Р. Барт в одной из своих работ говорит о том, что самое сильное эмоциональное воздействие оказывает объект, смысл которого не может быть четко определен («смутная идея», в терминологии Спинозы) (Bart, 1989). Так кукла, лишившись лица и потеряв всякую психологическую связь с человеком, возвышается до уровня мифологического олицетворения тайны мира, уводя от живописного впечатления к философскому осмыслению Бытия.

Выводы
Conclusions

Итак, кукла в живописи фигурирует на протяжении всей истории, но каждое направление искусства наделяет этот объект разными смыслами и функциями. Художники реалистического толка сосредоточивают внимание на психологической стороне взаимодействия ребенка с куклой в процессе игры, что дает возможность наблюдать различные проявления детского характера: от материнской нежности до агрессивности и буйства эмоций, от деятельного освоения базовых цивилизационных навыков – до раннего пробуждения эротизма. У символистов в кукле подчеркивается антропоморфность, так что она сама становится означающим при означаемом – человеке. Но в человеке уже проявляются не индивидуальные качества, а определенные знаковые стороны его природы. Импрессионисты еще дальше уходят от психологического реализма, вводя в картину куклу в качестве эстетического объекта, красочного пятна, скрепляющего и насыщающего эмоцией композицию. И, наконец, модернистская живопись обращается к мифологическим основам культуры, где кукла – равноценный человеку объект, но с иной природой, сложная метафора всех бинарных оппозиций.

Summary

Being as old as the mankind, the doll is one of the most mysterious and significant cultural phenomena. Although there is nothing simpler than a doll (any child comes into contact with it without training or instructions), this brings man closest to the Creator. The article focuses on the image of the doll in various styles of painting. The doll is never an accidental or unimportant component of a painting; it plays not only the role of decoration or childhood’s marker, but also becomes the semantic center of the work, revealing deep psychological and symbolic undertones, complicating and concretizing the content of the painting. Each art style deals with this topic in its own way, manifesting different meanings and connotations in the interpretation of the doll.

In paintings made in realistic manner, artists focus on the psychological side of the child's interaction with the doll, making it possible to observe various aspects of the child's character: from soft tenderness to aggression and a riot of emotions, from active development of basic civilizational skills to awakening eroticism. In symbolism paintings, the anthropomorphism is emphasized in the doll, so that she becomes the signifier, while man is the signified; however, this manifests not individual qualities, but certain essential aspects of human nature. The impressionists move even further away from psychological realism; in their paintings the doll is an aesthetic object, a colorful spot that holds together the composition and saturates it with emotion. Finally, in paintings of modernism the "man–doll" relationship reflects the mythological foundations of culture: it is a pair of the two equipollent entities from the different worlds, a complex metaphor for all binary oppositions.

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VIDES ILGTSPĒJĪBAS NODROŠINĀŠANAS IESPĒJAS INTERJERA DIZAINA RISINĀJUMOS

Possibilities of Environmental Sustainability in Interior Design

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Abstract. *Sustainable design looks at the environmental, social and economic categories in interactions that deliver significant environmental and health solutions. Common trends in society show that sustainable thinking has not yet become a way of life and is fragmented. This justifies the need for both future and existing professionals – architects and environmental / interior designers – to acquire the necessary knowledge and skills in designing and evaluating projects in aspects of sustainability that are related to public health and well-being. The aim of the article is to determine the criteria for the evaluation of sustainable design, which should be taken into account during the development and implementation of the interior design project. Research methods – theoretical – research and analysis of scientific literature.*
Key words: *environment, sustainability, interior design, evaluation criteria, professional competency.*

Ievads
Introduction

Ilgtspējīga attīstība ir aktuāla koncepcija, kas ietver rūpniecību, ražošanu, būvniecību kopā ar ikdienas dzīves kvalitāti. Ilgtspējīgi kritēriji ir svarīgi interjera dizaina problēmu risināšanā – videi un cilvēkam draudzīgu materiālu pielietošana, dažādu resursu taupības risinājumi, dabīgu energotaupīgu faktoru iekļaušana, esošās infrastruktūras izmantošana, kultūrvēstures vērtību saglabāšana un ekonomiska apsaimniekošana. Mūsdienās plaši tiek lietoti termini – ekoloģisks, ilgtspējīgs, dabisks, bet ne vienmēr dabiski un ekoloģiski būvniecības materiāli ir ilgtspējīgi.

Dizaina risinājumi ietver saturisko, organizatorisko plānojumu, konstruktīvi ergonomisko telpas organizāciju un kā arī ilgtspējīgu materiālu un paņēmienu pielietošanu, kas atstāj labvēlīgu iespaidu uz telpas mikroklimatu, gaisa kvalitāti un lietotāju veselību.

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Iekštelpu apdares kvalitātes jautājumi ir starpdisciplionāra, kompleksa joma, kas saistīta ar ilgtspējības principiem vides, sociālajā un ekonomiskajā aspektā.

Latvijā vēsturiski ir lietoti un iegūti dabīga sastāva apdares materiāli. Šobrīd, aktualizējoties ilgtspējīga dizaina tendencēm un materiālu ietekmes izpētēm, atkal notiek atgriešanās pie dabīgiem materiāliem. Mūsdienās šādi materiāli tiek piedāvāti ne tikai vēsturiskajām ēkām, bet arī mūsdienīgām būvēm kā ilgtspējīga alternatīva. Videi draudzīgu materiālu pielietošanas iespējas ir ļoti plašas, savukārt to mazā popularitāte ir skaidrojama ar lietotāju un speciālistu zināšanu un izpratnes trūkumu. To apliecina arī pētnieki C. Bejazs un B. Asilsojs (Beyaz & Asilsoy, 2019), kas apzināja ilgtspējīga dizaina izpratni arhitektūras studentu vidū, ar mērķi noskaidrot to zināšanas par ilgtspējības koncepciju, vides redzējumu un dalībnieku pašu uzvedības modeļus, jo jaunā paaudze ir nākotnes profesionāļi un lēmumu pieņēmēji. Viņi secināja, ka tikai uz ilgtspējību orientētam dzīvesveidam ir potenciāls veidot ilgtspējīgu sabiedrību. Rezultāti parādīja, ka zināšanu līmenis par vidi, ilgtspējīgām ēkām un resursus taupošu uzvedību nebija pietiekams. Pētījums parāda sabiedrības kopējās tendences, ka ilgtspējīga domāšana vēl nav kļuvusi par dzīvesveidu, bet ir vērojama atsevišķos gadījumos. Tas pamato nepieciešamību gan topošajiem, gan esošajiem profesionāļiem – arhitektiem un vides/interjera dizaineriem apgūt nepieciešamās zināšanas un prasmes projektu izstrādē un izvērtēšanā ilgstpējības aspektā, kas ilgtermiņā ir saistīta ar sabiedrības veselību un labizjūtu.

Raksta mērķis – noteikt ilgstpējīga dizaina izvērtējuma kritērijus, kas jāņem vērā interjera dizaina projekta izstrādes un īstenošanas gaitā.

Pētījuma metodes: teorētiskās – zinātniskās literatūras un avotu izpēte un analīze.

Ilgtspējīga dizaina raksturojums
Characteristics of sustainable design

Dizaina termins K. Friedmana pētījumos (Friedman, 2003), tiek aplūkots kā problēmu risināšana vai mazāk labvēlīgu situāciju pārveidošana labvēlīgākās. Tātad dizains attiecas uz procesu, kas ir vērsts uz mērķiem, ir starpdisciplinārs, integrējošs, tajā apvienojas vairākas disciplīnas.

Ilgtspējīgs dizains ir saistīts ar ilgtspējīgu attīstību (*suistainable development* – angļu val.), kas apmierina pašreizējo paaudžu vajadzības, neapdraudot nākamo paaudžu vajadzības. Ilgtspējīgs dizains vides, sociālās un ekonomiskās ilgtspējības kategorijas aplūko saistīti, jo tās pastāv mijiedarbībā, tikai kopā dodot nozīmīgus vides un veselības saudzēšanas risinājumus (Tomševiča, 2008).

Termins "ilgtspējīgs" ietver jēdzienus – dabisks, ekoloģisks, videi draudzīgs, veselīgs utt., aptverot vairākus aspektus (skat. 1.att.).

1.attēls. ***Ilgtspējīguma aspektu mijiedarbība***
Figure 1 ***Interaction between aspects of sustainability***
(Introduction to Sustainable Design Practices, 2018)

Ilgtspējīga dizaina koncepcija pirmo reizi tika minēta Apvienoto Nāciju Organizācijas Vides komisijas sēdē 1987. gadā, kad tās priekšsēdētājs G.H. Bruntlands (*G.H. Brundtland*), aicināja plānot ilgtspējīgu attīstību. Kā iemesls tika minēts tas, ka būvniecība piesārņo vidi, jo ēkas dzīves cikla laikā rada 40% no pasaules enerģijas patēriņa un 25% no pasaules oglekļa dioksīda emisijas, bet ir iespēja to darīt cilvēkiem un videi saudzīgākā veidā, izveidojot lietotājam un vienlaikus arī videi draudzīgākus risinājumus (Smith & Parmenter, 2016).

2002. gadā RIO+10 sanāksmē par problēmu tika izvirzīti patēriņa un ražošanas paradumi, kas nav ilgtspējīgi. Tika noteikts, ka ir nepieciešama patērētāju sabiedrības virzība uz līdzsvarotu sabiedrību. Šajā pasākumā bija norādītas šādas ilgtspējīgas attīstības problēmas:

- Valdības atbildība par līdzsvarotās ekonomikas stratēģijām;
- Ražotāja atbildība;
- Patērētāju informēšana (Dzīves kvalitāte nevis dzīves standarti, b. g.).

Ilgtspējīgs dizains, kura mērķis ir kvalitatīva un mūsdienu prasībām piemērotas dzīves telpas radīšana, apvieno gadsimtu gaitā pārbaudītas zināšanas un modernus tehnoloģiskus risinājumus, panākot optimālu līdzsvaru starp tradīciju un inovatīvu risinājumu pielietojumu. Tas ir ilgtspējīgs ieguldījums apkārtējās vides saglabāšanā, kas ietver sociālā, vides un ekonomiskā aspekta savstarpēju mijiedarbību. Svarīga ir sabiedrības, valsts, pašvaldību un uzņēmēju izpratnes veicināšana, izskaidrojot, ka mērķis ir kvalitatīva dzīves vide, kas ietver veselīgākus dzīves apstākļus, mazākas izmaksas ilgtermiņā, mazāk patērētu energoresursu u.c.

Vides ilgtspējības novērtējuma kritēriji
Criteria for evaluation environmental sustainability

Ilgtspējīga dizaina novērtējuma kritēriji un to aktualitāte tika pētīta iepazīstot gan Latvijas, gan ārvalstu zinātnieku publikācijas.

M. Keladuna (Celadyn, 2018) pētījumā aktualizē vides atbildības jautājumu vides resursu pārvaldības kontekstā, kas ietver interjera dizaina projektēšanas integrēšanu ilgtspējīgas apkārtējās vides radīšanai, izmantojot holistisku un sistēmisku dizaina modeli.

Ilgtspējīga dizaina kritērijus ir izstrādājuši pētnieki V. Rašdans un A.F. Ašhors (Rashdan & Ashour, 2018). Viņi izvirza piecus kritērijus, sadaļās par ražotāju izvēli, veselības aizsardzību, resursu patēriņu samazināšanu, ilgtspējīga dizaina risinājumiem un efektīvu resursu pārvaldību. Savukārt pētnieki M.Y. Kangs un D.A. Guerins (Kang & Guerin, 2009) uzskata, ka videi draudzīgu interjera dizaina praksi nosaka trīs faktori: globāls ilgtspējīgs interjera dizains, iekštelpu vides kvalitāte un interjera materiāli. Pētījumā respondentiem tika lūgts novērtēt trīs dimensijas: lietošanas biežumu, nozīmīgumu dizainera uzņēmumam un nozīmīgumu dizainerim. Ilgtspējīgu interjera materiālu izmantošana tika identificēta kā retāk lietota videi ilgtspējīga interjera dizaina sastāvdaļa nekā iekštelpu vides kvalitāte.

Pētījumā par iekštelpu vides kvalitāti (Arif et al., 2016) uzsvērts, ka ēkas iekštelpu kvalitātes problēmas (IEQ) (siltuma, akustiskā, vizuālā un gaisa kvalitāte) tieši ietekmē lietotāju komfortu, veselību un produktivitāti. Telpu ilgtspējīgo kvalitāti nosaka: (1) iekštelpu gaisa kvalitāte, (2) siltuma komforts, (3) ēku akustiskais komforts, (4) vizuālais komforts, (5) materiāli, kuriem ir vissvarīgākā nozīme, lai izvairītos no piesārņojuma.

Neskatoties uz to, ka Austrijā Zinātniskās pētniecības centrā VIVA PARK jau 25 gadus tiek veikti pētījumi par būvniecības produktiem, tika atzīts, ka ir ļoti maz zinātniski pierādītu faktu par būvmateriālu ietekmi uz veselību. Tāpēc 2015. gadā tika uzsākts jauns izpētes projekts, kas ir lielākais Eiropā. Divu gadu laikā veiktie pētījumi ļauj secināt, ka svarīgākais ir ēkas izolācija, atbilstoša iekštelpu celtniecības materiālu izvēle, kas spēj ietekmēt gaisa kvalitāti un novērst kaitīgu vielu klātbūtni. Arī P. Vargockis (Wargocki, 2019) ir pētījis iekštelpu gaisa kvalitāti. Viņš uzskata, ka tradicionālajos ēku projektēšanas un ekspluatācijas aprēķinos potenciālie ieguvumi veselībai un produktivitātei netiek ņemti vērā. Tas būtu nepieciešams, jo nodrošinātu ekonomiskus argumentus gaisa piesārņojuma samazināšanas pasākumiem.

Latvijā ir izstrādātas vērtēšanas sistēmas, lai radītu patērētājiem un projektu atbalstītājiem vienotu izpratni par ilgtspējīgu risinājuma atbilstību kritērijiem. Visbiežāk lietotie ilgtspējīga dizaina raksturojošie principi, kurus norāda biedrības “Zaļā māja” pārstāvji J. Grizāns un J. Vanags (2009) ir šādi:

- Ilgtspējīga dzīves vides attīstīšana;
- Optimāla ēkas vietas, arhitektūras risinājumu izvēle;
- Samazināts enerģijas un ūdens patēriņš;
- Videi un veselībai draudzīgu vietējo materiālu izvēle;
- Atjaunojamo resursu izmantošana būvniecībā, apsaimniekošanā;
- Paaugstināta un nekaitīga ēku iekšējās vides kvalitāte;
- Inovāciju izmantošana projektā.

Ilgtspējīga būvniecība, atšķirībā no mūsdienās tradicionālās, nodrošina labāku iekštelpu gaisa kvalitāti, ventilāciju un siltumizolāciju, tīru un veselīgu dzīves vidi, kas iekļaujas apkārtējā vidē, pārdomātus apsaimniekošanas risinājumus. Svarīga ir arī apziņa, ka dzīves telpa tiek veidota videi draudzīgā veidā, saglabājot tīru un veselīgu vidi arī nākamajām paaudzēm.

Arī pētnieki C.B. Smits un E.K. Parmentere (Smith & Parmenter, 2016) uzsver, ka ilgtspējīgs dizains prasa visaptverošu skatījumu uz dizainu, kurā ņemti vērā materiālu avoti un izcelsme, transportēšana un ieguves metodes.

Ilgtspējīga dizaina kritēriju novērtēšanas nozīmi uzsver pētnieki H. Demirkans un J. Afakans (Demirkan & Afacan, 2018), kas akcentē dizainera zināšanas par ilgtspējīga dizaina komponentu kvalitāti un klienta vajadzību konteksta izpratni. Viņi definē projektēšanas procesu kā mijiedarbību starp jēdzienu telpu (C) un zināšanu telpu (K), kas tiek ieteikta kā novatoriska pieeja projektēšanas praksei un izveidotās vides analīzei. Izmantojot morfoloģisko analīzi ar savstarpējas konsekvences novērtēšanas tehniku, tiek noteiktas visas saderīgās attiecības ar to piešķirtajām vērtībām ilgtspējīgas interjera vides sastāvdaļām, kuras izvirza kā svarīgākās, vidēji svarīgās vai vismazāk svarīgās, un tās tiek klasificētas no augstākajām līdz zemākajām.

Apkopojot iepriekš skatītos pētījumus, ilgtspējīgas vides kritēriji tika sagrupēti un raksturoti piecās sadaļās. Uzskaitītie kritēriji ir nozīmīgi interjera projektu izstrādē un realizācijā (skat. 1.tabula).

1.tabula. ***Atlases kritēriji ilgtspējīgiem interjera dizaina risinājumiem***
Table 1 ***Criteria for sustainable interior design***

Kritērijs	Kritērija raksturojums
1. Ražotāju atlases kritēriji	
Aprites cikla novērtējums (LCA)	Produktu ietekmes mērījumi no izejvielu ieguves līdz produkta dzīves beigām.
Produktu sastāvdaļu pārredzamība	Ēkas interjera un tā toksiskuma ietekme - iekštelpu gaisa kvalitāte (IAQ), mākslīgais un dabīgais apgaismojums, dabas klātbūtne, siltuma komforts un kontrole, elektromagnētiskā lauka līmenis

Vides prasību ievērošana	Gaisa sastāva analīzes: gaisa piesārņojums (pelējums, baktērijas, putekļi u.c.), ķimikālijas (ogleklis, monoksīds, radons u.c.), alergēni (krāsvielas, konservanti u.c.), šķiedras (azbests u.c.), enerģijas (elektromagnētiskais lauks u.c.).
2. Ķīmiskās emisijas kontrole	
Ķīmiskie materiāli.	Ķimikālijas, ko lieto iekštelpās var radīt nelabvēlīgu ietekmi uz vidi un veselību.
Dabas materiāli	koks, augu produkti, minerāli, akmeņi. Tiem ir zema emisija, ir izturīgi, prasa mazāk resursu ražošanas un apstrādāšanas laikā.
Bioloģiski noārdāmi produkti	Dabīgi materiāli, ieskaitot vilnu, džutu un bioloģiski noārdāmu līmi. Šādiem produktiem pēc to dzīves cikla ir jāsadalās, pārvēršoties ūdenī un biomasā, kas piemērota augu augšanai un nerada piesārņojumu augsnē.
3. Patēriņa samazināšana	Daudzfunkcionāli telpu, mēbeļu un apgaismojuma scenāriji, pielāgojams dizains. Jāplāno, lai samazinās materiālu patēriņš, praktiska ir viena materiāla izmantošana gan struktūrai, gan apdarei (betons, koks). Svarīga ir materiālu izturība, ilgāks dzīves cikls. Izturīgi produkti var izmaksāt vairāk, bet tie ir ekonomiski ilgtermiņā, jo jāmaina retāk.
4. Ilgtspējīgas dizaina sastāvdaļas	
Atkārtoti izmantojami dizaina komponenti	Atjaunotas, pārveidotas mēbeles, senlietas, kolekcionējamas mēbeles, materiālu netradicionāla izmantošana
Pārstrādājamie dizaina komponenti	Būvniecības atkritumu savākšana un pārstrāde jaunu būvmateriālu ražošanai. Jaunu pārstrādes ražošanas tirgu radīšana, samazinot atkritumu daudzumu, kas nosūtīts uz poligoniem.
5. Efektīva dizaina resursu pārvaldība	
Atjaunojamo resursu izvēle	Resursi, kuri dabiski papildinās vai izaug ātrāk nekā to lietošanas ilgums, patērē mazāk enerģijas to sagatavošanā, var atkārtoti izmantot vai pārstrādāt dzīves cikla beigās, ir zemākas GOS emisijas. Bambuss, kviešu plātnes, vilnas, kokvilnas, kokosšķiedras un džutas audumi, linolejs un korķis ir materiāli, ko var novākt ik pēc pieciem līdz desmit gadiem.
Efektīvas santehnikas sistēmas un sanitārais aprīkojums	Ūdens patēriņa samazināšanas pasākumi, atkārtotas izmantošanas ūdens sistēmas, un notekūdeņu atkārtota izmantošana. Ilgtermiņā tas samazinās ūdens attīrīšanai nepieciešamo enerģiju un transportēšanu un sekmēs dzeramā ūdens resursu saglabāšanu.
Energoefektivitāte	Energoefektīvi ēkas ekspluatācijas risinājumi (apdare, logi, durvis, sienas, izolācijas sistēmas, telpu aprīkojums). Atjaunojama, uz vietas ražota enerģija, piemēram, saules vai vēja enerģija, kuras patēriņš tiek optimāli regulēts atkarībā no telpas funkcijām, izmantojot viedo aprīkojumu.
Pārdomātas būvniecības metodes	Vienota tehnoloģiskā programma, minimāli uzstādīšanas procesi. Dabiskie materiāli un resursi atvieglo uzturēšanas un remonta procesu.

Tabulā uzrādītie kritēriji var tikt izmantoti, apgūstot ilgtspējīga dizaina tematu profesionālās izglītības programmās, kā arī izvērtējot studiju procesā izstrādātos interjera projektus ilgtspējīga dizaina kontekstā.

Ilgtspējīga dizaina kritēriju ieviešanas problēmas
Problems of implementation of sustainable design criteria

Bieži ilgtspējību sabiedrība uztver kā puritānisku koncepciju, kas kaut ko aizliedz, rada ierobežojumus patērētājam, jo tas nenāk par labu videi. Vajadzētu veidot situāciju, kad nevis patērētājs pielāgojas ilgtspējībai, bet projektētāji pielāgotu savus ilgtspējīgos modeļus tam, kā vēlamies dzīvot (Ingels, 2012).

Dizaineris, izstrādājot projektu, ir atbildīgs par apzinātām izvēlēm un sadarbību ar klientu. C. Haulesas (Hayles, 2015) pētījumā apskatīti Videi draudzīga interjera dizaina (ESID), Godīgas tirdzniecības produktu piedāvājums (GSFA) apdares un interjera izveides materiāliem. Lielākās grūtības dizaineriem rodas, nosakot materiāla sastāvu, izcelsmi. Arī mazumtirdzniecības vietās netiek sniegta precīza informācija un ieteikti šie materiāli. Pētījumā strukturēta izpratne par ilgtspējīgu un videi draudzīgu materiālu izvēli, kas atbilst ilgtspējīga dizaina izveides praksei.

Raksta autoru pieredze apliecina, ka sabiedriskajās iestādēs projektēt un realizēt ilgtspējīgu dizainu traucē arī publiskā iepirkuma kritēriji. Šobrīd būvniecībā dominē negatīvas tendences, kas ir pretrunā ar ilgtspējīgu attīstību. Būvniecības centralizācija, struktūras nepārskatāmība, anonimitāte un konkursu sistēma sadārdzina procesu, bieži ignorējot mākslinieciskās un veselības nekaitīguma kvalitātes - notiek nepiemērotu materiālu iestrāde iekštelpās, nepamatota materiālu nomaiņa, netiek ievērotas būvniecības tehnoloģijas un drošības noteikumi. Konkursa specifikācijās, pat mācību iestādēs, materiālu nekaitīgums nav iekļauts kā izvēles kritērijs. Rezultātā bieži remontu tāmes ir sadārdzinātas, iegūstot zemas kvalitātes dizainu (estētiski un funkcionāli). Šīs problēmas aplūko arī pētnieku grupa no Zviedrijas (Bratt et al., 2013), kas norāda, ka Zaļais publiskais iepirkums (GPP) kā kritērijs netiek pietiekami lietots, lai veicinātu ilgtspējīgākus pakalpojumus un produktus. Jau 2003. gadā Zaļais publiskais iepirkums tika izvirzīts kā instruments, kas mazinās negatīvo ietekmi uz vidi. 2006. gadā ES Padome pieņēma jaunu ilgtspējīgas attīstības stratēģiju, kurā aicināja dalībvalstis izstrādāt rīcības plānus, tomēr Zaļie publiskie iepirkumi tiek ieviesti lēni un ilgtspējīgus risinājumus vāji atbalsta valsts iepirkums. Iegādes izmaksas joprojām ir galvenais kritērijs publiskā iepirkuma līgumu slēgšanas tiesību piešķiršanai. Vides novērtēšanas kritēriji tiek lietoti reti.

Secinājumi
Conclusions

Iepazīstot ilgtspējīga dizaina principus, redzams, ka tas paaugstina dzīves kvalitāti un ir jāpozicionē nevis kā apgrūtinājums, bet iespēja. Ilgtspējīga dizaina principi ir likumsakarīgi, dabiski un reāli īstenojami. Lielākās grūtības ir domāšanas maiņa, zināšanu trūkums, stereotipi, atbildības neuzņemšanās. Izglītības programmas mainās, lai varētu īstenot jaunos mērķus, kur svarīga nozīme ir arī dizaina domāšanai kā kompetenču sastāvdaļai un veicinātājai.

Ilgtspējīgas vides kritēriju izpētes rezultātā, tika apkopoti kritēriji piecās sadaļās: (1) Ražotāju atlases kritēriji; (2) Ķīmiskās emisijas kontrole; (3) Patēriņa samazināšana; (4) Ilgtspējīgas dizaina sastāvdaļas; (5) Efektīva dizaina resursu pārvaldība.

Izstrādāto materiālu var izmantot ilgtspējīgas vides kritēriju iepazīšanai, kā arī dizaina projektu izvērtējumam studiju procesā.

Ilgtspējīguma kritēriju ievērošana un popularizēšana ir dizainera profesionālā atbildība. Dizainerim ir labi jāizprot atlases kritēriji, jāprot novērtēt to plusi un mīnusi, lai tos iekļautu projekta specifikācijā. Dizaineris ir atbildīgs, lai projekta risinājumos tiktu nodrošināta visu kritēriju efektivitāte, sasniedzot ilgtspējīgus mērķus, kas nodrošina veselīgu, funkcionālu, ērtu un estētisku interjeru, ievērojot klientu vajadzības, budžetu un laika grafiku. Tāpēc dizaineriem ir jāveic pētījumi par materiāliem un produktiem, jābrīdina savus klientus par potenciālu veselības apdraudējumu, jāanalizē iespēja aizstāt produktu ar drošāku alternatīvu. Ilgtspējīga dizaina principi sabiedrisko iestāžu interjeros jārekomendē valstiski, lai daži veiksmīgie būvniecības un interjera projekti nav tikai arhitektu un dizaineru iniciatīva.

Summary

Getting to know the principles of sustainable design shows that it enhances the quality of life and should be positioned not as a burden but as an opportunity. The principles of sustainable design are natural, and realistic. The biggest difficulties are changing mindsets, lack of knowledge, stereotypes, lack of responsibility. Educational programs are changing to meet new goals, where design thinking is also an important component of competences.

As a result of the study of the criteria for sustainable environment, the criteria were summarized in five sections: (1) Criteria for the selection of manufacturers; (2) Chemical emission control; (3) Reduction of consumption; (4) Sustainable Design Components; (5) Effective management of design resources.

The developed material can be used to get acquainted with the criteria of sustainable environment, as well as to evaluate design projects in the study process.

Respecting and promoting sustainability criteria is the professional responsibility of the designer. The designer must have a good understanding of the selection criteria, be able to evaluate their pros and cons to include them in the project specification. It is the responsibility

of the designer to ensure the effectiveness of all criteria in project solutions, achieving sustainable goals that deliver healthy, functional, comfortable and aesthetically pleasing interiors, respecting customer needs, budget and timeline. That's why designers need to research materials and products, warn their customers of the potential health risks, and analyze the possibility of replacing a product with a safer alternative. The principles of sustainable design in public office interiors should be recommended nationally, so that some successful construction and interior design projects are not just an initiative of architects and designers.

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MARKSISMA IDEOLOĢIJA AUGUSTA DEGLAVA ROMĀNĀ "JAUNĀ PASAULE"

Marxist Ideology in Augusts Deglavs' Novel "The New World"

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Abstract. *The literary texts of Augusts Deglavs (1862-1922) highlight themes of cultural history and sociology and contain a rich spectrum of ideas circulating in the Latvian society of the 19th century. These are ideas of nationalism, capitalism, feminism, Marxism promoted by "New Current" (Jaunā Strāva) movement. The article will analyze the manifestations of Marxist ideas in the novel "Jaunā pasaule"("The New World") (1897, 1898). Augusts Deglavs wanted to record and preserve both his own experience and the development and ideas of era. Marxism is a theory about the attitudes of the type of production and social relations. Modern ideas, including Marxism, were captured by Latvian intelligence including Augusts Deglavs. Thus it fits into the discourse of history and perception becomes meaningful directly in the background of the history. He shows the effects of alienation achieved by shock and fragmentation technique.The author depicts the impact of an era's economic structure on social group attitudes and the life an individual and the cultural formation and consumption.*
Keywords: *novel, alienation, ideology, marxism, capital, poverty, workers.*

Ievads
Introduction

Rakstnieka Augusta Deglava daiļrade latviešu literatūras vēstures kopainā izceļas ar kultūrvēsturiskumu un socioloģiskumu, ko visspilgtāk ilustrē pilsētas un nācijas identitātes formēšanās atveidojums nepabeigtajā romānā "Rīga" (1.d. – 1910, 1911, 2.d.–1920). Tas 2012.gadā ieguvis latviešu kultūras pamatteksta statusu un nereti tiek minēts, citēts vai lasīts kā cienīgs kultūrvēstures avots gadījumos, kad pētnieki pievēršas 19.gadsimta otrās puses vēstures problēmām. Uz šo tekstu kā kultūras diskursu norāda literatūrzinātnieks Benedikts Kalnačs, akcentējot, ka tas "jau iecerē vistiešākajā veidā uzskatāms par zināšanu un atmiņas arhīvu" (Kalnačs, 2017, 63), tajā atainojas bagātīgs 19.gadsimta nogales latviešu sabiedrībā cirkulējošo ideju spektrs – nacionālisms, kapitālisms, feminisms, marksisms un citas idejas un blakus vēstures līnijai konstruē romāna polifoniju veidojošās balsis, un nodrošina intertekstuālu laikmeta ainu.

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Gadsimta ideju diskursa rezonanse atrodama arī citos rakstnieka romānos. Aizejošā laikmeta patriarhālisms izgaismojas romānā "Starp divām ugunīm"(1891), utopiskā sociālisma reprezentācijas vērojamas īsromānā "Liesma" (1898). Raksta mērķis ir atklāt un analizēt marksisma ideju reprezentāciju 1897. gadā iznākušajā, mākslinieciski neviendabīgajā romānā "Jaunā pasaule". Laika gaitā šis teksts pamatoti palicis literatūras vēstures perifērajā plānā. Tā lasīšana sniedz maz estētiska prieka, to var uzskatīt par talanta slīpētāju un mākslinieciskā rokraksta veidotāju. Šī darba mākslinieciskā kvalitāte tika apšaubīta jau uzreiz pēc izdošanas, par to Aspazija raksta vēstulē Rainim 1899.gada jūlijā. Viņa apraksta literatūrvēsturnieka Luda Bērziņa uzstāšanos Rīgas Latviešu biedrības Zinību komisijas sēdē, "kur par Deglava "Jauno pasauli" bija sliktas atsauksmes, raibi stāsti bez idejām, Marlitas garā" (Rainis, 1984). Tomēr šis teksts atklāj rakstnieka rokraksta attīstības procesu, ļauj ieraudzīt ietekmes, uzskatus un tās sava laika dzīves un ideju sfēras, kas autoram šķitušas romāna sarakstīšanas vērtas.

Romāna percepcijā būtisks ir tā tapšanas laika konteksts. Teksts rakstīts ciešos kopsakaros ar 19. gadsimta Krievijas impērijas un vietējās vācbaltu administrācijas pārvaldīto sociālekonomisko un dzīvesveida pārmaiņu procesiem un ideju pasauli. Gadsimta nogales ideju vēsture veidojās ne tikai šīs dubultās varas, bet arī Eiropas ideju tiešā iespaidā, kas Latvijā iezīmē jaunu virzienu – blakus liberālajai līnijai un nacionālismam kā atsevišķa novitāte iezīmējās sabiedrisku jautājumu un ideju izvirzīšanās aktuālā dienaskārtībā (Lasmane, 2000, 399). To ataino raksta centrā izvirzītais romāns. Tāpat kā citus Deglava tekstus, arī šī radīšanu inspirējusi autora vēlme ierakstīt un saglabāt vēstures reģistros savu un sabiedrības empīrisko un emocionālo pieredzi laikmeta norisēs un ideju ietvarā. Tādējādi tas iekļaujams vēstures diskursā, tā uztvere kļūst jēgpilna tieši vēstures procesu fonā, jo "idejas, kas valdījušas kāda laikmeta garā, ir vēsturiski fakti" (Švābe, 1940, 32). Šis aspekts nosaka jaunā vēsturiskuma un marksistiskās kritikas metožu izvēli romāna interpretācijā.

Marksisms, Jaunā strāva un Augusts Deglavs
Marxist ideas, movement "New Current" and Augusts Deglavs

Marksisms ir veidojies 19.gadsimta 40. – 50.gados kā mācība par ražošanas veida un sociālo šķiru attieksmēm. Tas deklarē, ka laikmeta ekonomikas struktūra nosaka attiecību veidošanos starp sociālajām grupām un ietekmē kultūras veidošanos un patērēšanu jeb, neomarksista Terija Īgltona (*Eaglton*) vārdiem runājot, "[..] sociālās attiecības starp cilvēkiem ir saistītas ar veidu, kādā viņi organizē savu materiālo dzīvi" (Īgltons, 2008, 21). Darbā "1844.gada ekonomikas un filozofijas manuskripti" (*Economic and Philosophic Manuscripts of 1844*) teorijas pamatlicējs Kārlis Markss raksta komentārus par privātīpašumu, naudu, formulē atsvešināšanās problēmu, attīsta kapitālisma morālo kritiku. Kapitālistisko sabiedrību organizē šķiru attieksmes, nauda un peļņa un tās rada t.s. atsvešināto cilvēku (*alienated man*), modernās industriālās sabiedrības apstākļi inspirē strādnieku atsvešināšanos no viņu pašu darba, saražotajiem produktiem, no paša un no citiem (Marx, 1844).

Neomarksists Terijs Īgltons marksisma skolas sakarā pievēršas Valtera Benjamina (Benjamin) pētniecības rezultātiem, kas parāda šoku kā viņa estētikas centrālo kategoriju un konstatē, ka "moderno urbāno dzīvi raksturo fragmentāru saraustītu sajūtu sadursme" (Īgltons, 2008, 81).

Marksisma ideju ienākšanas un uztveres novērtējumam 19.gadsimta nogalē Latvijā būtiski ir akcentēt, ka tas šajā laikā bija mainījies, salīdzinot ar pirmpamatu. To noteica kapitālisma humanizēšanās, kas parādīja, ka teorētiķu paredzējums par kapitālisma galu sakarā ar kapitāla uzkrāšanos sabiedrības mazākuma īpašumā ir bijis maldīgs. Sociāldemokrātiski noskaņoti domātāji (pie tādiem piederēja arī Augusts Deglavs) saskatīja vismaz teorētiskas iespējas sociāli taisnīgas sabiedrības veidošanai sociālu reformu veidā.

Sociālisma un marksisma idejas kopā ar citām Eiropas kultūras telpā uzvilnījušām idejām latviešu kultūras un sociālajā dzīvē ieplūda Jaunās strāvas kustības laikā, 19.gadsimta 90.gados. Latviešu sabiedrībā tās krita pateicīgā augsnē, jo jau bija izveidojusies latviešiem līdz šim nebijusi šķira – strādniecība, kas mainīja līdz šim nosacīti viendabīgo lielo pilsētu struktūru, dzīvi un kultūru samērus. Tās novietojums sabiedrības grupu hierarhijā noteica jaunu ideoloģisko orientieru meklēšanu, jo līdzšinējie – jaunlatviešu modinātā un artikulētā nacionālā identitāte, gadsimtiem kultivētā pašuztvere – „zemnieku tauta" vairs nenodrošināja visas atbildes un drošības izjūtu jaunās kultūras ēras (topošās modernitātes), pilsētas un industrializācijas, un sociālo jautājumu un kapitālisma apstākļos. Jaunās idejas kā svaigu gaisu uzņēma latviešu inteliģence, kas uzņēmās tautas vēlmju, ideālu kontūrētājas un vārdā nosaucējas lomu.

Jauno atziņu popularizēšana bija viens no Jaunās strāvas izvirzītajiem uzdevumiem. No romāna izdošanas laika ir saprotams, ka tas rakstīts tieši kustības uzplaukuma periodā, tātad sabiedrības prātus pārņēmušās idejas autors burtiski ir iekausējis savā darbā, tādējādi to var dēvēt par laikmeta kultūras tekstu, jo, runājot jaunā vēsturiskuma skolas pārstāvja V.B. Maikla (*Michael*) vārdiem, "vienīgā literatūras saistība ar kultūru – tā ir daļa no kultūras" (Michaels, 1987, citēts pie Daija & Eglāja-Kristsone, 2013, 272). Romāns reprezentē gandrīz visus šī laika perioda garīgo ideju konceptus, tos savā Jaunās strāvas raksturojumā atsedz arī Rainis: ""Jaunā strāva" kā tāda nebija politiska, bet ieplūda tādā. Viņa bija visaptveroša garīga kustība, kura savā sfērā ievilka ij socioloģiju, ij dabas zinātnes, ij literatūru un mākslas, ij sabiedrisku dzīvi, ij sieviešu kustību, t.s. sieviešu emancipāciju, ij filozofiju, ij jaunu pasaules uzskatu meklēšanu" (Rainis, 1983, 626). Aiz Raiņa kompleksās atziņas stāv Jaunajā strāvā iesaistīto personību pūliņi, kuru rezultātā latviešu kultūra ieguva eiropeisku dimensiju – daiļliteratūra, kurai mērauklas pirmo reizi tika piemeklētas Eiropas literatūrā Jaņa Jansona-Brauna publicistiskās literatūrkritikas darbā "Domas par jaunlaiku literatūru" (1893), eiropeisko estētisko dimensiju augstvērtīga iedzīvināšana Aspazijas daiļradē, Raiņa idejiskās intereses, jaunstrāvnieku izglītības darbs un pašizglītošanās, sabiedrisku izmaiņu veicināšana, sociālā integrācija modernajā pilsētā un industriālajā vidē, moderno, laikmetīgo ideju proponēšana. Jaunajai strāvai "bija izteikts apgaismības kustības raksturs" (Butulis, 2000, 481).

Kustības darbības intensificēšanās laikā Augusts Deglavs jau ir Rīgas iedzīvotājs, kopš 1887.gada kā jauns laucinieks ienācis pilsētā, izbaudījis smago dēļu nesēja darbu Augusta Dombrovska kokzāģētāvā, pēc tam pats saviem spēkiem veidojis karjeru, iegūdams ierēdņa vietu un paralēli strādājot kā žurnālists vairākos laikrakstos, tai skaitā Jaunās strāvas laikrakstā "Dienas Lapa", un iesaistījies sabiedriskajā un kultūras dzīvē (Rīgas Latviešu biedrībā līdz 1893.gadam, pretalkohola biedrībā "Auseklis" un kā šīs biedrības rakstu krājuma izdevējs). Norises, ko inspirēja Jaunā strāva, bija viņa acu priekšā un atbilda aktīvajam, sabiedriskajam raksturam, dzīves pieredze rezonēja ar jaunajām idejām, kas izplatījās un ko kāri uztvēra pārmaiņas alkstošā, jaunā inteliģence. Mēģinot saprast, cik pieejamas un uztveramas bija jaunās ideoloģijas, jo īpaši marksisms, jāņem vērā mūsdienu vēsturnieku pētījumu secinājumi. Vēsturnieks Jānis Šiliņš fiksējis, ka "1890.–92. gadā Krievijas universitātes studējošie latvieši tuvāk iepazinās ar sociālisma idejām. Rakstu krājums "Pūrs" 1892. gadā saturēja teorētiskus rakstus par sociālisma pamatprincipiem. Sociālisma idejas "Jaunās strāvas" dalībnieku vidū kļuva populāras 1892.–93. gadā, sevišķi pēc "Dienas Lapas" redaktora Raiņa brauciena uz Šveici 1893. gada rudenī, kur viņš piedalījās II Internacionāles 3. kongresā. Šveicē Rainis iepazinās ar vienu no Vācijas sociāldemokrātu līderiem Augustu Bēbeli (*August Bebel*) un nelegāli ieveda Latvijā sociālistisko literatūru. "Dienas Lapa" publicēja dažādu sociālistisko darbu fragmentus un propagandēja sociālisma idejas" (Šiliņš, 2019). "«Dienas Lapa» bija arī jaunstrāvnieku izglītojošs centrs. Tā, piemēram, jaunstrāvnieki regulāri pārdrukāja fragmentus no K. Marksa «Kapitāla», F. Engelsa darba «Ludvigs Feierbahs un vācu klasiskās filozofijas gals», dažas nodaļas no A. Bēbeļa grāmatas «Sieviete un sociālisms», kā arī no citu marksistu darbiem" (Balabkins & Šneps, 1993, 18), un vērā ņemams ir fakts, ka "līdz 19. gadsimta 80. gadu vidum skolas mācību valoda bija vācu, latviešu strādniekiem šīs idejas bija viegli pieejamas un saprotamas" (Balabkins & Šneps, 1993, 18). Vēstures pētnieki tiecas piekrist pašu jaunstrāvnieku (P. Stučkas, J. Jansona – Brauna u.c.) viedoklim, ka nav ne iespēju, ne vajadzības īpaši izcelt kādu vienu personu kā marksisma aizsācēju, bet jārunā par šīs idejas vienlaicīgo emancipēšanos vairākās vietās un centros (Butulis, 2000, 485), un jāpatur vērā arī Raiņa teiktais par kustības polifono saturu. Jaunās idejas "sakarsēja" jaunās inteliģences prātus, un segmentējās arī Augusta Deglava personībā.

Augusts Deglavs nav tiešs jaunstrāvnieks un marksists, bet cieši saistīts ar tās aprindām. Filosofs, Deglava laikabiedrs, "Dienas Lapas" redaktors Pēteris Zālīte sniedzis izteiksmīgu rakstnieka intelektuālās personības raksturojumu "Pārgājis pie Jaunās strāvas, Deglavs ar apbrīnojamu enerģiju vispirms pats sevi izglītojās. [..] Deglavs daudz lasīja par visu ko, par dabas zinātnēm, tautsaimniecību, filozofiju, psiholoģiju, vēsturi, mākslu, literatūru. [..] bet bieži varēja novērot, ka tam trūkst sistemātiskas izglītības, it īpaši, kur tas raksta par tautsaimniecību, filozofiju"(Zālīte, 1922).Viņa rakstniecības principi kopumā ir saistīti ar filosofisko orientāciju. Filosofs Pēteris Laizāns (1930.-2005.), domājot par Augusta Deglava ieguldījumu ideju vēsturē, raksta: "Tai raksturīga viņa laikā diezgan izplatītā scientisma ievirze, kad priekšplānā tiek izvirzīti progresa, zinātnes un reālisma principi, vērtējot ikvienu sociālo procesu un kultūras parādību no progresa, zinātnes un reālisma modeļu viedokļa" (Laizāns, 2006, 284). Vēstures pētniece Vita Zelče secinājusi, ka jaunstrāvnieki "savā pamatvērtību skalā iekļāva aktīvu attieksmi pret dzīvi, sociālās netaisnības izpratni, sociālo līdzjūtību un interesi par sabiedriskās un filozofiskās domas un literatūras attīstību" (Zelče, 2000, 72). Kustības proponētās idejas, modernais dzīves tvērums Deglavam ir simpātisks un viņa enerģiskajam, pilsoniski ieinteresētajam raksturam un pasaules, un sabiedrības uztverei atbilstošs.

Tāpat kā daudzu citu laikabiedru, arī viņa izpratnē marksisma idejas bija vienas no laikmeta kodiem un sociālās enerģijas vairotājām. Tās izplatījās lielākajās pilsētās, galvenokārt caur Jaunās strāvas kanāliem – mediju "Dienas Lapa", sabiedriskajiem darbiniekiem, kultūras un literatūras personībām, tīklošanās vietām – jautājumu atbilžu vakaros, pulciņos. Piesaistes moments bija jaunās ideoloģijas pievēršanās jaunajai formācijai – kapitālismam, tā radītajām problēmām un jaunajai šķirai – strādniecībai un tās vienīgajai bagātībai – darbam, kā arī jautājumam, kur paliek smagā darba augļi, ja strādnieks saražo vairāk, nekā patērē. Kā žurnālists viņš ir procesu aculiecinieks, kā rakstnieks viņš šo pasauli pārrada romānā "Jaunā pasaule"; pilsētas un strādnieku līnija galvenā varoņa gaitās autoram ir izdevīga topošās "*jaunās pasaules*" atspoguļošanai un eksperimentam ar marksisma ideju verbalizēšanu literārā darbā.

Vēl 13 gadus pēc Jaunās strāvas sagrāves, 1910.gadā, Augusts Deglavs sev raksturīgo lietišķo enerģiju iegulda, meklējot "Kapitāla" izdošanas iespējas un par to raksta Aspazijai uz Kastaņolu. Viņš apzinās, ka par to "peļņa mūsu apstākļos cerama liela nav", un ja "kāds "Kapitāla" izdošanā grib ieguldīt kapitālu, tad tāds nekad nevar būt peļņas kārīgs kapitālists, bet ideālists, kuram galvenais tas, ka viņš redz šo izdevumu latviešu valodā" (RMM, inv.nr.16293).

Romāns "Jaunā pasaule"
The Novel "The New World"

Tematiski romāns aptver gan lauku, gan pilsētas dzīves ainas, kompozicionāli tas līdzīgs pirmajam romānam "Starp 2 ugunīm" (1891) un 80.gados latviešu literatūrā sazēlušajiem sentimentālajiem romāniem – ar sadalītu tekstu nodaļās ar virsrakstiem, blīvi savītu sižetu, melnbalti pretstatītiem varoņiem, sentimentālu patosu. Romāna "Jaunā pasaule" protagonists saimniekdēls Jānis Brīvnieks, tāpat kā savulaik jaunais Deglavs, aiziet no ierastās lauku dzīves un integrējas pilsētas vidē. Galvenajā varonī un sižetā ierakstīts daudz paša autora biogrāfijas faktu no darba pieredzes kokapstrādes fabrikā, viņš tiek rādīts daudzveidīgās attieksmju līnijās ar dažādu sociālo grupu cilvēkiem, daudzveidīgās situācijās gan lauku dzīves posmā, gan pilsētā, kuras iepazīšana sākas no necilvēcīgi smagā dēļu nesēja darba. Par rakstnieka prasmju attīstību, salīdzinot ar pirmo romānu, liecina individuālisma iezīmes galvenā varoņa rakstura izveidē, kolorīti, reālistiski atveidotas fabrikas, strādnieku ģimeņu un pilsētas sabiedriskās dzīves ainas. Rakstnieks Brīvniekam, tāpat kā romāna "Starp divām ugunīm" protagonistam Kārlim Veldzem, liek iepazīt vētrainas mīlas jūtas, taču izvirza citus uzdevumus un lielus mērķus, kuros mīlestībai nav vietas. Šāds risinājuma pavērsiens var tikt saistīts ar Jaunās strāvas laiku, kas sabiedriskajā telpā ienesa sociālas aktivitātes un sociālisma idejas.

Romānā vērojamas visai skaidras, tomēr plakātiskas un hrestomātiskas, kā raibā kolāžā samestas atsauces uz marksisma idejām, kādas cirkulēja un bija pieejamas 90.gadu inteliģencei. Teksts liecina ne vien par mākslinieciskās izteiksmes problēmām, bet arī par autora neviennozīmīgo attieksmi un pretrunu pašā autorā – no vienas puses ir vēlme ļauties paša pārdzīvotā un izjustā straumei un solidarizēties ar šķiru, kuras pārstāvis viņš kādu laiku bijis un kuras likteni izpratis un jutis līdzi, un kas ļāvusi iepazīt dzīves zemākos pakāpienus, bet no otras puses – nacionālās kultūras un plašākā kultūras izpratnes kontekstā viņa vērtības pašizglītības un intelektuālo nodarbju rezultātā bija citas, viņš saskatīja pretrunu ar latviešu nācijai svarīgiem ideāliem un vērtībām. Izeja ir savdabīgs dialogs, ko autors romāna gaitā attīsta starp dažādiem valdošiem ideju konceptiem – kapitālismu, sociālismu, kristietību, liberālām idejām, tādējādi iesaistoties jaunā ideju laikmeta komunikācijā.

Romāna centrālais tēls Jānis Brīvnieks pilsētā ierodas jaunas dzīves un sevis meklējumos. Meklējot darbu, viņš tiek novests līdz galējai bezcerībai, pārdzīvo pazemojošus atteikumus un pirmo reizi dzīvē piedzīvo dziļi nepatīkamu stāvokli, jo "to brīnumu viņš agrāk ne sapņot nebija sapņojis…ka viņš nevarētu sev nopelnīt pārtiku" (Deglavs, 1934, 288). Nodaļai, kurā attēloti Jāņa darba meklējumi, autors devis nosaukumu "Aiz vārtiem" un to iesāk ar drūma, agra un miglaina darbdienas rīta ainu, kurā "caur biezo miglu visur manāma rosība un dzīvība”(Deglavs, 1934, 286). Cilvēki steidzas uz darbu vai uz bezdarbnieka rindu pie fabrikas vārtiem un tajā visi ir konkurenti. Brīvnieks izjūt šokam līdzīgu stāvokli, ko pastiprināja viņa kā bijušā laucinieka ausij svešādo, agresīvu trokšņu un skaņu kakofonija: “Un fabriku svilpes jau strādā visu rītu, viena beidz, otra sāk, gan rupji, nedabīgi krākdamas, gan smalki aurodamas un spilgti spiegdamas, it kā savus strādniekus mādamas un labinādamas, lai tie neaizkavējas” (Deglavs, 1934, 286). Viņš “bija gluži lieks un šinī ļaužu straumē vairāk atstāts vientulis, nekā kādos dziļos meža biezumos. Te nevienam par to nebija bēda, ka cilvēks, kam ir veseli locekļi, gaišs prāts un saprašana, ka cilvēks, kam uz visu tā labākā griba, nonīkst bez darba un bez mērķa. Te nelikās par viņu zinām…” (Deglavs, 1934, 288). Autors montē ainu pie ainas, veidojot vienlaicīgi dinamisku, bet nomācošu Daugavas un fabrikas apkārtnes koptēlu, kurā izceļas sagumušie “bezdarba ļaudis” (Deglavs, 1934, 287). Viņi jau zina šī darba – planku nesēja – grūtumu, tāpēc, kad kārtējo reizi tiek atteikts, Deglavs pamana, ka “viena daļa saņēma šo vēsti ar mierīgu vienaldzību, varēja gandrīz sacīt, ka viņiem tā patika. Jo kad darbs ir grūts, ir diezgan jālokās, bet kad tā vēl nav, tad jau viņi tak spiesti vēl pagaidīt… vienreiz jau darbs būs tā kā tā” (Deglavs, 1934, 287) un var vēl kādu glāzi alkohola paņemt. Strādnieks dzīvo ar apziņu, ka viņu pie šī darba saista tikai eksistences nodrošināšanas vajadzība, jo nekas cits, kā tikai pats darbs – necilvēcīgi smags un netīrs, viņam nepieder; iepriekšējā pieredze iegūlusi nogurdinātajā ķermenī un prātā – darbu iegūstot, jutīsies nelaimīgs, un tāpēc ziņa, ka darba vēl nebūs, tiek uztverta ar atbrīvotības un vienaldzības izjūtu. Sižeta risinājumā Deglavs, aprakstot Jāņa reakciju par radinieka, arī strādnieka, Kristapa prieku par jaunā baļķu kravām, kas būs jāapstrādā, rāda rezignētas pārdomās par strādnieka likteni: “Priekš viņa pasaulē jau nu cita vairs nekā nebija, kā tikai viņa darbs. [..] Bet šejienes darbi nekad nav padarāmi, še viņam jākust kā mašīnas loceklim…” (Deglavs, 1934, 381).

Brīvnieks jūtas neiederīgs strādnieku vidē, kurai katras jaunas dienas mērķis ir pilni vēderi un alkohols, un šī izjūta iemantoto šoku pārvērš latentā stāvoklī, kas tomēr nenomāc iepriekšējā dzīves posmā iemantotās garīgās rezerves: “viņam bija grūti ar savu jauno dzīvi aprast… ar katru jaunu dienu viņš jutās jo vairāk ievainots savā dvēselē. Viņš noskārta, ka cilvēkam, kā tas jau rakstīts ceturtā lūgšanā, vajadzīgs vēl vairāk, kā tik vien maizes garozas un miesīgas barības, lai tas nepanīktu, nebūtu dzīvs būdams, miris. Viņš juta, ka viņš te nepiederēja, ka viņam vajadzēja cita gaisa” (Deglavs, 1934, 309). Viņa iekšējā būtība pretojas apstākļu varai un Deglavs ķeras pie Kārļa Marksa un Frīdriha Engelsa darba “Vācu ideoloģija” idejām – ka “nevis apziņa nosaka dzīvi, bet dzīve nosaka apziņu” (Markss & Engelss, 1979, 21) un liek Jānim secināt, ka “cilvēka iekšējais saturs taču arī ir, ko viņa apkārtne rada” (Deglavs, 1934, 310). Nāk atklāsme, ka no šīs vides ir jātiek ārā ka “jāpaļaujas pašam uz sevi vien un pašam jāredz, kā tiek uz priekšu” (Deglavs, 1934, 381).

Atšķirībā no romāna "Rīga" 1.daļas (1911) galvenā varoņa Krauklīšu Pētera, kas atbalsta punktu atrod Rīgā ienākušos latviešus vienojošajā nacionālajā idejā, Brīvnieka cerības uz vieglāku adaptēšanos, jo "te bija priekšā tautas brāļi" (Deglavs, 1934, 288), neattaisnojas. Latviešu dzīvē blakus latviešus savulaik apvienojušajām nacionālajām idejām nostājies sociālais un konkurences faktors, kas pēc jauniem nosacījumiem determinē sabiedrības un indivīda attieksmes.

Sazarotajā sižetā Deglavs atvēlējis vietu arī fabrikantu un veikalnieku atveidojumam, šajās ainās rakstnieks demonstrē zināšanas par šķiru veidošanos, iekontūrētas vairākas Marksa "Kapitālā" tēzes: "Kapitāla uzkrāšanas priekšnoteikums ir virsvērtība, virsvērtības priekšnoteikums – kapitālistiskā ražošana un šīs pēdējās priekšnoteikums – lielas kapitāla un darbaspēka masas preču ražotāju rokās" (Markss, 1973, 580), un izpratne, ka šķiras formējas, pamatojoties uz cilvēku attieksmi pret ražošanas līdzekļiem un pret potenciāli gūstamo labumu un iekšējo peļņas sadali. Kopīga biznesa plāna apspriešanā veikalnieks Kārlis Gambrovs un fabrikants Roberts Briedis vienojas vairākās viņu attieksmi un biznesu vienojošās deklarācijās. Gambrova pamatvajadzība balstās peļņas mērķī: "[..] nopelnīt man vajaga … redziet, to man vajaga…" (Deglavs, 1934, 179). Tirgonis deklarē kapitālistiskās ražošanas un tirgus principu: "Izdot maz un ieņemt daudz, tas ir tirgoņa zelta pamata likums, bet izdot ir ļoti viegli un ieņemt grūti. [..] Kur nevar lielā veikalā ietaupīt, kad tikai vien grib? Uz kurināmā, uz dienas maksām…Kad man strādā 500 cilvēku pa dienu un es uz katra ietaupu tikai 10 kapeikas, tad tas ir 50 rbļ., vai ne? [..] …cilvēku ir tagad diezgan. [..] Un ražotajam vajaga vairāk pelnīt, nekā bankai, tas saprotams, jo banka jau arī savu peļņu dabū no viņa" (Deglavs, 1934, 180). Peļņu no dēļu fabrikas gūst arī rūpnieks Briedis, viņš to patur sev un iegulda jaunas ražotnes būvniecībā. Bezdarbnieki, "kas vēl liels pulks palika aiz vārtiem"(Deglavs, 1934, 287) redz un cer uz jauno, modernizēto fabrikas korpusu, kur būs papildus jaunas darba vietas un vajadzēs daudz ļaužu, jo " [..] tik lielas "zāģu dzirnas" vairs Rīgā otras nebūšot. [..] "būs maize", "būs maize" – vecie vīri kāri savus ļuļķīšus vilkdami, nospļāvās" (Deglavs, 1934, 287).

Strādnieku darba ikdienas un vides atveidojumā autors netaupa naturālistiskas un drūmas krāsas, akcentē tās atsvešināto atmosfēru. Strādniekiem nav citu iespēju, kā vien pieņemt un strādāt šo maz atalgoto darbu, bet pārtraukuma brīžus aizpildīt ar regulāriem krogus apmeklējumiem, dzerot uz kredīta. Kaut kas primitīvi dzīvniecisks iezīmējas šīs sabiedrības grupas eksistencē, kad izrādās, ka ne visi var būt par priekšnesēju (faktoru), jo "nebija ne rokraksta, ne skrīves" (Deglavs, 1934, 317). Kā Deglava, tā Marksa skatījumā tad, kad cilvēks ir atsvešinājies no darba, viņš neizbēgami atsvešinājies no cilvēciskās būtības.

Deglava tēlotajā strādnieku pasaulē valda posts, netīrība, nabadzība un robustas attiecības. To reprezentē gan darba dienas atspoguļojums, gan strādnieka

Šipkas mājoklis, kur Brīvnieks pārlaiž pirmās naktis. Strādnieka sieva un bērni dienas pavada, gaidot ģimenes galvu no fabrikas, mājas atmosfērā fiziski jaušams sasmacis gaiss, skan uzsaucieni un valda vispārējs emocionāls raupjums. Deglavs neskopojas ar raupjiem triepieniem, attēlojot, ka Šipkas sievai, kura Brīvnieku sagaida, veroties viņā ar stingu skatienu, labāk patīk degvīna glāze, bet vīnu tā uzskata par nevērtīgu smalku ļaužu dzērienu. No harmoniskās un relatīvi pārtikušās lauku vides nākušais Jānis, Šipkas istabā guldamies uz rupja, netīra maisa cerētās gultas un palagu vietā, un ciezdams pirmajā darba dienā iegūto brūču sāpes, izjūt šokējoša un sāpīga atsvešinājuma efektu. Dramatiskā tonalitātē iekrāsotā Brīvnieka iekšējā saraustītajā monologā dzirdam arī paša autora balsi: "Šodien viņam bija atvērusēs pavisam cita pasaule… šī diena ar savām lielajām grūtībām viņam izlikās kā sapnis un tomēr viņš bija vēl nomodā… Kādā gaisā viņš tagad iekļuvis, kā viņa krūtis tik smagi nospiestas!...Godīgs darbs jau nesagāna…tas nesagāna nevienu…bet viņam bija tā, ka viņš būtu sagānīts… Viņa sirdī attīstījās jauns cilvēks, kuru viņš nepazina; it kā no zemes apakšas viņš izdzirda spilgtus smieklus, kas viņu satricināja līdz kauliem." (Deglavs, 1934, 306). Nevienam jaunā censoņa garu, dvēseli, cilvēcīgumu nevajag, tikai mēmu, fizisku spēku un darbu.

Autors, pretstatā destruktīvajai videi un robustajiem strādnieku tēliem, protagonistu apveltījis ar īpašībām, kuru uzdevums ir parādīt, ka nevis neizglītotā un tikai ikdienas dziņu vadītā strādnieku daļa būs industriālā laikmeta dzinējspēks, bet gan izglītotā un kvalificētā vidusšķira, kuras saknes ir zemniecībā. Šeit marksisma un Deglava uzskati šķiras, jo Kārlis Markss vidusslānī nesaskatīja nekādas perspektīvas, viņš prognozēja tā ieplūšanu strādniecības (proletariāta) masā. Romāna estētiskās kvalitātes nedod iespēju noformulēt tā pamatkoncepciju, bet, iespējams, tā iekļauta Brīvniekam dotajā apziņā nekļūt par "darba kalpu" (Deglavs, 1934, 288) un raksturā, kas "neļauj liekt galvu" (Deglavs, 1934, 288). Kārlis Markss "Kapitāla" nodaļā "Par šķiru psiholoģiju" norāda uz vajadzībām un no tā izrietošajām interesēm kā šķiras aktivitātes galveno iekšējo avotu (Vorobjovs, 2002, 245). Jānis Brīvnieks, pateicoties izglītībai, pašorganizācijai, vēlmei nodibināt savu dzīvi ne tikai uz ekonomiskiem, bet arī intelektuāliem pamatiem, iedziļināties lietu būtībā un notiekošajos procesos, pats saviem spēkiem kļūst par vidusšķiras pārstāvi. Dialogā ar kapteini Burtnieku Jānis Brīvnieks atklāj iztēloto vēlmju un savas dzīves ieguldījuma modeli, kurā atbalsojas kapitālisma humanizēšanās iespējamība: "Es gribu uzstrādāties par fabrikas direktoru! …es gribu tikt uz augšu! [..] Tas nu ir mans mērķis un pēc tā es gribu censties – ar visiem spēkiem censties! [..] es tad varētu pastrādāt ko pozitīvu. [..] …tāds direktors var ļoti grozīt savu strādnieku likteni! Un ja katrs priekš vispārības pastrādātu tikpat daudz laba, kā slikta, tad vispārējā bilde varbūt iznāktu druscin citāda…" (Deglavs, 1934, 391).

Tāda bija arī Augusta Deglava dzīves programma.

Secinājumi
Conclusions

1. Augusta Deglava romāni, tai skaitā "Jaunā pasaule" (1897.-1898.), reprezentē 19.gadsimta nogalē latviešu sabiedrībā aktuālās kapitālisma, feminisma, marksisma u.c. idejas. Sabiedrisko jautājumu un ideju ieplūšanu sabiedrības apziņā, to aktīvu komunikāciju nodrošināja kustība "Jaunā Strāva" un laikraksts "Dienas Lapa", publicējot sociālisma idejas reprezentējošus darbu fragmentus.
2. Marksisms ir 19.gs. 40. – 50.gadu teorija par ražošanas veida un sociālo šķiru attieksmēm. Tā deklarē, ka ekonomikas struktūra pamato attiecības starp sociālajām grupām, determinē kultūru un patērēšanu; arī neomarksists Terijs Īgltons norāda uz materiālās dzīves organizācijas veida saikni ar sociālajām attiecībām starp cilvēkiem. Darbā "1844.gada ekonomikas un filozofijas manuskripti" Kārlis Markss raksta komentārus par privātīpašumu, naudu, formulē atsvešināšanās problēmu, attīsta kapitālisma morālo kritiku. Kapitālistisko sabiedrību organizē šķiru attieksmes, nauda un peļņa un tās rada t.s. atsvešināto cilvēku (*alienated man*) - modernās industriālās sabiedrības apstākļi inspirē strādnieku atsvešināšanos no viņu pašu darba, saražotajiem produktiem, no paša un no citiem.
3. Valters Benjamins savas estētikas centrā izvirza šoka kategoriju un konstatē, ka "moderno urbāno dzīvi raksturo fragmentāru saraustītu sajūtu sadursme".
4. Marksisma idejas latviešu sabiedrībā ienāk kapitālisma humanizēšanās laikā, ko noteica marksisma atšķirību no 19.gs.vidū tapušā pirmpamata. Sociāldemokrātiski noskaņoti domātāji (pie tādiem piederēja arī Augusts Deglavs) saskatīja vismaz teorētiskas iespējas sociāli taisnīgas sabiedrības veidošanai sociālu reformu veidā, jo kapitālisma beigas tomēr nebija iespējamas.
5. Rakstnieks Augusts Deglavs nebija jaunstrāvnieks, bet kustības idejas, moderno zinātņu popularizēšana, jaunu dzīves modeļu un attieksmju piedāvājums Deglavam simpatizēja un viņš marksisma idejas uztvēra kā vienu no ceļiem laikmeta raksturošanai.
6. Romānā "Jaunā pasaule" (1897.-1898.) atainotas lauku saimniekdēla Jāņa Brīvnieka socializēšanās pilsētā un divās sabiedrības grupās – strādniecībā un vēlāk, caur paša pūlēm tiekot uz augšu, vidusšķirā, kļūstot par fabrikas direktoru.
7. Romānā atainojas vairāki marksisma koncepti – kapitālisms, strādniecība, šoks, atsvešinātība, vidusšķira, virsvērtība u.c.
8. Strādnieku līnijas atainojumā rakstnieks ietver vairāk hrestomātiskas marksisma, kapitālisma un citu strāvojumu ideju interpretācijas un kopumā atklāj daudzveidīgu strādnieku šķiras portretu, kurā nav taupītas robustas un

naturālistiski veidotas ainas, un atklājas autora bezilūziju attieksme pret strādnieku šķiras izredzēm uzlabot savu stāvokli, ja vien humāns kapitālists, ražošanas līdzekļu īpašnieks nepalīdzēs to mainīt. Deglavs kontūrē no Marksa tēlotās kapitālisma attīstības scenārija atšķirīgu modeli, un to atveido arī dialogā ar citām laikmetā vienlaicīgi valdošajām idejām, prezentējot arī savu attieksmi pret "jaunās pasaules" formēšanās likumsakarībām.

Summary

The novels of Augusts Deglavs (1862 – 1922), including the novel "The New World" (1897 – 1898), represent the ideas of capitalism, the emancipation of women, Marxism, etc. in the Latvian society at the end of the 19th century. The flow of social ideas and issues into public awareness, their active communication were provided by the New Current (Jaunā Strāva) movement, and the newspaper "Dienas Lapa" publishing texts that represented the socialist ideas.

Marxism is the theory of the production and social classes. It declares that the economic structure justifies the relationship between social groups, verifies culture, and consumption. Neo-Marxist Terry Eagleton points out that social relations between people relate to the way they organise their material lives (Eagleton, 2008, 21). In his work "Economic and Philosophic Manuscripts of 1844", Karl Marx writes comments on private property and money, he discusses the problem of alienation, develops moral criticism of capitalism. The capitalism is organised by class attitudes, money and profit and creates so-called estranged person (alienated person) – from the conditions of their own work, products produced, from themselves and others (Marx, 1844). Walter Benjamin puts the shock category at the centre of his aesthetics and observes that "modern urban life is characterised by a clash of fragmented feelings" (Eagleton, 2008, 81).

Marxist ideas entered Latvian society during the humanisation of capitalism. Social – democratic thinkers (including Augusts Deglavs) saw at least theoretical possibilities for forming a socially fair society in the way of social reforms.

Augusts Deglavs was not a member of the New Current movement, but Deglavs supported the ideas of the movement, the promotion of modern sciences, the offer of the new life patterns and attitudes; he saw Marxist ideas as one of the ways to characterise the era.

The novel "The New World" presents the socialisation of the farm host Janis Brīvnieks in the city and two groups of society – in the working class and later, through his own efforts, in the middle class, becoming a factory director. That text also reflects the author's biography.

The novel presents several concepts of Marxism: capitalism, labor, shock, alienation, middle class, etc. In the presentation of the working class, the writer includes more chrestomathic interpretations of Marxism, capitalism, and other current ideas and, in general, reveals a diverse portrait of the working class. The author does not save robust and naturalistic scenes and reveals his skeptical attitude towards the working class' prospects to improve its position, unless a humane capitalist, owner of the capital will not help to change it. Augusts Deglavs contours a different pattern from Marx's supposed capitalist development scenario. He represents it in a dialogue with other ideas of the era, while also presenting his attitude to the "emerging world" relationships.

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ART SPACE: AN EXPERIMENTAL DIGITAL ART GAM

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Abstract. *The article examines the discourse concerning modern game theory and suggests a new method of research and knowledge transfer in the field of digital art game creation. The method is embodied in the new game Art Space that utilizes current research results in the field of contemporary aesthetics. Art Space is an experimental digital game that is being created in collaboration between researcher, Dr.art. Ieva Gintere (Vidzeme University of Applied Sciences, Latvia) and the game artist, Mag.art. Kristaps Biters (Liepāja University, Latvia) within the framework of a post-doctoral project. The concept of this new art game arises from the historical heritage of modern art. The aim of the game is knowledge transfer: the author has been carrying out research into contemporary digital games in order to transfer the results of the research to develop an appreciation and understanding of aesthetics in Art Game's players. The game links aesthetics to art games by identifying modern trends such as pixel art, glitch, noise, and others. Due to the dearth of written information on the subject of modern art heritage in digital games, the study presents an innovative approach to art gaming explaining modern art's cultural backgrounds. The methods used are audio-visual and stylistic analyses of games as well as studies of the existing literature. The project hopes to raise the interest of the wider public concerning contemporary art and music, point out the newest creative tendencies in art, and suggest potential changes in the language of art in the near future. This paper continues previously published research that helped to create the concept and design of Art Space, and focuses on the trends of photorealism and futurism.*
Keywords: *aesthetics of modernism, digital art game, futurism, knowledge transfer, photorealism.*

Introduction

This research project aims to create a new profile of art games that would exemplify modern interdisciplinary and analytic thought. The paper deals with the problem of cultural segregation and the knowledge cache that characterizes modernism. The art of the modernism tradition is highly specific and difficult for a large segment of the public to access. Its store of knowledge is mainly directed to members of the public with a specific intellectual background. Modern art is a coded area that mostly demands a specific education in order to be understood. The aim of this study is to bring modern arts' capital of knowledge outside its traditionally narrow social space and to transfer this knowledge to the general

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public. Contemporary art theory with its highly intellectual capital of knowledge can be effectively activated and shared in the area of art games.

This paper is built on a basis of literature analysis (discourse about game theory) and art game analysis. Around 200 art games have been analyzed in the course of this research. The art game discourse is a quite narrow field that rests upon general gaming theory, however art gaming is a specific field and its analysis requires a particular theoretical approach. This article seeks to develop the existing digital art game methodology. The author suggests creating art games on the basis of research and the games historical backgrounds in order to transfer knowledge to the game players. There are a lot of art games that express the ideas of artists and the spirit of our century i.e., games created by Pippin Barr, Jason Rohrer, and many other digital artists. While the field of art gaming lacks the aspect of knowledge transfer, it does embody aesthetical features, and could be used as an effective media to inform and educate players. It could show the full picture of modern art, and the results of the contemporary art research. The author's assertion is that art gaming should inform the player about how the art of today is related to art history, and what links contemporary art has to the previous art paradigms. There should be a category of art games that explain modern art trends in the context of their past. Art gaming could be an effective tool for disseminating the results of research in the field of contemporary art.

Discourse of the Game Theory: The Aspect of Knowledge Transfer

In search of an advanced game methodology, the game theorist Igor Mayer and his colleagues suggest a methodological approach that would include "a critical and reflective discourse on a dynamic body of knowledge identifying the state of the art and knowledge gaps". This is needed, he advocates, because of a responsibility to "critically reflect on the short- and long-term value" of the serious games (Mayer et al., 2014, p. 504). Many authors agree that research is a meaningful part of game creation; however, the aspect of sharing the research results with the player in a comprehensible way that could be called knowledge transfer has been almost left aside so far. For instance, Katrin Becker and Jim Parker present a methodological model that involves research, but has no knowledge transfer (Becker & Parker, 2014, pp. 181, 189). Marcos S.O. Almeida and Flávio S.C. da Silva present a visual model of game design (Almeida, da Silva, 2013, p. 20), but the model does not include knowledge transfer. As Annika Waern and Jon Back have put it, "there exist very little meta-level discussion of the kinds of knowledge that is the result of design research on games". (Waern & Back, 2015, p. 350).

The existing theoretical principles offered by the game researchers are not shaped for art games in particular and there is no focus on knowledge transfer.

For instance, there is a multi-dimensional model of games that underlines the aspects of representation, teleology (Elverdam & Aarseth, 2007), and functions of the game: avoid, shoot, match (Djaouti, Alvarez, Jessel, & Methel, 2008). Other groups of researchers concentrate on the gameplay, purpose, thematic field, or audience (Djaouti, Alvarez, & Jessel, 2011). None of those models take into account the dimension of knowledge transfer. Mary Flanagan's humanist approach and her idea of "critical play" (Flanagan, 2009, p. 256) is closer to the idea of an intellectual capital that should be transferred to the player. Flanagan states that games have to emerge out of intellectual traditions. The game should be rooted, she says, in the intellectual traditions and its authors should always seek for a socially important message.

Contribution to the Art Game Studies: The Aspect of Historical Background

As well as the aspect of knowledge transfer, this project intends to fill the gap of aesthetical analysis in the game discourse where only a few examples contain references to the historical styles and aesthetical theory of the games. Celia Pearce, Alican Koc and some others are among the authors who have paid attention to this subject. Pearce touches upon the heritage from fluxus and dada and shows its importance in the conception of hacking in games (Pearce, 2006), Koc uniquely clarifies the important reference to Immanuel Kant's aesthetics in the context of the trend of vaporwave (Koc, 2017). Christiane Paul shows the manifold tendencies of modern gaming such as hypertextuality, random access and others using their historical background (Paul, 2003). Abstractionism is a well-recognized category of games, and its relation to abstract art has been explained, for instance, by calling the abstract style in video games "an extension of abstract art" (Wolf, 2003, p. 47). Other authors seem to forget that and use the term "abstractionism" with a universal meaning without mentioning its historical origin in the context of visual art (Gee & Dolah, 2018). Photorealism as a successor of this artistic style is present in the discourse of games, too (Jakdonlan, 2019), even if an exact reference to the era of modernism is sometimes missing (Järvinen, 2002, p. 121). Stephen Kleckner mentions the historical futurism in games underlining the political aspect that might give some negative connotations to the term (Kleckner, 2014).

In her captivating book, Johanna Drucker touches upon the Bauhaus heritage in digital art (Drucker, 2014, p. 35) that would also be topical in art games, but there is no focus on the artistic aspects of gaming in this work. In the discourse of digital aesthetics, there is a comprehensive analysis of web page design that contains traces of modernism trends such as glitch and deconstruction (Pring, 2003, p. 142; Wiedemann, 2002, p. 575). During the last decades of 20th century, web pages are evidently influenced by the stylistics of modernism. Games are not the subject of these books, yet since website design is an area related to the games, these sources can be used to study the features that are common to games and web design. Matīss Kūlis, the Latvian theorist, has published a magnificent book about interface aesthetics that shows the influences of modernism in graphic design. This work is only available in Latvian, but it is a valuable input into the discourse of modernism heritage that covers the tendencies of futurism, cubism, constructivism, surrealism, minimalism and others that form the background of contemporary gaming (Kūlis, 2015). There is a considerable number of monographs about digital art's tendencies (Kane, 2014; Lieser, 2010; Lovejoy, 2004; Grant & Vysniauskas, 2004; Grau, 2003, and others), nevertheless, there are no contributions to the modernism heritage in art games in particular and no comprehensive stylistic analysis. Yet art games show a great variety of stylistics inherited from modernism that recall the meaningful cultural backgrounds, shed light on modern thought in art and can help to write contemporary art's history.

Concept of the New Art Game

This paper utilizes the research results of the European Regional Development Fund project (see Acknowledgements), named Leveraging ICT Product Innovations by Enhancing the Codes of Modern Art. The task of this project is to create an innovative digital game in the cross-cutting genres of art games and serious games with a mission to support knowledge transfer of modern art to the contemporary game players. The new game Art Space presents the specific aspects of digital art games and their historical background rooted in the era of modernism. The goal of the game is to integrate the general public into contemporary aesthetics and to seek new means of artistic expression in the current interactive digital culture.

Art Space should develop the creative skills of players and teach them the current trends in digital art. It should inform the players about the aesthetics of contemporary art, coaching them to understand the off springs of modernism and speculate about the future forms of art. It should illuminate the heritage from the age of modernism into the digital world by teaching the player to recognize it (for instance, the deconstructed forms in the art games are successors to the futurism movement in modernism).

Art Space is a sandbox style game where the player can create, manipulate, and edit visual and audio objects in the environment. Its mechanics allow the user to act creatively with the provided tools. The player will see the world from a first-person perspective using the standard first person shooter controls with additional editing options.

Table 1 ***Artistic Trends in Art Space with Contemporary and Historical Examples***

Type of aesthetics	Characteristics	Examples of contemporary games and game art works	Antecedents
Photorealism	Expressive quality, photo-realistic modeling, familiar objects, high level of detail, realistic shadow casting	Evil Interiors (2003), The Outlands (2011), Dear Esther (2012)	Bechtle. ’61 Pontiac (1968–69)
Futurism	Symbols of speed, violence, and dynamics; disjointed figures, multiplied forms; fantasy world of cyber-consciousness	Recurse (2010), Fotonica (2011), Race the Sun (2013), Smash Hit (2014)	Duchamp. Nude Descending A Staircase (1912), Balla. Espansione dinamica (1913)
Glitch	Various forms of audio-visual disturbances for artistic purposes	Untitled Game (1996), Memory Of A Broken Dimension (2015)	Van Gogh. Bedroom In Arles (1888), Cézanne. Nature morte aux oignons (1898)
Pixel art	Small pixel-like shapes, robust forms, low in the level of detail, flat shadings	Passage (2007), Every Day The Same Dream (2009), Nidhogg (2014), The Pyramid Gate (2014)	Picasso. Les Demoiselles d’Avignon (1907), Stepanova. Costumes (around 1920)
Hacking	Breaking the identity of the original piece / work of art	The Intruder (1999), Nude Raider I & II Patches (1999), [domestic] (2003)	Duchamp. L.H.O.O.Q. (1919), Rauschenberg. Erased de Kooning Drawing (1953)
Generative art	Principle of self-organization: objects partly created autonomously; biological principle of self-organized growth; randomness	Eufloria (2009), Diablo (2013), Bellwoods (2018)	Duchamp. The Large Glass (1915-1923), Cage. Music of Changes (1951) and 4’33” (1952)
Noise music	“Unmusical” sounds: cracking, hiss, hum, and other sounds of digital distortion	Untitled Game (1996), SOD (1999), Memory Of A Broken Dimension (2015)	Stockhausen. Studie I (1953), Ligeti. Poème symphonique for 100 metronomes (1962)
Kitsch/camp	Vulgar, bizarre, and showy aesthetics; excessive garishness; irony, humorous expression	Painting (2018), Pin Pon (2015), Bananoculus (2015)	Matisse. Red Room (1908), Dix. Salon 1 (1927)
Naïve art	Childlike simplicity, frankness, hand drawn characters, usually bright colors, lack of perspective	Blueberry Garden (2009), Monument Valley (2014), Samorost (2003, 2005, 2016)	Klee. Red Bridge (1928), Miró. The Sun (1949)

In order to create feedback, the game integrates its players into the research. The game functions as a platform for new knowledge acquisition, while the secondary task of the game is to collect the players' results in order to analyze any new creative tendencies and to predict the art trends of tomorrow.

Art Space is structured in the following sectors delineating the contemporary trends in the art game aesthetics (Table 1).

Photorealism

This paper continues previously published research that helped to create the concept and design of Art Space (Gintere, 2020; Gintere, 2019a; Gintere, 2019b; Gintere, 2018), and focuses on the trends of photorealism and futurism. Photorealism is one of the newest tendencies in the digital art game field inherited from the era of postmodernism. Photorealism appeared in American painting in the late 1960's and 1970's represented by artists Robert Bechtle (b. 1932), John Baeder (b. 1938), Tom Blackwell (b. 1938), and others who intended to depict objects as realistically as possible so that the result would remind viewers of photography. In the area of art games, the use of photorealism is considered unusual because digital media is traditionally associated with geometrical figures. Photorealism is said to be "alien to the deep-seated nature" of the digital medium which works with mathematical equations, and "visualizes the images obtained by means of pixels" (Quaranta, 2006, p. 305). There is a large number of games that fall under the category of pixel aesthetics, both in the field of art games and in the mainstream gaming. Also, geometrical forms are a widespread means of expression in the art game field. Antichamber (2013), Please Say Something (2011), and Flywrench (2007) could be mentioned among the most interesting ones.

Nevertheless, photorealism has become a noticeable tendency in art games with its smooth images and ability to "render the gap between fantasy and reality harder to perceive" (Quaranta, 2006, p. 304). Photorealism is represented in the art game Dear Esther (Fig. 1) showing wonderful, realistic scenes of nature (The Chinese Room, 2012). It is used also in the new media art related to the game field. Palle Torsson in his Evil Interiors (2003) used the editor of Unreal Tournament to depict the interiors of some of the key scenes in famous horror films such as Psycho, The Silence of the Lambs, and others (Quaranta, 2006, p. 304). John Paul Bichard used the videogame Max Payne 2 to create The White Room (2004). It is a set of manipulated gamespace interiors resulting from an in-game photo shoot (Jansson, 2010). The Outlands by David Haines and Joyce Hinterding is a virtual reality environment built with the Unreal Game engine. It invites visitors to conduct their voyage through an immersive digital world of forests, islands and futuristic interiors (Haines, Hinterding, 2011).

Figure 1 ***Dear Esther, screenshot*** *(Diver, 2017)*

Futurism

Next to photorealism, futurism is another tendency that marks the roots of modernism in the area of art games. Futurism is an art trend from the early 20th century that uses symbols of speed, violence and dynamics. Marcel Duchamp (1887-1968), Gino Severini (1883-1966), and other futurists glorified the fast movement which resulted in disjointed figures. The forms in futurism painting are often multiplied to show a rapid movement. Futurism is closely related to cubism, both of them use deconstructed geometrical figures. In futurism, there is more disintegration and diffusion thanks to the effect of dynamics (Fig. 2).

Figure 2 ***Marcel Duchamp. Nude Descending a Staircase (1912)*** *(Homolka, Price, Sutherland, 2007: 46)*

In the domain of art gaming, not to mention mainstream gaming, disconnected figures flying in space in a dynamic action are a significant gesture. Decomposition, dissolved forms, and disrupted elements are some of the basic means of expression to represent energy and power in gaming. The art games representing the futurism heritage that should not be overlooked, are Recurse, Bound and Fotonica. Recurse (2010) is a significant work that shows dissolved, distorted forms that occur as the player moves his/her body in a physical space. The dynamics of geometrical objects can also be seen in Fotonica (2011). Superhot (2016) is another game that could be mentioned among the futurism successors even if it is not classified as an art game. Superhot shows the typical action related to the futurism, as well as the cubistically broken forms flying in the space. Bound exemplifies moving geometrical objects as the player navigates a narrow beam or an unstable platform (Plastic Studios, 2016) (Fig. 3).

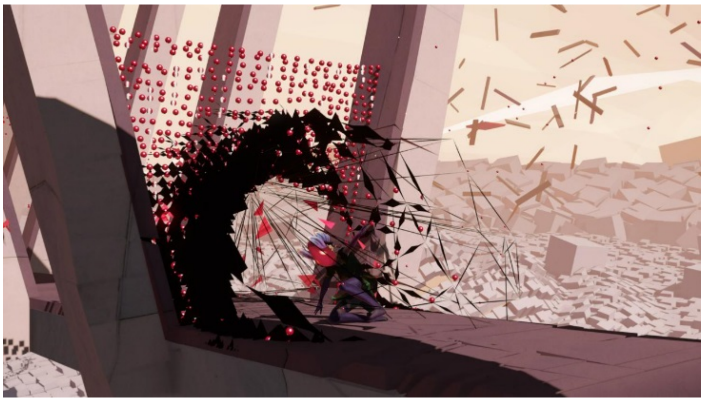

Figure 3 ***Bound, screenshot*** *(Clark, 2016)*

The technologies of tomorrow will also likely reflect the presence of futurism in the area of gaming. It is common to use the images of futuristic technologies in videogames just as it was in the futurism style. Games like Race the Sun (2013), MirrorMoon EP (2013), Smash Hit (2014) and Fract (2014) are typical of this genre. They manifest cubism-like flying, dissociate forms, dynamic power and the “fantasy world of cyber-consciousness” with its technological advances (Kleckner, 2014).

The theoretical framework of the game demands a detailed description that exceeds the limits of the current paper, therefore, only two trends, futurism and photorealism, have been examined in this article. All the mentioned stylistic tendencies function as a means of expression in Art Space. Futurism is an aesthetical approach used commonly in mainstream gaming and art games. It was inherited from the early modernism period and is represented by dynamic decomposition, dissolved forms and technological advance. Next to futurism, photorealism is another successor of modernism aesthetics in contemporary art games that embodies realistic impressions designed as close to the physical space as possible to erase the gap between the virtual and natural worlds.

Conclusions

The author of this article has previously analyzed the trends in digital art games, namely, glitch, pixel art, hacking, vaporwave, generative art, kitsch/camp, naïve art, and noise music. In the framework of her postdoctoral research project, the author presents a comprehensive stylistic analysis of art games related to modernism heritage. Her intention is to fill the gap of aesthetical analysis in the game discourse where only a few examples contain references to the historical styles and aesthetical theory of the games. As a proper analysis of the art game trends demands a detailed outline which cannot be placed in a single article, this paper is focused on photorealism and futurism. Therefore, the study of other trends lies outside the scope of this paper.

This study discusses the most prominent art games in the field of photorealism and futurism and describes the new game, Art Space, which will incorporate the historical antecedents of art games and other art media such as paintings, costumes, and music. The game will keep the structure of the art games classification model envisaged in this article in order to show the most visible aesthetic trends in art games to the player.

Mission of the project is to encourage the manifestation of knowledge in the future art games. The project aims to promote the discussion of art research in the art game discourse. It intends to explain the specific means of expression governing the contemporary game language and to show the new trends in the context of their cultural backgrounds.

This paper is devoted to the aesthetical heritage, but the suggested methodological approach of research and knowledge transfer is certainly not limited to the area of aesthetics: it encompasses all subjects of modern art research. The article speaks to art game designers and theorists, and suggests creating a new niche of art games that would encompass the research results into contemporary art and transfer those results to the general public of players. The new game Art Space is presented as an example of this approach. It illustrates the principle of how research results could be manifested in the game. Art Space belongs to the large number of games which have the goal of supporting knowledge of culture yet it hopes to open a new page in edugames devoted to research into contemporary art.

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LATVIJAS 2019. GADA METĀLMŪZIKAS ALBUMU VĀCIŅU NOFORMĒJUMS

Design of Latvian Metal Music Album Covers in 2019

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Abstract. *Latvian metal music has a small but stable place on the map of the metal music world. Each year several music albums of this genre are issued in Latvia. With the decrease in demand for physical data storage devices, brochures and well designed back covers are no longer popular; however the only remaining album cover has gained even more importance – the image, photograph, picture that represents the musical material and acts either as a reflection of the content or as an element for attracting attention and is published on the Internet as well as in printed press as a concrete symbol of the album. The research aim is to describe the design of Latvian metal music album covers in 2019 in the visual context of the albums issued in the world. The research was conducted using the comparative method, looking for the local and global, the typical and different in the visualisation of album covers on the basis of not only theoretical literature but also the many years of experience of the author as a musician and a collector of music records. In general, the visual look of album covers issued in Latvia is typical for heavy metal music and fits in with the visual design of metal band albums in the rest of the world. However, there have been attempts to include eye-catching accents using national or pseudo-national elements or colours.*
Keywords: *cover-art, design, globalisation, heavy metal, national character.*

Ievads
Introduction

Latviešu metālmūzika ieņem nelielu, bet stabilu vietu pasaules metālmūzikas kartē. Katru gadu iznāk vairāki šāda stila mūzikas albumi. Salīdzinot ar iepriekšējām dekādēm, kad dažādu žanru mūzika tika izdota uz fizisko datu nesējiem (kasetes, vinila plates, kompaktdiski), šo datu nesēju apvākojums ļāva izpausties gan pašiem mūziķiem, gan pieaicinātiem sava aroda meistariem, lai atbilstoši noformētu albuma vāciņu un bukletu, bieži vien pārvēršot albuma dizainu par atsevišķas uzmanības vērtu mākslas darbu, kas deva papildus vērtību muzikālajam materiālam. Mūsdienās ne visas grupas var atļauties izdot tverama formāta albumus, tāpēc muzikālais materiāls tiek izdots digitāli. Šādā veidā izdoti albumi tiek ievietoti dažādas internetvietnēs, aplikācijās, kur tos var noklausīties vai arī lejuplādēt. Līdz ar to bukleti un

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skaisti apvākojuma aizmugurējie noformējumi vairs nav aktuāli, bet vēl lielāka nozīme ir albuma vienīgajam vāciņam – attēlam, fotogrāfijai, gleznai, kas reprezentē muzikālo materiālu un darbojas vai nu kā satura atspoguļotājs, vai arī kā uzmanību piesaistošs elements un tiek ievietots gan internetā, gan drukātajā presē kā konkrēts albuma simbols. Te der atgādināt, ka, piemēram, 2019. gada laikā pasaulē iznāca apmēram 5700 albumu tikai kompaktdiska formātā (EM, 2019), neskaitot citus formātus. Tādējādi ļoti iespējams, ka albuma noformējums var darboties vairs ne tikai kā muzikālā materiāla idejiskais realizētājs vai turpinātājs, bet arī vienkārši kā uzmanības piesaistītājs šajā milzīgajā izdevumu kvantumā.

Pētījuma mērķis ir raksturot 2019. gadā iznākušo Latvijas metālmūzikas albumu vāciņu noformējumu pasaulē iznākušo albumu vizuālajā kontekstā.

Pētījums ir veikts izmantojot komparatīvo metodi, meklējot lokālo un globālo, tipisko un atšķirīgo albumu vāciņu vizualizācijā, balstoties ne tikai uz teorētisko literatūru, bet arī uz ilggadējo autora kā mūziķa un kolekcionāra pieredzi.

Pētījuma rezultāti
Results of research

Metālmūzika pēdējās divās desmitgadēs ir izraisījusi pietiekami lielu interesi, kļūstot par aktuālu izpētes objektu. Pirmie nozīmīgākie pētījumi (Walser, 1993; Weinstein 2000) lielākoties ir par metālmūzikas kā žanra veidošanos, kā arī kultūru un vidi, kas valda ap šo mūzikas stilu. Jaunākie pētījumi jau vairāk tiek veltīti ekstremālākiem metālmūzikas apakšstiliem (Kahn-Harris, 2007; Patterson, 2013, 2015), kur tiek runāts par šo žanru rašanos, attīstību, estētiku, attieksmi pret politiku, rasismu, seksu utt. Bieži tiek aizskarta arī dziesmu tekstu tematika, taču, ņemot vērā milzīgo tekstu apjomu, tiek pieminētas tikai populārākās grupas un galvenās tēmas, vēl mazāk tiek runāts par albumu noformējumiem, kur nelielu pārskatu par kopējo ainu sniedz pētniece Dīna Vainstaina (Weinstein, 2000). Tādējādi albumu vāciņi, albumu nosaukumi un dziesmu teksti būs diezgan aktuāls pētījumu objekts arī turpmāk, jo mūziķu izdevumu skaits katru gadu pasaulē ir ļoti liels, tādējādi viena no galvenajām problēmām šajā informācijas apjomā būs ierobežot pētāmo materiālu. Šajā rakstā ir mēģinājums aplūkot Latvijas metālgrupu vizuālo veikumu 2019. gadā

Informācija par Latvijas metālmūzikas albumiem tiek iegūta no intervietnes *Encyclopaedia Metallum* (EM, 2019), kas ir pasaulē apjomīgākais metālmūzikas informācijas resurss. Jāatzīmē, ka grupu iekļūšana šajā internvietnē ir atkarīga no tās dibinātāju uzskatiem, kuri ir publicēti viņu mājaslapā un, lai gan tie ir subjektīvi, tie ir neapstrīdami, tādā veidā vairākas grupas, kas varbūt pēc pašu un savu klausītāju uzskatiem spēlē metālmūziku, tomēr netiek iekļauti šajā enciklopēdijā. Tādējādi šeit atrodamā informācija par iznākušajiem albumiem var tikt uztverta kā minimums, jo nav izslēgta iespēja, ka konkrētajā gadā ir iznākuši vēl kādi šāda stila albumi, turklāt ne visas grupas arī iesniedz informāciju šai enciklopēdijai.

Izmantojot meklēšanas opcijas, tika konstatēts, ka 2019. gadā ir iznākuši 11 ieraksti, kurus radījušas grupas, kuru izcelsmes vieta ir Latvija. Salīdzinot ar 2018. gadu, šis skaitlis ir līdzīgs (10 albumi 2018. g.), bet katrā gadījumā tas neliecina par metālmūzikas stila kaut kādu attīstību vai intereses pastiprināšanos, jo skaitlis tiešām ir mazāks, salīdzinot kaut vai ar 2017. gadu, kad iznāca 21 albums. Vēl jāatzīmē, ka ņemot vērā šo nelielo skaitli, konkrētajā pētījumā tiek aplūkoti pilnīgi visi iznākušie ieraksti, kas ietver 7 albumus, 2 minialbumus, 1 singlu un 1 demo ierakstu. Tā kā konkrētajā izdevumā attēli tiek publicēti melnbalti, lasītājam jāpaļaujas uz autora aprakstu vai arī jāaplūko konkrētie noformējumi, balstoties uz atsaucēs ievietotajiem saitēm. Raksta ierobežotā apjoma dēļ līdzīgie attēli tiek pieminēti un saites uz tiem ir atrodamas atsaucēs.

Noformējumu raksturojums tiek sākts ar nozīmības ziņā necilāko ierakstu, kas parasti tiek izmantots kā grupas mēģinājums iepazīstināt ar savu daiļradi. Tas ir *demo* ieraksts, ko veikusi grupa „Druun”, kas ierakstu arī nosaukusi „Demo”.

1.attēls. ***„Druun” – „Demo”***
Figure 1 ***„Druun” – „Demo”***

2.attēls. ***„Darkthrone” – „Panzerfaust”***
Figure 2 ***„Darkthrone” – „Panzerfaust”***

Šāda veida noformējums ir salīdzināms ar 90. gadu skandināvu *black metal* (tā kā vairāki apakšžanru nosaukumi ir grūti tulkojami latviešu valodā, vai arī to tulkojumi ir neveikli, stilu apzīmējumi ir atstāti angļu valodā) grupu („Darkthrone”, „Carpathian Forest”, „Burzum” u.c.) albumu vāciņiem, piemēram, albumi „Ravishing Grimness" (Darkthrone, 1999), „Panzerfaust" (2. attēls), „Bloodlust and Perversion" (Carpathian Forest, 1997) un „Nordavind" (Storm, 1995) u.c. Šīs grupas pauda antikristietības, sātanisma un pagānisma idejas ar aicinājumiem atgriezties pie dabas, saknēm, dabiskā, tādējādi arī albumu vizuālais noformējums bieži vien liecināja vai nu par dabas varenību, vai par pirmatnējiem spēkiem, vai par tumsu un bailēm tās priekšā, vai par nezināmo un neizdibināmo. Latvijas apvienības „Druun" ieraksta noformējums ļauj nojaust kokus uz pakalna un iespējamo cilvēka vai kādas citas būtnes neskaidru tēlu, kas noformējumam piešķir mistisku noskaņu. Šāda tipa noformējumu droši vien ir noteicis arī grupas spēlētais mūzikas stils, kas tiek apzīmēts kā *doom/death/folk metal* mūzika, kas iemieso drūmuma, nāves neizbēgamības, nolemtības sajūtas (Kahn-Harris, 2007), kuras iespējams atsvaidzina tieši folkelementu izmantojums. Arī grupas pieteiktā tekstu tematika – Baltijas mitoloģija un dziesmu nosaukumi: „Vadātājs", „Nakts ragana" un „Veļu laiks" apliecina, ka šāds attēls nav izvēlēts nejauši, jo ar neskaidrā silueta palīdzību tas ļoti labi der kā jebkuras šī demo ieraksta dziesmas ilustrācija. Uzrakstu neizmantošanu var skaidrot arī ar grupas sajūtām, ka šis ir demo ieraksts, kas ir tikai sākums, sava ceļa meklējums, kaut kas vēl nenoformējies un neizveidojies, tāpēc arī bez stabila nosaukuma. Jāatzīmē, ka parasti jau aplikācijās blakus attēlam tiek dots vismaz grupas nosaukums, tāpēc rodas situācijas, kur var mierīgi iztikt ar attēliem bez nosaukumiem, ļaujot klausītājam vērtēt vizuālo noformējumu bez uzrakstiem. Protams, tā var būt arī vienkārši paviršība, nevērība pret noformējumu, kas var darboties divējādi, no vienas puses pozitīvā nozīmē – vēlme dzirdēt, kas tad slēpjas zem tā visa, no otras puses jebkādas intereses trūkums, jo nav neviena uzraksta, kam pievērst uzmanību.

Pašās 2019. gada beigās, 30. decembrī, grupa „Druun" izdeva savu debijas albumu „Veļu laiks" (3. attēls), kura vizuālais noformējums ir minimālistisks un raisa asociācijas ar *black metal* grupām, kur jau apakšžanra nosaukumā ir vārds *black* 'melns'. Daudzām šīm apvienībām, kā arī viņu mūzikas stilu raksturojošiem elementiem, piemēram, grupas bildēm, logo, žurnāliem, uzlīmēm u.c. ir izteikts melnbalts raksturs, piemēram, grupas „Taake" albumi (Taake), grupas „Emperor" dalībnieka foto (Emperor) vai žurnāls „True Norwegian Black Metal" (TNBM).

Latvijas grupa „Druun", turpinot jau demo ierakstā iesāktos tematus par baltu mitoloģiju un izceļot rudens kluso, pārdomām bagāto, drūmo veļu laiku – mirušo dvēseļu barošanu, ir centusies atbilstoši pārnest veļu laika atmosfēru uz albuma vāciņu, kas kopā ar veco druku atgādinošiem burtiem rada savdabīgu noskaņu. It kā pasaules metālmūzikai tipisks, bet Latvijas metālskatuvei kādu laiku neredzēts, tāpēc uzmanību piesaistošs noformējums, kas, autorprāt, vairāk idejiski saistās ar grupas lirikas tematiem nekā ar grupas spēlēto mūziku.

3.attēls. ***„Druun" – „Veļu laiks"***
Figure 3 ***„Druun" – „Veļu laiks"***

4.attēls. ***„Eremos" –***
„The glass Mind Of Recluse"
Figure 4 ***„Eremos" –***
„The glass Mind Of Recluse"

Grupa „Eremos" (4. attēls) savam noformējumam ir izvēlējusies pasaulslavena holandiešu mākslinieka Jana Līvena (Jan Lievens (1607-1674)) mākslas darbu „Svētais Hieronīms meditē alā" (Lievens, 1630), kas sasaucas ar albuma nosaukumu *The Glass Mind Of A Recluse* 'Vientuļnieka stikla prāts'. Arī šajā noformējumā tiek ievērots biežāk sastopamais nosaukumu izvietošanas stils – grupas logo augšā, albuma nosaukums lejā. Bieži nosaukumiem, kas nav gari, tiek izmantots centrēts teksts (skat. 4., 5. attēlus), kas „labāk piemērots virsrakstiem" (Bergstrems, 2009, p.107), jo albuma vāciņš tomēr ir sava veida reklāma. To apliecina arī verzāļu lietojums attiecībā uz grupas un/vai albuma nosaukumu (skat. 4., 7., 8. attēlus). Grupas „Eremos" logo nav viegli atšifrējams, bet tas ir pietiekami uzmanību saistošs. Salīdzinot ar oriģinālgleznu, izmantotajam attēlam ir uzlikts sarkans tonējums, nomainot 17. gadsimta noskaņu uz asiņanaināku, nolemtāku, kas ir atbilstoša grupas spēlētajam *blackened death metal* apakšstilam. Turklāt ļoti iespējams, ka vāciņa noformētājs pilnīgi neapzināti darbojās metālmūzikas žanra tradīcijās, kuru pētījumi liecina, ka attiecībā uz vāciņu vizualizāciju „dominējošā krāsa ir melna, speciāli izmantota kā pamats pārējam dizainam. Sarkanā ir otrā svarīgākā krāsa" (Weinstein, 2000, p. 29). Kopumā tas ir veiksmīgs un uzmanību saistošs noformējums, kas pierāda mūziķu spēju atrast savu noskaņojumu jau zināmos mākslas darbos, tādējādi veicinot arī šo mākslas darbu kontinuitāti un atpazīstamību. Līdzīgi ir rīkojusies grupa „Morbid Angel" (Morbid Angel, 1991), izmantojot beļģu simbolista Žana Delvilla (Jean Delville) gleznu *The Treasures of Satan* 'Sātana bagātības', savukārt pašmāju apvienība „Skyforger"

(Skyforger, 1998) albumu vizualizēja ar gleznotāja Voldemāra Vimbas darbu „Kauja pie Saules, 1236”.

5.attēls. ***„Sanctimony” – „Demons Ahead”***
Figure 5 ***„Sanctimony” – „Demons Ahead”***

6.attēls. ***„Symphodia” – „K čortu”***
Figure 6 ***„Symphodia” – „K čortu”***

Grupa „Sanctimony” 2019. gadā atzīmēja 25 gadu pastāvēšanas jubileju, par godu tam grupa laida klajā singlu, kas satur vienu jaunu dziesmu *Demons Ahead* ‘Dēmoni, uz priekšu!’ Vāciņš satur gadiem ilgo un tipisko grupas nosaukuma logo, savukārt singla nosaukums ir zem grupas logo ar mazāka izmēra burtiem, arī centrēts. Pats attēls, kas idejiski ataino dēmonu, ir diezgan pamanāms, jo acis un acu loki ir ļoti izteikti, galvu aptverošais staru aplis asociējas ar galvas rotu, kādas izmantoja dažādas ciltis Āfrikā, tādējādi tikai pastiprinot šo dēmonisko sajūtu. To pastiprina metālmūzikas vāciņiem diezgan nerakstūrīgais zilgans fons, kas, autoraprāt, padara šo noformējumu pamanāmu uz citu albumu fona.

Grupa „Symphodia” pēc diviem pilniem albumiem ir izdevusi minialbumu, kas raksturīgi *heavy metal* mūzikas stilam nedaudz provocē gan ar nosaukumu, gan ar pašu noformējumu. Albuma nosaukums ar tipisko grupas logo ir novietots kreisajā augšējā malā, savukārt albuma nosaukums pretējā stūrī – apakšējā labajā malā. Tituli ir katrs savā šriftā, kas noformējuma koncepciju nevieno, bet atkal darbojas uzmanības pievēršanai, jo albuma nosaukums *K čortu!* ‘Pie velna!’ ir sarunvalodā sastopams vienkāršrunas izteiciens, kas ir atainots it kā rokrakstā uz kāda papīra, žoga vai mājas sienas uzrakstīts. Šis izsauciens iemieso vismaz divas nozīmes, pirmkārt, kā atbilde uz neveiksmes novēlējumu, lai nenoskaustu labu iznākumu, piemēram, „Ne asakas!” – „Pie velna!” Otrkārt, kā dusmu, sašutuma izpaudējs, piemēram, „Pie velna! Kas te notiek?” Attiecībā uz albuma noformējumu, var teikt, ka te ir humoristiska, ironiska atmosfēra, ko rada albuma nosaukuma un centrālā attēla kopskatījums. Attēlu var uztvert kā neveiksmes novēlēšanu, ko atspēko tieši albuma nosaukums „Pie velna!" Turklāt ir redzams, ka šis novēlējums ir veiksmīgi izteikts ar mūsdienās tik bieži jauniešu vidū izmantoto nepieklājīgo žestu, tādējādi izvairoties no vēl atsevišķa teksta izmantošanas, kas, iespējams, pārblīvētu jau tā piesātināto vizualizējumu. Jāatzīmē, ka grupas „Symphodia" paustā, pēc autora domām, pozitīvā konotācija rupjajam žestam un velna pieminēšanai ir diezgan oriģināla, jo parasti jau šāds žests tiek izmantots negatīvas, nievājošas attieksmes pret sabiedrību parādīšanai, piemēram, slavenais grupas „Overkill" apvākojums albumam „!!!Fuck You!!!" (Overkill, 1987) vai repizpildītāja Kidd Kidd albums „Middle Finger" (Kidd Kidd, 2013).

Savu pirmo minialbumu ir izdevusi arī grupa „Terror Activator", kas spēlē enerģisku *thrash metal* mūziku. Viņu albumam *Moshing Is Available* 'Mošošona ir iespējama' (7. attēls) ir tipisks 80.-90. gadu vācu *thrash metal* grupu izdevumu noformējums. Vistuvākie salīdzinājumi varētu būt ar albumiem „Release From Agony" (Destruction, 1987), „Cracked Brain" (Destruction, 1990), „Chemical Invasion" (Tankard, 1987) un „The Morning After"(Tankard, 1988). Atsauces uz tiem laikiem ir jūtamas ne tikai krāsainībā, kas bija raksturīga tā perioda vāciņiem, bet arī pašā atainotajā personāžā, kas ir tipisks 90. gadu metālmūzikas fans ar gariem matiem un otrādi apģērbtu cepuri. Asins un rētas arī ir viegli izskaidrojamas ar albuma nosaukumu „Mošošona ir iespējama". Mošošona ir „bīstams deju žanrs, kas saistīts ar smago metālu/rokmūziku. Parasti tas tiek darīts pārpildītos vietās stumdoties, grūstoties un lecot" (Moshing). Turot šādu reklāmnosaukumu, vāciņa varonis apliecina, ka konkrētās grupas mūzika ir piemērota šādai dejai un turklāt iezīmē arī potenciālās traumas, ko var iegūt klausoties un kustoties līdzi šādai mūzikai. Savukārt smaids norāda, ka tas ir tā vērts, tādējādi norādot uz to, ka klausoties šo mūziku, cilvēki izlādējas, atbrīvojas.

Grupas „Ygodeh" jaunākais albums ar savu noformējumu arī iekļaujas tipiskajos vāciņu noformējumos, jo atspoguļo metālmūzikai tik tuvo ļaunuma un nāves tēlu – galvaskausu. Tā ir viena no variācijām par galvaskausu līdzās tādiem albumiem kā „Skull & Bones" (Cypress Hill, 2000), „Horrified" („Repulsion", 1989), „In The Name Of True Death Metal" („Morbid Messiah", 2016) vai arī latviešu grupas „Dzelzs Vilks" albums „Perfektā rītdiena" (Dzelzs Vilks, 2015).

Tā kā grupa „Ygodeh" spēlē *technical death metal*, šis apzīmējums *technical* 'tehniskais' it kā paskaidro, kāpēc konkrētais galvasskauss ir tik daudzām detaļām piesātināts un vairāk domāts nākotnes pasaulei, varbūt pat nopostītai un saindētai, ko apliecina vadi, kas stiepjas no nāsīm. Tomēr iespējams, ka grupas mūziķi interesējas par vēsturi un albumā izmanto viena no II pasaules kara bunkuru nosaukumiem. Šis bunkurs atrodas Vācijā

(Bunker, 132) un kara laikā iekļāvās bunkuru rindā, kas veidoja robežu ar citām Rietumeiropas valstīm, šajā gadījumā Beļģiju. Dziesmu tekstu trūkums liedz iespēju pārliecināties par saistību ar vēsturi, tomēr dziesmu nosaukumi, piemēram, *Shadow Zone* 'Ēnu zona', *Dark Water* 'Tumšais ūdens', *Cyanide Tears* 'Cianīda asaras' u.c. ļauj iedomāties kara vai arī citu briesmu lietu apdziedāšanu.

7.attēls. ***„Terror Activator" – „Moshing Is Available"***
Figure 7 ***„Terror Activator" – „Moshing Is Available"***

8.attēls. ***„Ygodeh" – „Bunker 123"***
Figure 8 ***„Ygodeh" – „Bunker 123"***

Grupas „Lureaway" albuma noformējums ir atbilstošs gan grupas tēlam, jo tajā dzied sieviete, gan grupas spēlētajam stilam un lirikai, jo apvienība spēlē *symphonic metal*, kam bieži vien ir raksturīgs romantisks skanējums, savukārt dziesmu teksti ir par dabu, mīlestību, fantāzijām un filosofiju (EM, 2019_01). Tas tiek apliecināts arī albuma nosaukumā *Unchained And Soaring* 'Atbrīvots un lidojošs', kas ar maziem burtiem ir ievietots zem grupas labi saskatāmā logo. Savukārt sievietes tēla rozā krāsa tikai pastiprina romantisko nakts un kosmosa noskaņu, kas raksturīga šā stila pasaulē populāro grupu noformējumiem, piemēram, „Century Child" (Nightwish, 2002), „Design Your Universe" (Epica, 2009), „Elegy"„ (Leaves' Eyes, 2005), tomēr atšķirība ir tāda, ka šīs populārās apvienības izmanto parasti ļoti skaidru un nepārprotamu vai nu savas līderes, vai kādas sievietes, bērna tēlu. Savukārt Latvijas grupa piedāvā gan neraksturīgas krāsas – violets un rozā, gan nedaudz savdabīgu sievietes profila tēlu, kas šo albuma noformējumu padara atšķirīgāku un līdz ar to, iespējams, pamanāmāku.

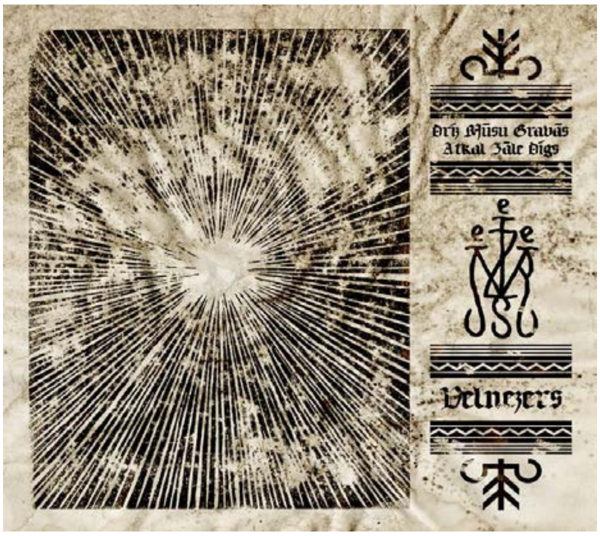
9.attēls. ***„Lureaway" – „Unchained And Soaring"***
Figure 9 ***„Lureaway" – „Unchained And Soaring"***

10.attēls. ***„Oceanpath" – „No Man's Land"***
Figure 10 ***„Oceanpath" – „No Man's Land"***

Salīdzinot ar grupas iepriekšējo veikumu, vismaz attiecībā uz vizuālo noformējumu (Oceanpath, 2018), jaunākais grupas „Oceanpath" albuma vāciņš, autorprāt, nav tik veiksmīgs. Pirmkārt, albuma nosaukums *No Man's Land* 'Neitrālā zona' nedaudz nesaskan ar atmosfēru, ko rada attēls, kas varētu iezīmēt atrastu pazemes pasauli vai kādas senas civilizācijas paliekas. Protams, tā varētu būt vieta, kas nepieder nevienam, bet nosaukums autoram rada tomēr citas asociācijas. Otrkārt, albuma nosaukuma iederību noplicina arī tas fakts, ka ir vairāki albumi un grupas ar identisku nosaukumu, kas var radīt pārpratumus, ja neuzmanīgi novērtē albuma noformējumu. Treškārt, notiek sava veida atkāpšanās no žanra tradīcijām (kas šajā gadījumā ir vairāk negatīvi nekā pozitīvi, skat. teikumu iepriekš), ka grupas nosaukums ir izmēra ziņā mazākiem burtiem nekā albuma nosaukums, jo parasti jau (skat. 3., 4., 5., 9. attēlu) albuma nosaukums ir ar mazāka izmēra burtiem nekā grupas logo, „iezīmējot, ka grupa nevis īpaša dziesma vai albums ir nozīmīga vienība žanra diskursā." (Weinstein, 2000, p. 29). Var piekrist šim apgalvojumam, jo neskatoties uz katra albuma iespējamo unikalitāti un oriģinalitāti, tomēr visbiežāk prātā paliek tieši apvienības, kas ir sacerējušas kaut ko izcilu, neaizmirstamu, nosaukums. Tādēļ tieši grupas logo vajadzētu būt vispamanāmākajam un „nodrošināt ātru identifikāciju un ietvert zīmīgu tēlu" (Weinstein, 2000, p. 28).

Uz kopējā fona atšķiras *black metal* apvienības „Velnezers" divi 2019. gadā izdotie albumi, kuru noformējumam daļēju iedvesmu varēja smelties, piemēram, Vecā Stendera darba „Bilžu ābece" attēlos burtiem C un G (Vecais Stenders), it sevišķi, ja skatās saules tēla atainojumu. Arī albuma „Drīz mūsu gravās atkal zāle dīgs" noformējuma centrā varētu būt saule, kas ar saviem stariem aizpilda visu ainavu, savukārt albuma „Es uzcēlu durvis tīrumā" vākā stari caurvij koka zarus vai arī saknes. Katrā gadījumā ir jūtama tautisko tradīciju piesaiste, nacionālais kolorīts, ko jo sevišķi pastiprina ornamentālo līniju un ormanentu izmantojums, kā arī vecās drukas savienojums ar mūsdienu garajiem patskaņiem, veidojot pseidotautsiku izpausmi, toties daudz saprotamāku cilvēkam, kurš pilnībā nezina veco druku. Sevišķi var izcelt grūti atšifrējamo, bet oriģinālo burtu savirknējumu zīmējuma vidū, ko var uztvert kā grupas tautisko logo „Velnezers". Ņemot vērā milzīgo albumu klāstu pasaulē, šie ir vieni no oriģinālākajiem noformējumiem, kas ir spējīgi piesaistīt klausītāju uzmanību.

11.attēls. ***„Velnezers" –***
„Es uzcēlu durvis tīrumā"
Figure 11 ***„Velnezers" –***
„Es uzcēlu durvis tīrumā"



12.attēls. ***„Velnezers" –***
„Drīz mūsu gravās atkal zāle dīgs"
Figure 12 ***„Velnezers" –***
„Drīz mūsu gravās atkal zāle dīgs"

Secinājumi
Conclusions

2019. gada Latvijas metālgrupu albumu vāciņi atklāj daudzveidīgu noformējumu ainu. Kopumā tie turpina pasaules metālmūzikā nostiprinātās tradīcijas gan krāsās, gan tēlos, turklāt arī iekļaujas grupas spēlēto apakšstila noformējumu tradīcijās, ko apliecina, piemēram, grupu „Symphodia", „Terror Activator", „Ygodeah", „Eremos" albumu attēli. Daži noformējumi, piemēram, grupas „Druun" vāciņi, idejiski vairāk atbilst citam metālmūzikas apakšstilam, tomēr Latvijas mērogam ir pietiekami ievērojami. Grupas „Sanctimony" un „Lureaway" līdzās tradicionalitātei pievieno formas un krāsas nianses (zils, violets, rozā), tādējādi padarot pamanāmākus savus gara darbus. Līdzās idejiski ne visai izteiksmīgajam grupas „Oceanpath" albuma noformējumam, kā oriģinālākie ir atzīmējami grupas „Velnezers" divu albumu vāciņi, kur apvienojas tautiskais ar radošo un arī savā ziņa pseidotautisko (vecās drukas burti ar garumzīmēm), padarot tos ievērības cienīgus plašākā pasaulē.

Summary

In scientific literature, more attention is devoted to the origin, ideology, and texts of heavy metal but a lot less to the visual design of albums, which, however, is usually closely related to the idea or thought expressed by the musicians in that album. Here we also need to consider that nowadays physical data storage devices are losing their popularity, and thus brochures are replaced with one image, which often works as a kind of advertisement for the product to encourage someone to listen to or buy the recording.

The study reviews the design of 11 album covers (by bands "Druun", "Terror Activator", "Eremos", "Lureaway", "Ygodeh", "Velnezers", "Oceanpath", "Sanctimony", "Symphodia") issued in Latvia in 2019, viewing it in connection with the album title or the subgenre played by the band and looking at similarities or differences in the context of the albums issued in the rest of the world.

The design of album covers by Latvian metal bands in 2019 offers a diverse scenery. In general, it fits in with the design of the subgenre played by the band in terms of tradition or idea, or imagery, or the colour palette, which is testified to, for example, by cover art of the following bands: "Symphodia", "Terror Activator", "Ygodeah", "Eremos". The idea of some designs, for example, the covers by the band "Druun", better corresponds to a different subgenre of metal, but on the scale of Latvia it is still rather remarkable. The bands "Sanctimony" and "Lureaway" supplement tradition with nuances of shape and colour, thus making their creative work stand out more. In comparison with cover design by the band "Oceanpath", which is not particularly expressive in terms of idea, two album covers by the band "Velnezers" can be considered the most original, combining the national with the creative, and, in a way, also pseudo-national (old fonts with macrons), making them noteworthy in Latvia on a larger scale.

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KRITISKĀS DOMĀŠANAS VEICINĀŠANA DEJU NODARBĪBĀS JAUNIEŠIEM

Promotion of Critical Thinking in Dance Classes for Youth

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Abstract. *Nowadays, very topical is the ability to communicate, cooperate, make decisions, become co-responsible and think critically. Critical thinking plays a crucial role, as its primary function is the ability to choose between alternatives and make decisions. One must be able to justify one's decisions and beliefs. Critical thinking is just as necessary as reading and writing, and is one of the components of today's curriculum. Critical thinking is based on intellectual criteria. It is the clarity, validity, accuracy and honesty of thinking. Dance classes are a popular leisure activity for young people. Youth are best in contact with a teacher who is a friend, mentor and someone to resemble. If a dance teacher include exercises in his class to promote critical thinking it gives the opportunity to unite dancers, gain dancers who are aware of their abilities and who work to improve their weaknesses. The purpose of this article is to explore the promotion of critical thinking among young people in dance classes and it will be more successful if a system of exercises appropriate to the age of the youth is purposefully designed and implemented. In the practice of dance pedagogy, the promotion of critical thinking in dance classes is a novelty. In the study participated dancers aged 16-25. The research consists of several stages: development of an exercise system to promote critical thinking; introduction of exercises in dance classes in the theater dance studio "Savanna"; measuring exercise efficiency; analysis of results; making recommendations. In total, five tests were used in the study: "Conclusion", "Recognition of Assumptions", "Deduction", "Interpretation", "Evaluation of Arguments".*
Keywords: *critical thinking, dance classes, dance pedagogy.*

Ievads
Introduction

Šobrīd ir aktuāli rast risinājumus, kā sekmēt kritiskās domāšanas attīstību skolās, augstskolās, sabiedrībā. Kritiskā domāšana veicina cieņu pret dažādību, dažādu viedokļu pastāvēšanu. Pretēji tradicionālajai klasiskajai izglītībai parādās jauna izpratne izglītībā, kuras mērķis ir sagatavošanās dzīvei nākotnes sabiedrībā. Kritiskās domāšanas attīstība balstās uz sadarbības modeli starp skolotāju un skolēnu. Skolotājam šajā modelī ir jābūt gatavam uzdrīkstēties nepieciešamības

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gadījumā mainīt savu viedokli, domāt radoši, mainīt savu darba stilu, mērķtiecīgi veikt pedagoģiskos novērojumus u.c.

Deja stimulē cilvēka attīstību dažādos veidos. Paralēli fiziskajai attīstībai un uztverei deja pilnveido muzikalitāti, attīsta emocionalitāti un radošumu, pilnveido sociālās spējas, veicina orientēšanos telpā un laikā. Deju nodarbībā var tikt veicināta arī kritiskā domāšana, ja deju pedagogs ir gatavs pievērst tai pastiprinātu uzmanību, piedāvājot dažādus vingrinājumus un paņēmienus kritiskās domāšanas veicināšanai. Deju pedagoģijas praksē kritiskās domāšanas veicināšana deju nodarbībās ir novitāte.

Raksta mērķis ir pētīt jauniešu kritiskās domāšanas veicināšanu deju nodarbībās un tā būs sekmīgāka, ja tiks mērķtiecīgi veidota un ieviesta vingrinājumu sistēma, atbilstoša jauniešu vecumposmam. Pētījuma metodes - teorētiskā: zinātniskās literatūras analīze, empīriskā: audzēkņu testēšana un novērošana.

Teorētiskais pamatojums
The theoretical background

Kritiskās domāšanas fenomens pedagoģijā pamatā ir pētīts ASV, Kanādā, kā arī Austrālijā. Pēdējos gadu desmitos kritiskās domāšanas pedagoģiskais modelis tiek popularizēts daudzās Eiropas valstīs. Piemēram, Austrijā, kopš 20. gadsimta 80. gadu beigām aktīvi tiek spriests par kritiskās domāšanas prasmju attīstīšanu. (Astleitner, 1998, 9) Lielbritānijā ir izveidojusies sava kritiskās domāšanas skola, kurā ASV pieredze tiek korekti transformēta Anglijas sociāli kulturālajam kontekstam. (Fisher, 1991, p. 41). 90.gadu otrajā pusē kritiskās domāšanas modelis ienāk arī Austrumeiropas skolās.

Viena no pirmajām diskusijām par reflektīvās (kritiskās) domāšanas attīstīšanu skolā saistās ar amerikāņu filozofa un pedagoga Džona Djui darbu "Kā mēs domājam" (1909), kurā tiek pamatota ideja par nepieciešamību skolā mērķtiecīgi attīstīt skolēnu domāšanas prasmes, lai disciplinētu un loģiski attīstītu prātu, kas jūtīgi reaģē uz problēmām un prasmīgi izvēlas risinājuma metodes.

Pasakot, ka eksaktajos mācību priekšmetos nozīmīgāka ir kritiskā domāšana, bet mākslas un humanitārajos - radošā, tiek radīta sistēma, kas klibo ar abām kājām. Tieši tādēļ ir būtiski kritisko domāšanu un tās prasmes analizēt kā kompleksas domāšanas daļu (Burāne, 2001, p. 3).

Kritiskā domāšana pedagoģijā tiek traktēta kā racionāls, uz jautājuma būtības izpratni orientēts domāšanas veids, kad cilvēki tiek iedrošināti domāt un izteikties kritiski. Kritiskā domāšana palīdz izkopt lēmumu pieņemšanas un problēmu risināšanas prasmi (Pedagoģijas terminu skaidrojošā vārdnīca, 2000).

Apkopojot idejas attīstību, secināms, ka vispilnīgāk kritiskās domā-šanas idejas principi pausti J.A. Komenska, F.A. Dīstervēga, J.H. Pestalocija, Dž. Djuī, H. Gaudiga, Ļ. Vigotska pedagoģiskajos darbos, latviešu pedagoģijā - J.A. Studenta, A. Dauges un īpaši E. Pētersona pedagoģiskajos meklējumos. (Stikute, 2006, 139) Mūsdienās kritiskās domāšanas pamatnostādnes spilgti iezīmējušās amerikāņu psihologu D. Halpernas, D. Klūstera pētījumos. Abu zinātnieku definīcijās ir kopējas iezīmes: kritiskā domāšana – mērķtiecīga, produktīva, patstāvīga domāšana. Teorētiskajā literatūrā iezīmējas atšķirīgi viedokļi par to, vai kritiskā domāšana ir radoša. D. Halperna uzskata, ka radoša domāšana ir kritiskās domāšanas sastāvdaļa, tās galvenie kritēriji varētu būt: 1) neparastums, 2) kvalitāte, 3) derīgums (Halperna, 2000, p. 449). Ja mēs kādu darbību veicam efektīvi un neparasti, tad mūs ar pilnām tiesībām var saukt par radošiem cilvēkiem. "Visi mēs spējam radīt "šedevrus". Vajag tikai iemācīties, kā to darīt" (Halperna, 2000, 481). Arī kritiskās domāšanas projekta autori – Dž. Stīla, Č. Templs, S. Valters – nenoliedz, ka kritiskā domāšana var būt arī radošs process (Stīla, Meredits, & Templs, 1998, p. 8). Savukārt D. Klūsters radošo domāšanu uzskata par vienu no domāšanas veidiem un atzīst, ka radošā domāšana nav kritiska domāšana (Klūsters, 2001, p. 10). Veicot uzdevumus, kas saistīti ar kritiskās domāšanas attīstīšanu, skolēni gandrīz vienmēr atklāj radošās potences, tāpēc pedagoģiskajā darbībā atbalstāms ir D. Halpernas viedoklis (Stikute, 2006, p. 139).

Radošā domāšana – spēja izdomāt alternatīvas un ņemt vērā citus faktorus – ir nepieciešama kritiskās domāšanas papildinātāja. Patiesība bieži ietverta tajos faktoros, kas nav ņemti vērā (Fišers, 2005, 105). Kritiskajā domāšanā būtiski svarīga ir sevis pārbaude. Šo domu ir izteicis ietekmīgākais 19.gadsimta angliski runājošais filozofs Džons Stjuarts Mills (John Stuart Mill) jau vairāk kā pirms simts gadiem. „Kā cilvēks panāk, ka viņa spriedums patiešām ir uzticības vērts? Viņš ir ņēmis vērā kritiskus izteikumus par viņa domām un izturēšanos. Viņš vienmēr ieklausījies visā, ko viņam teikuši, lai mācītos no tā, cik vien iespējams, un skaidrojis sev, bet izdevīgā brīdī arī citiem, kļūdas tur, kur tās saskatījis. Viņš sapratis, ka tuvoties pilnīgām zināšanām par kādu tematu var tikai tad, ja uzklausa, ko par to saka visdažādāko viedokļu pārstāvji, ja izpēta visus veidus, kā uz šo tematu varētu paraudzīties jebkuras ievirzes prāts. Neviens gudrs cilvēks vēl nekad nav ieguvis gudrību citādā veidā, un cilvēka intelektam nav pa spēkam kļūt gudram, neizmantojot šādu metodi"(Mill, 1858).

Pēdējo divdesmit gadu laikā, daudzi zinātnieki ir diskutējuši par kritiskās domāšanas veicināšanas iespējām fiziskajās nodarbībās. „Kritiskās domāšanas pielietošana kustību pedagoģijā sevī ietver:

A. koncentrēšanos kustību uzdevumiem un problēmām, gan pirms pašas darbības veikšanas, gan kustībā;

B. atšķirīgu kustību reakciju, unikālu un oriģinālu kustību risinājumu veidošanu;

C. sākotnējo un ierobežoto kustību reakciju izstrādāšanu un visu iespējamo kustību paplašināšanu;

D. kustību precizēšanu un izsmalcināšanu, pamatojoties uz norādītajiem kritērijiem;

E. pašregulējošu kognitīvo un kinestētisko plānošanu un darbības, kā arī reakcijas;

F. kustību kvalitātes efektīvu novērtēšanu" (Che &, Cone, 2003, p. 170).

Mūzika, vizuālā māksla un deja var tikt izmantotas, lai attīstītu kritisko domāšanu, kas sevī ietver spēju pielietot loģiku un pamatojumus problēmu atrisināšanā. Zinātnieki uzskata, ka studentu kritiskās domāšanas prasmju veicināšana, izmantojot fiziskās aktivitātes, balstās uz to kā pedagogs plāno deju nodarbības, atbilstošu emocionālo vidi un pedagoga mijiedarbību ar dejotājiem. Tas ko pedagogs piedāvā ir gandrīz tik pat svarīgs kā tas, kā viņš to piedāvā.

Pētījuma metodes, organizācija un rezultāti
Methodology, organization and results of the research

Kritiskā domāšana neattīstās pati no sevis, tās attīstība ir jāveicina. Deju nodarbībās kritiskās domāšanas attīstību var veicināt ar dažādu vingrinājumu palīdzību. Vingrinājumu sistēma kritiskās domāšanas veicināšanai deju nodarbībās tika izstrādāta un aprobēta teātra deju studijā „Savanna". Tika veikts empīriskais pētījums, kurā piedalījās 15 studijas vecākās grupas dejotāji vecumā no 16 – 25 gadiem. Lai praksē pārbaudītu kritiskās domāšanas veicinošus paņēmienus tika veikts empīriskais pētījums, kurš sastāv no vairākiem posmiem:

1. Vingrinājumu sistēmas izveide kritiskās domāšanas veicināšanai.
2. Vingrinājumu ieviešana deju nodarbībās teātra deju studijā „Savanna".
3. Vingrinājumu efektivitātes mērījumu veikšana.
4. Rezultātu analīze.
5. Ieteikumu izstrādāšana.

Pētījumā kritiskās domāšanas attīstība balstās uz vingrinājumu sistēmu. Vingrinājumu sistēmu kopumā, kā arī katru vingrinājumu atsevišķi var iedalīt trīs kritiskās domāšanas veicināšanas fāzēs – **informācijas iegūšanā, informācijas apstrādē un lēmumu pieņemšanā**. Vingrinājumus grupē balstoties uz **sešiem dejas** pedagoģijā izmantojamiem **paņēmieniem** kritiskās domāšanas veicināšanai.

Informācijas iegūšanu var iedalīt: ķermeņa un spēju apzināšanā; kustību pieredzes veidošanā; jautājumu uzdošanā informācijas iegūšanai.

Informācijas iegūšana deju nodarbībās sākotnēji saistās ar ķermeņa apzināšanos. Pedagogam, demonstrējot kustību kombinācijas, jāpievērš dejotāju uzmanība dažādiem kontroles punktiem kombinācijā, lai to vērojot, dejotājs spētu piefiksēt interešu punktus, kas konkrētajai kustībai piedod jēgu un kvalitāti. Tad dejotājam, atkārtojot doto kustību kombināciju, apzināti jāpievērš uzmanība kontroles punktiem, tādā veidā, ar prātu nemitīgi sevi kontrolējot un salīdzinot ar oriģinālu, tiek stimulēta kritiskā domāšana.

Lai veicinātu grupas mijiedarbību, attīstītu uzmanību un kritisko domāšanu, kā arī veicinātu koncentrēšanos uz kustības uzdevumiem un problēmām, apmācības procesā tika izmantots vingrinājums „Cilvēks un viņa ēna". Dejotāji izretojas telpā, sadalās pāros un sastājas viens aiz otra. Tas, kurš stāv aizmugurē, ir "ēna", sekotājs, otrs ir „ēnas saimnieks", vadošais.

Kā otro paņēmienu kritiskās domāšanas veicināšanai deju nodarbībā izmanto atšķirīgu kustību reakciju, unikālu un oriģinālu kustību risinājumu veidošanu. Vingrinājuma „Polaritāšu izpēte" mērķis ir veicināt kritiskās domāšanas attīstību, paplašināt kustību repertuāru, apzināties saistību starp kustību kvalitātēm un atšķirīgiem stāvokļiem, mācīties pāriet no viena stāvokļa citā. Dalībnieki pakāpeniski izmēģina dažādas polaritātes savā individuālajā dejā. Dalībniekiem tiek doti uzdevumi kustēties dažādos veidos: lēni-ātri, liels-mazs, viegli-smagi, mīksti-cieti, haotiski-kārtīgi, augšā-apakšā, atvērti-aizvērti, vilkt-grūst, līki-taisni, saspringti-atslābināti u.tml.

Informācijas apstrādi var iedalīt: informācijas analīzē; secinājumu izdarīšanā; jautājumu uzdošanā, lai pārbaudītu secinājumus; mērķu uzstādīšanā.

Kā nākošo paņēmienu kritiskās domāšanas veicināšanai deju nodarbībā izmanto sākotnējo un ierobežoto kustību reakciju izstrādāšanu, un visu iespējamo kustību paplašināšanu. Strādājot ar jauniešiem, bieži jāsastopas ar viņu lielu pārliecību par savām spējām un šķietamu ilūziju, ka labāk, ātrāk, augstāk jau vairs nevar. Šis paņēmiens rosina izvērtēt savas pārliecības adekvātumu, tādā veidā veicinot kritisko domāšanu. Paņēmiena pamatā ir kustību kombinācija, kura procesa gaitā tiek sarežģīta, papildināta ar maksimālu kustību amplitūdu, virzienu maiņu u.t.t. tādā veidā liekot aptvert nebeidzamo sevis attīstīšanas ceļu. Paplašinot dejotāja redzesloku tiek veicināta kritiskā domāšana un adekvāta savu spēju novērtēšana.

Ceturtais paņēmiens, kritiskās domāšanas veicināšanai deju nodarbībā, ir kustību precizēšana un izsmalcināšana, pamatojoties uz norādītajiem kritērijiem. Precizējot kustības, īpaša uzmanība jāpievērš sajūtām un asociācijām, ko rada katra kustība.

Svarīgi ir apzināties kā rodas kustība, kāds impulss kalpo par kustības cēloni. Lai veicinātu izpratnes veidošanos, dejotāji sadalās pāros, viens no dalībniekiem dod impulsu, pieskaroties kādai ķermeņa daļai, un otrs reaģē atbilstoši impulsa stiprumam un raksturam. Noreaģē un apstājas sastindzis, līdz saņem nākamo impulsu. Svarīgi ir dot impulsu tik skaidri un precīzi, lai varētu noteikt kustības virzienu un intensitāti.

Lēmumu pieņemšanu var iedalīt: darbā pie sevis pilnveidošanas; jautājumu uzdošanā, padziļinātas izpratnes veidošanai; mērķu uzstādīšanā.

Liela nozīme kritiskās domāšanas veicināšanai deju nodarbībā ir pašregulācijai. Tiek dots laiks, kad dejotājs strādā ar sevi individuāli. Šim paņēmienam lieti noder zāle kurā ir spoguļi, ja šādas iespējas nav spoguļa funkciju pilda pedagogs precizējot, pielabojot kustību tehniku un emocionāli atbalstot vēlmi strādāt ar sevi, pilnveidoties.

Lai sekmētu kritiskās domāšanas attīstību ir pieļaujams nelielu grupu darbs, kad dejotājiem ir iespējams vizuāli salīdzināt savu sniegumu ar citu grupas dalībnieku sniegumu.

Kā sesto paņēmienu kritiskās domāšanas veicināšanai deju nodarbībā izmanto kustību kvalitātes efektīvu novērtēšanu. Šim paņēmienam tiek izmantoti dažādi vingrinājumi, kas attīsta ķermeņa apzināšanos un kustību kvalitātes pārbaudīšanu. Lai dejotājs varētu izvērtēt savu sniegumu, visefektīvākais veids ir deju video ierakstu skatīšanās. Ierakstus var veidot gan treniņu procesā, gan koncertos. Ņemot vērā jauniešu vecumposma īpatnības, vislabāk šo procesu ievirzīt pozitīvā gultnē, nevis autoritatīvā personas kļūdu akcentēšanā.

Mūzika var kalpot kā kritiskās domāšanas veicinātāja, izmantojot divas dažādas domāšanas kombinācijas - dzirdēt / domāt / iztaujāt un dzirdēt / domāt / vizualizēt.

1. Dzirdes / domāšanas / iztaujāšanas kombinācijā, pedagogs lūdz studentus aprakstīt to, ko viņi dzird. Tālāk viņi dalās savās pārdomās un uzdod jautājumus.

2. Dzirdes / domāšanas / vizualizācijas kombinācijā, studenti skaidri apraksta, ko viņi dzird, apraksta, ko viņiem liek just mūzika. Mūziku un savas izjūtas var vizualizēt, izmantojot krāsu un kustību.

Empīriskā pētījuma laikā vingrinājumi tika atkārtoti ar konkrētu laika intervālu (skat. 1. tabulu).

1.tabula. ***Vingrinājumu pielietošana empīriskā pētījuma mēneša laikā***
Table 1 **Application of exercises during one month of empirical research**

Kritisko domāšanu veicinošie paņēmieni	Paņēmienu pielietošana kalendārajā mēnesī							
	1.Nedēļa		2.Nedēļa		3.Nedēļa		4.Nedēļa	
	1.nod.	2.nod.	3.nod.	4.nod.	5.nod.	6.nod.	7.nod.	8.nod.
1.koncentrēšanās kustību uzdevumiem	X	X	X	X	X	X	X	X
2. kustību reakcijas un risinājumi	X				X			
3. kustību paplašināšana	X			X			X	
4. kustību precizēšana	X	X	X	X	X	X	X	X
5. pašregulējošas darbības		X	X		X	X		X
6. kustību kvalitātes novērtēšana								X

Izstrādājot un aprobējot vingrinājumu sistēmu kritiskās domāšanas veicināšanai deju nodarbībās jauniešiem, autores secina, ka mērķtiecīgi veidota vingrinājumu sistēma ir visatbilstošākais veids kritiskās domāšanas veicināšanai deju nodarbībās.

Uzsākot empīrisko pētījumu tika konstatēta pētāmās grupas kritiskās domāšanas attīstības pakāpe. Kritiskās domāšanas attīstības pakāpi var noteikt ar testu palīdzību. Pētījumā jaunieši tika atlasīti pēc vecuma kritērija un laika cik ilgi dejo. Mēģinājumi notiek divas reizes nedēļā.

Pētījumā pavisam tika izmantoti pieci testi: „Slēdziens", „Pieņēmumu atpazīšana", „Dedukcija", „Interpretācija", „Argumentu novērtēšana". Ar testa palīdzību iespējams īsā laikā savākt plašu, pētījumiem vajadzīgo materiālu. Pētīšana ar testiem periodiski jāatkārto, lai varētu raksturot virzības tempu kritiskās domāšanas attīstībā.

Tests Nr.1. „Slēdziens" Slēdziens ir secinājums, ko cilvēks var izdarīt no atsevišķiem novērojumiem vai pieņemtiem faktiem. Šajā testā, katrs uzdevums sākas ar apgalvojumu, kas uzskatāms par patiesu. Pēc katra fakta ir atrodami vairāki iespējamie slēdzieni, t.i., secinājumi, kurus cilvēki var izdarīt no norādītajiem faktiem.

Tests Nr.2. „Pieņēmumu atpazīšana". Pieņēmums ir kaut kas iepriekš pieņemts vai uztverts par pašsaprotamu. Testā apkopoti vairāki apgalvojumi. Katram apgalvojumam seko vairāki pieņēmumi kuri ir jāizvērtē, vai persona, sastādot doto apgalvojumu, patiešām veic arī šo pieņēmumu, t.i., uztver to par pašsaprotamu, pamatoti vai ne.

Tests Nr.3. „Dedukcija" kritiskās domāšanas attīstības līmeņa noteikšanai. Ja secinājums neizbēgami izriet no dotā apgalvojuma, jāatzīmē "Jā". Ja secinājums nav izrietošs no dotā apgalvojuma, jāatzīmē "Nē".

Tests Nr.4. „Interpretācija". Katrs no šiem uzdevumiem sastāv no īsa apraksta, kam seko vairāki secinājumi. Problēma slēpjas tajā, ka jāspriež par to, vai katrs no piedāvātajiem secinājumiem loģiski izriet no minētās informācijas.

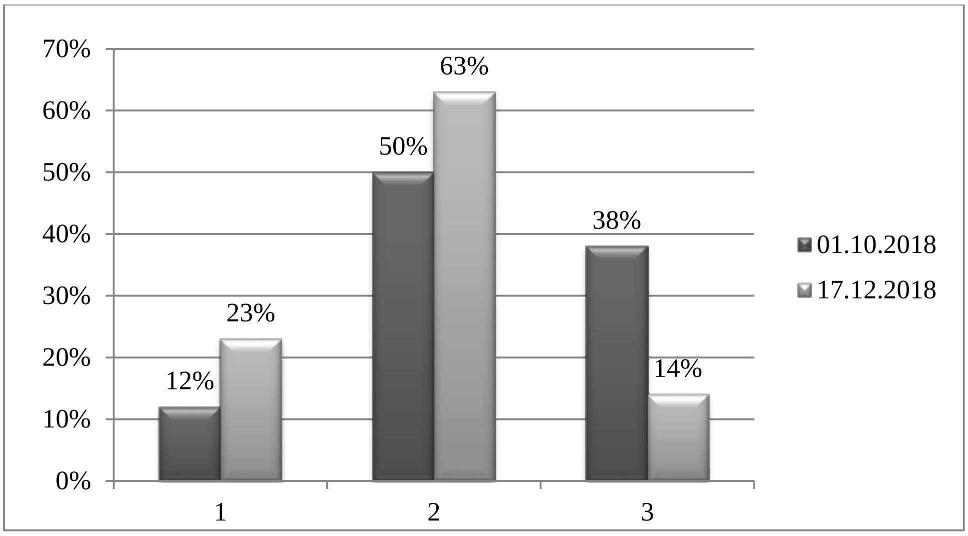
Tests Nr.5. „Argumentu novērtēšana" kritiskās domāšanas attīstības līmeņa noteikšanai. Pieņemot lēmumus par svarīgiem jautājumiem, ir ļoti nozīmīgi spēt atšķirt spēcīgus argumentus no vājiem, dotā jautājuma izklāsta robežās. Analizējot testa rezultātus var secināt, ka liels procents dejotāju ļoti labi vai labi spēj novērtēt argumentu pamatotību un loģiku, taču ir dejotāji kuriem tas sagādā grūtības.

Piemēram, Tests Nr.3. „Dedukcija" kritiskās domāšanas attīstības līmeņa noteikšanai. Tests veikts 01.10.2018 un atkārtoti 17.12.2018. Punkts 1 – liecina par labu spēju izsecināt atsevišķus loģiskus slēdzienus no vispārējiem likumiem.

Punkts 2 – liecina par daļēju loģisku slēdzienu izdarīšanu.

Punkts 3 – jauc informāciju un secinājumus, kas gūti no šīs informācijas.

Shematiski testa rezultātus varētu attēlot šādi (skat. 1. attēlu).



1.attēls. ***Tests Nr.3 „Dedukcija" veikts 01.10.2018 un 17.12.2018***
Figure 1 ***Test 3"Deduction" done 01.10.2018 and 17.12.2018***

Kopumā testa Nr.3 rezultātus var vērtēt, kā strauji progresējošus kritiskās domāšanas virzienā. Aizspriedumu līmenis ir samazinājies un ir paaugstinājusies spēja izsecināt atsevišķus loģiskus slēdzienus.

Vēl pētījumā tika izmantota novērošanas metode, izmantojot kritiskās domāšanas kopienas (*The Critical Thinking Community*) izstrādāto vērtēšanas skalu (Connerly, 2006; Thomas, 1999). Zinātnieki pievērš lielu nozīmi tieši novērošanai kritiskās domāšanas noteikšanai. Tā tiek balstīta uz astoņiem kritiskās domāšanas rādītājiem – mērķa izpratne, jautājumu definēšana, nozīmīgu viedokļu atpazīšana, būtiskas informācijas apkopošana, pamatkoncepciju identifikācija, pieņēmumu noteikšana, secinājumu izdarīšana un seku un to pamatojuma identifikācijas.

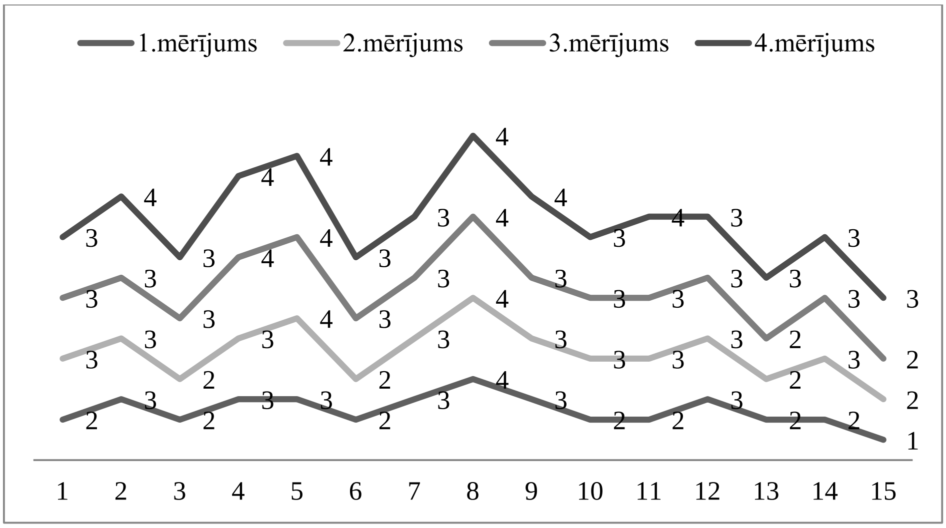
Novērošanas rezultāti pētījuma laikā tika apkopoti četras reizes. Rezultāti „1.mērījums" atbilst pirmajam novērošanas apkopošanas datumam - 30.10.2018, „2.mērījums" otrajam - 29.01.2019, „3.mērījums" trešajam - 21.05.2019, un „4.mērījums" ceturtajam novērošanā iegūtās informācijas apkopošanas datumam - 19.11.2019. Domāšanas līmenis tika vērtēts pēc četriem kritērijiem:

4 - Kritiski domājošs, raksturīga precizitāte, taisnīgums, argumentācija, tolerance.

3 - Domāšana skaidra, bet trūkst precizitāte un uzskatu dziļums.

2 - Domāšana ir pretrunīga, neefektīva, liecina, ka trūkst kompetence.

1- Domāšana ir nekvalificēta, ko raksturo neprecizitāte, trūkst skaidrības, paviršība, neloģiskums un negodīgums. Katra kolonna atbilst vienas pētījumā iesaistītās personas rādītājiem perioda laikā no 21.05.2019 līdz 19.11.2019, shematiski to varētu attēlot šādi (skat. 2.attēlu).



2.attēls. ***Novērošanas kopējie rādītāji apkopoti 19.12.2019***
Figure 2 ***Cumulative observation rates are summarized 19.12.2019***

Secinājumi un ieteikumi
Conclusions and recommendations

Kritiski domājošs pedagogs, strādājot ar kolektīvu apzinās, dalībnieku vājās puses un ir gatavs mainīt nodarbības saturu un izvērtēt savas kļūdas nepilnību novēršanai. Šajā procesā ir nepieciešama pašanalīze, faktisko rezultātu salīdzinājums ar plānoto. Vajadzības gadījumā pedagogam ir jāizstrādā korekcijas deju nodarbības plānā (laiks, metodes, darba formas, utt.).

Deju skolotāja kritiskās domāšanas prasmes var iedalīt trijās daļās:

1. Laika menedžments.

Deju skolotājam ir rūpīgi jāizstrādā laika sadalījums, cik ilgi vajadzēs apmācīt konkrētu kompozīciju. Plānot mēģinājumu grafiku un atbilstošā laikā uzstāšanās datumus. Dažas grupas velta daudz laika ceļošanai un tad rodas nepieciešamība aprēķināt laiku un metodes ar kādām sasniegt rezultātu ierobežotā laikā. Labam deju skolotājam ir kritiskās domāšanas prasmes, kuras ir nepieciešamas, lai izmantotu laiku lietderīgi.

2. Kritiski analizēt dejas kompozīciju.

Deju skolotājam ir jāapmāca dejotāji un jāveido savas kompozīcijas. Bet viņam arī jāprot analizēt savu darbu – kā atsevišķi dejotāji iekļaujas kopējā grupā un priekšnesumā? Piemēram, ierakstu vērošana. Kritiskā domāšana ļauj deju skolotājam saprast kādas izmaiņas ir nepieciešamas, un kā uzlabot deju priekšnesumu un kompozīciju.

3. Komunikācija.

Deju pedagogam bieži jāsadarbojas ar mūziķiem, šuvējiem, scenogrāfiem, gaismotājiem u.c. Lai panāktu vēlamo rezultātu no citām iesaistītajām personām, ir nepieciešama kritiskā domāšana, kura sevī ietver starppersonu saskarsmi – spēju interpretēt, analizēt, apkopot un aprakstīt.

Summary

Dance stimulates human development in many ways. Along with physical development and perception, dance improves musicality, develops emotionality and creativity, develops social abilities, and promotes orientation in space and time. Critical thinking can also be encouraged in a dance class if the dance teacher is prepared to pay close attention to it by offering a variety of exercises and techniques to promote critical thinking. The promotion of critical thinking in dance classes is a novelty in the practice of dance pedagogy.

Critical thinking in pedagogy is seen as a major function of human intelligence, as a cognitive and personality-building aspect of education. Over the past twenty years, many scientists have been discussing the possibilities of developing critical thinking in physical activity. An empirical study was carried out to test the critical thinking skills in practice, which consists of several steps: Development of an Exercise System for Critical Thinking; Introduction of exercises in dance classes in the theater dance studio „Savanna"; Exercise performance measurement; Analysis of results; Making recommendations.

In the study, the development of critical thinking is based on a system of exercises. The exercise system as a whole, as well as each exercise individually, can be divided into three phases of critical thinking - information acquisition, information processing, and decision making. The exercises are grouped based on six techniques used in dance pedagogy to promote critical thinking. By developing and approbating the exercise system to encourage critical thinking in dance classes for young people, the authors conclude that a purposefully designed exercise system is the most appropriate way to promote critical thinking in dance classes.

At the beginning of the empirical research was established the degree of critical thinking of the research group. The level of development of critical thinking can be determined by tests. In the study, young people were selected on the basis of age and dancing experience. In total, five tests were used in the study: "Conclusion", "Recognition of Assumptions", "Deduction", "Interpretation", "Evaluation of Arguments". The research with the tests was periodically repeated to characterize the pace of development of critical thinking.

The study also used an observation method using a rating scale developed by The Critical Thinking Community. A critically minded teacher, when working with a group, is aware of the weaknesses of the participants and is ready to change the content of the lesson and evaluate their mistakes and correct them. This process requires self-analysis, comparison of actual results with what is planned. If necessary, the teacher should develop corrections to the plan of a dance class (time, methods, forms of work, etc.).

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PROCESORIENTĒTAIS MODELIS PAŠIZTEIKŠANĀS PRASMES VEIDOŠANAI SĀKUMIZGLĪTĪBAS POSMA SKOLĒNU MŪZIKAS MĀCĪBĀS

A Process-Oriented Model for the Formation of Self-Expression Skills in Teaching Music to Pupils of the Primary Education Stage

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Abstract. *The concept of self-expression is used to describe contemporary culture, linking it to positive concepts, the interaction of the individual and the environment. Emotional and cognitive needs, based on personal experience, cultural and environmental situations and events in a rapidly changing social environment, play an important role in the development of self-expression skills. An aim of the article: to substantiate the process-oriented model of pupil self-expression skills formation and to analyze its approbation results - pupil learning achievement dynamics and learning process transformation in music education. Research methods: analysis of scientific literature, analysis of documents, statistical analysis of learning achievements.*
Keywords: *music education, self expression skills, process oriented model, learning dynamics.*

Ievads
Introduction

Straujā globalizācija rada situāciju, kurā mūzikas izglītība veicina sabiedrības integrāciju, aktivizējot mūzikas kā sociālas piederības saikni ar arvien pieaugošu kultūras daudzveidību, kas izriet no etniskām, lingvistiskām, reliģiskām, sociālekonomiskām un izglītojošām atšķirībām, veicinot mūzikas kultūras adaptīvo vērtību (Cross, 2001; Huron, 2001). V. Pavlova (Pavlou, 2019) mūzikas mācības saista ar socializāciju, kā mūsdienu dominējošo saziņas kultūru, kas norāda uz skolēna muzikālajām interesēm un akcentē pašizteikšanās prasmes nozīmīgumu mainīgas sociālas situācijas apstākļos, kur nozīmīga ir spēja mācīties un caur līdzdarbību pieņemt pasaules sarežģītību, panākot līdzsvaru starp teorētiskajām un praktiskajām zināšanām.

Mācību procesa rezultātā rodas harmonija starp indivīdu un sabiedrību, kas kalpo kā motīvs pašizteikšanās vajadzības apmierināšanai, veido spriedumus par

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sasniedzamo mērķi un veicina individuālo izaugsmi un attīstību visa mūža garumā (McLeod, 2014). Pašizteikšanās vajadzības apmierināšana liecina par sociālo pieņemšanu, ko var uzskatīt par pašizteikšanās prasmes pilnveides ierosinātāju. Tas nozīmē, ka mācību process jāveido, uztverot un izprotot pasauli praktiskā darbībā, ievērojot skolēna individualitāti.

Raksta mērķis: pamatot skolēnu pašizteikšanās prasmes veidošanās procesorientēto modeli un analizēt tā aprobācijas rezultātus - skolēnu mācību sasniegumu dinamiku un mācību procesa transformāciju mūzikas mācībās.

Pētījuma metodes: zinātniskās literatūras analīze, dokumentu analīze, mācību sasniegumu statistiskā analīze. Datu apstrāde veikta SPSS V23 sistēmā, datu analīzē izmantoti: Vilkoksona tests, Kendala korelācijas analīze, Kruskala-Valisa tests.

Pašizteikšanās prasme mūsdienu didaktiskajā sistēmā
Self-expression skill in the contemporary didactic system

Mūsdienu izglītības procesā, notiekot pārejai no "zināšanām" uz "darbību", mācību saturā ietverti gan personiskie, gan sabiedriskie aspekti, kas veicina skolēnu individuālos sasniegumus un apzinātu uzvedību mūsdienu sabiedrībā, tādējādi mācību procesā aktualizējot pašizteikšanās prasmi kā:

- procesuālo zināšanu apguves kvalitāti, kas kalpo kā līdzeklis, lai sasniegtu konkrētos mērķus (Žogla, 2001);
- zināšanu un darbības apguves līmeni, kas ļauj apgūto realizēt mērķtiecīgā darbībā (Sharp, 2009);
- darbības komponenti, kurā apvienojas zināšanas un iemaņas;
- spēju veikt darbību noteiktā līmenī, ko apgūst vingrinājumu rezultātā (Prets, 2000);
- spējas, ko ietekmē vides faktori, izglītība un audzināšana (Špona, 2006)
- sociāli teorētisku konstruktu, kas veido personas identitāti (Ardouin, 2017);
- sociāli novērtētu sadarbības rezultātu starp indivīdu un vidi, ko raksturo aktivitāte un mijiedarbība, pieredzē balstītas zināšanas (Ardouin, 2017).

Pašizteikšanās prasmes attīstībai nozīmīga ir sociāli-emocionālā mācīšanās, kas ir personisko emociju sapratne, attīstīšana un vadīšana, domāšanas, jušanas un uzvedības integrācija, lai spētu izvirzīt pozitīvus mērķus un sadarboties (Weissberg, 2019).

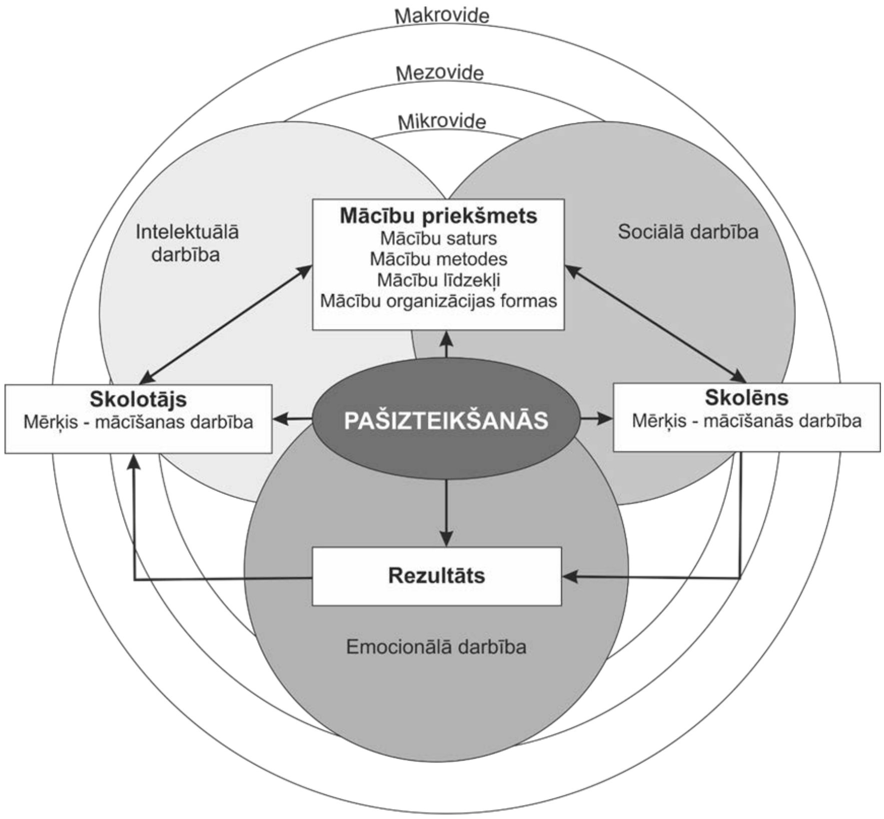
Pašizteikšanās prasme, kas nepieciešama, lai mūzikas apguves procesa rezultātā skolēns spētu pašizteikties, ir saistīta gan ar darbības novērtējumu, gan darbības izpausmi, tā ietver spēju novērtēt radošos uzskatus kontekstā ar citu atzinumiem un īstenot tos kultūras pasākumos sociālā, emocionālā un intelektuālā aspektā.

Skolēna attīstībai labvēlīgu vidi veido pozitīvs emocionāls atbalsts un darbošanās prieks no stresa brīvā gaisotnē, kas veicina pašizteikšanās prasmes attīstību emocionālā un sociālā aspektā, kognitīvās jomas un skolēna kā pētnieka vajadzību, izmantojot metodisko paņēmienu daudzveidību visu uztveres veidu izmantošanā, kas veicina pašizteikšanās prasmes kognitīvā aspekta attīstību.

Tas norāda, ka no vienas puses, vide ietekmē cilvēka uzvedību, bet, no otras puses, cilvēka uzvedība un rīcība ietekmē apkārtējo vidi. Organizētā mūzikas mācību procesā tiek veidota kultūra/mūzika, tomēr kultūras/mūzikas vērtību pārmantojamība ir efektīvāka, ja pedagoģiskajā vidē apgūtās vērtības tiek transformētas ārpus formālajām mācībām.

Pašizteikšanās prasmes veidošanās procesorientētais modelis
The process-oriented model of formation of the self-expression skills

Autoru izstrādātais pašizteikšanās prasmes veidošanās procesorientētais modelis (skat. 1. att.) raksturo: (1) mācību procesa organizāciju mūzikas standarta apguvei nepieciešamā mācību satura, mācību metožu, mācību līdzekļu un mācību organizācijas formu lietojumu, (2) mācīšanas-mācīšanās kapacitātes organizāciju, kas izpaužas kā skolēna un skolotāja mijiedarbība, lai veicinātu skolēna pašizteikšanās prasmes veidošanos un apmierinātu individuālās izpausmes vajadzības.



1.attēls. ***Pašizteikšanās prasmes veidošanās procesorientētā modeļa shēma***
Figure 1 **Scheme of the process-oriented model of formation of the self-expression skills**

Pašizteikšanās prasmes veidošanās procesorientētajā modelī ietverta saikne starp vidē balstītu sociālo, emocionālo un intelektuālo darbību un mūzikas mācību procesu.

Modeļa īstenošanas galvenie pamatprincipi balstās uz:

- skolēna muzikālās pašizteikšanās pieredzi un sadarbību ģimenē, skolā, sabiedrībā;
- emocionālo atbrīvotību un radošām darbībām;
- skolēnam atbilstošu zināšanu (mūzikas mācību saturs, mācību metodes) uztveres un mācību darbības realizēšanu, kas ļauj integrēt skolēna personīgo muzicēšanas pieredzi ar mūzikas mācību saturu, t.i. veicināt skolēna pašizteikšanās prasmes veidošanos.

Pašizteikšanās prasmes veidošanās procesorientētais modelis raksturo skolēna pašizteikšanās prasmes veidošanās ietekmējošo sociālo, emocionālo un intelektuālo aspektu integrāciju mūzikas mācībās un raksturo pašizteikšanās prasmes veidošanos ietekmējošos faktorus:

- pašizteikšanās prasme veidojas sociālā, emocionālā un intelektuālā aspektu mijiedarbībā;
- pašizteikšanās prasmes veidošanos ietekmējošo faktoru dinamika un mijiedarbība nosaka skolēna individualitātes izpausmju savdabību un attīstības tendences;
- mijiedarbība starp pašizteikšanās prasmes veidošanos ietekmējošiem faktoriem tiek analizēta kā savstarpēja mijiedarbība, kā arī mijiedarbība starp skolēna "Es" sistēmu un apkārtējo vidi.

Pašizteikšanās prasmes veidošanās procesorientētais modelī mikro, mezo un makro vide ir nozīmīga skolēna pašizteikšanās prasmes veidošanās procesā, jo skolēna pašizteikšanās pieredzi nosaka vides faktori, ko veido daudzveidīga sociālā un kultūras pieredze. K. Urbāns (Urban, 2004) uzskata, ka kultūras elementi atspoguļojas skolēna spējās un individualitātē un radošā procesā kļūst par mācību resursiem trīs dimensijās: (1) individuālā – pašizteikšanās izpausmes ir personiski nozīmīgas, kas pētījumā analizēta kā mikrovide; (2) lokālā – pašizteikšanās izpausmes kalpo grupas interesēm kas pētījumā analizēta kā mezovide un makrovide; (3) sociālā – pašizteikšanās ir saistīta ar sabiedrību un veicina izmaiņas kultūrvidē, kas pētījumā analizēta kā makrovide.

Lai saglabātu pašizteikšanās prasmes veidošanās saiti ar valsts pamatizglītības standartu, pamatizglītības mācību priekšmetu standartiem un pamatizglītības programmu paraugiem (Ministru Kabineta noteikumi Nr.747, 2018) mācību jomā "Kultūras izpratne un pašizpausme mākslā" noteiktajiem sasniedzamajiem rezultātiem, tika noteikti pašizteikšanās prasmes muzikālās aktivitātes intensitātes kritēriji, kas izmantojami sociālās, emocionālās un intelektuālās darbības novērtēšanai mūzikas mācībās sākumizglītības posmā un tika pieņemti par pašizteikšanās prasmes novērtēšanas kritērijiem mūzikas mācībās (skat. 1. tab.).

1.tabula. ***Mācību jomas "Kultūras izpratne un pašizpausme mākslā" sasniedzamo rezultātu analīze pašizteikšanās prasmes novērtēšanas kontekstā***
Table 1 ***Analysis of learning outcomes in the field "Cultural awareness and self-expression in art" in the context of assessment of self-expression skills***

Pašizteikšanās prasmes kritērijs	Mācību jomas "Kultūras izpratne un pašizpausme mākslā" sasniedzamie rezultāti
Sociālās darbības kritērijs	Pašizteikšanās prasme īstenojas, iesaistoties kopīgās darbībā, grupas muzicēšanā. Skolēni sadarbojas (dzied, spēlē), lai saglabātu kultūras mantojumu tuvākajā apkaimē, realizē idejas publiskajā telpā (skolā un ārpus tās). Publiski uzstājoties, mērķtiecīgi izmanto apgūtās prasmes, pēc iepriekš izveidotiem kritērijiem analizē savu un citu veikumu. Ir gatavi sadarbībai, stāsta par savu pieredzi, balstoties uz personisko viedokli un attieksmi.
Emocionālās darbības kritērijs	Atspoguļo un novērtē personisko pieredzi, atveidojot ikdienas dzīves notikumus un eksperimentējot ar veidiem, kā tos izpaust. Iedvesmojas no notikumiem sabiedrībā vai personiskajā dzīvē. Vērtē skaņdarba vai dziesmas rakstura maiņu, tos variējot. Skaidro to ietekmi uz mūzikas raksturu un emocijām. Stāsta par mākslas darbā uztveramo un par to, ko iespējams iztēloties. Radošā darbībā pēta un pauž savu identitāti un emocijas.
Intelektuālās darbības kritērijs	Zina, ka katram mākslas veidam ir tam raksturīgi izteiksmes līdzekļi, ko lieto, eksperimentē un kombinē daudzveidīgā muzikālā darbībā. Īsteno radošas un mākslinieciskas idejas dažādiem sev aktuāliem mērķiem. Izprot atšķirīgus pasaules uzskatus un tradīcijas, novērtē kultūras mantojumu un mākslinieciskas inovācijas. Apliecina savu piederību noteiktai kultūrai, piedaloties tautas tradīciju pasākumos. Salīdzina viena un tā paša sižeta atspoguļojumu dažādos mākslas veidos. Apmeklē kultūras notikumus, to norises laikā ievēro atbilstošu uzvedības modeli.

Kritēriji veidojas integrēti un ir aplūkojami savstarpējā dinamiskā mijiedarbībā.

Sociālās darbības kritērijs pašizteikšanās prasmes muzikālās aktivitātes intensitātes novērtēšanai tiek analizēts kā socializācija vai ar socializāciju saistītas darbības. Mūzikas mācībās tās raksturo skolēna darbības saistībā ar kolektīvo muzicēšanu.

Emocionālās darbības kritērijs pašizteikšanās prasmes muzikālās aktivitātes intensitātes novērtēšanai, tiek analizēts kā emocionālās reakcijas mūzikas mācībās. Emocionālās reakcijas saistībā ar savas darbības novērtējumu mūzikas mācībās sekmē skolēna pašizteikšanos. Tas veido mijiedarbību ar mikro un makro vidi, apzinoties savu identitāti un cienot un izprotot citu identitāti.

Intelektuālās darbības kritērijs pašizteikšanās prasmes muzikālās aktivitātes intensitātes novērtēšanai, tiek analizēts kā prasme rīkoties, pamatojoties uz zināšanām un pieredzi, būt gatavam mērķa apzinātai sasniegšanai, lietojot visas maņas. Kritērijs norāda uz kognitīvo darbību un muzikālo spēju novērtējumu konceptuālu zināšanu un prasmju apguvē mūzikas mācībās izglītības rezultāta sasniegšanai.

Pašizteikšanās prasmes veidošanās procesorientētā modeļa aprobācijas rezultāti mūzikas mācībās analizēti, skatot skolēnu mācību sasniegumu dinamiku sešu gadu intervālā.

Skolēnu mācību sasniegumu dinamikas statistiskā analīze
Statistical analysis of student achievement dynamics

Tā kā teorijā un pētījumos tiek uzsvērta mūzikas saistība ar personības attīstību un mūzikas saistība ar rezultātiem citos mācību priekšmetos, empīriskā pētījuma mērķis ir skolēnu mācību sasniegumu attīstības dinamika latviešu valodā, matemātikā un svešvalodā. Šādu priekšmetu izvēli noteica apstāklis, ka mērījumus iespējams veikt vienai un tai pašai skolēnu grupai, jo šie mācību priekšmeti ir gan 3. klasē, kad tika uzsākta procesorientētā modeļa pašizteikšanās prasmes veidošanās veicināšanas modeļa aprobācija, gan 9. klasē. Pētījuma bāze: X skolas 57 9.klašu skolēnu mācību sasniegumu analīze. Aprakstošās statistikas analīze izmantota, lai iegūtu informāciju par katra skolēna mācību sasniegumu dinamiku pētījuma laikā un interpretētu to saistībā ar skolēna pašizteikšanos mūzikas mācībās. Analizēti tikai to skolēnu rezultāti, kuri konkrētajās klasēs mācījās visu pētījuma laiku.

Pašizteikšanās prasmes veidošanās procesorientētā modeļa novērtēšanā tika izmantots Vilkoksona tests kritēriju salīdzinājumam. Rezultāti liecina, ka būtiskas izmaiņas (p=0,039) notikušas kritērija „Emocionālas darbības" novērtējumos, pārējos kritērijos būtiskas atšķirības netika konstatētas (skat. 2. tab.).

2.tabula. ***Pašizteikšanās prasmes veidošanās dinamika mūzikas mācībās***
Table 2 **Dynamics of self-expression formation in music education**

Kritērijs	p	Dinamika		
		Pozitīva	Nemainīga	Negatīva
Sociālās darbība	0,461	3	6	1
Intelektuālās darbība	0,254	5	3	2
Emocionālās darbība	**0,039**	5	5	0

Analizējot pētāmās klases mācību rezultātus un kritēriju novērtējumus, izmantojot Kendala korelāciju, pētījuma sākumā tika konstatēta vidēji cieša saistība starp kritēriju „Intelektuālā darbība" un rezultātiem latviešu valodā (r=0,575, p=0,044). Pētījuma beigās saistība starp kritēriju „Intelektuālā darbība" un rezultātiem latviešu valodā vērtējama kā augsta (r=0,736, p=0,010). Tas norāda, ka pašizteikšanās mūzikā sekmē valodas pilnveidi.

Lai labāk izprastu rezultātus, izmantojot Kruskala-Valisa testu, tika veikta salīdzinošā analīze. Modeļa efektivititātes vērtēšanai tika salīdzināti mācību sasniegumi trīs paralēlklasēs (skat. 3.tab.). Vienā klasē mūzikas mācības notika atbilstoši skolēnu pašizteikšanās veicināšanas modelim, divās pārējās – tradicionāli.

3.tabula. ***Atšķirības mācību sasniegumos starp klasēm***
Table 3 **Differences in learning outcomes between classes**

Priekšmets	p		Klase	Ranga vidējā vērtība	
	Sākumā	Beigās		Sākumā	Beigās
Latviešu valoda	0,048	0,085	a	23,70	**32,00**
			b	21,71	21,07
			c	32,62	29,31
Matemātika	0,040	0,222	a	25,55	**30,15**
			b	20,90	22,21
			c	32,55	29,05
Svešvaloda	0,034	0,014	a	20,10	**27,20**
			b	23,17	19,62
			c	32,88	33,05

Rezultāti liecina, ka pētījuma sākumā konstatētās būtiskās atšķirības latviešu valodas un matemātikas sasniegumos pētījuma beigās savu būtiskumu zaudējušas. Rangu vidējo vērtību salīdzināšanā redzam, ka 9.a klases skolēniem, kuru mūzikas mācības kopš 3. klases notiek atbilstoši skolēnu pašizteikšanās veicināšanas modelim, visos trīs priekšmetos ranga vidējā vērtība ir palielinājusies, savukārt 9.b un 9.c klases skolēniem – pazeminājusies. Tas liecina, ka atšķirību izzušana notikusi, jo b un c klašu skolēniem latviešu valodas un matemātikas vērtējumi pazeminājušies, bet a klases skolēniem – paaugstinājušies. Arī svešvalodas vērtējumiem a klasei ranga vidējā vērtība palielinājusies. Tas noticis arī c klasē, bet b klasē vērojams kritums.

Lai labāk izprastu situāciju, tika salīdzinātas mediānas (variācijas rindu vidū esošās vērtības), moda (biežāk sastopamā biežuma sadalījuma vērtība) pētījuma sākumā, kad skolēni mācījās 3.klasē, un pētījuma beigās – 9. klasē (skat. 4. tab.).

Rezultāti liecina, ka a klasē, kurā mācības notika atbilstoši izstrādātajam skolēnu pašizteikšanās veicināšanas modelim, summu starpība ir mazāka nekā paralēlklašu skolēniem, bet svešvalodā vērojams pat uzlabojums. Nevienā citā klasē un priekšmetā tas netika konstatēts. Šādi rezultāti ļauj secināt, ka mūzikas mācības, atbilstoši skolēnu pašizteikšanās veicināšanas modelim, sekmē ne tikai skolēnu emocionālās, bet arī intelektuālās darbības attīstību.

4.tabula. ***Aprakstošās statistikas rādītāju salīdzinājums pētījuma sākumā un beigās***
Table 4 ***Comparison of descriptive statistics at the beginning and end of the study***

Klase	Priekšmets	Mediāna		Moda		Summas starpība
		Sākumā	Beigās	Sākumā	Beigās	
	Latviešu valoda	7,00	6,50	9	7	-8
	Matemātika	7,50	6,50	6	7	-10
	Svešvaloda	6,00	6,60	5	6	+8
	Latviešu valoda	7,00	5,00	5	4	-35
	Matemātika	7,00	5,00	7	4	-29
	Svešvaloda	6,00	6,00	4	5	-5
	Latviešu valoda	8,00	6,00	9	4	-42
	Matemātika	8,00	6,00	7	4	-40
	Svešvaloda	7,00	7,00	8	7	-3

Salīdzinot rezultātus, atkarībā no programmas, kurā skolēni mācījās sākumizglītības posmā, konstatētas statistiski maksimāli būtiskas (p = ,000) atšķirības visu kritēriju novērtējumos gan pētījuma laikā, gan pēc četriem gadiem. Visos gadījumos vidējais rādītājs (*Mean Rank*) augstāks skolēniem, kuri mūziku apguva pēc pašizteikšanās prasmes veidošanas procesorientētā modeļa. Tas netieši norāda uz noturīgumu un ilgtspēju, jo neatkarīgi no vecuma, kas ietekmē pašnovērtējumu, tendence saglabājas.

Manna-Vitneja testa rezultāti atšķirību noteikšanai, atkarībā no respondentu dzimuma, skatāmi 5. tabulā.

5.tabula. ***Visu kritēriju novērtējuma dinamika atšķirību noteikšanai pēc dzimuma***
Table 5 ***Dynamics of evaluation of all criteria for the determination of gender differences***

Kritērijs	p					
	Visi skolēni		Tikai pētāmā grupa		Kontrolgrupa	
	Pētījuma laikā	Pēc 4 gadiem	Pētījuma laikā	Pēc 4 gadiem	Pētījuma laikā	Pēc 4 gadiem
Emocionālā darbība	,000	,000	-	-	,003	,000
Intelektuālā darbība	,000	,000	-	-	,003	,001
Sociālā darbība	,000	,000	-	,000	,000	,000

Ja visai respondentu kopai un tikai kontrolgrupai tiek konstatētas statistiski nozīmīgas atšķirības atkarībā no respondentu dzimuma visos mērījumos (meitenēm augstāks vidējais rādītājs) (skat. 5.tab.), tad pētāmajai grupai statistiski būtiskas atšķirības parādās tikai sociālās darbības novērtējumā, kas ļauj secināt, ka kontrolgrupas respondenti ir sociāli aktīvāki, t.i., viņu pašizteikšanās prasme ir augstākā līmenī.

Secinājumi
Conclusions

Pašizteikšanās prasmes veidošanās veicināšanas modelis veido pamatu mūzikas mācību sākumizglītības posmā mācību procesa transformācijai, ievērojot skolēna individualitāti un sociālā vidē gūto muzicēšanas pieredzi. Mācīšanās un mācīšanas procesu organizācijas kopumu nosaka skolotāja un skolēna mērķtiecīga mijiedarbība, kas ietver mūzikas mācību saturu, metodes, mācību līdzekļus un mācību organizācijas formu lietojumu, ievērojot skolēna individualitāti.

Izstrādāto pašizteikšanās prasmes veidošanās muzikālo aktivitāti raksturojošie kritēriji balstās uz teorētiskajām atziņām un mācību jomā "Kultūras izpratne un pašizpausme mākslā" noteiktajiem sasniedzamajiem rezultātiem, kā pamatā ir sociāla, emocionāla un intelektuāla darbība mūzikas mācībās.

Pašizteikšanās prasmes veidošanās procesorientētais modelis raksturo vidē balstītu sociālo, emocionālo un intelektuālo darbību saikni ar mūzikas mācību procesu.

Pašizteikšanās prasmes veidošanās procesorientētā modeļa aprobācijā secināts, ka:

- kontrolgrupas respondenti ir sociāli aktīvāki, t.i., viņu pašizteikšanās prasme ir augstākā līmenī;
- mūzikas mācības atbilstoši skolēnu pašizteikšanās veicināšanas modelim sekmē ne tikai skolēnu emocionālās, bet arī intelektuālās darbības attīstību;
- būtiskas izmaiņas (p=0,039) notikušas kritērija „Emocionālas darbības" novērtējumos, kas apstiprina emociju ietekmi uz mācību sasniegumiem.

Summary

Rapid globalization creates a situation in which music education contributes to the integration of society by activating the link between music as a social belonging and the increasing cultural diversity resulting from ethnic, linguistic, religious, socio-economic and educational differences, promoting the adaptive value of music culture (Cross, 2001; Huron, 2001).

The concept of self-expression is used to describe contemporary culture, linking it to positive concepts, the interaction of the individual and the environment. Emotional and

cognitive needs based on personal experience, cultural and environmental situations and events in a rapidly changing social environment are crucial.

Aim of the article: to substantiate the process-oriented model of pupil self-expression skills formation and to analyze its approbation results - pupil learning achievement dynamics and learning process transformation in music education.

The process-oriented model of self-expression skills development characterizes the environment-based relationship between social, emotional and intellectual activities in the music learning process.

The approbation of the process-oriented model of formation of the self-expression skills lets concluded that:

- The respondents in the control group are more socially active, ie they have a higher level of self-expression;
- Music education, in accordance with the model of pupil self-expression, promotes not only pupils' emotional but also intellectual development;
- Significant changes (p = 0.039) occurred in the ratings of the “Emotional activity” criterion, which confirms the effect of emotions on learning achievement.

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VIZUĀLĀ IELU MĀKSLA: RĪGAS STENSILU GRAFITI VĒSTĪJUMI

Visual Street Art: Messages of Riga Stencil Graffiti

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Abstract. *The modern urban space is inevitably the site of different striking messages from advertisement to graffiti. The last are used as an alternative medium of subculture, even if majority of the public fails to notice it or else interprets it, contrary to culture's ordered world of meanings, as chaotic "dirt" more closely related to nature than culture. The discourse of messages found in the public space - on the façades of surfaces forming urban space, can be interpreted in a countercultural code and is for the subculture of graffiti itself, a battle taking place for the aesthetization of the public space. This is the answer provided by the rebellious sons to the "fathers of the city", who possess money and power with which to design urban public space using architectural means. The generation of sons, who are excluded from this real estate discourse due to a lack of means, put into play the only thing they own, i.e. their body, which they subject to the danger of imprisonment, because graffiti is an illegal activity, which in legal terms is interpreted as vandalism, a view that also prevails within the mass media. In this paper we analyze the meaning of visual messages of Riga stencil graffiti using social semiotics' methodology (Kress & Leewen, 1996; Jewitt & Oyama, 2004). We find that the utilization of the street as an alternative and independent medium in the form of civil disobedience manifested through the translation of radical political ideas, thus to a certain extent performing the work of propaganda, is an example of creative idealism.*
Keywords: *graffiti, ideology, social semiotics, subculture, visual messages.*

Ievads
Introduction

Ielu mākslas, tostarp stensilu grafiti, vēstījumiem piemīt sociālkritiskais potenciāls. Tie reprezentē publiskās komunikācijas pamatstrāvojuma tradicionālajos masu medijos nepārstāvēto sociālo strāvojumu un subkultūru daudzveidību, kas ir maz teorētiski pētīta, lai gan ir, iespējams, tiešākā, sensitīvākā un atvērtākā platforma zāles sakņu (*grassroots*) ideju formēšanai un paušanai, kā arī jaunu zīmju sistēmu un mediju aprobēšanai. Tomēr tas netiek pamanīts, jo marginālajās, ielumākslas izpausmēs - jauneklīgā simboliskā dumpja

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jeb protesta, t.i. kontrkultūras ideoloģijas balstītajos vēstījumos ne pētnieki, ne tradicionālie masu mediji, ne plašāk- šo mediju auditorija un publisko telpu apdzīvojošā publika - pietiekami neiedziļinās grafiti vēstījumos kā būtiskā kritikā par esošo lietu stāvokli mūsdienu sabiedrībā. Šīs kritikas vizuāli materiālās zīmes kontrkultūras semiozes ciklā tiek pieradinātas kooptācijas procesā un no ielu aprites nereti nonāk komerciālās mākslas industrijas un populārās kultūras apritē, zaudējot savu kritisko nozīmi, respektīvi, semiotiski runājot, apzīmētā sociālkritiskajam elementam nomainoties uz dekoratīvo, peļņu nesošo. Šajā rakstā, izmantojot sociāli semiotisko pieeju vizuālajiem vēstījumiem (Kress & Leewen, 1996; Jewitt & Oyama, 2004) analizēti Rīgas urbānajā telpā atrodamie stensilu tehnikā veidoto grafiti vizuālie vēstījumi, lai izprastu, kādus kontrkultūras elementus satur tajos ietvertās zīmes un kādu ideoloģisko skatījumu uz pasauli šie vēstījumi piedāvā. Grafiti stensilu vēstījumi uztverti kā svarīgs avots sabiedrības alternatīvo un prethegemonijas viedokļu veidošanā un nostiprināšanā.

Tomēr šīm stensilu tehnikā transmitētamām dumpīguma zīmēm ir iespēja pastāstīt savu stāstu par pilsētu un sabiedrību. Identificēt ielu mākslā sniegtos ziņojumus (šoreiz: stensilu graffiti tehnikā radītos Rīgā) un atšifrēt ziņojumu nozīmes (gan vizuālās, gan lingvistiskās zīmes), kā arī interpretēt šīs nozīmes kontr-ideoloģiskās mijiedarbības kontekstā ir trīs galvenie mērķi. Šajā rakstā tas tiek darīts, lai sasniegtu pētījumu galveno mērķi - izprastu kontrkultūras semiozi Rīgas pilsētas ielu kultūrā. Kontrkultūras semioze ir nozīmīga tās paaudžu maiņas kontekstā Latvijas sociālo procesu analīzes un politikas veidošanas laikā, pēc zīmīga sociālās pārmaiņas nesošaprecedenta, kad globālās kultūras / kontrkultūras dialektiskās pretstatu sadursmes un vienības perturbācijas jau 1960. un 70. gados ir strukturējušas plaukstošās Rietumu demokrātijas sabiedrības virzienā uz sistēmisku atvērtību un sociālo samierināšanu.

Latvijas ielu māksla komunikācijas zinātnē nav plaši izpētīta tēma. Bez Policijas akadēmijas veiktajiem Latvijas ielu mākslas pētījumiem, kas grafiti uztver kā “vandālismu” (Boluža, 2013.), Latvijas ielu mākslai veltītu zinātnisko publikāciju praktiski nebija (mediju eseistika vai dokumentēšana attēlu formātā neskaitās). Vienīgais izņēmums ir nesenā Latvijas Kultūras akadēmijas pagājušā gada publikācija “Kultūras krustceles” (CULTURAL CROSSROADS, Latvijas Kultūras akadēmija, 2019.), kurā ir vieta ielu mākslas un grafiti izpētei. Ielu mākslai veltītos mikro-pētījumus pārsvarā radījuši studenti, kur latviešu grafiti galvenokārt tiek pētīti caur ielu mākslas konservēšanas prizmu, izmantojot dažādus dokumentācijas formātus, galvenokārt vietējo fotomākslinieku veidotus, vai arī pavisam neadekvāti dīvainā kontekstā (ņemot vērā graffiti subkultūras izteikto anonimitāti)- ar autorību un autortiesību likumdošanu saistītā kontekstā (Kultūras akadēmija, 2019. gads). Trafaretu grafiti ar to kontrkultūras vēstījumiem diemžēl neietilpa šo pētījumu intereses lokā. Savukārt, mūsu pētījums atrodas starp izpētes *Scillu un Haribdu:* vai nu pētīt stensilus

1. Vandālisma administratīvā juridiskā statusa kontekstā vai 2. Māksliniecisku prakšu aprakstā: proti, fokusā ir ideoloģiski vēstījumi, kurus var izpētīt komunikācijas un kultūras studiju paradigmā līdz ar semiotisku pieeju subkultūrām un kurus var veikt partikulāros medijos tādās jomās kā: fan-zīni (*zines*), uzlīmes, T-kreklu dizains utt. Mēs izvēlamies specifisko trafaretu grafiti, t.i. stensilu empīrisko materiālu, kurš uzplauka ekonomiskās krīzes gados Latvijā 2007. – 2009. gadā un joprojām ir par laimi saglabājies, kā elektroniski dokumentēts diezgan visaptverošajā tiešsaistes datu bāzes formātā, kas ir Džeremija Smēdes kolekcionētie fotoattēli ar Rīgas vai citu Latvijas vietu stensiliem. Attēli tika savākti anonīmi un kolektīvi, iekļaujot arī dotā pētījuma autoru brīvprātīgo darbu, turklāt- bez reģistrācijas datuma vai precīzākas atrašanās vietas fiksēšanas. Šī unikālā kolekcija ir pieejama tīmekļa vietnē: jeremy.lv/stencils.

Faktiski nav atzīta vai klasiska teorētiskā ietvara pētījumiem par kontrkultūras ideoloģiskajiem vēstījumiem grafiti vai īpaši stensilu ietvaros. Bet ir daži svarīgi pētījumi, kas koncentrējas uz grafiti subkultūrālo dimensiju. No tiem mēs varam ieteikt jauno un perspektīvo pētnieku ar korekti veikto simbolisko grafiti kodu analīzi, kurai, ir novērojams potenciāls pāraugt visaptverošajā teorijā (Lannert, 2015). Pastāv arī savā ziņā unikāla teorētiskā grāmata šajā jomā (ja neskaita seno hellēņu grafiti pētījumus) ar specializāciju ideoloģijas kontekstā ļoti specifiskā tēmā no Austrumeiropas pētījumu sērijas, kas aptver postsociālisma politiskos vēstījumus un publicēta tieši 2019. gadā: (Velikonja, 2019).

Kontrkultūras semioze ir nozīmīga tēma paaudžu nomaiņas kontekstā sociālo procesu analīzē un politikas veidošanā Latvijā, jo attīstoties Rietumu demokrātijas virzienā, jāņem vērā, ka 60.-70to gadu mijā kultūras/kontrkultūras dialektiskā pretstatu cīņa un vienība jau strukturējusi labklājīgo rietumu demokrātiju sabiedrības atvērtības un sociālās iesaistes sistēmas nodrošināšanā.

Kā pētījuma vispārīgais princips tiek izmantota vizuālās mākslas semiotikas un kultūrstudiju (angl. *Cultural studies*) ietvaros veidojusies pieeja, tādējādi par izpētes pamatobjektiem kļūst kultūras loģika un noteiktu sabiedrības grupu jēgveidojošās kultūrsemiozes aktivitātes, kas iedibina kolektīvo identitāšu diferenciāciju un kultūrdaudzveidību uz globalizēti unificējošās masu kultūras, jeb popkultūras fona. Šī pieeja liek fokusēties uz vizuālajos vēstījumos izmantotajiem semiotiskajiem resursiem un to sistēmu tīkliem, kas ietver reprezentācijas formu, kompozīciju, tēlus un objektus, fokusu, attiecības starp tēlu un skatītāju utt. (Jewitt & Oyama, 2004), ņemot vērā arī veidoto vizuālo diskursu, kur zīmju nozīmes nav lasāmas ārpus sociālā konteksta.

Kontrkultūras ideoloģijas tematiskā daudzveidība visuzskatāmāk parādās alternatīvo mediju telpā. Piemēram, runājot par semiotiskās partizāndarbības grafiti paveidu- *stensiliem*, kā noteiktas sociāl-kritiskas ideoloģijas nesējiem, kur vizuālā un lakoniskā formā manifestējas galvenās kontrkulturālās ideoloģijas tēmas, mēs nonākam interdisciplināras izpētes perspektīvā vairāku akadēmisku problemātiku sadures punktā, kur trīs galvenie tematiskie bloki ir subkulturālā identitāte, radošā pašizpausmes enerģētika un kritiskais ielu mākslas vektora izvērsums, ko nosacīti var dēvēt par semiotisko dumpīgumu (t.i. ar sacelšanos ar zīmju- simbolu palīdzību).

Ričards Senets apraksta publiskās telpas transformāciju filozofiskā griezumā, (savukārt Latvijas situācijas analīzi mākslinieka kā aktīva publiskās telpas transformatora sociālās lomas kontekstā skatīt LMC publikācijas (Kozlovs, 2004; 2005).

Grafiti subkultūras gadījumā noris cīņa par publiskās telpas estetizāciju. Tā ir dumpīgo dēlu atbilde "pilsētas tēviem", kuriem ir nauda un vara, lai dizainētu urbāno publisko telpu ar arhitektūras līdzekļiem. Dēlu paaudze, kura līdzekļu trūkuma dēļ ir deprivēta no šī nekustamo īpašumu diskursa, liek uz spēles vienīgo, kas viņiem pieder- savu ķermeni pakļaujot to apcietināšanas briesmām, jo stensili tāpat kā visi grafiti ir nelegāla aktivitāte, kas juridiskos terminos tiek traktēta kā vandālisms. Arī masu medijos nereti prevalē tieši šāds skatījums.

Stensilu vizualitāte ir nevardarbīgs protests, kura teorētiskā bāze ir Henrija Deivida Toro (Thoreau) traktāts par "pilsonisko nepakļaušanos", kas ir iegājis politiskās un sociālās filozofijas antoloģijās (Toro, [1854] 2004).

Pati laikmetīgā protesta tradīcija, jeb "postmodernā politika" (Routledge, 1997) ir tendēta uz politikas "estetizāciju", ja paraugāmies uz anti-globālisma karnevāliskajām aktivitātēm. Savukārt stensilos parādās ielu mākslas vizuālā dimensija kontrkulturāli lādētos vēstījumos, kas arī nonāk mūsu izpētes lokā.

Arī reklāma un citas komercinstitūcijas seko laikmeta garam līdzi, jo sevišķi tās, kurām mārketinga stratēģiju mērķa grupa ir jaunatne. Komercorganizācijas pamazām cenšās apgūt stensilu tehniku korporatīvo produktu reklāmai. Tādējādi noris kontrkultūras kooptācijas un komercializācijas process.

Žans Bodrijārs, runājot par naivajām pilsētas geto ielu sienu freskām, apgalvo, ka "šī kontrkultūra nebūt nav andergraundam piederoša" (Baudrillard, 2000, p. 164). Aprakstot turpat to, kā laukā no geto grafiti 1972. gadā ielaužās Ņujorkas centrā, Ž. Bodrijārs raksta: "Patiesi, apbrīnojami redzēt, kā viss tas appludina kvadrātiski-bināro pilsēta ainavu, pār kuru paceļās divi glāžaini-alumīniskie *World Trade Center* torņi, *šīs sistēmas varenības nepieejamās superzīmes*." Tādejādi notikums, kas iniciē "kara pret terorismu" sākumu- dvīņu torņu uzspridzināšana ierakstās precīzi Ž. Bodrijāra simboliskās apmaiņas un "sacelšanās ar zīmju palīdzību" *zīmes politiskās ekonomijas* teorētiskajā modelī. Šeit būtisks ir tribālisms: "grafiti atkal no jauna pārvērš pilsētas sienas un urbāno pilsētas telpu par ķermeni, līdzīgi kā pirmatnējām ciltīm tetovējums līdztekus citām rituālām zīmēm "padara ķermeni par ķermeni/simboliskās apmaiņas materiālu" (Baudrillard, 2000, p. 163). Paralēli tam Bodrijārs uzsver grafiti erotismu: "to grafika atgādina bērnu perversīvo polimorfismu, kas ignorē cilvēku dzimumatšķirības un erogēno zonu norobežošanu" (Baudrillard, 2000, p. 163).

Pilsēttelpas pētnieks Anrī Lefebrs apskata situāciju psihoanalītiskā griezumā: "Varbūt galvenais sociālās telpas balsts ir *aizliegtais*: noklusētība saziņās starp sabiedrības locekļiem, plaisa starp tiem, ķermeniska un garīga, apmaiņas grūtības, to nepastarpinātāko saikņu atvienošana (bērna attiecības ar māti) un viņu pašu ķermeniskums - ar nākamo (vienmēr nepilnīgāku) šo saikņu atjaunošana noteiktā "vidē", virkne lokusu, kuru īpatnību nosaka aizliegumi un priekšraksti" (Lefebvre, 2015, p. 49).

Zīmīgi, ka grafiti autors ne tikai oponē, atklāti saceļoties pret aizliegto, bet rīkojas ar zīmēm meistarīgi un gudri – bieži kā sava veida ironiskais intelektuālis – koncepts, ko Ričards Rortijs ievieš savā „Nejaušībā, ironijā un solidaritātē", aprakstot personu, kura atbilst laikmeta garam, būdama vienmēr gatava atzīt sava pasauli skaidrojošā vārdukrājuma aprobežotību. Arī Klēra Kolbruka pētījumā „Ironija" atzīmē, ka jau romantiķiem „ironija darbojas drīzāk kā eksistences stils, nekā retoriska figūra. Ironija romantiķiem bija vienīgais patiesais dzīves mods" (Colebrook, 2004, 52).

Valentīna Vološinova klasiskajā darbā „Marksisms un lingvistiskā filozofija" zīme ir materiāla, savukārt, semiotiskā īstenība ir pilnībā monistiski objektīva un izpētei pakļauta (zīmes radītie efekti, reakcijas un detonētas jaunās zīmes sociālā vidē (Voloshinov, 1930). Taču Vološinova kļūda ir uzskatīt, ka šī vide ir viendabīga. Patiesībā nepazīstamā zīme (savējiem - subkultūrai piederīgiem, slepeno kodu pārzinātāju kopienai) rada apdraudējumu, un tā ir jāieraksta pazīstamo zīmju rindā kā dabas nevis kultūras sastāvdaļa- grafiti mālējumi uz sienām kā netīrība, lieta ne savā vietā.

Pētījuma rezultāti
Results of the research

Rīgas ielu stensilu grafiti pētījums parāda, ka autori darbos nereti paši ielikuši pārdomas par savu darbību un savu identitāti iepretim sabiedrības vairākumam, ko, uz ideoloģisko pozīciju raugoties veido vēstījumu auditorija - urbānās telpas publika. Tie ir darbi, kur attēlots grafiti veidotājs darbībā, ar raksturīgo atribūtiku un izteiksmīgiem žestiem, izmantojot attēlu kompozīciju un sociālo kontaktu (acu skatiens, tā leņķis), lai veidotu mijiedarbību ar skatītāju un piešķirtu savam vēstījumam jēgu (pievērst uzmanību stensilu vēstījumiem kā kaut kam jēgietilpīgam ir grūti augstāk minēto iemeslu dēļ).

Piemēram, 1. attēlā parādīta stensila autora pašreference - ielu mākslinieks attēlots respiratorā, kas norobežo viņu no skatītāja un sabiedrības kopumā (vidū un pa labi), darbībā (pa kreisi, pa labi) ar frontāli izstieptu pulverizatora baloniņu, kas tēmē skatītāja sejā (pa labi), un tādējādi ne tikai uzrunāt skatītāju (kompozīcijas vidū, pretī paceltā roka ar šādu nozīmi nereti izmantota arī reklāmās un propagandas līdzekļos), bet arī satrauc, ietverot cīņas un pretdarbības konotācijas.

Jauniešu kontrkultūra pēc definīcijas ir "opozīcija tehnokrātiskai sabiedrībai" (Roszak, 1969).

1.attēls. ***Vēstījumi, kas reprezentē ielu mākslinieka pašreferenci***
Figure 1 ***Stencils representing self reference of the street artist***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

2.attēls. ***Prettehnokrātiskie motīvi***
Figure 2 ***Antitechnocratic motives***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

Tehnokrātijas kritika - industriāli atsvešinātā mašīnapkalpojošo rūpestu darba darītājam arī galva tiek ar mašīnas roku skrūvējot normalizēta. Freidomarksiskā Frankfurtes skolas inspirētā kontrkulturālā kritika tehnokrātiskai sabiedrībai, kur dabas pakļaušana transformējas cilvēka pakļaušanā un manipulācijā. Šī neviennozīmīgā saikne ar tehnoloģiju pasauli ļāva attīstīties tāda žanra kā kiberpanka (*cyber-punk*) literatūrai un estētikai vai jaunajiem medijiem piederošai "haktīvisma" (Jordan, 2002) ētikai kā informācijas sabiedrības ēras kontrkultūras formai.

Kiberpanks (*cyber punk*) ir tehnoloģiskā futūrisma estētika, kurā kibernetizācijas nākotne paver neredzētu apmēru cilvēkbrīvības ierobežošanā; un stensilu formā (3. att.) ielu mākslas vēstīju autori uzsver turpinošos cīņu pret to.

3.attēls. ***Kiberpanka motīvi***
Figure 3 ***Cyber-punk motives***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

Šeit jāatzīmē “Apple" kompānijas un personālo datoru (PC) radītāju saistība ar kontrkultūru (Markoff, 2005; Turner, 2006). Personālā datorā tiek realizēts, gan pervertētā veidā, senākais kreisās idejas sapnis par darba un izklaides saplūšanu. Tātad stensila vizuālais stils ir mērķtiecīgs semiotisko resursu izmantojums, lai atsauktos uz šo priekšvēsturi, tiesa, kritiski ironiski, jo attēla centrālais tēls vemj podā (4. att.).

4.attēls. ***Agrīnās datorgrafikas stilizācijas kritiski ironisks izmantojums***
Figure 4 ***Critical and ironic usage of vintage pixel art stylization***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

Kontrkultūra kā simboliskais dumpis pret tehnokrātisko/atsvešināto sabiedrību un tā metamorfozes radītās metastāzes semiozes procesā rada ētiskuma problēmu pašā dumpīgumā un tā simboliskajā/nevardarbīgajā raksturā, kur (ne vienmēr [piem. hipiju *peace&love*] intencionāls) ir draudīgums, t.i. pretenzija uz telpas aizņemšanu (grafiti), īpašuma kā privātuma apskādēšana.

5.attēls. ***Subversija patērēšanas kritikā***
Figure 5 ***Subversion in the criticism of consumerism***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

Visvairāk kritikas tomēr ir vērsts pret patērētājsabiedrības praksēm, normām un patērniecisko domāšanu. 5. attēlā redzams, kā vēstījumu autori izmanto ierastas formas un zīmes, kas saistītas ar pirkšanu un parēšanu, kā globāli zīmoli, lai subversīvi ieliktu tajās citu, kritisku nodzīmi. Lai fiksētu vizuālajos vēstījumos ietverto nozīmi, izmantoti saukļi «*Don't think just buy it!*» (Nedomā - tikai pērc!) Attēlotie cilvēciņi izlauž svītrkoda restes, lai izmuktu. Citā attēlā uzsaukums pavēl: «Pērc vai mirsti!» Tiek apspēlēts «Nike» zīmola logo, uz kura uzdurts cilvēks, un ironiski, pat ciniski izskan kompānijas sauklis «*Just do it!*» (Tikai dari to!) Šis zīmols izvēlēts aktīvistu kampaņā pret kompānijas izmantoto bērnu darba nežēlīgu ekspluatāciju Āzijā peļņas palielināšanai. Kokakolas raksturīgā pudele, kā globalizācijas simbols un kritika par šī zīmola dzēriena apšaubāmo uzturvērtību - indes simbols "jautrais rodžers".

Par nozīmīgu apzīmējamo kontrkultūras ideoloģiskajā uzstādījumā kļūst plaisa – starp darbu un kapitālu, strādniekiem un eliti, tehniku un cilvēcisko, kultūru un dabu.

6.attēls. ***Vizuālas pretrunas kā plaisa***
Figure 6 ***Visual contradictions as gap***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

Piemēram, 6. attēlā (pa kreisi) kliedzošas sejas daļa (atsauce uz Edvarda Munka gleznu) ir pretrunā ar attēlošanai izmantoto transformatoru kasti, pie tam seja ir spermatozoīdu visaptverošā iebrukumā – tādējādi plaisa ierakstās urbānās estētikas struktūrā kā pārrāvums, īssavienojums. Savukārt, roratslēga (vidū) ar iestrādātu dzirkstošu burbuļu kokteiļglāzi ilustrē proletārisko dzīvi ar industriālu, atsvešinātu darbu un buržuāzisku izklaidi, bet boksēšanās pozā no elektrotransformatora kastes "iznirst" cīņai gatavs siluets (pa labi) - negaidītu draudu motīvs. Dabiskā haoss, kurš jebkurā brīdī var ielauzties sakārtotajā kultūras nozīmju pasaulē un izgrūst no psihiskā līdzsvara.

Grafiti (tostarp stensili) mājo pilsētas fasāžu telpā. Vērotājam no malas rodas likumsakarīgs jautājums: kāpēc kādam tīro fasādi padarīt neglītu izkropļojot ar grafiti? Tam var būt vairākas atbildes: 1. Tāpat kā rakstniekam balta lapa vai neornamentēts ar tetovējumu ķermenis, tīra, nokrāsota fasāde ir nepabeigta un līdz ar to nepilnīga. 2. Svaigi remontētā fasāde - tas ir naudas varas provocējošs simbols pret ko jāiestājas tiem, kas nevar izteikties naudas valodā vai kā citādi publiskajā telpā, tiem (kontrkultūras ideoloģiju pārstāvošiem jaunatnes subkulturālo formējumu locekļiem), kas nemāk un/vai negrib runāt varas akceptētā diskursā (skat. Burdjē aprakstīto lingvistisko tirgu (Bourdieu, 1991). 3. Skaistais/tīrais tiek atpazīts, kā maldus nesošs viltīgs buržuāziskas harmonijas apsolījums - tam jāpretstata trauksmi nesošs haosa vēstnesis- pretspara simbols (līdzīgi, skat., Dika Hebdidža metaforu par subkultūru komunikāciju kā "troksni" (Hebdige, 1976). 4. Savas teritorijas iezīmēšana - piesavināšanās. 5. Pretējs Nr.1.: grafiti autori grib atrasties un telpu atgriezt tapšanas procesa stāvoklī, negrib "balto pārkrāsot melnu" (kā pabeigtie, statiskie komerc-grafiti), bet grib atrasties starpā- lūzumā (skat. Deridā gramatoloģiju par rakstību un atšķirību (*differance)* (Derrida, 1997) kā pārrāvumu/lūzumu/plaisu). Infrastruktūras objekti, kas praktiski nekad netiek iekļauti arhitektūras ansamblī- rada plaisu urbānās telpas "tekstūrā". Elektrotransformatoru kastes tā bieži tiek izmantotas grafiti vēstījumiem.

20. gs. 80. gados britu pētnieki, no savas teorētiskās platformas sliecoties skatīt panku kustību kā strādnieku šķiras radošu izpausmi, sastopas ar faktu, ka tā tiek artikulēta galvenokārt mākslas skolu vidē un tikai tad iespējami izmantota atbildes reakcijai uz "strādnieku šķiras dzīvē uztvertajām pretrunām" (Bennett, 1999, 602). Ar raksturīgo grupēšanos/nodalīšanos un apzināti atšķirīgo, šokējošo pašizteiksmi 20. gs. mākslas avangarda vēsture ir paralēla un mijiedarbojas ar subkultūru vēsturi. Marsela Dišāna "strūklaka" - *ready made* mākslas avangarda vizuālā ikona (7. att.) arī tiek pārnesta uz mājas sienu kā sacelšanās simbols - tā tika izstādīta galerijā vienlaicīgi ar 1917. gada revolucionāru ieņemtajā Ziemas pilī iereibušo matrožu nokārtošanos antīkās ķīniešu Čaņ dinastijas vāzēs. Savukārt, "This is not graffiti" - "šis nav grafiti" stensils (7. att. pa labi) ir alūzija uz sirreālista Renē Magrita gleznu "Šī nav pīpe" ar Pablo Pikaso portretu jūrnieka kreklā.

7.attēls. ***Atsauces uz avangarda mākslu***
Figure 7 ***Refferences to avantgarde art***
([Pictures accessed 30 October 2019]. Access through Internet: jeremy.lv/stencils)

Subkulturālā dzīves-māksla tuvinās modernisma jeb avangarda mākslai, jo arī tajā ir sapņi par brīvību, kas tiek nodoti intriģējošos, provokatīvos, dažkārt izaicinošos vēstījumos. Līdzīgi avangarda māksliniekiem subkultūru grafiti autori izmanto esošos pilsētvidi kā materiālu, lai to pārveidotu pēc savas gramatikas, ietverot līdz galam neizzināmo, par ko tomēr vērts domāt. Avangards smeļas no folkloras un popkultūras, politikas, zinātnes un mitoloģijas, piedāvājot visas šīs alternatīvas ikdienas dzīvē (Turchine, 1993, 4). To pašu var teikt arī par grafiti stensilu mākslu.

Secinājumi
Conclusions

Komunikatīvā aspektā katra subkultūra sevi pirmkārt definē pret valdošo (meinstrīma) kultūru, bet tā arī piedalās sarunā (tostarp grafiti medijā - gan savstarpēji iekšienē, gan arī ar to kas, līdz šim ieņēmis vēsturiski vadošo kontrkultūras vietu. Kontrkulturālo vēstījumu ražotājiem/patērētājiem būtiski ir ne tikai nolasīt/aprakstīt (ornamentēšanas nevis teoretizēšanas nozīmē) telpu, bet aktīvi veidot- producējot marķierus, kultūrpiederības zīmes- alternatīvas un kritiskas, attiecībā uz tehnokrātisko kapitālismu,- utopijas. Prakse tiek neapzināti pārdzīvota sākotnēji un tad- pēcāk pārdomāta (tai tiek piedēvēta jēga). Tādējādi pati cilvēka sabiedriskotās darbības forma top par īpašas darbības priekšmetu- gribas un priekšstata/apzināšanās nozīmē.

Pilsētas telpas transformācijā jāizšķir stihiskais pretēji plānotam. Kad urbānā telpā saduras konfliktējošā opozīcijā naudas varas ideoloģija ar grafiti nesto utopiju zīmēm, šī telpa ir, marksistiskās urbānistikas terminos runājot: gan abstrakta, gan reāla. Attēls grafiti, ne tikai atbalsta savdabīgu dekorativitāti, kas iekaro pilsētu traibāli stihisti, bet arī piedāvā racionālu, skaidru lasījumu citādi nenododamām idejām.

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Summary

The discourse of messages created using the medium of graffiti undoubtedly belongs to subculture, because, even though it is found in the public space - on the façades of surfaces forming urban space, the majority of the public fails to notice it or else interprets it, contrary to culture's ordered world of meanings, as chaotic "dirt" more closely related to nature than culture. However, messages of visual this kind of visual communication often include criticism that has no other place to be expressed - countercultural rebellion against the technocratic order of society as a given totality is directed against the hegemony of one-sided rationality (functioning in the scheme of goal-means and subordinate to the imperatives of efficiency and productivity). This totality has outgrown the initially reasonable institutes of its rationality and now embodies pure irrationality - the shallowness of consumption and the subordination of technological and scientific progress to military and control objectives, etc. Thus, the upper hand is gained by trends that slow down human progress and/or cause it to stagnate, inviting corresponding opposition from worldview systems loaded with countercultural values.

In the case of the subculture of graffiti, a battle is taking place for the aesthetization of the public space. This is the answer provided by the rebellious sons to the "fathers of the city", who possess money and power with which to design urban public space using architectural means.

This utilization of the street as an alternative and independent medium in the form of civil disobedience manifested through the translation of radical political ideas, thus to a certain extent performing the work of propaganda, is an example of creative idealism. It is important to remember that graffiti is a non-violent protest, whose theoretical basis is Henry David Thoreau's treatise on "Civil disobedience", which has become an essential part of anthologies of political and social philosophy.

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ИСЛАМСКИЙ СТИЛЬ В ЛАНДШАФТНОМ ДИЗАЙНЕ НА ПРИМЕРЕ ДРЕВНИХ САДОВ ТЕМУРИДСКОЙ ЭПОХИ

Islamic Style in Landscape Design on the Example of Ancient Gardens of the Temurid Period

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Abstract. *The article considers the history of the creation and development of the Islamic garden, the characteristic features of landscape gardening art in the Islamic style through the prism of the development of ancient gardens of the Temurid period, in particular, on examples of gardens in Central Asia, Afghanistan and India, and other countries, including their perspectives development, as well as proposals for the creation of modern landscape design. Today, with the urbanization and the growth of cities, less territory remains for the green zone, therefore one of the main problems throughout the world is the preservation of the environment, and especially landscape architecture. Gardening art has come a long way and many masterpieces have been irretrievably lost. Today, all aspects of the history and development of Islamic-style gardens and parks are still not disclosed. For this reason the issue of studying traditional Islamic-style gardens and, of course, reviving the traditional park-building culture of the Temurids and Baburids era was raised in Uzbekistan to create a green environment of historical sites and national parks. As a result of the research, the following were considered and identified: the history of the development of Islamic landscape design, the types of gardens in the Islamic style, the history of the creation of various gardens, their names, planning and compositional solutions, characteristic features, decorative techniques for building gardens in Central Asia, Afghanistan, India, technical and water devices used in the Temurid Gardens, as well as the importance of the Temurids dynasty in creating gardens and parks in Afghanistan and India. The conducted research, the experience of designing and creating Islamic gardens in Central Asia, Afghanistan, India and other countries will allow using the recommendations aimed at creating a modern garden in the Islamic style not only in Uzbekistan, but in other countries.*
Keywords: *Islamic garden, landscape design, Temurid period, chor-bog, Babur, terrace-shaped gardens, water, greenery, fountains.*

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Введение
Introduction

Данная статья преследует целью познакомить с опытом проектирования и создания древних исламских садов на территории современного Узбекистана и в других странах, которое основано на проведённом исследовании, а также рационально использовать данный опыт при восстановлении или создании новых садов не только в Узбекистане, но и за рубежом.

Актуальность: в настоящее время одной из основных тенденций в дизайне Узбекистана, а также образа жизни современного человека, является сохранение окружающей среды, включая через ландшафтную архитектуру. Сегодня остаются еще не раскрыты все аспекты паркостроения таких типов садов в исламском стиле, как сады «Чор-бог», «Бустаны», «Гулистаны», «Мавзолейные» и «Террасные сады». Поэтому архитекторам Узбекистана при перепланировки и озеленения городов следует учитывать традиции и достижения садово-паркового искусства эпохи Темуридов и Бабуридов, также созданные и их потомками.

Методы: в статье использованы аналитический, метод сравнения, обобщения и систематизации. В частности, изучен (-а) следующее: (1) необходимая литература об исламском стиле в ландшафтном дизайне; (2) специальная литература о садах эпохи Темуридов; (3) объект исследования: сады и парки эпохи Темуридов, а также другие исламские сады; (4) предмет исследования: ландшафтные и декоративные приемы при построении исламских садов.

Изученность проблемы: Вопросы формирования, развития исламского стиля в ландшафтном дизайне, а также Исламские сады в Средней Азии и странах Востока исследованы в трудах многих ученых: Юдина Н.А. (2004) 100 великих заповедников и парков.; Кларк Э. (2008) Искусство исламского сада.; Пугаченкова Г.А. (1987) Среднеазиатские сады и парки XV в.; Махмудова М.Т.(2018) Исламские сады в современном ландшафтном дизайне; Ожегов С.С. (2003) История ландшафтной архитектуры; Юсупова М.А. (2005) Садово-парковые ансамбли Бухарского оазиса.

Научная и практическая значимость статьи: анализ проведённого исследования позволит теоретически и практически использовать рекомендации, направленные на формирование современного сада в Исламском стиле не только на территории Узбекистана, но в других странах.

История развития исламского стиля в ландшафтном дизайне (на примере садов эпохи Темуридов)
The history of the development of the Islamic style in landscape design (on the example of Temurid gardens)

Ислам является последней из крупнейших мировых религий, которая внесла множество законов и традиций в различные сферы культуру и искусства. Так, например, не в правилах мусульман изображать природу на коврах, картинах, предметах интерьера. Всю красоту природы они выражали в исламских садах. Трепетное и удивительное исламское восприятие мира создает неповторимый стиль, который несет в себе загадку и волшебную красоту Востока. Как и многие другие науки, садоводство распространилось с Востока по всему миру. Согласно исследованиям Кларк, в садово–парковом искусстве значительное место принадлежит Персии (современному Ирану), где история зодчества насчитывает тысячелетия. В древнеперсидских садах были заимствованы принципы устройства мусульманского сада, которые получили развитие в Азии, Африке и, частично, в Европе с VIII в., после завоевания арабами персидской империи. Персы были одними из первых, кто выращивал сады, парки и охотничьи участки, – пайридезы[1], т.е. территория, окруженная стеной (Klark, 2008). Целью такого сада было и обеспечение места для расслабления разнообразными духовными способами, и места отдыха и по существу являлся раем на земле.

Эпоха Темуридов[2] также характерна расцветом садово–паркового искусства, и, как свидетельствуют современники и археологические работы, в этот период парковая планировка достигает большого совершенства, складывается тип регулярного сада – **чор-бог**, в котором сохранился принцип осевого построения плана.

Во время правления династии Темуридов были выработаны определенные каноны создания сада «чор-бог», которые в 1515–1516 гг. были изложены в земледельческом трактате «Иршад-уз зироат илмил хиросат» (Uralov, 1991). В частности, садово–парковые комплексы эпохи Темуридов, как показывают несколько исследований (У.Алимов, Ш. Аскаров, П. Захидов, А. Уралов и др.) имели обычно прямоугольные или квадратные в плане формы с правильной ориентацией по странам света.

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[1] «Pairi-daeza» в переводе с персидского – замкнутое пространство.

[2] Согласно Г.А.Пугаченковой «… Термин «искусство эпохи Темуридов» условен, но приемлем, поскольку он ставит определённое явление художественной культуры в хронологических пределах последней четверти XIV в. – рубежа XV–XVI вв. в основных территориальных рамках темуридских владений, охватывавших территорию современных стран Средней Азии, Афганистана и восточного Ирана» (Pugachenkova, 1987).

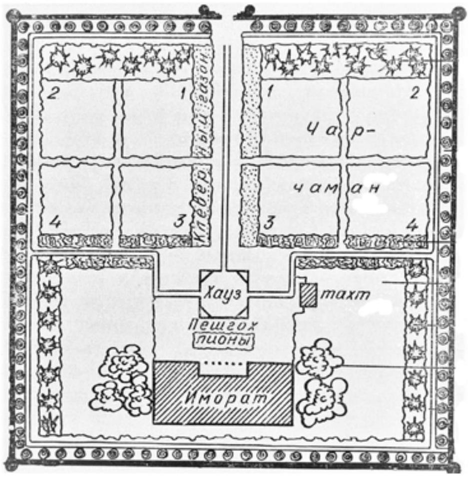

Рисунок 1. ***Чор-Бог (по описанию в «Иршад аз-Зера'а», реконструкция – Г. А. Пугаченкова)***
Figure 1 ***Chor-Bog (as described in "Irshad al-Zera'a", reconstruction - G. A. Pugachenkova)***

Они, как правило, ограждались высокими стенами, от ворот которых начинались основные аллеи сада. Эти две: главная и боковая аллеи пересекаясь посередине сада, разделяли его на четыре равных участка. Посередине аллей, или с двух их сторон протягивались параллельно водные каналы для орошения сада. По главной оси, в глубине находилось главное здание – дворец, а перед ним располагается площадка с бассейном и клумбой пионов. И, конечно, специфичная черта темуридских садов это сочетание фруктовых и декоративных деревьев. Это делалось не только из практических, но и эстетических интересов.

Нововведением Темуридов является образование вокруг городов гирлянды загородных садов и аллей – хиабан, соединяющих город с садами («Баги–Бульды», Самарканд), мазарами (Чор–Бакр, Бухара), мавзолеями (Абдаллах Ансари, Герат).

Согласно Пугаченковой Г.А. садово–парковое искусство пригородных садов и парков достигло своего апогея именно при Темуридах. «В эту пору здесь окончательно определился тип архитектурно–организованного сада со строго регулярным планом, подчинённым системе геометрического построения осей, центральным положением имората, чёткой разбивкой, подчинившей себе зелёные посадки, при живописной свободе интимных пейзажных участков» (Pugachenkova, 1976). Здесь всё: архитектура, зелень, вода, сад, дворец и водоём создавали композиционный организм и в дальнейшем традиции эти сохранились в ландшафтном дизайне Средней Азии, Афганистана, Индии и в последующие времена.

Сады Средней Азии
Gardens of Central Asia

В Средней Азии, как полагала Г.А. Пугаченкова, сад «чор-бог», благодаря его абсолютной симметрии и удобству в местном, особенно равнинном рельефе, стал ведущим принципом в садово–парковом строительстве (Pugachenkova, 1987).

Также, многие из садов Амира Темура были построены по традициям персидского сада, так как почти все проектировщики были вывезены из Ирана. Именно по этому стилю были построены многочисленные сады в Самарканде. Согласно некоторым письменным источникам сады, созданные при Темуре и его потомках в Самарканде, были посвящены поэзии, наукам, путешествиям и носили яркие, тематические названия. О красоте и роскоши загородных парков с дворцовыми сооружениями вокруг Самарканда, достигшего своего расцвета в этот период, ходили легенды. Баги–Дилькушо (Радость души), Баги–Бихишт (Райский сад), Баги–Нав (Новый сад), Баги–Джаханнаме (Сад мира) и другие. К сожалению, ни один из них не сохранился, и мы можем судить о райских садах лишь по письменным источникам и многочисленным изображениям и описаниям (миниатюрам, коврам, тканям, изразцам). В загородных садах–дворцах проводились приемы зарубежных послов, встречи с царскими гостями, пышные свадебные церемонии и праздничные гулянья.

Судя по миниатюрам XV–XVII вв., большое внимание в светских садах придавалось устройству водоема. Часто это бассейн с фонтанчиком и обводнение самого сада посредством каналов и арыков. Каноны разбивки сада подчинялись закономерностям пользы, красоты и гармонии. В садах гуляли павлины, олени, а в бассейне плавали рыбки и утки. Жилое здание было раскрыто айванами, лоджиями или балконами в сторону сада, и создавало удивительную гармонию, его связь с природой (Jusupova, 2005).

Самаркандским садам также важное место отводилось воде, для этих целей использовались воды реки Зерафшан. Система орошения и различные виды водных устройств имела большое значение, они строились по определённым регулярным планам. Археологическими исследованиями были обнаружены бассейны разной формы: квадратной (Давлет–Абад), круглой, октагональной (Багча Улугбека) (Pugachenkova, 1987), а также фигурно-фестончатого плана, вода подводилась к бассейнам гончарными трубами, либо арыками, обложенных камнями или кирпичом.

В тех случаях, когда позволял рельеф местности, вода ниспадала каскадами. В дневниках испанского посла Клавихо 1404 г. есть описание садов «Баги–Шамол» (Сад ветров) и «Баги–Нав» (Новый сад). В градостроительстве в ансамблевом искусстве Самарканда, по его наблюдениям также использовался и другой тип исламского сада – **террасообразные сады**, который устраивался на склонах, в особенности на крутых. Такой сад был обнаружен при раскопках в 1941 г. Самаркандской археологической экспедицией, возглавляемой М.Е. Массоном недалеко от «фарфорового павильона» Чини–хона (сад Мирзо Улугбека в Самарканде) (Pugachenkova, 1987).

В Самарканде также возводились мавзолеи почитаемых духовных лиц, знатных людей. Так, например, в саду Баги–Широн были построены мавзолей и ханака Ходжи Абди-Даруна, а в саду Баги–Фируз расположен мавзолей для женщин и детей из Темуридского рода – Ишрат-хона[3].

В Бухарском оазисе также существовал такой тип сада–парка, возведённый в составе мемориально–культового комплекса, как в загородном некрополе при могиле известных суфия Бахауддина Накшбанди (XVI в.). По исследованиям Юсуповой М.А. в Бухарской области, существовало немало садов, в которых были также использованы канонизированные принципы: территория расчленялась двумя осями на четыре части, образуя чор-бог; в центре, на пересечении осей, был устроен «прелестный, очень красивый бассейн»; и в середине чор-бога возведено сооружение, стилизующее китайский павильон, возможно, с использованием расписного фарфора. Такой же сад был создан в саду Мирзо Улугбека в Самарканде и может под влиянием этого сада в Стамбуле был возведён Чинили–киоск (фарфоровый павильон) в 1466-1474 гг., а в XVI в. в Ардебиле (Иран) была выстроена Чини–хона (фарфоровая комната) (Jusupova, 2005). По исследованиям некоторых учёных, в том числе и по описаниям Наршахи и Кубави, распланированные и благоустроенные сады и парки в Бухаре существовали уже в X–XII вв. и особенно при разбивке садов Бухары XVI-XVIII вв. преемственно развивались традиции предшествующего темуридского времени и в этом случае при создании садов участвовали ландшафтные специалисты Хорасана из городов Герат и Балх.

Сады Афганистана
Gardens of Afghanistan

Великолепные сады, существовавшие на территории современного Афганистана, также внесли существенный вклад в развитие исламского сада и не знали себе равных для отдыха и прогулок. Развитие

[3] Светско-династическое сооружение, игравшее большую роль в темуридском строительстве.

садово-паркового искусства достойно продолжено при потомках Темура в Герате, а затем Захреддином Бабуром[4] в Кабуле, Дели и Агре (Индия).

Сады Герата принадлежали членам царствующего дома, а также знатным и богатым семьям. Среди них такие знаменитые, как сады Султана Хусейна Байкары[5]: Баги–Балянд (Высокий сад), Баги-и-Сафид (Белый сад) и самый лучший из них – Баги-Нахши-Джехан-ара (Сад-украшение мира). Несколько садов находились во владениях Алишера Навои[6] – это Баги-Маркгани, Багча-и-Шаукия (Привлекательный садик), Баги-Мухтар (Избранный сад) и другие. Принадлежали сады и Бабуру – по историческим сведениям, он построил около 10 садов на территории современных Афганистана и Индии, большей частью террасного типа: «Баги-Софа» (Сад непорочности) в Калла Кахар, «Баги-Бинафша» (Сад фиалок), «Баги-Бехишт» (Райский сад), «Баги-Чинар» (Сад платанов), а также другие сады: Сад верности; Сад, украшающий город; Сад, пленяющий сердце; Сад лунного света. Он также заложил парк на холме, который назвал «Чор-баг» в память о садах Самарканда (Pugachenkova, 1976). По воспоминаниям Бабура сады блистали красотой: где наряду со сплошным ковром цветов сочетаются гранатовые деревья с красиво ярко-жёлтыми цветами.

Кроме частных садов в Герате существовали сады, связанные со зданиями религиозного, мемориального, благотворительного или гражданского характера. Например, мемориальный сад Баги-Бабур в Кабуле, обрамляющий усыпальницу Бабура (1529 г.), был создан в виде 15 каскадных террас, выполненных в традиционном стиле решетчатого чор-бога, главная ось которого направлена в сторону Мекки.

Бабур настолько сильно любил сады, что пожелал, чтобы его там похоронили. Его гробница расположена на территории 14-ой террасы, под открытым небом на небольшой возвышенности, имеющей название Шах-и-Кабул. Гробница окружена белой стеной, выполненной из мрамора. Облагораживание сада было продолжено и его преемниками. Так, например, Хумаюн, а позже и Акбар вели строительство сада, правнук Джахангир установил мраморную плиту с надписью, а в 1645 г. на террасе, расположенной ниже гробницы Бабура, Шахом Джаханом была построена небольшая мечеть.

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[4] Захириддин Мухаммад Бабур (1483–1530гг.) – великий узбекский поэт, мыслитель, историк, государственный деятель, основатель государства Великих Моголов, среднеазиатский и темуридский правитель Индии и Афганистана, потомок Темура.

[5] Султан Хусейн Байкара (1438–1506 гг.) – правитель Хорасана со столицей в Герате, принадлежит династии Темуридов, также поэт.

[6] Алишер Навои (1441–1501 гг.) – великий поэт и мыслитель, государственный деятель темуридскогоХорасана.

Сады разрабатывались известными мастерами самаркандских садов по тщательно разработанному плану в соответствии с правилами садово–парковой архитектуры, Темур особенно отмечал среди них Шихабуддин-Ахмеда Зардакаши, возможно одного из главных ландшафтных архитекторов Самарканда. Все эти факты свидетельствуют о тесной связи и взаимовлиянии садово-паркового искусства Средней Азии и Афганистана.

Сады Индии
Gardens of India

Исламские сады Индии, как было отмечено выше, тесно связаны с исторической личностью – Захреддином Бабуром. Он обладал двумя качествами, необходимыми садоводу: увлеченностью растениями и вниманием к деталям. Даже постоянно проживая в Индии, Бабур давал указания своему управителю в Кабуле о том, как следует поливать его сады и как ухаживать за цветами. Ничто не ускользало от его внимания: ни подбор цветовой гаммы олеандров, ни организация ввоза фруктовых деревьев из других стран, ни детали устройства ирригационных систем. До прибытия в Индию Бабур в течение 2 лет правил в Кабуле и там он создал «Сад верности (Баг-и-Вафа). Такие же сады он хотел разбить и в Индии, но здесь встретился с трудностями в виде отсутствия проточной воды, тем не менее он справился и с этой проблемой. Из-за таланта к устройству садов в самых сложных природных условиях и местности народ Хиндустана наградил его прозвищем «Царь-Садовник». До Бабура в Индии люди разбивали сады без всякого порядка, но с его приходом к власти была принята строгая организация садов. Зелень – основное слагаемое сада; другой, не менее важный элемент – вода (Pugachenkova,1987). Бабур постоянно упоминал об устройстве каналов, бассейнов, водоёмов, фонтанов, подчинённых строго регулярному плану. Прибыв в Агру после сражения в Панипате в 1526 г., Бабур решает возвести там сад, о чем он описывает в своих мемуарах «Бабур-наме» «...из-за отсутствия там проточной воды всюду, где пришлось бы обосноваться, устанавливались водяные колеса», и по его приказу были вырыты колодцы. На возвышении сооружались каменные резервуары отсюда вода поступала самотёком по бамбуковым трубам в сад, дворец и ванны, который являлись неотъемлемой частью дворцового комплекса. В крупных городах Индии – Дели, Агре, Лахоре, Девалпуре Бабуром – были заложены сады и парки с декоративными растениями, с применением среднеазиатской системы чор-бог, впервые применен опыт по выращиванию среднеазиатских дынь и винограда. Таким образом, в этом неприглядном и неблагоустроенном

Хиндустане появились прекрасные сады, разбитые по хорошему плану. Через всю свою жизнь Бабур пронес мечту о садах и дворцах древнего города Самарканд и, где бы он ни был, всегда благоустраивал территории, строил величественные дворцы, утопающие в пышных садах. Академик И. Муминов, отмечая прогрессивное значение правления Темуридов в Мавераннахре и Хорасане, справедливо пишет об их потомках: «...особенно Бабур и Акбар- шах в Индии продолжали лучшие традиции, сложившиеся в Средней Азии при Темуре, связанные с развитием экономики и культуры».

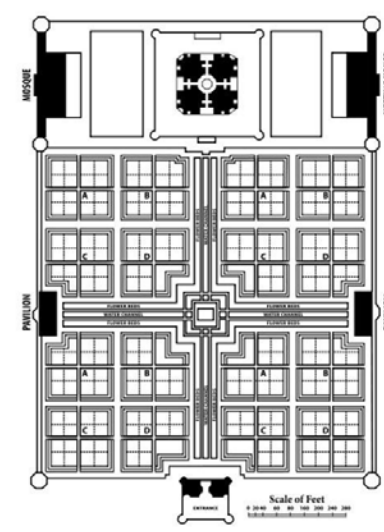

Рисунок2. ***Тадж-Махал. Агра, Индия. 1650 г. Общий вид и план***
Figure 2 ***Taj Mahal. Agra, India. 1650/ General view and plan***

Потомки Бабура также продолжали среднеазиатские традиции садово–паркового искусства. Так, правителем Джангиром для своей жены Нур Джахан в 1619 г. вблизи города Шринагар в штате Джамму и Кашмир были созданы сады Шалимар, прекрасный образец мусульманского сада, который и сейчас выполняет функцию общественного парка. В садах Кашмира (горной местности) и в предгорьях, были мастерски использовано террасирование.

Также в Индии было построено несколько больших мавзолейных садов, например, у гробницы Хумаюна в Дели, а также Тадж-Махал, построенный Шах-Джаханом[7] для своей жены Мумтаз-и-Махал. Тадж-Махал является наивысшим образцом мавзолейного сада, гробница установлена во главе сада «чор-бог», который сохранился лучше других (позже здесь был похоронен и сам Шах-Джахан).

[7] Шах Джахан (1627 – 1658 гг.) – падишах Империи Бабуридов и третий сын падишаха Джахангира.

Исламские сады в странах Европы
Islamic gardens in Europe

Прототипом испанских садов XIII–XIV вв. служат мусульманские сады, где также основным формообразующим элементом является вода (Pavlenko, 2005 г.). Вода присуща всем садовым традициям, от японской и китайской до средневековой христианской и итальянского Возрождения, но каждая имеет свой акцент (Klark, 2008). Вода в исламе также – источник жизни и является главным украшением сада; она питает жизнь, очищает бассейны, красивые фонтаны и водоёмы, в которых журчат и переливаются хрустальные струи (Makhmudova, 2013).

Испанские города, которые долгое время находились под испанским правлением (Гранада, Кордоба, Севилья), глубоко пронизаны мусульманской чувствительностью, например, знаменитый мощённый двор, находящийся рядом с мечетью Кордобы и засаженный апельсиновыми деревьями среди регулярных ирригационных каналов и сейчас является прекрасным местом для подготовки к молитве как для мусульман, так и для христиан (Klark, 2008). Арабы создали монументальные парковые комплексы на территории современной Испании с применением практически всех достижений ландшафтной архитектуры. Один из знаменитых парковых комплексов – Альгамбра – имеет огромное количество фонтанов (Belochkina, 2006). Его знаменитый сад «Львиный дворик» по своей структуре дворик относится к типу мусульманского сада «чор-бог» (Ozhegov, 1995). Действительно исламские сады в Южной Испании XIII в., в Самарканде XIV в. и в Исфахане XVI в. базируются на числе четыре.

Кроме садов **чор-бог**, в исламском мире есть ещё несколько типов садов: **бустаны** (персидское слово, означающее, «фруктовый сад») – это сады, состоящие из больших спокойных бассейнов, окружённых оливковыми и пальмовыми рощами, фруктовыми деревьями; **гулистан** – может состоять из стены и беседки с вьющимися розами или несколькими кустами роз во дворе, «гул», что в переводе с персидского языка означает цветок. Например, такие сада расположены в Испании сады Альгамбры и Хенералифе (Judina, 2014).

Сад – одно из совершенных созданий художественной культуры средневекового мусульманского Востока. Поэтому христианские завоеватели были поражены совершенством садов и парков и, увидев их, начали перенимать восточные традиции (Belochkina, 2006). В настоящее время современные ландшафтные архитекторы продолжают создавать сады в исламском стиле. Например, сад-ковёр в Хайгроуве в доме принца Уэльского в Глостершире, который был основан по его собственной идее

(2001 г.). Сад-ковёр является одной из первых интерпретаций традиционного чор-бога в Соединённом Королевстве и доказал, что сад в исламском стиле может быть успешным в различных условиях и климате (Klark, 2008).

Рекомендации
Recommendations

Для создания исламского сада или парка рекомендуется придерживаться следующих правил и принципов.

1. Порядок является высшим принципом исламского сада и отражает понимание устроителем сада законов космоса. В исламском саду проявляется синтез порядка и гармонии между геометрическим главным планом, посаженными растениями, а также водой и окружающей архитектурой. В связи с этим, дизайнерам, разрабатывая проект исламского сада, следует помнить о симметрии, балансе, гармонии и пропорции, а также порядке и геометрии.
2. При планировании сада, следует учитывать философию исламского стиля и характерную ей таинственность, поэтому подобно исламскому дому или мечети, такие сады могут быть обнесены стенами, изгородью, решёткой с вьющимися розами или виноградником, обеспечивает защиту и уединение от внешнего мира.
3. Основными принципами исламского сада, при организации его плана, является квадрат, в центре которого обязательно должен быть расположены фонтан или небольшой водоём, место для тени и наличие ароматических цветов. Вместо бассейна в центре сада, где пересекаются главные садовые аллеи можно поставить беседку.
4. Водные объекты являются центральной отправной точкой и обязательным элементом оформления любого сада в этом стиле. В связи с этим, на территории, где расположен сад, рекомендуется (по мере возможного) как можно больше использовать воду в различных ее оформлениях. Фонтаны и водоемы строгих линий – обязательны в садах мусульманского стиля. Чтобы они выглядели более эстетичными, их края можно обложить такими материалами как мозаика, плитка, мрамор и стекло.
5. Основным предназначением исламского сада является создание атмосферы глубокой релаксации. Следовательно, рекомендуется

обильное использование цветов, пышной зелени и плодовых деревьев, которые являются инструментом создания такой атмосферы через их запахи. Так, один из самых популярных объектов мусульманского сада – розарий.

6. Для создания исламского сада дизайнеру следует изучить историю подобного сада, его символики, традиции его выращивания и разнообразия его стилей в исламском мире. Это единственное направление садового дизайна, которое весьма крепко держится за свои корни и неразрывно связано с историческими проектами.
7. Исламский сад можно организовать в любых климатических условиях. Для этого необязательно подбирать растения Востока и полностью повторять типичные для исламских садов южные виды растений, а лишь стилизованные под их образ.

Summary

Islamic or Muslim garden allows to contemplate nature, all the elements in it play an important role. The Islamic garden is, without exaggeration, a corner of paradise on earth, a reflection of the legend of the pristine garden of Eden. The arrangement of Muslim gardens is not arbitrary, but an action dictated by the religion of Islam. They have trees, fountains, and murmuring streams that create a unique image and style.

Muslim landscape art has come a long way and many masterpieces have been irretrievably lost. The Islamic style of landscape design is undergoing a new era. Currently, in the landscape architecture of Uzbekistan, and throughout Central Asia, despite the fact that all aspects of park construction in the style of “chor-bog” remain unknown to some extent, there is a need for the revival of traditional gardens in this style for privacy with nature, meditation and peace, especially if necessary, green surroundings of historical monuments, mausoleums, mosques, as well as the creation of national parks.

If at one time the great Mirzo Babur transferred the “sprout” of Central Asian gardening culture to India and Afghanistan, preserved, nurtured and multiplied it, now his descendants should return this “flowering tree” of landscape gardening art, revive the traditional culture of park construction of the Temurids and Baburidov, thereby developing the modern landscape architecture of Uzbekistan.

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ARTISTIC AND AESTHETIC COMPETENCIES DEVELOPMENT: TRAINING TEACHERS USING DECORATIVE AND APPLIED ARTS

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Abstract. *As Ukrainian national system of education is coming into being, aiming to promote development of personal competences on the basis of culture, art, and folk traditions of the Ukrainian people, introducing the spiritual heritage to the young generation, the problem of developing artistic and aesthetic competencies of the future teachers by means of decorative and applied arts becomes topical. The didactic value of the arts, as well as their limitless potential for competencies development are well recognized. This urged us to develop an artistic and aesthetic competencies training technique for the future teachers with the use of decorative and applied arts. The aim of the study is to test experimentally the effectiveness of this technique. The theoretical methods used are: analysis of psychological, pedagogical, methodological and specialized publications, of educational documentation; analysis, synthesis, abstraction, and systematization of data, comparative analysis of dissertations. Empirical methods are: questionnaire survey, observation, testing, independent peer review, analysis of students' practical results to determine criteria, indicators and levels of artistic and aesthetic competencies development; pedagogical experiment. Also used is the mathematical statistics method to analyze and determine effectiveness of the technique.*
Keywords: *artistic and aesthetic competence, students of pedagogical universities, contextual and technological support, decorative and applied arts, components of competence.*

Introduction

One of the most important tasks for the Ukrainian state is to create a national education system that will foster the development of personal competences based on the culture and art of the Ukrainian people, on folk traditions, introducing the spiritual heritage to the young generation (Marushchak, Kashuba, & Magdych, 2018). The problem of a scientifically grounded system of professional training

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of the future teachers in the field of arts and crafts (AnC) is of great importance, especially taking into account contemporary global and national tendencies in the development of pedagogical education, prospective spiritual and creative aesthetic orientations. Within this context, artistic and aesthetic competencies are the key components of the future teachers' professionalism. Despite many developments on the problem in theoretical studies, the pedagogical, content-related and methodical aspects of building artistic and aesthetic competencies of future teachers by means of AnC remain insufficiently investigated.

The purpose of the study is to test experimentally the effectiveness of technique that develops the artistic and aesthetic competencies by means of decorative and applied arts in the students of pedagogical universities. The objectives of the study are to justify the criteria, to determine the indicators and identify the levels of artistic and aesthetic competencies; to experimentally verify the effectiveness of content and technological support for the development of artistic and aesthetic competencies in students by the means of AnC.

Research methodological foundations and methods

The axiological, multicultural, participatory, poly-artistic approaches are the methodological basis for the development of artistic and aesthetic competencies in the students of pedagogical universities. To achieve the objectives of the study, a pedagogical experiment was set, the ascertaining stage of which included 349 students the specialties (of specialties 014 Secondary education (Labor education and technology), 015 Professional education (Service sector), according to Ukrainian system) of the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, National Pedagogical Dragomanov University, and Pavlo Tychyna Uman State Pedagogical University. The experiment sought to determine the state and levels of the artistic and aesthetic competencies development. A set of research methods was used, i.e. original questionnaire survey by the authors to evaluate all mentioned criteria, N. Samsonova's adapted method of "Unfinished sentence" that tests the cognitive criterion (Vaynola & Khlyestova, 2010); M. Rokych's method "Value orientations" to evaluate motivation and values (Darvysh, 2003); the narrative methods and methods of overt observation, of ranking, of independent expert evaluations to assess activity-based criterion and practical use.

At the formative stage of the study, the objective of which was to test the effectiveness of the proposed technique of building artistic and aesthetic competencies in future teachers by means of AnC, the control (CG) and experimental (EG) groups were determined, which numbered 147 and 172 students accordingly, with almost the same level of artistic and aesthetic competencies.

In order to substantiate development of artistic and aesthetic competencies, the methods of analysis, synthesis, abstraction, systematization of theoretical data were applied; to determine the criteria, indicators and levels of the competencies, the methods of questioning, observation, testing, independent expert assessments, analysis of the results of students' practical activity were applied. To detect statistically significant difference in changes in the levels of formation of indicators of artistic and aesthetic competencies in the control and experimental groups - that is, the effectiveness of the proposed technique, rather than the influence of random factors - the single-factor variance analysis method by P. Volovyk was used.

Results and discussion

The concept of artistic and aesthetic competencies is extremely broad and encompasses the motivational, perceptual, cognitive, creative, activity and reflexive spheres of personality structure. In our study (Zuziak & Marushchak, 2019), we define artistic and aesthetic competencies as a professional-personal multidimensional phenomenon that has a metastructure and is characterized by the ability to create original works of decorative and applied arts, by willingness to assimilate the achievements of the global and national folk art, folk culture and creativity, artistic taste, artistic knowledge and value judgments.

The artistic competence of a future teacher is a formation within his personality, a single, integral structure that cannot exist without the components that comprise it. Among the main components we distinguish: cognitive, motivation & value, activity-based and practical use.

The cognitive component outlines the awareness of the individual about the values of the native ethnos, embodied in the folk traditions of decorative and applied arts. It implies having a complex of artistic and aesthetic knowledge; the perception of decorative art as a social phenomenon and as a constantly evolving system; awareness of the AnC's connection with the thinking, culture and social development of people. The cognitive component is closely related to a specific subjective activity of the individual. Artistic knowledge influences the development of the ability to distinguish socially significant aspects in decorative and applied arts, to analyze the details of content and form of these works.

The motivational and value component implies the presence of motives, values, goals, and need for vocational training, improvement, self-education, self-development. The latter actualize the need to build artistic and aesthetic competencies by means of AnC and stimulate artistic and creative expression of personality in professional activity, provide understanding of arts and crafts within the context of cultural development of society, reflect the motivation of the individual for development, conservation and multiplication of the traditions of certain ethnic group. It assumes an interest in professional activity that characterizes a person's need for knowledge, for mastering effective ways of organizing professional activity; it includes motives for pedagogical activity, focuses on knowledge transfer and development of students' personality. According to psychologist S. Kaverin (Kaverin, 1987), the need for creative activity is a higher need, which indicates a high degree of personality development. According to him, the main motives of creativity are curiosity, personal interest, and higher social motives.

Values reflect the core of basic human motivations. Attitude towards national culture, towards the age-old traditions of the Ukrainian people that are based on values, and value awareness of a teacher in the field of arts and crafts permeates the whole practical basis of his pedagogical activity. One of the most important qualities of a future teacher in the field of arts and crafts is the ability to correctly determine the aesthetic values of the works of the art in question and reason his attitude to the students. One should teach students to perceive, evaluate and understand the values and meanings of AnC works.

The activity-based and practical use component reflects the ability of an individual to know and preserve the folk traditions of certain ethnic group, as well as the activities and practical reality within which they are reproduced and creatively transferred on the basis of acquired knowledge and skills. This component allows the use of existing professional knowledge, skills and competences to accomplish the objectives of professional activity. It is closely related to the development of practical skills in arts and crafts, which involve mastering all types of artistic and aesthetic activities (art and applied graphics, drawing, painting, ethnological sculpture, decorative plastics, decorative and applied works) that can be defined as spiritual and practical activity. The organizational and pedagogical basis of the activity-based and practical use component are techniques and methodology, which broaden and deepen the professional consciousness, and help choose the forms of communication in educational systems between a teacher, a product of AnC, and a student.

Theoretical analysis of the criteria factors of development of artistic and aesthetic competencies in the students of pedagogical universities by means of decorative and applied arts allowed us to characterize the levels of development of these competencies, namely, low, medium, sufficient and high.

Assessment of the level of development of artistic and aesthetic competencies by means of AnC was performed in accordance with the pre-developed indicators and was reduced to a single coefficient scale. In order to optimize the calculations, we evaluated each structural component individually, and then calculated the arithmetic mean, thus adjusting the coefficient scale to four levels of students' artistic and aesthetic competencies' indicators. We subsequently used the following distribution scales: 1-1.7 points - low level;

1.7-2.7 points - average level; 2.8-3.4 points - sufficient level; 3.5-4 points - high level. The experiment involved 349 students of pedagogical universities of the specialties 014 Secondary education (Labor education and technology) and 015 Professional education (Service sector). According to the criteria, during the ascertainment experiment we identified the level of structural components of artistic and aesthetic competence (Table 1).

Table 1 ***The level of development of artistic and aesthetic competencies' components by means of decorative and applied art***

Structural components of artistic and aesthetic competence	High level		Sufficient level		Medium level		Low level	
	abs.	%	abs.	%	abs.	%	abs.	%
Cognitive	25	7.2	79	22.6	138	39.5	107	30.6
Motivational and value	9	2.6	113	32.4	94	26.9	133	38.1
Activity-based and practical use	70	20.1	124	35.5	115	32.9	40	11.5

The table 1 illustrates that 7.2% of students have a high level of cognitive component of artistic and aesthetic competencies. They show a high level and deep professional theoretical knowledge of the arts and crafts, of cultural outlook, of awareness regarding the use of techniques and technologies for performing various types of professional tasks (both as executors and personally set ones); the development of artistic and pedagogical thinking, which is reflected in the combination of visual and theoretical thinking; developed perceptual, research, innovative skills and system of psychological and pedagogical knowledge in the course of organizing artistic and creative activity.

Only 2.6% of students show a high level of motivation and values. This component is characterized by the conscious choice of profession, understanding of its importance and moral responsibility for the results of professional activity, need for constant professional growth, creative development and self-education, desire to embrace the cultural heritage, to cherish the cultural values; the artistic and aesthetic values are treated as personal values, there is a strong inclination to preserve and disseminate artistic and aesthetic values, a positive motivation for artistic and aesthetic activity, interest in the AnC in the context of cultural development of society, etc.

20.1% of students show high level of activity-based and practical component of artistic and aesthetic competence. High level of this component corresponds to the ability to carry out artistic and creative activity, to create a product of artistic and aesthetic activity, to transfer ideas of folk art into practical professional activity; to the ability to interpret the works of folk art independently.

22.6%, 32.4% and 35.5% respectively showed a sufficient level of all the three components of artistic and aesthetic competencies. Other students have medium and low levels. Thus, it can be concluded that regarding the three structural components students are most active in activity-based and practical use. Other components - cognitive and motivational & value - are at a low level, which could explained by the lack of targeted training.

Only 55.6% of students have high and sufficient levels of practical component of artistic and aesthetic competence, which proves the overall low level of future teachers' own techniques of personal expression and self-development in the field of artistic and aesthetic activity by means of AnC. This also reflects readiness for professional growth and substantiates the need for developing artistic and aesthetic competencies in future teachers by means of decorative and applied arts.

Table 2 shows the general picture of students' high, sufficient, medium and low levels of artistic and aesthetic competencies.

Table 2 ***The level of development of artistic and aesthetic competencies by means of decorative and applied arts***

Levels of artistic and aesthetic competence	Quantity of students	%
High	16	4.6
Sufficient	66	18.9
Medium	128	36.7
Low	139	39.8

It is clear from the table 2 that only 23.5% of students are ready to carry out art and crafts pedagogical activities at high (4.6%) and sufficient (18.9%) levels. The rest of the students have medium (36.7%) and low (39.8%) levels of artistic and aesthetic competencies by means of AnC, which does not meet the contemporary requirements for highly qualified specialists, capable of performing art and pedagogical activities, aimed to preserve the traditions of folk decorative art and based on prospective spiritual and creative aesthetic orientations. Thus, the obtained quantitative results of the ascertaining experiment confirm our conclusions about the insufficient level of development of artistic and aesthetic competencies in future teachers by means of AnC. Therefore, the tasks of the experimental work regarding development of teaching technique and materials need to be further specified.

At the formative stage of the study, the structure of CG and EG was determined, consisting of 147 students and 172 students, respectively, who had almost the same level of artistic and aesthetic competencies. At the same time, high and sufficient levels of competencies the experimental group were even lower than in the control group, which is reflected in Table 3.

Table 3 ***The level of development of artistic and aesthetic competencies by means of AnC in experimental and control groups (before experiment)***

Levels of development of artistic and aesthetic competencies	CG		EG	
	Quantity of students	%	Quantity of students	%
high	8	5.4	6	3.5
sufficient	28	19.1	31	18
medium	52	35.4	64	37.2
low	59	40.1	71	41.3

Recognition of didactic (cognitive, practical, developmental, artistic and cultural) value of decorative and applied arts, as well as its limitless potential for the development of artistic and aesthetic competencies, led to the development of technique of this process, providing value-orientation, information-cognitive, interpretative, reflexive, personal-developmental stages.

The value-orientation stage aims to solve the following tasks: development of students' emotional sphere through understanding of the emotional content of AnC works; development of a positive attitude towards oneself and chosen professional activity; creation of conditions for the emergence of interest in art, in its evaluation in accordance with the ideas of the aesthetic ideal, the creation of an artwork by means of decorative and applied arts; development of desire for the personal growth on the basis of self-knowledge and self-awareness as an artist and a teacher.

Development of artistic and aesthetic knowledge, skills, experience, aesthetic orientation, based on knowledge, student's experience and mastery of artistic and aesthetic means is carried out most fully during the information-cognitive stage of the proposed technique.

The interpretative stage involves the students' realization of their activity as a process of active research, mastering of knowledge, acquisition of practical and creative experience through motivated and purposeful solving of pedagogical tasks. In other words, personal and professional development of a future teacher should be conducted in unity, which is determined by the features of artistic and pedagogical activity and artistic and aesthetic education during the process of communication with art.

At the reflexive stage, we use a portfolio of students' educational and creative achievements, the creation of which allows to combine mastery of artistic and aesthetic knowledge, skills, experience with AnC and direct involvement in practical artistic and aesthetic activities. This promotes the generation of aesthetic ideas, helps to enrich, find ways and techniques of artistic expression; to reflect the dynamics of students' development, involves them in constant communication with art and engages in artistic and creative activities. It also serves as a diagnostic tool for independent cognitive and artistic and practical activity; a means of self-esteem, which includes the ability to analyze the course and results of their own practical (professional, creative, research, artistic and aesthetic) activity, to objectively evaluate themselves, their level of artistic skills (self-control, self-analysis, self-esteem).

At the personal-developmental stage, there is a connection between universal knowledge and forming one's own image of the world. At the same time, through artistic and aesthetic activity, the individual establishes some connection with the outside world, the aesthetic relations with reality, while changing himself, his abilities and inner spiritual world at the same time. This process is based on the general provisions of person-oriented learning, which involves cooperation, partnership of a teacher and a student, self-development of the agents of the educational process. The personality of a future specialist is formed during the process of modeling the situations of real professional activity, during creating challenging situations. It should be borne in mind that the ability of the individual to self-communication while embracing the traditions of arts and crafts, the ability to engage in artistic dialogue with his and other ethnic groups on the basis of tolerance, understanding, mutual respect contribute to personal development and introduction to global spiritual heritage.

At the value-orientation stage, the leading forms of competencies development by means of AnC were: conversations on culture (characteristics of historical origins of certain art techniques, algorithms of creating cultural masterpieces; themed art history conversations; biographical conversations, which detailed the biography and artistic style of the masters of the AnC), creative discussions and debates, video lectures, student exhibitions, workshops. We have chosen the methods of awareness development, information-searching methods and methods of folk pedagogy.

At the informative-cognitive stage we applied consciousness-forming methods and information-searching methods using lectures, mini-lectures, interactive reports, cultural talks, museum hours and study tours.

At the interpretative and personal-developmental stages of the technique we have chosen methods of organization of activity, interactive methods and methods of creation of artistic context. Priority forms of translating the artistic images into practical activity and the ability to create a product of artistic and aesthetic activity were the development of a project and conducting themed workshops, which allowed to thoroughly approach the study of types and techniques of AnC.

To determine the level of development of artistic and aesthetic competencies by means of AnC according to various criteria, at the formative stage of the study we used observation of students' work, surveys, analysis of completed works and their portfolios. The dynamics of the level of competencies in students of experimental and control groups, determined by the calculation of the arithmetic mean of all three structural components, is presented in Table 4.

Table 4 ***Dynamics of the level of development of artistic and aesthetic competencies by means of AnC in the students of experimental and control groups***

Levels of development of artistic and aesthetic competencies	Before experiment				After experiment			
	CG		EG		CG		EG	
	Students' quantity	%	Students' quantity	%	Students' quantity	%	Students' quantity	%
High	8	5.4	6	3.5	12	8.2	37	21.5
sufficient	28	19.1	31	18	31	21.1	52	30.2
medium	52	35.4	64	37.2	55	37.4	61	35.5
low	59	40.1	71	41.3	49	33.3	22	12.8
Total:	147	100	172	100	147	100	172	100

Therefore, we can conclude that the overall level of development of artistic and aesthetic competencies of future teachers by means of AnC according to the proposed technique has changed qualitatively. The experimental groups show the greater dynamics of the mentioned competencies. The number of students in the experimental groups who developed a high level of artistic and aesthetic competence increased by 18% (in the control groups it was 2.8%). In the experimental groups, the number of students who reached the sufficient level of competencies increased by 12.2%, compared to 2.0% of the students in the control groups. The number of students with an average level of artistic and aesthetic competencies decreased by 1.7%; 35.5% of students showed this level of competencies in the end. Although the total number of students with average level of competencies development has hardly changed, there were qualitative alterations within this group. The control groups at this level also experienced changes, though not significant, with the number of students with an average level of artistic and aesthetic competencies increasing by 2%. At the same time, the number of students of the experimental groups with a low level of competencies reduced to 28.5%, compared to 6.8% of the students of the control groups.

In order to check the effectiveness of the proposed technique, the effectiveness of content and technological support of the artistic and aesthetic competencies development in future teachers by means of AnC and to identify a statistically significant difference in changes in the levels of formation of its indicators, we used the statistical method of one-factor analysis by P. Volovyk (Volovyk, 1976). The statistically significant results of the formative experiment with the probability of P = 0.95 give grounds to state that that the studied technique has a significant impact on the formation of artistic and aesthetic competencies of the students by means of decorative and applied arts. In addition, the process of building the considered competence according to the technique in the experimental groups was more effective than in the control groups.

Conclusions

Qualitative analysis of experimental learning and statistical significance confirm the differences between the level of artistic and aesthetic competence in the experimental and control groups of students. In the experimental groups, the level of artistic and aesthetic competence development has increased significantly comparing to the control ones, which proves the effectiveness of the proposed technique of building the artistic and aesthetic competencies by means of AnC within the students of pedagogical university.

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3D DRUKAS IETEKMES PĒTĪJUMI TEKSTILDRĀNĀS

The Effect of 3D Printing on a Textile Fabric

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Abstract. *3D printing capabilities are also used in the fashion and textile industries. 3D printed textiles are a new opportunity to create an individual design. Traditional textile structures can be interpreted using 3D printing technologies and materials. One of the most important factors associated with the use of 3D printing technology is to reduce the impact of processing on the physical properties of textile fabrics. Availability of 3D printers at Rezekne Academy of Technologies (RTA) provides experimental work with fabrics of different thickness and fibres as well as different filaments. This study is based on the analysis of synthetic fibre cloth processing and the effect of 3D printing parameters on textile materials. By applying successive layers of materials, the interaction between 3D printing and textiles is studied. In terms of adhesion and stability, the best adhesion parameters for a particular type of fabric are determined by analysing the type of the fabric. The variance analysis method is used to process the research results.*
Keywords: *3D printing technology, experiments, textile fabric, the variance analysis method.*

Ievads
Introduction

Stratēģiskie ES un Latvijas plānošanas dokumenti: Eiropas Augstākās izglītības sistēmu modernizācijas programma, Latvijas ilgtspējīgas attīstības stratēģija „Latvija 2030", paredz veicamas noteiktas aktivitātes un lielākus ieguldījumus jaunās tehnoloģijās, inovācijās; uzlabojumus izglītības sistēmā un zinātnes atbalstu. Minētie dokumenti, kā prioritāti, iekļauj pētījumu attīstību un praktisku pielietojumu. Dizaina nozares attīstībai aktuāla starpdisciplināra pētniecības stratēģija, kas sekmē arī inovatīvu, ilgtspējīgu dizaina izglītību.

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Starpdisciplināra, starpnozaru pieeja (*Interdisciplinary, inter-sectoral approach*) – lai nodrošinātu saskari ar pēc iespējas dažādām darbības jomām un nozarēm, paver jaunas izglītības un novatorisma iespējas un ļauj reaģēt uz pašreizējām sociālekonomiskajām un kultūras tendencēm un prasībām (Brown & Martin, 2015; Kolko, 2015).

S. Burke un R. Sinklaira (Burke & Sinclair, 2015) atzīst tehnoloģiju lielo ietekmi uz modi un tekstilrūpniecību, procesu integrāciju un globalizāciju, ilgtspēju, digitālās tekstildrukas attīstību, kā pamatu jauniem materiāliem un procesiem. 3D drukāšana ir samērā jauna ražošanas tehnoloģija, kas saistīta ar ilgtspēju (Gebler et al., 2014), jo tā samazina atkritumu daudzumu. 3D printēšanas iespējas ir dabai draudzīgāka ražošana, tāpēc šīs jomas apgūšana ir aktuāla. Iesaistīšanās pētnieciskos projektos, sekmē zinātniski pētniecisko darbību Rēzeknes Tehnoloģiju akadēmijā (RTA). Metālapstrādes un mehatronikas pētnieciskā centra laboratorijās pieejami 3D printeri. Inženieriem sadarbībā ar dizaina programmu studentiem, docētājiem un uzņēmējiem, pieejama materiālu 3D drukas iespēju izpēte, nodrošinot starpnozaru pētījumus.

Raksta mērķis: pamatojoties uz pētījumu par 3D printēšanas tehnoloģijas iespējām funkcionālai izmantošanai tekstilizstrādājumu dizainā, analizēt drukas parametru ietekmi, novērtējot adhēzijas īpašības atšķirīgām tekstildrānām.

Pētījuma metodes: teorētiskās – literatūras, avotu un statistikas datu analīze, empīriskās – eksperiments un datu apstrāde ar dispersijas analīzes metodi.

3D drukas aktualitātes pasaules modes dizainā
3D printing highlights in world fashion design

Lai gan 3D druka patentēta jau 1986.gadā, savu attīstību un strauju progresu modes dizainā tā uzsākusi pēdējā desmitgadē. Sākotnēji 3D druka tika izmantota prototipiem, taču šobrīd tā arvien vairāk tiek pielāgota dažādu masveida produktu ražošanai, pielietota daudzās nozarēs (Shahrubudin et al., 2019). 3D druka rada iespēju uzlabot produktu dizainu, piedāvājot klientiem personalizētus un unikālus produktus (Vanderploeg et al., 2017), samazinot ražošanas laiku (Attaran, 2017). Akcentējot mūsdienu vides problēmas un meklējot risinājumus arī modes dizainā, tiek atzīts, ka 3D druka dod iespēju veidot unikālus, ilgtspējīgus, bezatkritumu (*zero waste*) modes dizaina risinājumus (Pasricha & Greeninger, 2018). Tiek samazināts enerģijas un citu resursu patēriņš, un ar to saistītā CO_2 emisija visā produkta aprites ciklā (Gebler et al., 2014). 3D druka nodrošina ātrumu un efektivitāti, kas nepieciešama, lai gūtu panākumus mainīgajā modes nozarē, turklāt 3D tehnoloģija ir progresīva un attīstības iespējas ir ļoti plašas.

Ar vienādu nozīmi literatūras avotos tiek lietoti termini 3D druka un 3D printēšana (*3D printing*), papildinātā ražošana (*additive manufacturing*). 3D druka (*three-dimensional printing*) ir process, kurā no digitālā faila tiek izgatavoti reāli trīsdimensiju objekti (What is 3D..., 2019). 3D drukā tiek izmantota slāņu klāšanas metode, kurā drukājamais objekts tiek izveidots, klājot vairākus divdimensionālus slāņus, kuri ir šī printējamā objekta horizontāli šķērsgriezumi, izmantojot objekta datorizēto projektēšanu CAD (*Computer-aided design*) (Shahrubudin et al., 2019).

Dizaineri piedāvā risinājumus, 3D druku savienojot ar audumu, drukāšana notiek uz auduma un piešķir ornamentālu, dekoratīvu funkciju (skat.1. att.).

1.attēls. ***Druka uz tekstila***
Figure 1 ***Printing on fabric***
(Richa, 2018; 3D print on fabric, fab lab barcelona, fabtextiles, 2015)

Pasaulē notiek aktīvs pētnieku, dizaineru un inženieru darbs pie tekstilprinteru izstrādes, lai drukātu pašu tekstilu. 3D drukāta apģērba pielāgošana lietošanai, lai patērētājs varētu iegādāties digitālo failu un mājas apstākļos izdrukāt vēlamo izstrādājumu ir izaicinājums. Izraēlas dizainere D. Pelega (*D. Peleg*) 2018. gadā *Forbes* veidotajā sarakstā tika atzīta par vienu no Eiropas izcilākajām sievietēm, jo 2017. gada vasarā savā interneta vietnē *https://danitpeleg.com* uzsāka pielāgošanas un personalizācijas platformu, ļaujot klientiem personalizēt un pasūtīt pasaulē pirmo 3D drukāto apģērbu (skat. 2.att.), kas pieejams pirkšanai tiešsaistē.

2.attēls. ***Danit Peleg* kolekcija**
Figure 2 **Collection of Danit Peleg** (Peleg, 2018)

A. Perija (Perry, 2018) veikusi pētījumu par patērētāju 3D drukātu modes izstrādājumu izvēles kritērijiem, noskaidrojot, ka respondenti labprātāk izvēlas 3D drukātus aksesuārus, nevis apģērbu, minot, ka tas nav ērts un ar to nav viegli pārvietoties. Pagaidām 3D iespiedmateriālu neelastība, drukas laikietilpīgums kavē 3D drukātu apģērbu lietot ikdienā (Richardot, 2018). J. Flints akcentē, ka tehnoloģijas ir uzlabotas, un ir pieejams arī elastīgs drukas materiāls, kas ir pazīstams kā TPU 92A-1, un to var mazgāt un gludināt tieši tāpat kā parasto drānu. *Filaflex* ir vēl viens elastīgs materiāls, ko izmanto, lai izgatavotu 3D apdrukātu apģērbu. J. Flints atzīst, ka 3D drukātais apģērbs joprojām nav tik gluds un elastīgs kā kokvilna vai likra (Flynt, 2019).

3D drukas ieguvumi modes dizainā:

- iespēja uzlabot produktu dizainu, piedāvājot klientiem personalizētus un unikālus produktus (Vanderploeg et al., 2017). Var radīt apģērbu, kas atbilst individuālam ķermeņa izmēram un siluetam (Mageean, 2018);
- digitāli radīti materiāli piedāvā plašas iespējas attiecībā uz sarežģītu fizikālu īpašību iestrādāšanu īpaši noteiktās tekstilmateriālu zonās. Piemēram, var izveidot konkrētu tekstilmateriālu, kas ir ūdensizturīgs, necaurspīdīgs, elastīgs vai stingrs, un pēc tam kombinēt šos elementus kopā vienā apģērbā (Mageean, 2018);
- prototipa projektēšana ir viens no laikietilpīgākajiem dizaina procesiem, 3D tehnoloģijas būtiski paātrina šo procesu (Welson-Rossman, 2018). Arī ražošanas laiks būtiski samazinās (Attaran, 2017);
- izmantojot 3D drukāšanu, modes preces var izgatavot pēc pieprasījuma vai nelielos partiju apmēros. Dizaineru apģērbs var kļūt vieglāk pieejams (Flynt, 2019);
- 3D drukāšanā tiek izmantots tikai nepieciešamais materiāls, tas nerada nekādus atkritumus (Richardot, 2018);
- tiek samazināts enerģijas un citu resursu patēriņš, un ar to saistītā CO_2 emisija visā produkta aprites ciklā (Gebler et al., 2014);
- tiek veicināta pāreja uz vairāk digitālām un lokalizētām piegādes ķēdēm (Gebler et al., 2014). Samazinās piegādes ķēdes izmaksas (Shahrubudin et al., 2019).

J. Flints (Flynt, 2019) akcentē 3D drukas iespējamos trūkumus – nesakārtotas autortiesības var novest pie dizaina failu pirātisma, autentiskuma noteikšanas grūtības, kvalitātes kontroles trūkums, kā arī iespējama darba vietu zaudēšana – cilvēka darbs tiek aizstāts ar iekārtām.

3D drukas tehnoloģijas attīstība tekstilizstrādājumu dizainā
Development of 3D printing technologies in textile design

3D printēšana ir strauji attīstījusies. 3D skeneri ļauj precīzi izveidot jaunu objektu. Tiek izstrādātas lietojumprogrammas, kas ļauj skenēt vienumu ar viedtālruni un izdrukāt kopiju (Brooks, 2016). Drukas tehnoloģija ir pielāgota dažādiem materiāliem un izejvielām–metālam, polimēriem, keramikai, kompozītmateriāliem, viedajiem materiāliem, pārtikai, lunārajiem putekļiem, tekstilam. M. Brūks par visiespaidīgāko materiālu atzīst cilvēka šūnas: jo ir iespējams izdrukāt asinsvadus, ādas un sirds audus, un tiek veikti pirmie klīniskie pētījumi ar 3D drukātiem orgāniem (Brooks, 2016). 3D drukas tehnoloģija vairs neaprobežojas tikai ar prototipu izgatavošanu, bet arvien vairāk tiek pielāgota dažādu masveida produktu ražošanai, un tiek pielietota daudzās nozarēs, t.sk. tekstila un modes dizainā (Shahrubudin et al., 2019).

Pastāv dažādas 3D modeļu iegūšanas tehnoloģijas, kā SLS (materiāls ir pūdera veidā, kurš ar lāzera palīdzību tiek kausēts un iegūts objekts), FDM (pielieto vairumražošanā, šī sistēma nodrošina perfektu objektu izgatavošanu) vai CAD sistēmā (Minjoo & Sungmin, 2019).

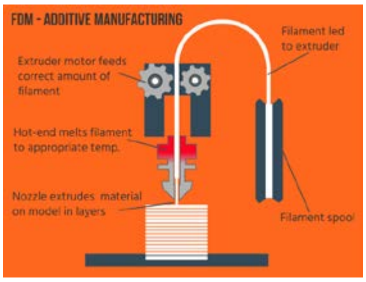
ASTM (*American Society for Testing and Materials*) Standarts 3D drukāšanas tehnoloģijas iedala:

- iespējas drukāt dažādus materiālus *(binding jetting)*, tostarp metālus, smiltis, polimērus un keramiku;
- virzītas enerģijas nogulsnēšana (*directed energy deposition*), piemēram, LENS (*laser engineered net shaping*), pielieto instrumentu, transporta, kosmosa, naftas un gāzes nozarē;
- materiālu ekstrūzija *(material extrusion)*. FDM (*fused deposition modelling*) tiek plaši izmantota, drukājot plastmasu, arī daudzkrāsu, pārtiku un pat dzīvas šūnas;
- izmanto plašu materiālu klāstu *(material jetting)*, piemēram, polimērus, keramiku, kompozītmateriālus, bioloģiskos materiālus;
- pulverveida tehnoloģijas *(powder bed fusion)*, iekļaujot EBM (*electron beam melting*), SHS (*selective heat sintering*) un SLS (*selective laser sintering*) drukas tehnikas. SLS drukas tehnoloģiju raksturo darbības ātrums, augsta precizitāte un dažādu virsmu apdares iespējas, to var izmantot metāla, plastmasas un keramikas priekšmetu izgatavošanai;
- lokšņu laminēšana *(sheet lamination)*, piemēram, LOM (*laminated object manufacturing*) and UAM (*ultrasound additive manufacturing*) tehnoloģijas. LOM tehnoloģijā var radīt salīdzinoši lētas pilnkrāsu izdrukas un ražot sarežģītas ģeometriskas detaļas ar zemākām ražošanas izmaksām. UAM ir inovatīva procesa tehnoloģija, kas izmanto skaņu, lai apvienotu metāla slāņus;
- tehnoloģijas ir SLA (*stereolithography*) and DLP (*digital light processing*), kas piemērotas augstas kvalitātes izstrādājumu ar augstas virsmas kvalitāti izgatavošanai (*vat photopolymerization)* (Shahrubudin et al., 2019).

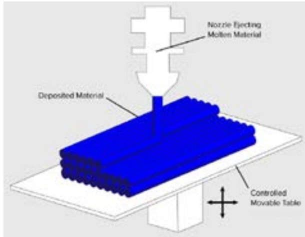
Pārsvarā ražotāji izmanto kādu no 3D printēšanas tehnoloģijām, lai izgatavotu produktu detaļas, kuras ir grūti izgatavojamas ar tradicionālajām metodēm (Roachet et al., 2019). Katrai drukas tehnoloģijai ir attiecīgs 3D printeris, lielākā daļa 3D apģērbu tiek drukāti, izmantojot SLS - selektīvā lāzera kausēšanas- tehnoloģisko procesu. Šī 3D drukas metode piedāvā iespēju veidot sarežģītu dizainu un sasniegt augstu detalizētības līmeni, kas ir nepieciešams modē un apģērbam (Flynt, 2019).

Ekstrūzijas druka (*extrusion printing, freeform fabrication*) FDM (skat. 3., 4., 5. att.) pašlaik ir visizplatītākais un atpazīstamākais 3D drukas process.

3.attēls. ***FDM printeris***
Figure 3 ***FDM printer***
(FDM printer, n.d.)



4.attēls. ***FDM printera darbības princips***
Figure 4 ***FDM Printer Operation Principle*** (Grieser, 2019)



5.attēls. ***FDM 3D drukas process***
Figure 5 ***FDM 3D printing process*** (Report on 3D-printing, 2016)

Filamentu, kas uztīts uz spoles, laiž cauri un silda ekstrūderī, temperatūra ir atkarīga no filamenta veida. Pēc tam izkausētais materiāls tiek klāts uz platformas - slānis pēc slāņa, kas pēc izspiešanas savienojas ar iepriekšējo slāni un sacietē (Pasricha & Greeninger, 2018). Pieejami dažādu krāsu un veidu filamenti – ABS, PLA, PET, PVA, HIPS, TPE, smilšakmens, metāla, koka, neilona, kaņepju, filamenti ar atstarojošu un luminiscējošu efektu, kompostējami un biodegradējami filamenti u.c.

3D printējumi ir aktuāli visā pasaulē. Modes dizaineri *threeASFOUR* un *Travis Fitch* kopā ar *Stratasys* Ņujorkā parāda jaunu realitāti modes dizaina jomā. Divas 3D printētas kleitas - "*Pangolin*" un "*Harmonograph*" ir daļa no *ThreeASFOUR* izveidotās „Biomimicry" kolekcijas. Tās izgatavotas ar unikālu daudzfunkcionālu, daudzkrāsaino *Connex3* 3D printa tehnoloģiju. Nano uzlabotais elastomēra 3D printēšanas materiāls, dod kleitām izturību un elastību (Swack, 2016) (skat. 6.att.). 3D druka ļauj izveidot jaunu tekstilmateriālu, kas nepastāv. "*Pangolin*" 3D printētā kleitā, ar ķēdes tipa savienojumu, katra vienība darbojas pati par sevi un rada četru dimensiju stiepšanās virzienus: augšup un lejup; pa kreisi un pa labi; uz priekšu un atpakaļ.

6.attēls. ***"Pangolin" un "Harmonograph" 3D printētās kleitas***
Figure 6 ***Pangolin and Harmonograph 3D printed dresses*** (Carasella, 2016)

3D printēšanas tehnoloģiju pielieto tekstila struktūras izveidei vai savienošanai ar drānu. Tomēr tekstilrūpniecībā šī tehnoloģija vēl tiek maz izmantota, jo printēšanai tiek izmantota plastmasa, kas saskarē ar ķermeni var būt nepatīkama. Ražošanā 3D printēšanas tehnoloģiju izmanto apavu zoļu izgatavošanā (Chatterjee & Ghosh, 2019). Holandes modes dizainere Irisa van Herpena (*Iris van Herpen),* pielieto dažādus materiālus: zīdu, organzu, ādu un 3D silikona struktūras. Aksesuāri un rotas ir 3D printēti, līdz ar to ikviens aksesuārs ir unikāls. Dizainere ir ar vēlmi pārkāpt robežu starp mākslu, zinātniskiem eksperimentiem un apģērbu (Teuku, 2014).

Eksperimentālais pētījums un rezultāti
Experimental research and results

RTA zinātniskā Granta projekts, 3D printēšanas tehnoloģiju izmantošana tekstilizstrādājumu dizainā, 2018./2019. studiju gadā, paredzēja veikt eksperimentālu darbību ar mērķi 3D drukas tehnoloģiju integrēšanai tekstildrānās un 3D drukas detaļu funkcionālai izmantošanai tekstilizstrādājumu dizainā, galvenokārt novērtējot saķeres kvalitāti atšķirīgām tekstildrānām.

3D printēšanai tiek izmantoti Ender-3 3D printeri ar FDM printēšanas tehnoloģiju, kausējot termoplastikāta auklu. Printeri raksturojošie parametri ir: printēšanas platformas izmērs – 220*220*250 mm; iespējamie printējamie materiāli – PLA, TPU, ABS, TPE, PETG; maksimālais ātrums 180 mm/s; slāņa biezums – 0.1-0.4 mm; precizitāte ±0.1mm; sprauslas diametrs 0.4 mm; maksimālā sprauslas temperatūra 255^{o} C; platformas temperatūra 110^{o} C. Šajā pētījumā tika izmantoti piecu dažādu trikotāžas jauktšķiedru tekstildrānu paraugi, lai veiktu 3D drukas slāņa uzklāšanu. Izmantoti kombinētā (1, 2) un vienpusējā (3, 4) pinuma paraugi un 3 slāņu kompozītmateriāls (5). Drukai tiek izmantots TPU (*Thermoplastic polyurethane)* "SAIN SMART" ražojuma filaments.

1 2 3 4 5

7.attēls. ***Eksperimentāla darbība laboratorijā. Printējuma adhēzijas tests***
Figure 7 ***Experimental process in laboratory. Print adhesion test***

Drānas paraugiem tiek pētīta to adhēzija ar 3D printētu TPU materiālu. 1. tabulā doti eksperimenta rezultāti. Kā redzams tabulā, katram drānas paraugam tiek veikti četri printētā materiāla atraušanas mēģinājumi, ar nolūku izslēgt gadījuma kļūdu un iegūt vidējo atraušanas spēku $\bar{X}$. Šim nolūkam uz katra parauga tiek printētas joslas ar izmēru: 20*100mm. Adhēzijas tests tiek veikts izmantojot "Zwick Roell Z150" iekārtu, kas paredzēta materiālu stiepes/ spiedes īpašību noteikšanai.

1.tabula ***Tekstildrānas dažādu paraugu atraušanas spēks (adhēzija)***
Table 1 ***Tensile strength of different textile fabric samples (adhesion)***

Materiāls Nr.pk.	Maksimālais piemērotais spēks, kg				Vidējais atraušanas spēks, kg
	1.paraugs	2.paraugs	3.paraugs	4.paraugs	$\bar{X}$
1	4,4	3,6	4,2	3,8	**4,0**
2	9	10	9,5	8,5	**9,3**
3	8	7,8	6,3	6	**7,0**
4	7,5	8,2	6,8	6,4	**7,2**
5	7,5	5,8	7	6,5	**6,7**

Lai noskaidrotu, vai pētāmo paraugu stiprība atšķiras statistiski nozīmīgi (būtiski), nosakot piecu dažādu paraugu stiprību četros mērījumos, tika veikts vienfaktora dispersiju analīzes (*Anova: Single Factor*) tests (Moore, 2004) ar *MS Excel*. Apkopojot eksperimenta datus ($F = 25{,}6078 > F_{crit} = 3{,}0556$, F - ANOVA testa eksperimentālā vērtība, F_{crit} - kritiskā vērtība), 3., 4. un 5. parauga izturība būtiski neatšķiras. Turpretī visos pārējos gadījumos apskatāmie paraugi izturības ziņā *atšķiras* statistiski nozīmīgi (nozīmības līmenis $\alpha = 0{,}05$) – 1. un 2. paraugs, 1. un 3. paraugs, 1. un 4. paraugs, 1. un 5. paraugs, 2. un 3. paraugs, 2. un 4. paraugs, 2. un 5. paraugs.

Secinājumi
Conclusions

- 3D drukāšanai šobrīd ir vairākas tehnoloģijas, kas tiek pielietotas ļoti plaši, risinot atšķirīgu nozaru izaicinājumus un problēmsituācijas;
- 3D druka ir ilgtspējīga un vidi saudzējoša tehnoloģija, jo sekmē resursu ekonomiju;
- Pasaules modes dizainā pastāv daudzveidīga, radoša iespēja projektēt un ražot apģērbus un aksesuārus, kā arī drukāt rotājumus tradicionālajiem tekstilizstrādājumiem, paredzot sarežģīta dizaina (ģeometrija, struktūra) izveides iespējas;
- 3D printeru izmantošana un to tehnoloģiskajās iespējas rūpnieciskās ražošanas jomās nodrošina eksperimentālu darbību un rezultātus jauniem uzlabotiem produktiem, funkcionālām detaļām, furnitūrai, apvienojot apģērbu dizainu ar 3D tehnoloģiju iespējām;
- Pētnieciskie rezultāti un eksperimentālais materiāls pamato piemērotākās drukas temperatūras izvēli, printētā objekta pēcapstrādes paņēmienus. Rezultātā tiek iegūts, ka labākās adhēzijas īpašības ar 3D printētu TPU materiālu piemīt 2. paraugam, kas sasniedz atraušanas spēku 9.3 kg. Zemākās adhēzijas īpašības uzrāda 1. paraugs, kā atraušanai nepieciešams 4 kg spēks. Paraugi Nr. 3, 4, 5 uzrāda līdzīgu rezultātu, printētā materiālā atraušanai nepieciešams ~7 kg spēks.
- Starpdisciplināra sadarbība sniedz dalībniekiem plašākas tehnoloģiskās iespējas, pētījumu rezultātu pārnesi praksē.

Summary

S. Burke and R. Sinclair (Burke & Sinclair, 2015) recognize the great influence of technology on fashion and the textile industry, process integration and globalization, sustainability, the development of digital textile printing as the basis for new materials and processes. 3D printing is a relatively new manufacturing technology related to sustainability (Gebler et al., 2014) because it reduces waste. 3D printing production is more environmentally friendly, so mastering this area is topical. Involvement in research projects, facilitates scientific research in Rezekne Academy of Technologies (RTA). 3D printers are available in the laboratories of the Metalworking and Mechatronics Research Centre. Engineers, in collaboration with design students, docents, and entrepreneurs, have access to 3D printing material possibilities research, providing cross-disciplinary research.

Aim of the paper: to analyse the influence of printing parameters by assessing the adhesion properties of different textile fabrics based on the study of 3D printing technology opportunities for functional use in textile design. Research methods: theoretical - literary, source and statistical data analysis, empirical - experiment and data processing with dispersion analysis method.

A. Perry (Perry, 2018) conducted a study on consumer choice criteria for 3D printed fashion products, finding that respondents prefer 3D printed accessories rather than clothing, stating that it is not comfortable and easy to navigate in. For the time being, the rigidity of 3D printing materials and the time consuming printing hinder the use of 3D printed clothing in everyday life (Richardot, 2018). J. Flint emphasizes that technology is advanced, and there is also a flexible print material known as the TPU 92A-1 that can be washed and ironed just like a regular fabric. Filaflex is another flexible material used to make 3D printed clothing. Flint admits that 3D printed clothing is still not as smooth and elastic as cotton or lycra (Flynt, 2019).

Each printing technology has an appropriate 3D printer. Extrusion printing (*extrusion printing, freeform fabrication*) FDM is currently the most common and recognizable 3D printing process. Filament turned on a coil is passed through and heated in the extruder, the temperature depends on the filament type. The molten material is then deposited on a platform, layer by layer, which, upon extrusion, joins with the previous layer and hardens (Pasricha & Greeninger, 2018).

RTA Scientific Grant Project, 3D printing technology usage in textile design, in the academic year 2018/2019, intended to carry out an experiment aimed at integrating 3D printing technologies in textile fabrics and the functional use of 3D printed details in textile design, mainly by evaluating the adhesion quality of different textile fabrics. RTA for 3D printing uses Ender-3 3D printers with FDM printing technology, fusing thermoplastic cord.

Fabric samples are studied for their adhesion to 3D printed TPU material. Table 1 gives the results of the experiment. The adhesion test is performed using a Zwick Roell Z150 machine used for determining tensile / compressive properties of materials.

A single factor analysis of variance (Anova: Single Factor) test (Moore, 2004) with MS Excel was performed to determine whether the strength of the test samples differed statistically significantly by determining the strength of five different samples in four measurements.

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PROGRESĪVĀS TEHNOLOĢIJAS ĀRĢĒRBU ATSTAROJOŠO ELEMENTU DIZAINĀ

Progressive Technologies in the Design of Outerwear Reflecting Elements

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Abstract. *The purpose of this article is to substantiate the use of advanced technologies as a processing method of modern, versatile designing resources and environmentally friendly textiles, and to demonstrate their use in the design of light-reflective material elements in outerwear collections. Functional decorative solutions, using reflective materials, are topical in contemporary fashion design for the dark time of the day and can be realized using modern technology. Research methods: theoretical - literature; empirical - experiment and data processing. Period - 2018/2019. study year. The study is of practical importance as it demonstrates the impact of technological parameters on textiles. The availability of laser processing and 3D equipment at the Rezekne Academy of Technology provides opportunity for experimental work on different thickness, different fiber fabrics with a carbon dioxide laser system and different filaments for 3D printing, determining the optimum processing parameters for a particular type of cloth. As a result, the design of the collection is developed, providing the decorative and functional significance of the garments with reflective elements.*
Keywords: *3D printing technology, experiments, reflective elements, laser cutting, nanotechnology, textile fabric.*

Ievads
Introduction

Mūsdienās tehnoloģijas ieviesušas pārmaiņas daudzās nozarēs, arī modes dizaineri aprobē un pielieto inovatīvas tehnoloģijas, kas nemitīgi attīstās. Progresīvās tehnoloģijas palīdz risināt dizaina jomas izaicinājumus. Jēdziens "progresīvs" tiek skaidrots, kā „tāds, kas sekmē progresu; tāds, kas pakāpeniski palielinās, pastiprinās, pieaug" (Progresīvs definīcija latviešu valodā, 2019). Šajā gadījumā tiek analizētas trīs progresīvas tehnoloģijas – lāzertehnoloģijas, 3D druka un nanotehnoloģijas, kuras aizvien biežāk tiek lietotas modes dizainā un uzskatāmas par aktuālām, ar prognozi vēl plašākam pielietojumam nākotnē. Apzīmējums "progresīvās tehnoloģijas" paskaidro izmantoto tehnoloģiju būtību,

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tiek izmantotas programmas, iekārtas un metodes, šīs tehnoloģijas ir inovatīvas, iegūst arvien lielāku popularitāti un strauji attīstās – progresē. Tehnoloģiju vēsturiskās attīstības izpēte ļauj secināt, ka tās bieži vien vispirms tiek ieviestas citās nozarēs, līdz tās sāk pētīt, ieviest un izmantot modes dizainā, kas ļauj izstrādāt pilnīgi jaunus, inovatīvus dizaina risinājumus. M. Koonca (*M. Koontz*) 2000.gadā, mainoties gadsimtiem, prognozēja, ka nākotnes apģērbā liela loma būs tehnoloģijām, būs radikāli jauninājumi "viedo apģērbu" jomā, jauni audumi, revolucionārs materiālu dekoratīvais un funkcionālais progress, datorizēts gatavo apģērbu dizains (Technology will influence fashion, 2000). Ir pagājuši 20 gadi un prognozes modes dizainā īstenojas.

Modes dizains tiek saistīts ar atbildību par cilvēku un vidi. Ar tehnoloģiju palīdzību iespējams palielināt apģērbu apstrādes kvalitāti un lietošanas laiku, iespējams radīt individuālu dizainu izstrādājumā, arī atstarojošo materiālu elementu iekļaušanai kolekcijās. Tehnoloģiju izpēte, to ietekme un pielietojums, iespējamie ieguvumi un risku apzināšanās, risinot modes dizaina izaicinājumus, pamato to aktualitāti. Dizaina koncepcija iezīmē ilgtspējīgu, videi draudzīgu dizainu, kas aicina izvērtēt ražošanas tehnoloģijas, apstrādes metodes, kas ietekmē visas pasaules resursus, vidi, klimatu un iedzīvotāju veselību. Patērētāji izglītojas, maina attieksmi un ir ieinteresēti lietot gan sev, gan videi draudzīgākus izstrādājumus.

Raksta mērķis ir pamatot progresīvo tehnoloģiju izmantošanu kā modernu, daudzveidīgu dizaina resursu un videi draudzīgu tekstilizstrādājumu apstrādes metodi un parādīt to lietojumu ārģērbu kolekcijas ar gaismu atstarojošo materiālu elementiem dizainā.

Pētījuma jautājums: Kādas progresīvās tehnoloģijas ir piemērojamas apģērbu atstarojošo elementu dizainā?

Pētījuma metodes: teorētiskās – literatūras, avotu un statistikas datu analīze, empīriskās – eksperiments un datu apstrāde.

Progresīvo tehnoloģiju aktualitātes pasaules modes dizainā
High-tech developments in world fashion design

Progresīvo tehnoloģiju, šajā gadījumā, lāzergriešanas, 3D drukas, nanotehnoloģijas, izmantošana un attīstības tendences modes dizainā ir aktuālas.

Lāzertehnoloģiju iespējamie auduma apstrādes procesi tiek pētīti, kā alternatīva tradicionālajām metodēm. Lielbritānijas Laugboro universitātē (*Loughborough University*) veikts pētījums par tekstila alternatīvu krāsošanas metodi ar lāzeru (Akiwowo et al., 2015). Grupa somu zinātnieku pētījusi jautājumu par ādas griešanu industriālajā un dizaina nozīmē (Stepanov et al., 2015). R. Naijaka (*R. Nayak*) raksturo ilgtspējīgu materiālu un tehnoloģiju pielāgošanu un izmantošanu modes un tekstila ražošanā iesaistītiem globāliem modes zīmoliem (Nayak et al., 2020). Iespējas apstrādāt audumus ir teju neierobežotas, taču I. Vilumsone-Nemes (2018) atzīst, ka "dažādas izcelsmes tekstilizstrādājumi atšķirīgi reaģē uz lāzerapstrādi, kas rada atšķirīgas izmaiņas materiāla struktūrā". Lai nonāktu pie vēlamā rezultāta, ir jāzina un jāizprot materiāla īpašības, lāzera un procesa parametri. Tiek veikti daudzi pētījumi lāzerapstrādes izpētes jomā, lāzerapstrāde integrēta daudzu pasaulē pazīstamu modes dizaineru, modes namu un zīmolu apģērbā un aksesuāros, piemēram, G. Kolengelo (*G. Colangelo*) Milānā, K. Kāns (*C. Kane*) Skotijā, A. Makvīns (*A. McQueen*) Lielbritānijā, N. Markess (N. Marcus) ASV, L. Vuitons (*L. Vuitton*) Francijā, M. Jākobs *(M. Jacobs*) ASV, D. Notens (*Dries Van Noten*) Beļģijā u.c. Lāzertehnoloģiju iespējas izmanto arī patērētājiem cenu ziņā pieejamāki zīmoli, piemēram, amerikāņu veikalu ķēde *FOREVER 21*, Lielbritānijas *ASOS* u.c.

Mode ir sinonīms vārdam *mainīt, kas* atbilst digitālās tehnoloģijas laikmetam, un piedāvā jaunu 3D apģērbu drukas iespēju, bez vīļu šūšanas, tekstūras un raksta pārtrauktības (Lu et al., 2017). 3D druka (*three-dimensional printing*) ir process, kurā no digitālā faila tiek izgatavoti reāli trīs dimensiju objekti (What is 3D..., 2019). 3D drukā tiek izmantota slāņu klāšanas metode, kurā drukājamais objekts tiek izveidots, klājot vairākus divdimensionālus slāņus, kuri ir šī printējamā objekta horizontāli šķērsgriezumi, izmantojot objekta datorizēto projektēšanu CAD (*Computer-aided design*) (Shahrubudin et al., 2019). 3D tehnoloģijas tiek atzītas par modes nākotni. A. Ričardota (Richardot, 2018) akcentē, ka 3D ražošana varētu pilnībā mainīt modes nozari, un tā jau sāk veidot modes nākotni gan augstajā modē (*Haute Couture*), gan gatavo apģērbu (*Ready-to-wear*) nozarē. Ar 3D drukas palīdzību modes dizainā tiek radīts apģērbs vai atsevišķas tā detaļas, bieži izmantojot tīkliņveida pinumu; tiek veidots telpisks ornaments; tiek drukāta apģērbu furnitūra, piemēram, pogas, aksesuāri – somas, pulksteņi, brilles u.c. Notiek aktīvs pētnieku, dizaineru un inženieru darbs pie tekstilprinteru izstrādes, lai drukātu pašu tekstilu. Lielākā daļa 3D apģērbu tiek drukāti, izmantojot SLS – selektīvā lāzera kausēšanas tehnoloģisko procesu. Šī 3D drukas metode piedāvā iespēju veidot sarežģītu dizainu un sasniegt augstu detalizētības līmeni, kas ir nepieciešams modei un apģērbam (Flynt, 2019). 3D druku savos izstrādājumos un kolekcijās iekļauj modes dizaineri un modes zīmoli: *Balenciaga, Studio Bitonti, Chanel, A. Ruiz, Kaat Debo, Alexandra Verschueren, Tobias Klein, Laura Thapthimkuna, Julia Koerner, Marina Hoermanseder, Julia Dav, threeASFOUR* u.c. Īrisa van Herpena (*Iris van Herpen)* no Nīderlandes ir viena no dizainerēm, kura kā vienu no pamatprincipiem izmanto tehnoloģijas – 3D druku, lāzergriešanu. N. Felpa (Phelps, 2019) dizaineres izstrādājumus raksturo, kā sarežģītus mākslas darbus, kur katra pamatā ir datorprogrammēšana, fizika, ķīmija un tehnoloģijas. A. Vipprehta (*A.Wipprecht*) ir holandiešu modes tehnoloģiju dizainere un novatore, kas strādā elektronikas jomā, kas ir reta modes dizaina kombinācija apvienojumā ar inženieriju, zinātni un mijiedarbību starp cilvēku un vidi. 3D druka izmantota A. Vipprehtas viedā *apģērba* izstrādē atsevišķu apģērba detaļu drukāšanā, piemēram, *Synapse Dress, Smoke Dress, Spider Dress* – tās aprīkotas ar ierīcēm, kas nepārtraukti analizē valkātāja biosignālus un attiecīgi reaģē.

T. Gutovskis (*T. Gutowski*) no ASV, veicot pētījumus par 3D druku, to atzīst par ilgtspējīgu ražošanas metodi, jo tā samazina atkritumus, un ir iespējams atkārtoti izmantot plastmasas atkritumus, uzsverot iespējas uzlabojumiem, jo ne visas 3D tehnoloģijas šobrīd ir videi labvēlīgas (Is 3D printing..., 2018).

C.H. Lin un C.M. Lin (Lin & Lin, 2013) pētījumā par nanotehnoloģiju izmantošanu apģērbu dizainā, atzīst, ka tās ir 21. gadsimta lielākais tehnoloģiju un rūpniecības attīstības virzītājspēks, kas tiek plaši pētīta. Nanomateriālu integrēšanai tekstilmateriālos ir liels potenciāls funkcionālā, "viedā apģērba" un "viedo tekstilmateriālu" radīšanā (Joshi & Adak, 2019). Kopš 2000. gada zinātniskajā literatūrā par nanotehnoloģiju drošību publicēti vairāk nekā 10 000 dokumentu (Song, 2019). Pētījums par sudraba nanodaļiņu, ko lieto arī tekstila apstrādē, pētot ietekmi uz vidi, parāda, ka tā ir niecīga (Reed et al., 2016). Ir atzīts, ka nano pārklājumi var pat palīdzēt vēl vairāk samazināt vides piesārņojumu (Dubbert et al., 2014). Nanotehnoloģija ir zinātne, inženierzinātne un tehnoloģija, kas tiek veikta nanomērogā, kas ir aptuveni 1 līdz 100 nanometri. (What is nanotechnology?, n.d.). *Nano* ir miljardā daļa. Viens nanometrs ir metra miljarddaļa (10^{-9} m). Starptautiskās mērvienību sistēmas (SI) ietvaros nanometra simbols ir *nm* (Nanometres and nanoscale, 2014). Nanotehnoloģiju pamatlicējs ir ASV fiziķis R. Feinmens (*R. Feynman*), kurš 1959. gadā, ilgi pirms termina "nanotehnoloģija" lietošanas, aprakstīja procesu, kurā zinātnieki spētu manipulēt un kontrolēt individuālos atomus un molekulas. Pēc vairāk nekā desmit gadiem profesors N. Taniguči (*N. Taniguchi*) pielietoja terminu "nanotehnoloģija". Nanodaļiņas tekstilmateriālos tiek iestrādātas šķiedrās (*nano fibres*) vai izsmidzinātas uz auduma – nano pārklājums (*nano coating*). Ar nanotehnoloģijām apstrādāti tekstilmateriāli – nanotekstils (*nanotextiles*) tiek pielietoti ugunsdrošības uzlabošanā, krāsu stiprināšanā, kā arī antibakteriālos, antistatiskos, pašattīrošos, UV staru apsorbējošos, ūdens un traipu izturīgos, nodilumizturīgos materiālos (Salman, 2016).

Nano pārklājumiem izmanto ZnO, Al_2O_3/TiO_2, MgO, sudraba u.c. nanodaļiņas, kas tiek uzklātas smidzināšanas tehnikā un katrai ir savas funkcijas. Tā kā nanodaļiņas ir ķīmiski savienojumi, tiek veikti pētījumi, lai noskaidrotu to ietekmi uz vidi un cilvēka veselību. Eiropas Standartizācijas komitejā tiek izstrādāti vairāki standarti, nosakot testēšanas metodes un pielietojumu, lai novērtētu nanodaļiņu iedarbību uz ādu un pārnešanu no tekstilmateriāla uz ādu ar nobrāzumu un sviedru iedarbību (Almeida & Ramos, 2017). Veiktie pētījumi attiecība uz tekstila apstrādi parāda, ka riski ir salīdzinoši mazi, pētījumu par sudraba nanodaļiņu ietekmi uz vidi parāda, ka to ietekme ir niecīga (Reed et al., 2016). Ir atzīts, ka nano pārklājumi var pat palīdzēt vēl vairāk samazināt vides piesārņojumu (Dubbert et al., 2014) un efektīvi aizsargāt cilvēku drošību, veselību un vidi (Tessier, 2013). Progress nanotehnoloģiju jomā ir veicinājis viedo apģērbu (*smart clothing*) attīstību, kas apvieno elektroniku ar tekstilizstrādājumiem. Nākotnes modi veido augsto tehnoloģiju apģērbs: viedās drēbes un nanotehnoloģiju audums (Hooijdonk, 2019). Starptautiskas konferences un izstādes apstiprina nanotehnoloģiju popularitāti un nozīmīgumu nākotnē. Jebkurš var iegādāties dažādu firmu un izplatītāju nanopārklājumus. Jaunuzņēmumi (*start-up*) inovatīvos risinājumos izmanto nanotehnoloģijas, piemēram, *Bolt Threads, Spiber, Nano Textile, GoGoNano* u.c.

Pētījumi par gaismu atstarojošo materiālu un elementu dizaina saistību ar tehnoloģiju pielietojumu netika atrasti. Ir veikti pētījumi: "Atstarotāju lietošanas tendences Latvijas pieaugušo iedzīvotāju vidū" un "Latvijas pieaugušo iedzīvotāju ceļu satiksmes paradumu analīze", noskaidrojot atstarotāju lietošanas paradumus Latvijā(Bukova-Žideļūna, Villerušas, & Pudule, 2018a,b). Līdzīgi pētījumi veikti Igaunijā (Holm et al., 2018).

Progresīvo tehnoloģiju piemērotības noteikšanai kolekcijas dizainā ir nepieciešama un tika veikta eksperimentāla darbība.

Eksperimentālie pētījumi un rezultāti
Experimental research and results

Pirms kolekcijas izstrādes uzsākšanas tiek veikta eksperimentāla darbība, lai noteiktu optimālos parametrus un pārbaudītu tehnoloģiju piemērotību noteiktām tekstildrānām. Kolekcijas izstrāde paredz trīs apskatīto tehnoloģiju pielietojumu:

- lāzergriešana – atsevišķu detaļu un atstarojošā materiāla griešanā;
- 3D prints – 3D printēta furnitūra;
- nanotehnoloģijas – nanopārklājums gatavo izstrādājumu virsmas pārklāšanai,

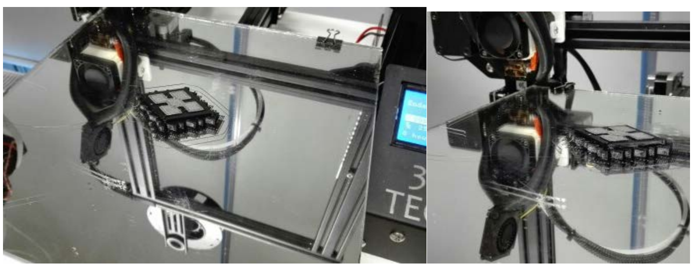
lai sasniegtu vēlamo rezultātu un uzlabotu/vai piešķirtu jaunas īpašības.

Lāzergriešanas parametru noteikšana RTA Fizikālo procesu un lāzertehnoloģiju pētnieciskajā centrā veikta ar lāzersistēmu *SUNTOP ST-CC9060*. Tās specifikācija: lāzera tips – CO_2 (oglekļa dioksīda) gāzes lāzers; darbības režīms – nepārtraukts vilnis; viļņa garums – 10060 [nm]; darbības diapazons – 900 x 600 [mm]; fokusa punkta diametrs ~ 80 [µm]. Tika testēti dažādu šķiedru sastāva mēteļaudumi (skat. 1. att.) un atstarojošais materiāls.

1.attēls. ***Drānu lāzermarķēšanas un lāzergriešanas testi*** *(autores foto)*
Figure 1 ***Laser marking and laser cutting tests on cloth*** *(author's photo)*

Eksperimentu laikā tika izmantoti CO2 lāzersitēmas parametri: lāzera jauda P [W] un skenēšanas ātrums v [mm/s]. Lāzeriekārtas tehniskie parametri paredz maksimālo jaudu 100 W un skenēšanas ātrumu 1–400 mm/s. Paraugu lāzergriešanas rezultāti uzrāda vienādas kvalitātes griezumu (griezuma līnija ir precīza, neirstoša, audums nav bojāts) mēteļaudumiem ar dažādu šķiedru sastāvu – poliesters un vilna, vilna un poliamīds un kašmirs. Noteikti optimālie lāzergriešanas parametri kolekcijā paredzamajiem mēteļaudumiem ar 80% vilnas un 20% poliamīda un 72% vilnas, 20% poliamīda un 8% kašmira sastāvu. Tie ir: jauda P=30 W, ātrums v=30mm/s mēteļaudumiem; jauda P=15 W, ātrums v=20mm/s - atstarojošajam materiālam.

3D prints RTA Metālapstrādes un mehatronikas pētnieciskajā centrā notiek, izmantojot *Ender-3* 3D printeri ar FDM printēšanas tehnoloģiju, kausējot termoplastikāta auklu. Printeri raksturojošie parametri ir: printēšanas platformas izmērs – 220*220*250 mm; iespējamie printējamie materiāli – PLA, TPU, ABS, TPE, PETG; maksimālais ātrums 180 mm/s; slāņa biezums – 0.1–0.4 mm; precizitāte ±0.1mm; sprauslas diametrs 0.4 mm; maksimālā sprauslas temperatūra 255^{o} C; platformas temperatūra 110^{o} C. Printēšanai tiek izmantoti divu veidu filamenti: melnas krāsas 1.75 mm PLA (*Polylactic Acid*), kas ir viens no populārākajiem materiāliem 3D printā, un 1.75 mm TPU (*Thermoplastic polyurethane)* atstarojošs filaments. Tiek izdrukāti vairāki pogu prototipi un piemērotākie izvēlēti kolekcijai(skat. 2.att.).



2.attēls. ***3D pogu printēšana*** *(autores foto)*
Figure 2 ***3D button printing*** *(author's photo)*

Apģērbu apstrāde paredzēta ar līdzekli, kas nodrošina aizsardzību pret mitrumu/slapjumu un ir netīrumus un traipus atgrūdošs, piešķirot drānai jaunas īpašības, nēsājot tos dažādos laikapstākļos (sauss, lietus, sniegs). Netīrumus un traipus atgrūdoša funkcija pasargā izstrādājumu no ātras sasmērēšanās un samazina kopšanas biežumu(skat. 3.att.). Izvērtējot tirgus piedāvājumu un iespējas, gatavo ārģērbu apstrādei izvēlēts Igaunijas uzņēmuma nano pārklājuma izsmidzināms aerosols *GoGoNano™ Stay Dry Textile and Leather Nano Coating Spray*. Ražotājs apliecina produkta drošumu, uzrāda testu rezultātus, veic sastāvdaļu pārbaudi.

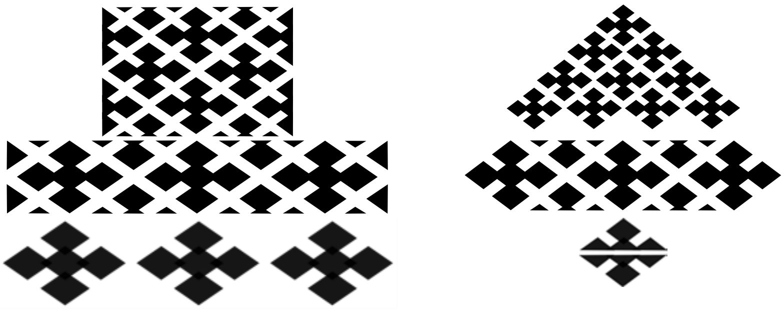
3.attēls. ***Nanopārklājuma ūdens atgrūšana*** *(foto M. Šļivka)*
Figure 3 ***Nano-coated water repellent*** *(photo by M. Slivka)*

Eksperimentālā darbība nodrošina izmantoto progresīvo tehnoloģiju optimālo parametru noteikšanu un drošu pielietošanu apģērbu kolekcijas izstrādei un pēcapstrādei.

Kolekcijas dizaina izstrāde
Collection design development

Mēteļu kolekcijas koncepcija paredz dabīgo un sintētisko materiālu savienojamību un apstrādi, izmantojot progresīvās tehnoloģijas – lāzergriešanu, 3D druku un nanotehnoloģijas; klasiska stila iezīmes auduma, silueta, detaļu, krāsu izvēlē; iedvesmas avots atstarojošā elementa kompozicionālajam risinājumam – latviešu tautisko rakstu ornaments ar tā veidojošo motīvu ritmisku atkārtojumu.

Insckape vektorgrafikas programmā veikta ornamenta faila sagatavošana. Galvenais ornamenta motīvs ir rombveida laukumā simetriski izvietoti rombi, izkārtoti stilizētā latviešu ornamentam raksturīgajā krustiņā. Izveidotais ornamenta pamatmotīvs pēc nepieciešamības tiek ritmiski atkārtots un dažādi izvietots, iegūstot ornamenta joslas vai aizpildot laukumu (skat. 4. att.), ar iespēju mainīt tā lielumu.



4.attēls. ***Ornamenta motīva varianti joslās un laukumos***
Figure 4 **Variations of ornament motifs in bands and squares**

3D tehnoloģija izmantota pogu izdrukai ar atstarojošu filamentu. Kolekcija paredz vilnas/jauktšķiedru (t. sk. vilnas šķiedras) auduma mēteļos iestrādātu kvalitatīvu, sertificētu atstarojošo materiālu. *3M* atstarojošā lente (kods 9910) un audums (kods 8910) atbilst standartam ANSI/ISEA 107 un EN ISO 20471. Lāzertehnoloģijas nodrošina precīzu, kvalitatīvu, ātru, nepieciešamā atstarojošā ornamenta lāzergriešanu, kā arī atsevišķu mēteļu pamatdetaļu piegriešanu. Noslēgumā mēteļauduma virsma apstrādāta ar nanopārklājumu, kas nodrošina mitrumizturību, aizsardzību pret traipiem u.c. īpašības. Kolekcija paredz mēteļus dažādiem vecumposmiem, gan vienā krāsu tonī ar minimālu atstarojošā ornamenta izvietojumu, gan modeļus, izmantojot krāsu toņu salikumus, detaļas ar atstarojošā ornamenta izvietojumu. Kolekcijas vienotību un estētisku kopskatu rada pārdomāts un saskaņots pamatauduma, atstarojošā ornamenta un 3D drukāto pogu dizains (skat. 5. att.).

5.attēls. ***Mēteļu kolekcija "Atspīdums"*** *(foto M. Šļivka)*
Figure 7 **Coat collection "Glare"** *(photo by M. Slivka)*

Kolekcijas mēteļi ir savstarpēji vienoti krāsu toņos, detaļu, atstarojošā elementa ornamenta motīvā, bet piedāvā atšķirīgu atstarojošo elementu dizainu. Papildus kvalitāti kolekcijas mēteļu virsmai piešķir nanopārklājums.

Secinājumi
Conclusions

- Modes dizainā ir jābūt atbildīgam, ne tikai, pieņemot jaunākās tehnoloģijas, bet arī iesaistoties un sekojot līdzi to izpētei, izvēloties pārbaudītus un par drošiem atzītus procesus un produktus;
- Modes dizainerim jāveido sadarbība ar speciālistiem, inženieriem, kas pārzin iekārtu specifikāciju un attiecīgās tehnoloģijas, kuras var tikt veiksmīgi integrētas modes dizainā;
- Dizaina problēmu risināšanā nozīmīgs ir inženierzinātņu ieguldījums. Rezultātā tiek izstrādāti dizainiski efektīvi un inženiertehniski pilnveidoti produkti;
- Tehnoloģijas nodrošina ātrumu un efektivitāti, kas nepieciešama, lai gūtu panākumus mainīgajā modes nozarē, pētītās tehnoloģijas ir progresīvas un to attīstības iespējas ir pietiekami plašas;
- Lāzergriešana piemērota atstarojošā materiāla un divu mēteļu pamatdetaļu piegriešanai, atzīstot to par mūsdienīgu, precīzu un efektīvu metodi, salīdzinājumā ar tradicionālo auduma piegriešanu izstrādājumiem;
- 3D printeru izmantošana un to tehnoloģiskajās iespējas visās rūpnieciskās ražošanas jomās nodrošina eksperimentālu darbību un rezultātus jauniem uzlabotiem risinājumiem, produktiem, funkcionālām detaļām, furnitūrai, pastāv sarežģīta dizaina (ģeometrija, struktūra) izveides iespējas;
- Izmantojot nanopārklājumus modes dizainā, ir sekojoši ieguvumi: iespējas iegūt ūdensizturīgu, antibakteriālu, antistatisku, UV apsorbējošu pārklājumu; ar aizsardzību pret traipiem, netīrumiem; labu materiāla nodilumizturību; nanopārklājums ir elpojošs; tiek panākts resursu ietaupījums, izstrādājumi kalpo ilgāk;
- Tehnoloģiju pielietojums modes dizainā palielinās, tas ievieš izmaiņas tradicionālajos apstrādes procesos, kas ļauj būtiski ietaupīt resursus. Tās ir ilgtspējīgas un vidi saudzējošas tehnoloģijas, notiek resursu ekonomija;
- Darba empīriskajā daļā veiktas eksperimentālas darbības, lai noteiktu optimālos parametrus un tehnoloģiju drošu pielietojumu apģērbu kolekcijas izstrādei un apstrādei;
- Izgatavota apģērbu kolekcija “Atspīdums”, iestrādājot atstarojoša materiāla ornamenta motīvus mēteļos ar klasiskā stila iezīmēm, kurā apvienotas mūsdienu modes tendences un progresīvo tehnoloģiju pielietojums.

Summary

Nowadays, technology has brought changes in many sectors, including fashion design where designers apply constantly evolving innovative technologies. Advanced technologies help meet design challenges. In this paper three advanced technologies are analysed - laser technology, 3D printing and nanotechnology. They are increasingly being used in fashion design and are considered topical, with a prediction for even greater use in the future. The term "advanced technology" explains the nature of the technologies used, the programs, the equipment and the methods these technologies use are innovative, gaining more popularity and rapidly evolving.

Fashion design is about taking responsibility for people and the environment. Technology research, its impact and application, potential benefits and risk awareness in addressing fashion design challenges justify their topicality. The design concept outlines sustainable, eco-friendly design that invites to consider production technologies and processing methods that affect the world's resources, the environment, the climate and the health of the population. Consumers are becoming more educated, they change their attitudes and are interested in using products that are more environmentally friendly and better for themselves.

The purpose of the article is to substantiate the use of advanced technologies as a modern, versatile resource and environmentally friendly textile processing method, and to demonstrate their use in the outer wear design collection with light-reflective material elements.

Research methods: theoretical - literature, source and statistical data analysis, empirical - experiment and data processing.

R. Nayak describes the adaptation and use of sustainable materials and technologies by global brands in fashion and textile industry (Nayak et al., 2020). The possibilities to process fabrics are almost unlimited, but I. Vilumsone-Nemes (Vilumsone-Nemes, 2018) acknowledges that "textile products of different origins react differently to laser processing, which causes different changes in the structure of the material". To achieve the desired result, one must know and understand the properties of the material, the laser and the process parameters.

3D technologies are recognized as the future of fashion. A. Richardot (Richardot, 2018) emphasizes that 3D manufacturing could completely change the fashion industry and is already beginning to shape the future of fashion in both high fashion (Haute Couture) and ready-to-wear.

C.H. Lin & C.M. Lin (Lin & Lin, 2013) in a study on the use of nanotechnology in clothing design, recognize that those are the 21st century's largest drivers of technological and industrial development that is widely studied. The integration of nanomaterials into textile has great potential for the creation of functional, "smart clothing" and "smart textiles" (Joshi & Adak, 2019).

An experiment was carried out to determine the optimal parameters and suitability of the advanced technologies for particular textile fabrics used in design collection. The collection design involves the application of three technologies:

- laser cutting - cutting individual parts and reflective material;
- 3D prints - 3D printed fasteners;
- nanotechnologies - nano-coating of the surface of finished products to achieve the desired effect and improve or impart new properties.

The experiment ensures the determination of the optimal parameters of the advanced technologies used and their safe application for the design and post-processing of the outerwear clothing collection.

The concept of the coat collection involves the joining and processing of natural and synthetic materials using advanced technologies (laser cutting, 3D printing and nanotechnology), classic style features in fabric, silhouette, detail, color choices. The source of inspiration for the compositional solution of the reflective element is the ornament of Latvian folk patterns with the rhythmic repetition of its motifs. The coats of the collection are united in colour shades, detail, reflective element ornamentation, but offer a different reflective element design. Additional quality is given by a nano-coating.

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THE FORMING OF *CASTELLUM*-TYPE CASTLES AND FOUR-UNIT BUILDING COMPLEXES WITH CHAPELS IN SECULAR POWER CENTRES OF COURLAND AND THE STATE OF THE TEUTONIC ORDER

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Abstract. *In the noble families houses, a sacral room or a separate volume made for relics' storage or prayers started to call the chapel (German: Kapelle, Latin: capella). The name for this building type was borrowed from the Latin words cappa, capa. The knights for implementation of its policy on conquered lands inhabited by the Balts founded economically independent castles of stone that included chapels. According to regulations of castellum's planning, the chapel had to be situated on the east side of the structure. In Livonia and the State of the Teutonic Order, the location of castles and cult buildings influenced layouts of town centres. Research goal: analysis the impact of cult buildings on layouts and spatial structures of castles and fortified centres to determine common and different characteristics in Livonia and the State of the Teutonic Order. Research problem: the influence of sacred buildings' location on layouts of castles, built by the Teutonic Order. has not well researched. Research novelty: structures of the Teutonic Order's fortresses are studied in the context of Italian architecture. Research methods: studies of urban planning cartographic materials, archive documents, projects, published literature and inspection of buildings in nature.*
Keywords: *castle, chapel, Livonia, medieval town, the State of the Teutonic Order.*

Introduction

The Roman Emperor (284–305) Gaius Aurelius Valerius Diocletianus (244-311) carried out territorial reforms (293) to preserve the Empire. Not far from his native place Salona (now Split, Croatia) on the Adriatic Seacoast, he built the rectangular military urban complex surrounded by high defensive walls with fifteen towers – the Diocletian's Palace (Italian: *Palazzo di Diocleziano*; 295-305) (Fig. 1) called "*castellum*", which was a diminutive shape for a strong fortress "*castra*" or "*castrum*". The complex which southern façade facing the sea had a large hall with a dome-covered vestibule, the Emperor's mausoleum, Jupiter, Cybele and Venus temples. Emperor's private rooms overlooked a beautiful sea view. On the Adriatic Seacoast, the Rialto – the fisheries settlement developed (5th–9th cent.) by merchants became the Venetian Duchy's centre at the

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Grand Canal's estuary into the Venetian Lagoon (Italian: *Laguna Veneta*). In Western Europe during the 5th–10th centuries, the feudal order formed under the influence of military conflicts. Rulers built castles-fortresses for residences. In Venice city got after 584 over the Ravenna Archbishoprics, a *castellum* for governmental institutions, ruler's apartments, courtrooms, a prison and stables was built, using for example the Diocletian's Palace included in the Republic of Venice (Italian: *Repubblica di Venezia*; 697–1797).

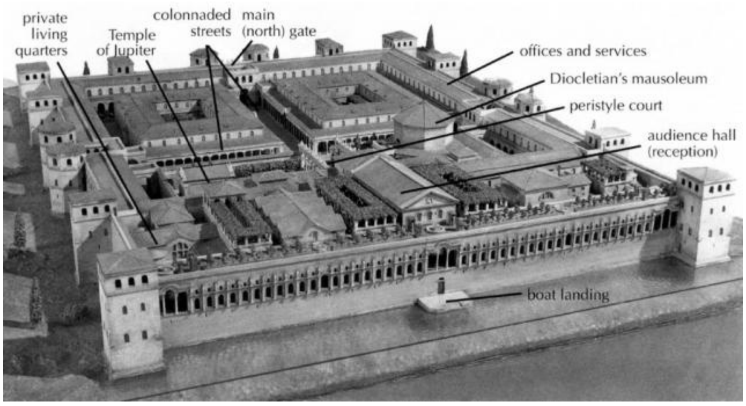


Figure 1 ***The reconstruction of Diocletian´s Palace complex in Split*** *(online 13.01.2018, http://2.bp.blogspot.com/-8SdQCZupsDo/UeIrBgVz4cI/AAAAAAAATSU/b0Jz2k7-LJw/s1600/1a2+Diocletian%2527s+Palace.JPG)*

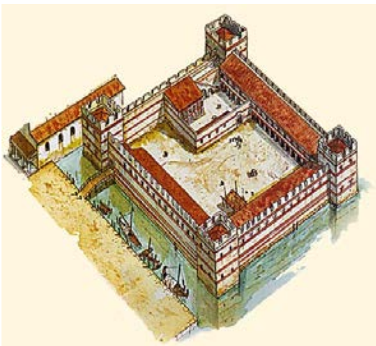
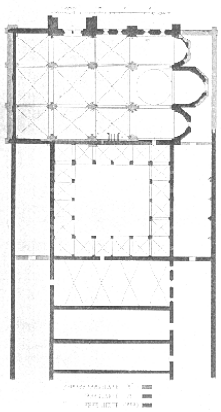


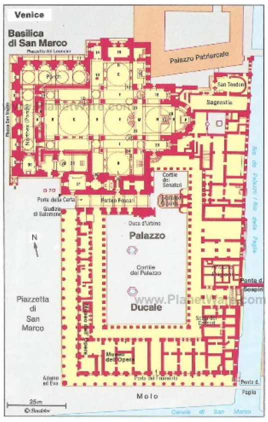
Figure 2 ***The castellum of the Doge's Palace (10th–11th cent.) in Venice*** *(online 24.06.2017, http://palazzoducale.visitmuve.it/wp-content/uploads/2011/05/Castello-Palazzo-Ducale.jpg)*
Figure 3 ***The castellum of Venice Doge Ziani's Palace with three big buildings*** *(online 24.06.2017, http://imiglioriannidellac.blogspot.com/2012/01/venezia-palazzo-ducale.html)*

The first leader of the Republic of Venice, Dodge (Italian: *Doxe*, Latin: *Dux* – power, leadership) Paolo Lucio Anafesto built the *castellum* of the Dodge's Palace (German: *Dogenpalast*, Italian: *Castello Palazzo Ducale*; around 700) with strong walls and massive corner towers. The first Emperor (800–814) of the Holy Roman Empire (Latin: *Imperatores Romani Sacri*, German: *Römisch-deutscher*

Kaiser) Carolus Magnus (German: *Karl der Große*) at the mouth of the Elba River erected a stone castle (808) for administration and waterway protection against Slavic invasions. In 810, the first church in Hamburg was consecrated. St. Marien-Dom (German: *Hamburger Dom*; around 811) was built to establish the Bishopric centre, and next to it – the Bishop's residence (834). The southern suburbs of Carolus Magnus possessions was Northern Italy where cities sought independence. Venice city-state (9th –12th cent.) became an important trade centre between Western Europe, the Middle East and Asia. Using the Diocletian's Palace as a sapmle, Dodge (810–827) Angelo Partecipazio rebuilt the Doge's Palace, including in it three big blocks (Fig. 2): one directed towards *il rio del Palazzo*, the second – towards the water area *Bacino di San Marco*, but the third – towards *Piazzetta* (Fig. 3). A strong gate provided the palace's main entrance, that now is the portal of *Porta della Carta*. On the side of St. Mark's Square (Italian: *Piazza San Marco*; 800–1100) construction of the residence (810, destroyed in the 10th century) began, and in 827 it was continued by Dodge (827–829) Giustiniano Partecipazio. He started construction of St. Mark's Basilica (Italian: *Basilica di San Marco*; 828–832) for the Apostle Mark's relics, which on 31 January 829 were brought from Alexandria to Venice. His brother, Doge (829–836) Giovanni I Parteciapazio completed this construction. Doge (887–911) Pietro Tribuno built a freestanding watchtower-lighthouse (9th cent.) on St. Mark's Square. Venice was fortified. Later, a bell was placed in the tower (Italian: *Campanile di San Marco* obtained the current appearance in 1514). During the coup in 976, fire caused damage to the basilica and partly destroyed the Doge's Palace, which restored until the late 10th century, not built again. During the renovation opened the old masonry wall quite possibly a part of the basilica.

In the Dodge's Palace yard's north part, Dodge (1041–1071) Domenico I Contarini on the place of damaged basilica built St. Mark's Cathedral (1063–1071, consecrated in 1073) using for a sample the Greek Eastern Orthodox Church Apostleion or the Church of the Holy Apostles (Italian: *chiesa dei Santi Apostoli*; around 330, destroyed in 1461) known as the Imperial Polyándreion (cemetery) in Constantinople (now Stambul). In the centre of the cathedral obtained a Greek cross layout, the burial of the apostle's relic placed under a big dome. Four smaller ones located at the ends. St. Mark's Cathedral (Fig. 5), considered as the Dodge's Palace Chapel till 1807, was included in building perimeter similar to St. Maria Latina Church (Fig. 4) on the north side of the Benedictine monastery's (before 1071) yard (Latin: *claustrum*, French: *cloître*) in Jerusalem. Construction of the cathedral finished in 1094. During the Dodge's Palace rebuilding, Dodge (1172–1178) Sebastiano Ziani envisaged one house for administration, but another for legal affairs.





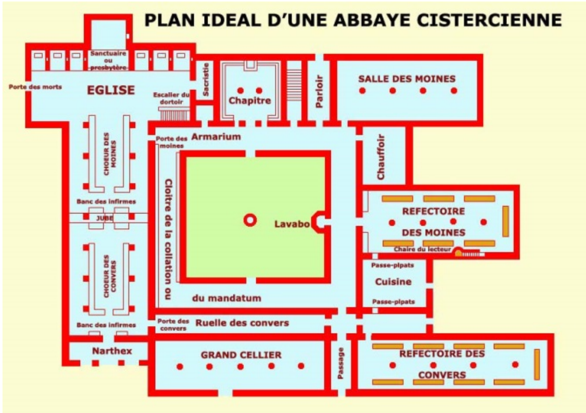


Figure 4 ***The first floor plan of St. Maria Latina Benedictine monastery complex in Jerusalem*** *(online 19.06.2017, http://blessed-gerard.org/images/stmarlat.gif)*
Figure 5 ***Wagner & Debes. The plan of St. Mark's Cathedral (1063–1071) and the Doge's Palace complex in Venice. 1899*** *(online 19.06.2017, http://www.planetware.com/i/map/I/venice-basilica-di-san-marco-map.jpg)*
Figure 6 ***Brun Georges. The Cistercian monastery idealplan. 2010*** *(online 03.05.2018, http://www.crdp-strasbourg.fr/data/hist-arts/art_roman/images/big-cistercien_abbaye.jpg)*

Benedictine monks who criticized crave for luxury and unwillingness to do hard work, joined in a group and formed the Cistercian Order (Latin: *Ordo Cisterciensis*). The first Cistercian monastery (French: *Abbaye Notre-Dame de Cîteaux*, Latin: *Cistercium*) called the New Monastery (Latin: *Novum Monasterium*) was founded (1098) in French Region *Côte d'Or* and sustained with farming and a brewery. Applying as a sample the Benedictine monastery basilica, the Cistercians in 1135 started to build the Basilica of Clairvaux Abbey (Latin: *Clara Vallis*). However, Abbot of Clairvaux (1115–1128) Bernardus criticized too long and wide edifice. Monks of Cluny Abbey criticized introduced requirements. Bernardus, having borrowed the idea form ancient Greek homes with rooms placed around the peristyle (Latin: *peristylium*) or an open square courtyard surrounded by the portico, developed a functional scheme (Fig. 6) for construction of Cistercian monastery complexes. The church located in the north, cells (Latin: *cella*) placed in the west, dinning-rooms (German: *Remter*, Latin: *refectorium*) – in the south, a library, sacristy, other rooms – in the east (Ozola, 2018). Pope (1145–1153) Eugenius III issued (1145) the bull to organize the second Crusade (1147–1149). Bernardus Claraevallensis invited the knights to become missionaries and preach Christianity in pagan lands (Spekke, 2008, 113). In Jerusalem, brothers-knights (Latin: *fratres*) rebuilt the Church of the Anastasis, solemnly consecrated it on 15 July 1149, and ruled the most important shrine of Christians until 4 July 1187, when lost the city: all churches except the Church of the Anastasis converted into mosques.

During the third Crusade (1189–1192), monks, merchants and the knights from Lübeck and Bremen arrived in Palestine. On 1 September 1190 they made a hospital to treat injured outside walls of port-city Acre, know to locals as Akko (also Akers, Ptolemais, Antioch, or Antiochenes, Latin: *Ace*). On 6 February 1191 Pope (1187–1191) Clement III confirmed "Brotherhood of St. Mary's Teutones in Jerusalem" (Latin: *Fratrum Theutonicorum ecclesiae S. Mariae Hiersolymitanae*). After the invasion of Akko in 12 July 1191, bothers-knights moved the hospital into the city. On 21 December 1196 Pope (1191–1198) Caelestinus III took the Germans' St. Mary's Hospital of Jerusalem (Latin: *Hospitele sancte Marie Theutonicorum Jerosolimitanum*) under his protection and allowed brothers-knights to elect their leader or Master (Latin: *magister*, German: *Meister*) (Šterns, 2002, 32–33). On 19 February 1199 Pope (1198–1216) Innocentius III approved the name "Brothers and Sisters of the German House of St. Mary in Jerusalem" (Latin: *Ordo domus Sanctae Mariae Teutonicorum in Jerusalem*, German: *Brüder und Schwestern vom Deutschen Haus Sankt Mariens in Jerusalem*, also *Deutschherrenorden* or *Deutschritterorden*, abbreviated: *Deutsche Orden*; 1198–1525). The Teutonic Order's Master (*Deutschmeister des Deutschen Ordens*, 1219–1230, *Landmeister von Preußen des Deutschen Ordens* 1229–1239) Hermann Balk, Bishop of Breslau Thomas I (?–1268) and Magdeburg citizen Heinrich der Bärtige (*Heinrich I. von Schlesien*, *Heinrich I. von Polen*, Polish: *Henryk I Brodaty*; 1163–1238) signed an agreement for the establishment of towns in the State of the Teutonic Order (Latin: *Civitas Ordinis Theutonici*, German: *Staat des Deutschen Ordens*; 1230–1525) (Fig. 7). The knights started to build financially independent castles for Commandry and Vogtei centres.

Prominent Latvian historian, Dr. Ph. Professor emeritus at Muhlenberg College (USA) Indriķis Šterns (1918–2005) divided the Crusades in Livonia into three thirty-year periods. The first period ended with the establishment of the sovereign Livonia state and the Episcopate of Bishop Albert, the subjugation of Latgalia (now Eastern Latvia) and the loss of the Cours' independence in 1230 (Šterns, 2002, 173). The territorial division of Livonia into castle-regions (Latin: *castellatura*, Scandinavian: *borchsokinge*) was preserved, but under the Catholic Churche's subjugation, castle-regions gradually replaced by parishes (Old German: *kerszpel*) changing borders in compliance with the new administrative system (Šterns, 1997, 105).

Figure 7 ***John Bagnell Bury (1861–1927). Map of the State of the Teutonic Order included in 1400 the Balts and the Prussian lands. 1903***
(https://legacy.lib.utexas.edu/maps/historical/baltics_1400.jpg)

Previous studies on the Teutonic Order's history and construction of castles in the State of the Teutonic Order and the Livonian State: Priest Hermann of Wartberge (died ca. 1380), staying in Livonia, used previous chronicles as the Livonian Rhymed Chronicle and the Livonian Chronicle of Henry, archival documents and personal experiences and in "*Hermanni de Wartberge Chronicon Livoniae*" (Vartberge, 2005) covered the Livonian Crusades' history from 1196 up to 1378, but Priest Peter of Dusburg (Latin: *Petrus de Dusburg*; the second half of the 13th century–after 1326) wrote "*Chronik des Preußenlandes*" /The Chronicle of the Prussian Land/ (Latin: *Chronicon Terrae Prussiae*; 1326) (Dusburg). Houseowner, merchant Jürgen Helmes (also *Georg Helm, Helms, Helmer*; around 1603–after 1655) from Riga since 1628 began to write "*Chronicon Lyvoniae*" about the period from 1158 to 1648 – in Livonian historiography the only Chronicle supplemented by drawings. Layouts of castles with courtyards and façades by towers were seen from a high perspective. Historian, librarian, regional researcher Aleksandrs Jansons (1916–1991) and engineer Gunārs Erdmanis (1927–1990) infered in a study „*Helmsa hronikas zīmējumu analīze*" /Analysis of Drawings of Helm's Chronicle/ published in 1988, that symbolic drawings of castles do not represent true buildings. The Holy Roman Emperor (1658–1705) Leopold I (full name: Leopold Ignaz Joseph Balthasar Felician, born Habsburg) in 1661 traveled from Vienna to Moscow.

Artist Johann Rudolf Storno (also *Storn*) from Switzerland traveled along with the delegation and created drawings of castles in order to complement travel notes. Artist August Georg Wilhelm Pezold (1794–1859) produced lithographs for illustrations of delegation chief Augustin Freiherr von Mayerberg's (also Meyerberg; 1612–1688) report. Friedrich von Adelung (1768–1843) published drawings in two volumes of the Meierberg's Album (1827). Konrector at Riga Lyceum (Latin: *Schola Carolina*), historian Johann Gottfried Arndt (1713–1767) in accordance with written historical sources created (1753) the first scientifically compiled list of Livonian castles. Painter, Baron Carl Johann Emanuel von Ungern-Sternberg's (1773–1830) drew (1810–1829) Livonian castles, churches and their plans. At the end of the 18th century Konrector at the Riga Imperial Lyceum, painter Johann Christoph Brotze (1742–1823) began to describe castles for research purposes. He summarized drawings and watercolors of Windau (Latvian: *Ventspils*) and other Livonian castles in a ten-volume manuscript „*Sammlung verschiedener liefländischer Monumente, Prospecte, Müntzen, Wappen etc*." became the most significant and extensive buildings' documentation from the late 18th century to the first decades of the 19th century. In the early 19th century archaeologists, historians, regional researchers began to publish materials on Livonian castles in print editions. Certified forestry scientist Andreas von Löwis of Menar (1777–1839) in 1840 supplemented his article by a register of 143 Livonian castles. Russian authorities organized identification and documentation of ancient buildings. In the Courland Governorate Auditor of Mitau (also *Mytowe*, *Mitowe*, *Mytove*, Latvian: *Jelgava*) county C.G.Raetsch, Auditor of Pilten and Hasenpoth (Latvian: *Aizpute*) Heinrich Johann Cramer, Auditor of Goldingen Carl Willong prepared (1827–1830) a large collection of castles' views, plans, stands. It included in the album of Livonian castles, named after Governor-General of the Governorate of Livonia, Marquis Filippo Paulucci delle Roncole (1779–1849) (Livonija, 2008). Historian, Dr. Professor at the University of Dorpat Friedrich Karl Hermann Kruse (1790–1866) traveled (1838–1839) with archaeologists and surveyors and drew castles and plans for the issue "*Necrolivonica oder Alterthümer Liv-, Esth- und Curlands*" /Antiquities of Livonia, Estonia and Courland/ (1842). Johann von Radetzky the reflection on Courland's buildings published in "*Malerische Wanderungen durch Kurland*" (Radetzky, 1841). Sculptor, painter Wilhelm Siegfried Stavenhagen (1814–1881) steel engraved landscapes of historical buildings in Courland, Livonia, Estonia compiled in three volumes of "*Album baltischer Ansichten*" /The Album of the Baltic views/ (1857–1867). During Stafenhagen's lifetime unpublished drawings were included in "*Neues Album baltischer Ansichten nach Zeichnungen von Wilhelm Siegfried Stavenhagen*" /The new album of Baltic views based on drawings by Wilhelm Siegfried Stavenhagen/ (1913). Industrialist, historian Friedrich Ludwig Balthasar Amelung (1842–1909) issued "*Bilder zur baltischen*

Kulturgeschichte" /Pictures of the Baltic cultural history/ (1879), "*Baltische Kulturstudien*" /The Baltic cultural studies/ (1885) and the Baltic cultural picture atlas (Amelung, 1886).

Architect Wilhelm Johann Carl Neumann (1849–1919) surveyed medieval castles, drew their stands, façades, plans and published it in the first essay on the Livs' lands, Estonia and Courland art history from the late 12th century up to the late 18th century (Neumann, 1887) and in a reflection on building history "*Die Ordensburger im sogenannten Polnischen Livland. Mitteilungen aus der livländischen Geschichte*" /Castles in so-called Polish Livonia. Messages from Livonian history/ (1889). In the article (Нейманъ, В.И. (1893). Военное зодчество въ прибалтийском крае въ средние века. In *Труды девятого археологического сьезда въ Вильне. Том I*. Москва: 27–61) on military architecture of the Middle Ages in the Baltic region, Neumann for the first time in the Baltics defined construction periods of Livonian castles, described architectural details, plans, features of styles. Librarian from Riga, prominent researcher of castles by the 1930s Karl Woldemar von Löwis of Menar (1855–1930) included Livonian castles' plans and detail drawings in the encyclopedia (Löwis, 1922). Architect, historian of architecture Heinz Heinrich Gerhard Pirang (1876–1936) one chapter of three volumes work "*Das baltische Herrenhaus*"/ The Baltic manor house/ (1926–1930) devoted to castles, where after rebuilding in the 16th–19th centuries the noble families continued to live. Latvian historian Cand. hist. Anna Grēviņa in edition on medieval castles (Grēviņa, 1936) and Cand. hist. et phil. Žanis Karlsons (1899–1976) in issue on the Order's era (Karlsons, 1936) compiled pictures and news of Livonian castles. In Volume 16 of the Latvian Conversion Dictionary (1937–1938), Leonid Arbusow (1848–1912) his article supplemented by a list of 105 names of castles on the territory of Latvia (Ose, 2001, 25). A collective monograph "*Baltische Lande*" /The Baltic countries/ (1939) was devoted to German-founded towns and castles on Prussian and Livonian lands. Editor-in-chief (1928–1939) of "*Baltische Monatshefte*", Dr. Professor (1935–1939) at Herder's Institute in Riga Reinhard Wittram (1902-1973) after his departure published a book "*Baltische Geschichte. Die Ostseelande Livland, Estland, Kurland 1180–1918*" /The history of the Baltic Sea Region: Livonia, Estonia, Courland 1180–1918/ (1939). Prominent researcher of fortresses in the Baltics, Estonian art historian, Dr. phil. Professor at the University of Tartu Armin Tuulse (1907–1977) published studies on Livonian strongholds' history and architecture. He considered that the second construction period (1237–1400) of castles was before the use of firearms began (Tuulse, 1942). Austrian theologian Marian Tumler (1887–1987) wrote the Teutonic Order's short history (Tumler, 1954). German historian Dr. Professor Hartmut Boockmann (1934–1998) completed the Teutonic Order's history in twelve chapters (Boockmann, 1981). German historian, Dr. Professor Udo Arnold

(b. 1940), Polish historians Dr. Professor Zenon Hubert Nowak (1934–1999) and Dr. hab. hist. Professor Marian Biskup (1922–2012) established regular international conferences to discuss the Teutonic Order's history. The first meeting (1981) took place in Toruń. Beyond *Ordines militares* conferences held every two years. The International Commission for the Teutonic Order's history research (German: *Internationale Historische Kommission zur Erforschung des Deutschen Ordens*; 1985) was established to attract and coordinate historians from other countries to expand the Order's research as a phenomenon throughout European history. German scientists studied the Teutonic Order's activities in the Baltic and issued a collaborative work – the dictionary of historical place names "*Baltisches historisches Ortslexicon, II: Lettland*" (1990). Historian Lutz Fenske and contributor of the Historical Archives of the City of Cologne, Dr. Professor at the Georg-August University of Göttingen and the Ruhr-University Bochum Klaus Militzer (b. 1940) wrote about the knights in the Livonian branch (1237-1562) of the Teutonic Order (Fenske & Militzer, 1993) and research (Milicers, 1994). The monograph „*Die Geschihte des Deuchen Ordens*" /The history of the Teutonic Order/ was issued in German (2005) and in Latvian (Milicers, 2009). A collaborative work "*Deutsche Geschichte in Osten Europas: Baltische Länder*" /German history in Eastern Europe: Baltic countries/ (Pistohlkors, 1994) was issued in Gert Olof von Pistohlkors' (b. 1935) edition. Friedrich Wilhelm Benninghoven (1925–2014) published the history of the Teutonic Order, Gdańsk, Oliva monastery and the conquest of East Prussia in 1945 (Benninghoven, 1996). Specialist in military history, academician Dr. Stephen Turnbull (b. 1948) summarized news on stone castles of Prussia (Turnbull, 2003), Latvia, Estonia (Turnbull, 2011). Archaeologist, academician, Dr. hab. hist. Professor Andris Caune (b. 1937) informed on archaeological research in towns of the 13th–16th centuries (Caune, 2014) and together with the full member of Latvian Academy of Sciences Dr. hist. Ieva Ose compiled a lexicon of German Castles (end of the 12th–17th century) in Latvia (Caune & Ose, 2004) and studies on medieval churches and chapels in castles (Ose, 2011). In "Archaeology and Architecture of the Military Orders. New Studies" (Torbus, 2016) has been published new researchs.

Previously published studies on castles founded by the Teutonic Order in Courland and Semigallia: Ulrich Heinrich Gustav Freiherr von Schlippenbach (1774–1826) descriptions of castle ruins published in travel notes on picturesque walks through Courland (Schlippenbach, 1809). Researcher of Ancient-times Hermann Friedrich Waeber (1761–1833) depicted in watercolors (the late 18th century–the early 19th century) Goldingen (Latvian: *Kuldīga*) and Kandau (or *Candowe*, Latvian: *Kandava*) castles (Meinarte, 2002, 389–407). Painter Julius Friedrich Döring (1818–1898) during his travel through Courland and Semigallia drew castle ruins in notebooks. Cand. hist. Nikolajs Ķaune (1903–1939) studied

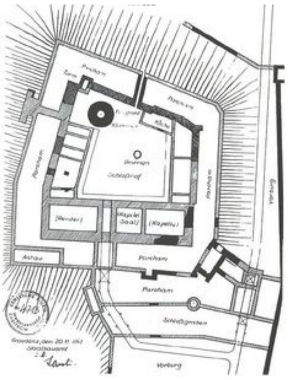
Mitau *Castellum* (Ķaune, 1936), archaeologist, academician, Guntis Zemītis published results on archaeological research of this castle (Zemītis, 2005), but painter, Dr. art. Imants Lancmanis pronounced his conclusions on new discoveries of the Old Castle of Mitau (Lancmanis, 2010). Carl Meiβner published a book about Courland, the beautiful German country (Meiβner, 1917). Researcher of Goldingen history, teacher Ernst Hennig on a castle, the town and churches published "*Kurländische Sammlungen. Herausgegeben von Ernst Hennig. Ersten Bandes I Theil*" (1908) as the first volume (I part) of Goldingen town history "*Geschichte der Stadt Goldingen in Kurland*". Assistant (since 1895) to Head of Marienburg (Polish: *Malbork*) Complex reconstruction, protector of antiquities, Dr. h. c. Professor Bernhard Schmid (1872–1947) surveyed castles in Courland, drew stands, façades and sections, defined construction periods, prepared descriptions and published until World War II the only work on castles and churches in Courland (Ose, 2001, 19 and 54). Results of research and measurment drawings (1916–1917) of Goldingen town and castle he published in issue on the Teutonic Knights' castles in Courland (Schmid, 1921). Director of Kuldiga German Primary School, the founder of Kuldiga Regional Museum Walfried Fromhold-Treu (1886–1964), who from 1930 to 1939 lived in Kuldiga, studied the castle-site, materials in archives and documents belonging to individuals, created the reconstruction drawing of Goldingen *Castellum* and published it in the illustrated annex of newspaper „*Brīvā Zeme*" Nr. 68. He also planned to publish an illustrated book on Goldingen *Castellum*, but the original manuscript of the reconstruction explanation died in 1945. Fromhold-Treu, living in Germany, re-wrote his work in 1947. After researcher's death, sons prepared a reflection on the Goldingen Commandery "*Die Komturei Goldingen. Versch einer Rekonstruktion*" and published it in the Courland Knighthood Magazine "*Kurland*" (in Germany). Unpublished reconstruction drawings of Goldingen *Castellum* and manuscript (in German) (Fromholds, 2005) were donated (1992) to Kuldiga Regional Museum, that issued a book (Dzenis & Dzene, 2015) written by historian Mg. hist. Agris Dzenis and Irma Dzene. Dzenis also collected historical news on Kandau *Castellum* (Dzenis, 2011). "Proceedings of the Ventspils Museum" (since 2001) includes an article on Windau *Castellum* in the 13th–16th centuries (Lūsēns, 2002), written by archaeologist Mārtiņš Lūsēns, and Dr. arch. Ilmārs Dirveiks studies on this castle in the early construction phase (Dirveiks, 2004). Dr. hab. art. Professor Ojārs Spārītis studied the Baltic Germans (German: *Deutschbalten*) cultural values in Courland (Spārītis, 1995).

Previously published studies on castles founded by the Teutonic Order in the State of the Teutonic Order: German historian, Professor at the University of Königsberg (German: *Albertus-Universität Königsberg*) Johannes Voigt (1786-1863) wrote Prussian (Old Prussian, Lithuanian: *Prūsai*; German: *Pruzzen* or *Prußen*; Latin: *Pruteni*; Latvian: *prūši*; Polish: *Prusowie*) history from ancient times to the end of the Teutonic Knights' rule (Voigt, 1827–1839) and handbook of the history of Prussia up to the Reformation (Voigt, 1842–1843), Names–Codex of the Teutonic Order's officials, Grand Masters (Latin: *magister generalis,* German: *Hohmeister*) or Knight Commanders, Masters, a large area in Prussia (Voigt, 1843) and the Teutonic Knights' history (Voigt, 1857–1859). Head of Marienburg (Polish: *Malbork*) Complex reconstruction, architect Conrad Steinbrecht (1849–1923) from Prussia became the author of books richly illustrated by façades, plans of castles and architecture in Prussia (Steinbrecht, 1888 and 1910). Bernhard Schmid published his study on Teutonic Knights' castles in Prussia (Schmid, 1938). German scientist of art, Dr. phil. Professor at the University of Rostock Karl Heinz Clasen (1893–1979) in monographs on the Teutonic Order's Lochstedt Castle (Clasen, 1927) and medieval art characterized the spatial structure of stone castles and its layouts in the Teutonic Order State (Clasen Kunst, 1927). Historian of architecture, architect Bohdan Guerquin (1904–1979) included materials on architecture, layouts, the stands and analysis of the fortresses' impact on towns' building in his book dedicated to castles in Poland and defined construction periods for castles built on Prussian lands conquered by Teutonic Knights. The first construction period (1230–1320) began in 1230 with the first stone fortress built for military purposes and continued until 1320, when Grand Master's residence was transferred to Marienburg (Guerquin, 1984). Carl Wünsch collected information on architecture of castles and churches in East Prussia (Wünsch, 1960), but urban planner, historian of architecture, Dr. hab. inz. arch. Professor Andrzei Tomaszewski (1934–2010) and Professor Antoni Kąsinowski compiled information of castles in Poland, but Polish professor of archeology, a specialist in the field of construction and defense and residential architecture in Poland during the Middle Ages Leszek Kajzer (1944-2016), historian, Dr. hab. Stanisław Kołodziejski (1951–2019) and Jan Salm are authors of the lexicon of castles in Poland (Kajzer, Kołodziejski, & Salm, 2001, 2010). A detailed overview of four-unit castles of regular layout can be found in the book about convent castles in the Teutonic Order's land of Prussia (Torbus, 1998) written by Dr. hab., Professor Tomasz Torbus. Art historian, Dr. hab. Professor at Institute of Art History of the University of Gdańsk Christofer Herrmann (b. 1962) specialized in studies of medieval architectural monuments, researched art landscape and medieval architecture in Prussia (Herrmann, 2007).

Research problem: construction of stone castles contributed to the growth of populated areas in lands populated by the Baltic tribes, and Catholic congregations were established. The influence of cult buildings' location on layouts of castles built by the Teutonic Order has not well researched. Research novelty: castles of the Teutonic Order are studied in the context of Italian architecture. Research goal: analysis of the impact of cult buildings on construction structure of stone castles and planning of fortified power centres in the Teutonic Order State in order to determine common and different characteristics. Main methods: inspection of buildings and urban planning in nature, studies of archive documents, projects and cartographic materials.

The specific of formation primary fortified urban structures in secular power centres of the Teutonic Order State

In Culmland, a ringwall (German: *Ringmauern*) for horseshoe-type strong fortified Thorn (Polish: *Toruń*) Castle was built close to the Prussian settlement at the Weichsel (Polish: *Wisła*) Waterway. On the stronghold's western side next to the river, regular planning Old Town of Thorn developed instead of the settlement, obtained Magdeburg rights in 1233. During construction of Marienburg Castle, Thorn became the capital of the Teutonic Order State. An urban construction decision in 1236 was made on the citadel's formation on the relief elevation (Kranz-Domasłowska, 2013). The massive single-unit stone castle began to erect around 1255. Buildings added to the wall's inner edge. The fortress included a chapel mentioned in 1263 (Torbus, 2016, 226).



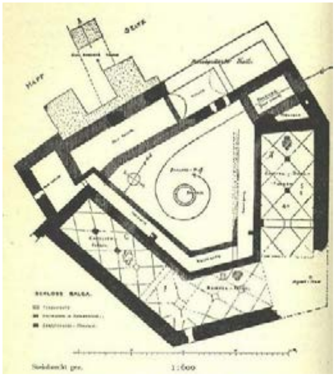


Figure 8 ***Graudenz Castle plan with the chapel at the building's southeastern coner*** *(online 08.07.2017, https://s-media-cache-ak0.pinimg.com/236x/34/62/ba/3462ba18a7eb281a3ebaacdc727d398d.jpg)*
Figure 9 ***Architect Conrad Emanuel Steinbrecht (1849–1923). Hexagonal Balga Castle with the chapel in the eastern side*** *(Steinbrecht, 1888, 101)*

On the right bank of the Weichsel River, instead of the Prussian settlement, construction of Graudenz (Prussian: *Graude*, also *Graudenes* – giant forest) stone stronghold for border defence began around 1250–1260. Buildings added next to the inside edge of brick defensive walls. The entrance gate, reception rooms and the chapel were made in the big southren block (Fig. 8). After 1300, the western block erected on the river's coast, to which a low-rise building placed on the terrace faced to the town.

In Balga (Russian: *Бальга*, Polish: *Bałga*) on the Weichsel (Latin: *Vistula*) Lagoon's (German: *Frisches Haff*) coast, construction of the irregular hexagonal horseshoe-type stronghold (1270–1280) of stone began for the Teutonic Order State's centre (Benninghofens, 2011, 17). Houses placed along yard's perimeter, the gate was on the northern side where a harbour located. The Chapter Hall and a dinning-room situated on the three-part block's eastern side. East-westwards orientated two-nave chapel (Fig. 9) had four bays. The church located in the settlement on the south side. An impressive front-castle was made around 1290.

Castellum-type castles built by the Teutonic Order in Courland

The city of Lübeck, that located on the coast of the Baltic Sea, and the city of Hamburg, that located on the coast of the North Sea, in 1241 signed a trade agreement that can be considered as the origin of the German Hansa (Latin: *Hansa Teutonica*, German: *Deutsche Hanse*) by the centre established in Visby. Merchants from Lübeck needed new support places near big waterways and river estuaries on the Baltic southern coast and proposed to establish in Sembia a town at the estuary of the Pregel River. However, the idea was unimplemented.

In Courland, in order to increase the Teutonic Order's impact, on 19 April 1241, it was allowed to build a fortress or a town along the Winda (also *Wynda*, Latvian: *Venta*) River "on a spot where it seems the most convenient". The Rus' force under the command of Prince of Novgorod (1236–1240 and 1241–1256), Grand Prince of Kiev (1236–1252) Alexander Nevsky met the enemy on the ice of Peipus Lake and defeated the German knights and the Estonian infantry during the Battle of the Ice on 5 April 1242 and prevented the German feudal lords from going east. The Teutonic Order continued to concentrate its efforts on conquering of lands inhabited by the Cours and the Semigallians in order to establish new centres of aggression. On the ford in a strategically convenient place southwards the Cours' hillfort, Master of Livonia (1242–1245) Dietrich of Grüningen decided to build a castle for surveillance of the Winda Waterway and road from the Teutonic Order's State to Riga. The Prussians in 1243 started first revolt, and Vice Master (1240–1241, 1248–1253) Andreas of Felben and bishops of Riga, Dorpat, Ösel-Wiek signed on 1 October 1243 an agreement to found the Livonian Confederation (Latin: *Terra Mariana*; 1243–1561).

Legate (1224–1251) of Pope, bishop Wilhelm of Modena, purposeful implementer of Pope's politics, on 7 February 1245 admitted Courland on part of Prussia (*Curonia seu Curlandia, cum sit pars Pruscie*), and on 9 February 1245 Pope confirmed this decision (Šterns, 2002, 367). A new version for the Teutonic Order's regulation (German: *Ordensregel*) worked out from 1244 to 1251. The Teutonic Order's regulation, dated from 1264, determined the division of order-brothers into secular brothers (German: *leigebruder*) or brothers-knights

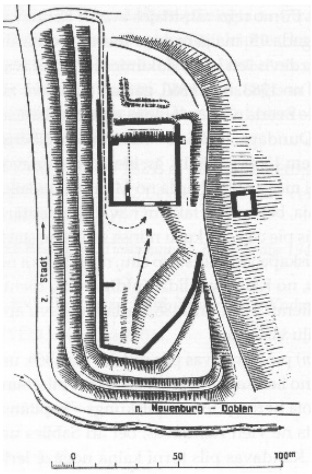
(German: *Ritterbrüder*) and spiritual brothers-priests (German: *Priesterbrüder*). Twelve monks had to be under the commandant or commander (Latin: *commendator*, *praeceptores*, German: *Komtur*, *Kommentur*) or Vogt's (Latin: *advocatus*, German: *vogd*, *voit*, *vogt*) subjugation: two of them were brothers-priests, but the others – brothers-knights. All brothers of the Order had to give the monks' promises of poverty, chastity and obedience and they had to promise to fight against pagans. The second paragraph of the regulation stated that in the joint ownership there could be fields, vineyards, mills, fortresses, villages, parishes, chapels, people – men and women, and slaves – men and women. In the Chapter of Order, Grand Master or the "Jesus Christ's assistant" for the Brothers of the Order was elected for life. Head or Grand Marshal (German: *Großmarschall*) was in charge of war affairs and managed troops instead of Master. The Order's all brothers together – the brothers-knights of the castle-region, priests and servants were called the convent (Šterns, 2002, 418–420), who had to live in monasteries. The knights used as samples castles (German: *Kreuzfahrerburgen*) and monasteries in Italy and Syria. In Livonia, the second construction period (1237-1400) related to the Teutonic Order's stone castles began. Historian of architecture, Cand. art. Yuri Vasilyev (Latvian: *Jurijs Vasiļjevs*; 1928–1993) believed, that the medieval period in architecture of Latvia (the late 12th century–the first third of the 16th century) had several stages. The second stage (the second third of the 13th century–the late 13th century) covers time of active armed struggle to establish a rule of German feudal lords in the Baltic (Васильев, 1986).

The Peace Treaty signed on 7 February 1249 in Christburg (Milicers, 2009, 101) determined civil and personal freedom to the Christians. The Prussians finished revolts, even in some places though fights continued until 1253. Grand Master did not fulfil the obligations: he made a decision on the territorial division of the Prussian lands, started to establish administrative structures and erected wooden fortifications of irregular layout instead former Prussian buildings. In the second half of the 13th century, construction of castles expanded. Monks creatively looked for solutions of fortress construction and planning, applying slim supports and vaults for interiors. Defensive walls (German: *Wehrmauern*) with an allure (German: *Wehrgänge*), towers (German: *Türme*) and gates (German: *Tore*) were taken over from the protective system of stone strongholds in Rhineland (German: *Rheinlande*) and Frankish lands.

Master of Livonia and Prussia (1249–1254) Dietrich of Grüningen, believed to be conqueror of Courland, built (1252) Memell (Lithuanian: *Klaipėda*) wooden fortress instead of the Cours' ruined town at the Dange mouth, in order to monitor traffic on waterway and landroad from the State of the Teutonic Order to Riga (Benninghofens, 2011, 12–13). Regions inhabitad by the Cours were added to the Livonian State, and borders were clarified in April 1253. Authorised by Grand Master of the Teutonic Order in Livonia (1251–1254) Eberhard of Sayn (Latin:

Everhardus Seyn) turned to conquest the lands that separated the State of the Teutonic Order from Livonia. In 1253 during two months' time, Memelburg Castle of stone (*castrum Memele*, *castrum inter Mimelam et Dangam*, *castrum Mimelburch*, *borch to Mimelborgh*) was built on an island on the Dange (also Dane, Danija, Akmena) River.

The Sembian wooden fortifications *Twangste* (Prussian: *tvinksta* – a pond made by a sluice) on a high hill were destroyed, and Königsberg (from 1946 Russian: *Калининград*) fortress on a strategically and geographically convenient place on the left bank of the Pregel River at the estuary in the Baltic Sea were built for the waterway's surveillance. A hall-type St. Nicolay's Church (1264, destroyed in 1828) erected on the fortress' southern side had naves of equal height. The Cours, the Semigalians, the Latgalians and the Prussians in 1260 began their riots, and construction of defensive walls and Königsberg (Prussian: *Kunnegsgarbs*, Lithuanian: *Karaliaučius*, Polish: *Krolewiec*; 1255–1325) stronghold of stone begun, and wooden fortress was completed in 1261. The establishment of new fortified support places in Prussia temporarily interrupted.



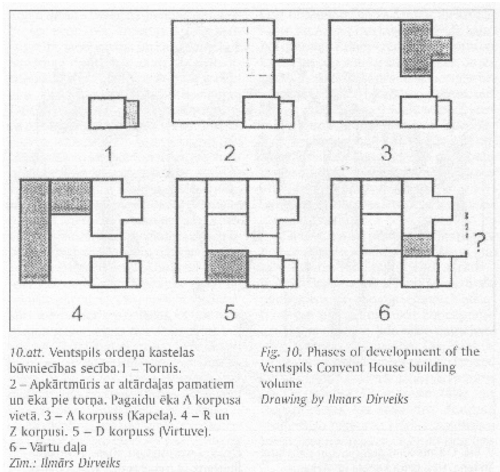
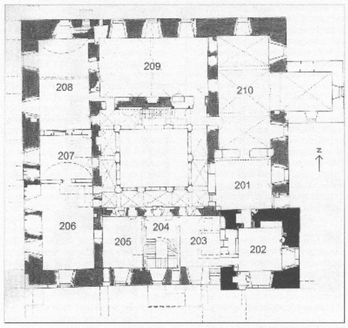


Figure 10 ***Prominent researcher of castles Karl Woldemar von Löwis of Menar (1855-1930). Plan of Kandau Castellum*** *(Caune & Ose, 2004, 240)*
Figure 11 ***Architect Dr. arch. Ilmārs Dirveiks. Development phases of four-unit Windau Castellum with the chapel*** *(Dirveiks, 2004, 152)*

In Vanema, on the Abava Valley's corner southwards from the Cours' hillfor, where two lowlands meet and the Abava River turns its original westeast flow towards the north, a thick defensive wall on an elongated projection by three steep sides and square Kandau *Castellum* with a chapel were built until 1312 (Caune & Ose, 2004, 22). The *castellum* together with the external front-castle on the north and the urban settlement (*oppidum*) in the south made a three-part fortified building complex (Fig. 10). The citizen Catholic congregation's church located at hillfort's foot on crossroads near a marketplace of irregular layout

(Caune & Ose, 2004, 239–242). German merchants and craftsmen set up their homes on road near the castle (Ozola, 2013).



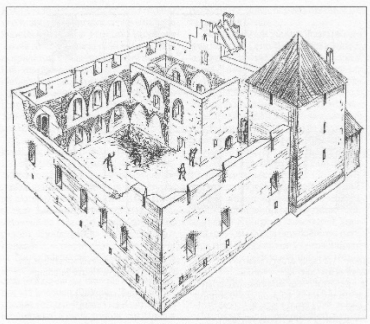


Figure 12 ***Ilmārs Dirveiks. The first floor plan of Windau Castle. Chronology of the 14th and 15th century building blocks*** *(Dirveiks, 2004, 137)*
Figure 13 ***Ilmārs Dirveiks. Reconstruction drawing of Windau Castle's outer wall with the chapel.*** *(Dirveiks, 2004, 151)*

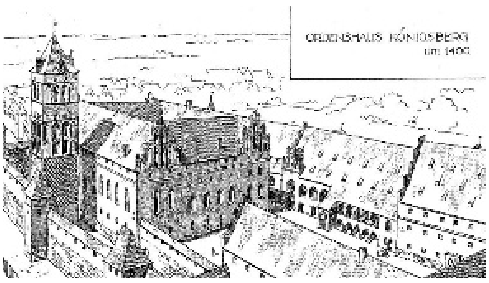
Bishop Heinrich and Master (1263–1266) Konrad of Mandern in 1263 signed the agreement about ownership of ports belonged to the Cours and the Semigallians. On the Baltic seacoast, for economically important surveillance of the *Winda* River estuary, the residential tower was built (around 1270) on the hill at land road, which took to the Winda Port and a marketplace. The construction of four-unit Windau *Castellum* (around 1270–1280) began. Building work sequence (Fig. 11) related to functions: after construction of the freestanding four-storey residential tower of stone and defensive wall, the formation of the chapel and the Chapter Hall followed (Fig. 12, 13) (Dirveiks, 2004, 142). Jurij Vasiljev believed, that the third stage from the 1290s to the mid- 15th century began with the strengthening of institutions of feudal society after the Crusaders suppressed the last centres of resistance of local residents. Trade and craft cities that arose in the 13th–15th centuries, including Wenden, after Riga joined the German Hansa. German feudals divided occupied lands, and construction intensified. Relatively simple *castellum*-type castles consisted of a fortress wall, surrounding a rectangular courtyard, laid out of boulders in Livonia. Residential and utility buildings attached to it, like the Order's castle in Hasenpoth (last quarter of the 13th century) (Vasiljev, 1986, XLII–XLIII).

The creation of early four-unit building complexes with the chapel

In the protection zone of the large Weichsel Waterway, the Teutonic Order began to set up camps for maintenance of military forces, food and weapon storage, traffic and trade provision in Prussia and people's refuge. Until 1260, castles erected at a certain distance to close territorial crossings

(Milicers, 2009, 103). Elbing Castle (1246) on the side of the Weichsel Lagoon, Königsberg and Marienburg fortresses were early fortifications of regular layout.

On the north-west side of Königsberg stronghold mentioned for the first time on 29 June 1256, merchants from Lübeck created the settlement of regular layout. Construction of the wooden fortress for the Pregel Waterways' surveillance completed in 1261, but the fire in 1262 destroyed houses. A significant centre with the trade port in the Baltic Sea region around 1263 was made. Nevertheless, the town foundation was unsuccessful. Vogt of Samland (1278–1292) Dietrich von Liedelau built the north part of stone fortress and in its northeast corner – a Haber Tower (German: *Haberturm*, destroyed during 1941–1945 in the war) of octagonal layout. In January 1286, the Old Town was founded. High, thick defensive walls and six towers were built. The bell placed in the freestanding tent-like roof covered tower (Fig. 14) next to the external wall. A reception room in 1312 was made and on its south side – a single-nave Castle Chapel, that had four bays. Later the Castle Church was created (Fig. 15).



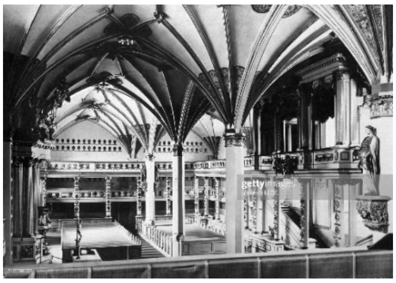
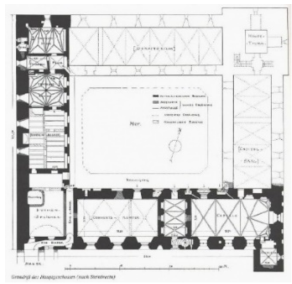
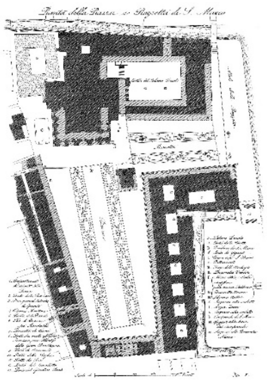



Figure 14 ***Historian, Dr. hab., Professor Torbus Tomasz. View on the tower and the chapel (around 1400) located in Königsberg Castle's southeastern corner. 1998*** *(Vartberge, 2005, 227)*
Figure 15 ***Interior of Königsberg Castle Church*** *(Wünsch, 1960, 39)*
Figure 16 ***Conrad Steinbrecht. Reconstruction of Lochstedt Castle plan with a chapel at building's southeastern corner. 1882, 1902*** *(Steinbrecht, 1910, 14)*

On the coast of the bay, on a land strip of the Weichsel Lagoon – an early a regular planning four-unit Lochstedt (Russian: *Павлово*) Castle (1270–1275, destroyed during World War II) was erected (Fig. 16). The second-floor plan of the southern block was symmetrical: in the west, there was a dinning-room, in the middle – a small room joined with the cloisters, also covered walks, open galleries or arcades running along walls of buildings. Stairs, made in the external wall, took to the first floor. In the east, there was the chapel, which main entrance took from the cloisters surrounded the tyard. The Chapter Hall's end-wall door clung to the chancel of vaults covered small chapel in the northern side, which joined both rooms. The sacristy located on the chapel's south side.

In 1237, the Teutonic Knights, on behalf of the Roman Catholic Church, conquered the region and the native pagan Old Prussian inhabitants dispersed in the process. The Teutonic Order built a castle at the lake and founded Elbing with a population mostly from Lübeck. In 1246, the town granted a constitution under Lübeck Law, providing for self-government as a free city. In the State of the Teutonic Order, Grand Marshal's residence situated in Königsberg, the main hospital (German: *Großspittler*) – in Elbing (*Elwinge*, Polish: *Elbląg*; 1237), the main Trapier (German: *Großtrappier*) – in the trans-regional centre Christburg (1247, destroyed in the 15th cent.). Castles for Komturs and Vogts became political and economic centres. In 1271, the Teutonic Order made a decision to build the capital of the Teutonic Order State (1308–1454) on the Nogata right coast near Danzig–Truso road (Guerquin, 1984, 209) to place Grand Master's (German: *Großkomtur*) residence. Defensive walls for the fortress were built, and the ditch was dug (1274–1275). The square Meeting or Upper Castle (German: *Vorschloss*; 1276) as a monastery of brick for the convent of brother-knights was erected. It was also the administrative and cult centre. The chapel highlighted by corner towers was orientated along the east-west axis and clung to the square. On 27 April 1276, Grand Master (1273–1276) Konrad of Thierberg (Latin: *Cunradus de Tyrberch*, now *Thierenberg*) after St. Mary, patroness of the Teutonic Order, named the fortress as Marienburg. Regular four-unit Tapiau (Russian: *Гвардейск*) Castle, built in 1280 on the right coast of the Pregel, served to protect the border and defend approaches to Königsberg.



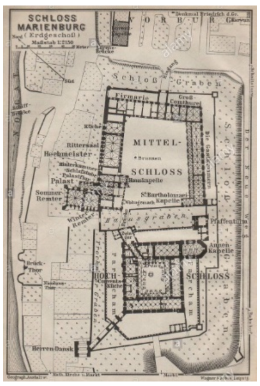


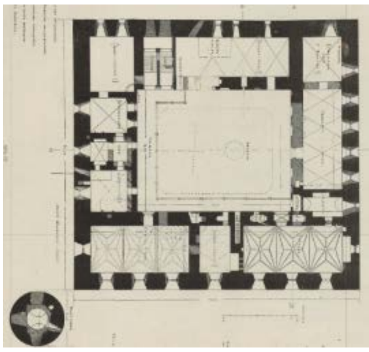
Figure 17 ***Italian printmaker Moretti Dionisio (1790–1834). Plan of San Marco Square in Venice, in XVI. tables. 1831*** *(Moretti, 1987)*
Figure 18 ***Geographer Anstalts. Plan of Marienburg complex with the Upper Castle and a tower on the eastern side of St. Anna's Chapel*** *(Anstalt, 1904)*
Figure 19 ***St. Anna's Chapel in Marienburg Castle*** *(online 04.03.2018, http://4.bp.blogspot.com/-cDDLuq57-LQ/UDKdvHfFc3I/AAAAAAAAGj8/3nFLiiSSRJ0/s1600/IS_DSC_5080_2_6+kopia.jpg)*

In Venice, St. Mark's Square in the late 13th century transformed, making it open towards the city. St. Mark's Square, surrounding buildings and the fortified building complex of the Dodge's Castle with St. Mark's Cathedral included in perimeter construction, became part of the city centre composition (Fig. 17). The Christians in 1292 lost the Holy Land, and the Teutonic Order's Grand Master from Akko escaped to Venice. On flat relief, he built (1291–1309) for the convent a rectangular castle with a yard protected by a ringwall. The garrison, household, warehouse buildings arranged along a perimeter.

In Marienburg, a sacral building was included in the block of the square Upper Castle (Fig. 18), to which the courtyard clung. A solution was found in compliance with the idea incorporated in the Cistercian monastery's functional scheme. The Juranda Canal (Polish: *Młynówka*) connected with the Nogata River, was dug (at the turn of the 13th–14th cent.) for the improvement of the defence system, and it surrounded the complex. In 1309, Grand Master (1303–1311) Siegfried (also Zygfryd) von Feuchtwangen moved his residence to the Teutonic Order State's capital Marienburg. Venice was used as a sample. The perimeter building of the Middle Castle (German: *Mittel-Schloss*; after 1310) surrounded the Upper Castle, and a wide yard was created (Fig. 18). The administrative centres of the Middle Castle and the Lower Castle (German: *Hochschloss*) or front-castle – the economic base of the fortified complex, were built on the plain of the river coast. Under the cover of the front-castle, the Middle Castle plan that reminded of a spacious trapezoidal yard, surrounded by the perimeter building, joined to the monastery's regular courtyard. A three-division complex was made in several stages. St. Mary's Church (*Sankt Marien-Kirche*, 1344) was reconstructed and St. Anna's Chapel (German: *Sankt Annenkapelle*, 1331–1344) (Fig. 19) got under its auspices (Ozola Tower, 2018).

Creation of the four-unit castle of square layout called the convent-house

Around 1290, mutually linking four blocks of an even height created a castle of square layout (Milicers, 2009, 108) named in the Latin phrase *domus conventuales*. The following were built Gollub (Fig. 20) and Rehden (Fig. 21) castles reminded not only of a monastery with cloisters, but also performed functions similar to monastery's cloisters. On the top floor – the monks' common bedroom (Latin: *dormitorium*), the Chapter's Meeting Hall, dining-room, administration rooms, a room for the Komtur or Master.



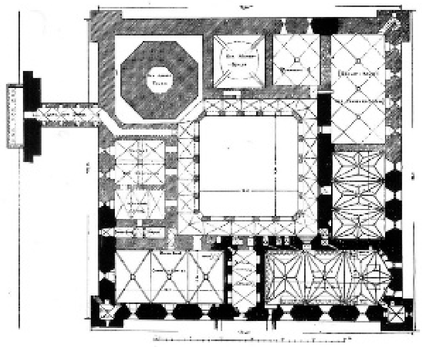


Figure 20 ***Conrad Steinbrecht. Plan of four-unit Gollub Castle with a chapel at building's southeastern corner around 1300*** *(Steinbrecht, 1888, 33)*
Figure 21 ***Plan of the four-unit Rehden Castle with a chapel at building's southeastern corner*** *(online 04.03.2018, https://medievalheritage.eu/wp-content/uploads/2017/02/Radzyn-Chelminski-plan-02.jpg)*

Tuulse in his book it called the convent-house (German: *Konventhaus*) (Tuulse 1942). Elbing Castle for Komtur in the 14th century was rebuilt into a regular structure, but a strong fortified bishop's residence, Canonical Chapter's residence and basilica – St. Nikolay's Cathedral (Polish: *kościół katedralny św. Mikołaja*; 1240–1260) used for religious and social activities up to the 14th century were built separately from the urban building.

In Courland, on the *Winda* River's left bank, where the Cours' settlement existed fifty years before the Germans' wooden fortress was built for the Goldingen Commandry's Centre, four-unit stone regular Goldingen *Castellum* in the late 13th century replaced former fortifications. On the second floor of the northern block there was the Chapter's Hall joined with the chapel in the north-west corner. The chancel only might have formed the chapel, as the congregation could sit in the Chapter Hall (Fromholds, 2005, 238, 258).

On the Long Island, made by the Lielupe River and its bypass Driksa, Mitau wooden fortress (1265–1266) in 1272 became the military base for the conquest of Semigallia, Lithuania and Courland. Master of Livonia (1328–1340) Eberhard of Monheim (*Everhardus a Monheim*) built Mitau *Castellum* of bricks, boulders and dolomite, beside which craftsmen and merchants made an urban settlement (*Hakelwerk Mitau*) by compact building of dwellings, household houses and warehouses. The Lithuanians under Grand Duke (1345–1377) Algirdas' leadership in 1345 burnt the front-castle (Zemītis, 2005, 185).

Conclusions

In Livonia, during the second stone fortresses construction period, the chapel was included in the volume of the castle, so that the internal yard would be placed in the south. In a regular four-unit castle the chapel was included in a separate block, and construction of such fortresses was also on a flat relief started. In Prussia, during the first stone fortresses construction period, the chapel in regular planning castle was included in the south. The tower became the architectonic dominant of the castle. Near the fortress, the church was built. The planning of Commandry and Vogtei centres obtained first outlines.

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PLANNING AND THE SPATIAL SOLUTION OF FORTIFIED URBAN STRUCTURES IN SECULAR POWER CENTRES BUILT BY THE LIVONIAN BROTHERS OF THE SWORD (1202–1237)

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Abstract. *On conquered lands inhabited by the Balts, brothers-knights built stone castles with chapels and churches in order to implement Crusaders' policy. The location of cult buildings adapted to the terrain and traffic roads influenced planning and architectonic space of secular power centres created by the Livonian Brothers of the Sword (Latin: Fratres militiæ Christi Livoniae, German: Schwertbrüderorden; 1202–1237). Research goal: analysis of planning of fortifird urban structures in order to determine the cult buildings' impact on the layout and the spatial solution of power centres created by the Livonian Brothers of the Sword. Research problem: the influence of cult buildings' location on construction of power centres designed by the Livonian Brothers of the Sword have not been studied sufficiently. Research novelty: detailed studies of construction of fortified courtyards adapted to the terrain and environment. Research methods: analysis of archive documents, projects and cartographic materials of urban planning, as well as study of published literature and inspection of buildings in nature.*
Keywords: *castle, chapel, fortified building structures, the Livonian Brothers of the Sword, planning of the city center.*

Introduction

Jerusalem (4th millennium BC) at the Mount Ophel's foot on lands suitable for farming situated far away from trading places on the Mediterranean and the Dead Sea coasts and developed by the only road that took over cliffs. The second ruler of Israel (1020–931 BC) David (around 1005–965 BC) founded the city of David (Arabic: *Madina Dawud*) (Fig. 1) and built fortified residence on the top of the Temple Mount (Arabic: *al-Ḥaram al-Šarīf*) surrounded by deep valleys. His son, the king (around 965–928 BC) Solomon extended the area surrounded by defensive walls, and engineers from Tyre (Latin: *Tyrus*, now *Sour*), according to samples of Phoenician temples. built the Holy Solomon's Temple (Latin: *Templum Solomonis*; 957 BC, destroyed in 587 BC) on the Temple Mont. consisted In the Great or Outer Court of the Holy Solomon's Temple, people assembled to worship. The Inner Court of Priests and the Temple building itself, with Holy Place and the smaller "inner sanctum".

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In Jerusalem, Christians knocked down the Venus Temple to restore the worship place. They discovered ancient Jewish burial sites. The burial chamber and antechamber – a grave with a stone bed for the body (Latin: *arkosolium*) was acknowledged as the Jesus's burial site. Architects Zenobius and Eustace under the Roman Emperor (306–337) Constantinus I Magnus' mother St. Helen (around 250–330) instruction built the Church of the Holy Sepulchre (Latin: *ecclesia Sancti Sepulchri*, German: *Grabeskirche*, *Kirche des Heiligen Grabes*) or the Church of the Anastasis (German: *Auferstehungskirche*, *Anastasis*, Russian: *Воздви́жение Честно́го и Животворя́щего Креста́ Госпо́дня*; 325/326–335, destroyed in 1009). In the central part of the five-aisled basilica (Latin: *martyrium*), high walls of rotunda (Italian: *rotonda*, Latin: *rotundus*) supported the dome. The Church of the Anastasis with a bell tower, built next around 330, solemnly was consecrated on 14 September 335. On the Temple Mount's western slope, the north-south orientated *Cardo Maximus* in the 2nd century was *Aelia* or *Helya Capitolina*, reached in the 5th century the 21 m width and became the centre of economic life. The *Cardo Maximus* finished at the Roman garrison camp, where the east-west orientated *Decumanus Maximus* crossed it in the right angle. A floor mosaic of Jerusalem map (Fig. 2) as part of the Middle East map in the early Byzantine church of Saint George at Madaba is the oldest surviving original cartographic depiction of the Holy Land (Latin: *Terra Sancta*) or Palestine.

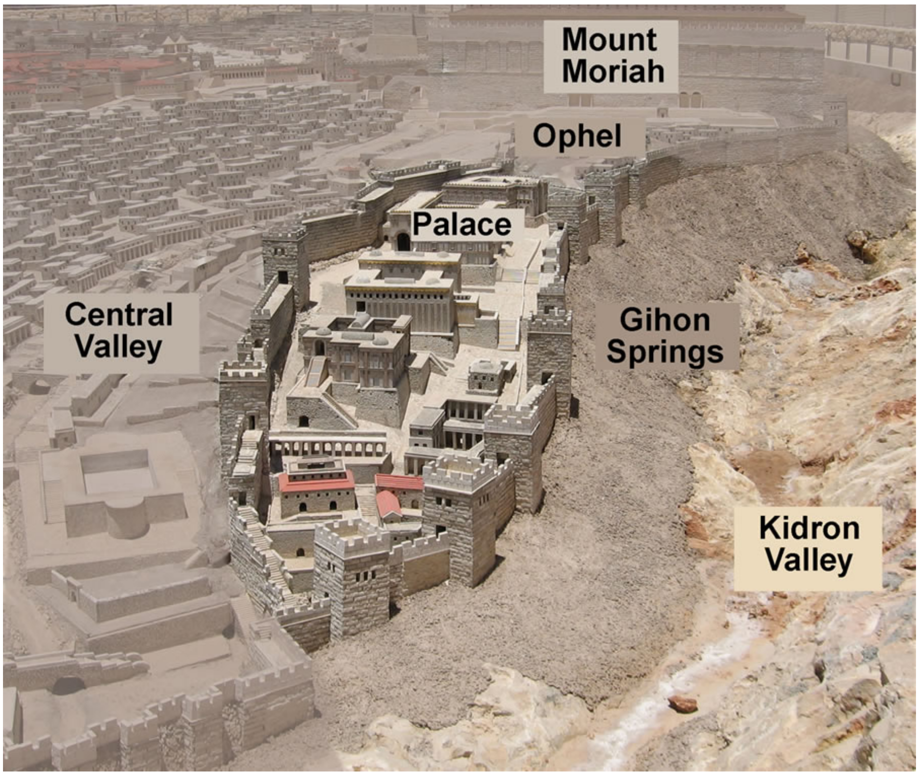


Figure 1 ***Hans Kroch. Holyland Model of Jerusalem in Israel Museum. 1966***
(online 25.05.2017, source: http://www.generationword.com/jerusalem101-photos/city-of-david/city-of-david-model.jpg)

Figure 2 ***The oldest surviving original cartographic depiction of Jerusalem – a floor mosaic (560–565) in the early Byzantine church of Saint George at*** **Madaba** ***(also Medeba, Jordan)***
(online 19.06.2017, http://cdn.secretearth.com/production/84448/banner_84448.jpg)

In Bethlehem (Arabic: *Bayt Lahm*) over the west-east orientated rocky caves, whose eastern part is considered to be the birthplace of Jesus Christ, the Emperor Constantinus I ordered to build the Basilica of the Nativity (Italian: *Basilica della Natività*; 327–339, burnt down in the 6th century) or the Basilica of Constantine, which was consecrated on 31 May 339. Under the pulpit in the underground temple, the Christians' most important sanctuary, a silver star in semicircle niche marked the Christ's birthplace. People believed that after visiting St. Maria Latina Church on the northern side of the Benedictine monastery yard (Latin: *claustrum*, French: *cloître*) in Jerusalem and both main churches in the Holy Land, it is possible to obtain material, physical and religious support (Šterns, 2002, 26).

Pope (1145–1153) Eugenius III issued (1145) the bull about the necessity to organize the second Crusade (1147–1149). Bernardus Claraevallensis invited the Brothers of the Order to become missionaries and preach Christianity in pagan lands (Spekke, 2008, 113). Brothers-knights rebuilt the Church of the Anastasis and solemnly consecrated on 15 July 1149.

In Western Europe, when the decline of crusades settled in, the Holy Roman Empire had interest about regions inhabited by the Baltic tribes. People, making defensive buildings of wood and soil, improved security of wooden dwellings in places protected by natural obstacles. The *Üxküll* (also *Uexküll* or *Yxkull*, Latvian: *Ikšķile*) Bishopric (Latin: *Episcopatus Ixcolanensis*; 1186–1201) was established, and the knights were encouraged for the fourth Crusade (1202–1204) and military aggression against the Livs. The territorial subjugation has been expanded for the implementation of economic needs, and strategic considerations were determinant ones. Applying new constructive means, the knights built irregular layout fortified yards for residences with cult buildings, support places and secular power centres on peninsulas or capes. Earliest news on the building of the Balts, the Finno-Ugric and newcomers comes from chronicles. Benedictine Abbot (since 1177) at the Monastery of Saint John (German: *St.-Johannis-Kloster*; 1177) Arnoldus Lubecensis (around 1150–1211/1214), who in the Lübeck Port (German: *Lübecker Hafen*) from the late 12th century probably watched the knights' and missionaries' gather for a trip to Livland (Mugurēvičs, 2000, 36), wrote "*Arnoldi Chronica Slavorum*" /Arnold Chronicle/ (1171–1209) as a continuation of "*Helmol's Chronica Slavorum*". Priest at Bosau near Plön, Saxon historian of the 12th century Helmold (around 1120–after 1177) was a friend of two bishops of Oldenburg in Holstein, Vicelinus (died 1154) and Gerold (died 1163), who did much to Christianize the Polabian Slavs. Arnoldus for the first time in Western Europe informed about the subjugation of lands inhabitat by the Balts. He also included news about the history of Lübeck, the going of the third (1189–1192) and the fourth Crusades and life of Henry the Lion (German: *Heinrich der Löwe*; 1129/1131–1195), Duke of Saxony, as Henry III, from 1142, and Duke of Bavaria, as Henry XII, from 1156, the duchies of which he held until 1180. At the height of his reign, Henry as one of the most powerful German princes of his time ruled over a vast territory stretching from the North and Baltic Seas coasts to the Alps, and from Westphalia to Pomerania, achieved great power in part by his political and military acumen and in part through legacies of his four grandparents, until the rival Hohenstaufen dynasty succeeded in isolating him and eventually deprived him of his duchies of Bavaria and Saxony during the reign of his cousin Friedrich I Barbarossa and of Frederick's son and successor Henry VI.

Catholic Priest Henricus de Lettis (around 1187–after 1259), using Archives of Bishop and the Canonical Chapter, wrote "*Heinrici Chronicon Livoniae*" (the Livonian Chronicle of Henry; 1224/1226, released in 1993) about events of 1180-1227 (Heinrici, 1993) and the Livonian Brothers of the Sword (German: *Schwertbrüder*) and the addition (1227) – primary sources of Latvian and Estonian history. The chronicle "*Livländische Reimchronik*, or *Älteste Livländische Reimchronik*" /The Livonian Rhymed Chronicle, or the Oldest Livonian Rhymed Chronicle/ was written between 1290 and 1296 on events since the beginning of Catholic Priest Meynardus's (Latin: *Meinnardus*, German: *Meinhart, Meinhard von Segeberg*; around 1130/1140–1196) mission until the close of the Semigallia's conquest after 1290 (Livländische, 1876; Atskaņu, 1998). Priest, chronicler Christian Kelch (1657–1710) wrote the history of Livonia (Kelch, 1695), but jurist, burgomaster, careful collector of archive materials on Livonian history, historian Friedrich Konrad Gadebusch (1719-1788), considered an "extremely hard-working", wrote a treatise by Livonian historians (Gadebusch, 1772) and a look at castle ruins in Livonia (Gadebusch, 1846). Professor Leonid Arbusow (Russian: *Леонид Арбузов*; 1848–1912) studied the history of the Livonian Brothers of the Sword (Latin: *Fratres militiæ Christi Livoniae*; 1202–1237) (Arbusow, 1904). Latvian painter, archaeologist, ethnographer Ernests Brastiņš (1892–1942) since 1922 surveyed hillforts of Latvia and made their topographic plans. Latvian writer, literary scholar Antons Birkerts (1876–1971) published in the Republic of Latvia the first scholastic book „*Latvijas vēsture: pamatskolas kurss*” /History of Latvia: Elementary School Course/ and in the next edition used works (Švābe, 1921, 1922) written by the founder of Latvian national history, Dr. iur. Professor of University of Latvia Arveds Švābe (1888–1959). In 1937 the description of Latvia history (Senās, 1937) and a guidebook around Native Land (Vanags, 1937) written by the founder and creator of ideology of the tourism in the 1930s Kārlis Vanags were published. Historian, Candidate of historical sciences Teodors Zeids (1912–1994) analysed written historical sources (Zeids, 1992) and prepared chapters on the Crusades for the first volume (Latvijas, 1953) included in a collaborative work (1953–1959) of the history of Soviet Latvia. Historian, Dr. phil. Friedrich Wilhelm Benninghoven (1925–2014) studied activities of the Livonian Brothers of the Sword (Benninghoven, 1965). Studies on ancient trackways (Pāvulāns, 1971) has been published by researcher of Latvian medieval history, pedagogue, academician, Dr. hab. Vilnis Pāvulāns (1938–1994). Prominent Latvian historian, Dr. Ph. Professor emeritus of Muhlenberg College (USA) Indriķis Šterns (1918–2005) published a history of the Crusades (1180-1290) on the territory of Latvia (Šterns, 2002), but the history of Latvia written by diplomat, historian, Dr. phil. Professor (since 1922) Arnolds Spekke (1887–1972) was released in 2008.

Prominent researcher of fortresses in the Baltics, historian of art, Dr. phil. Professor at the University of Tartu Armin Tuulse (until 1936 Armin Neumann; 1907–1977) prepared a summary research about architecture of medieval castles in Estonia and Latvia and published in the monograph about castles in Estonia and Latvia. Tuulse believed, that early construction period (1185–1237) of castles related to fortifications built in *Üxküll* Village (Latvian: *Ikšķile*, Liiv: *ikš* (*ükš*) + *kila* or one + village) of the Livs during the reign of Bishop Meinhart (Latin: *Meynardus, Meinnardus*, middle upper German: *Meynhart*; around 1130/1140–1196) and castles built by the Livonian Brothers of the Sword under the leadership of Bishop Albert in newly conquered territories (Tuulse, 1942). Archaeologist of the Institute of Latvian history, Dr. hab. hist. Professor Ēvalds Mugurēvičs (b. 1931) solved questions on classification and archaeological research of castles in Latvia (Mugurēvičs, 1983). In the sixth book of the guidebook series "*Памятники искусства Советского Союза*" /Monuments of Art of the Soviet Union/, which was devoted to the most significant architectural monuments and related works of monumental and decorative art, as well as sculptural monuments and memorial complexes of Belarus, Lithuania, Latvia and Estonia, essays on the development of architecture and illustrations were included. References contains descriptions of reproduced architectural monuments, their chronological list, bibliography and names of architects, painters and sculptors (Алттоа, Васильев 1986). Honorary Doctor of the Latvian Academy of Sciences, Dr. hist. Jānis Apals (1930–2011) analysed the building strategy of castles on the Gauja basin district in the 13th–14th centuries (Apals, 2002). Archaeologist, Dr. hab. hist. Professor Andris Caune (b. 1937) together with his daughter, the full member of the Latvian Academy of Sciences, Dr. hist. Ieva Ose compiled the lexicon of German Castles in Latvia, end of the 12th–17th century (Caune & Ose, 2004). Estonian art historian Dr. Anu Mänd, who specialized in the Middle Age, studied Saints' cults played a crucial role in society of Medieval Livonia (Mänd, 2009). Descriptions of 95 historical places, illustrations of 441 plans, cross-sections, reconstructions, historical engravings, archival and contemporary photographs are in the book about cities, castles and monasteries formed in areas of Livonia and Prussia conquered during the crusades (Borowski, 2010) written by Tomasz Borowski, who presents also Teutonic possessions in the Holy Land. Vivi Jensen, Anne Parikka and Bengt Kylsberg collected information on castles around the Baltic Sea (Jensen, Parikka, & Kylsberg, 2013). Architect, Mg. arch. Assitant Professor Silvija Ozola published research about tower houses and castles (Ozola, 2018b).

Previously studies on Wenden (also Winden, Latvian: *Cēsis*) Castle: Swedish Army general, military engineer Johan Palmstruck (1611–1671) drawn plan of Wenden stronghold, the ruler's residence in the castle with the fortified urban structures' area. In the late 18th century German pedagogue, ethnographer, painter Johann Christoph Brotze (1742–1823) drawn Wenden stronghold plan (released 2007) and castle ruins (Broce, 2007), but around 1829, Auditor Wilhelm Tusch surveyed Wenden Castle ruins and Revisor Christoph von Kuntze created drawings for a collection named after Governor-General of the Governorate of Livonia, Marquis Filippo Paulucci delle Roncole (1779–1849). The Russia army officer, landlord of the Governorate of Livonia, Count Karl Eberhard von Sievers (1745–1821) in 1777 obtained Wenden Manor House, and around 1840 in Wenden Castle ruins, one of the oldest known archaeological excavations in Latvia was performed under the leadership of Count Emanuel von Sievers (1817–1909). Regional researcher Jegor von Sivers (1823–1879) in the mid- 19th century prepared the first history studies of Wenden Castle and the town (Sivers, 1852). Researcher of castles Karl Woldemar von Löwis of Menar (1855–1930) made Wenden Castle plan and included it in drawings of stronghold's components (1888). The Board of Monuments decided to survey castle ruins and more detailed study its structure, in order to develop a conservation and restoration project (Dzimtene, 1927), but inspector at Cēsis resort committee Kārlis Dzirkalis (1902-1997) believed, that on the ancient mound Riekstu Hill (German: *Nusberg*, Latvian: *Riekstukalns* – Nut Hill), wooden structures should be built similar to ancient inhabitants' dwellings (Dzirkalis, 1935). Erna Berkholce wrote an essay on Wenden construction history (Berkholce, 1952–1953). Specialists of the scientific restoration workshop of the Architecture Department of the Latvian Soviet Socialist Republic inspected the medieval castle-fortress, and due to the importance of Wenden Castle as the centre of the Livonian Brothers of the Sword, it was included in the list of historical monuments of the USSR (Loze, 1956). Scientic research of Wenden Castle history started in 1958, when librarian, archivist Aleksandrs Jansons (1916–1991) began to compile a bibliography (Jansons, 1958). Analysis of audit texts and significant descriptions of 1582 and 1590, found in archives of Moscow, greatly made to research the construction of Wenden Castle. Historians Ārija Zeida (1933–1984) and Teodors Zeids studied the development of crafts in Wenden during the feudal era (Zeida & Zeids, 1961), but Fjodorovs D. carried out the historical research of Wenden Castle (Fjodorovs, 1961). In the mid- 1960s historian, archivist Roberts Malvess (1905–1982) began and with breaks continued to study excerpts from archival materials summarized by Jansons who prepared a base for further research in nature and archives. Malvess is the last, who carried out complex studies of Wenden Castle history and prepared the most extensive historian's study of this castle, carefully weighted the work of previous researchers, historical pictures, analyzed architecture and historical documents. Archaeologist, Dr. hist. h. c. Zigrīda Apala conducted archaeological research of Wenden Castle and collected materials (Apala, 2007). Architect Ilgonis Alfs Stukmanis (b. 1935) prepared a description of research on Wenden Castle and reviews of conservation works, but architect, Dr. arch. Ilmārs Dirveiks carried out architectural–artistic inventory (Dirveiks, 2002) and architectural research of the castle. The full member of the Latvian Academy of Sciences, Dr. arch. Jānis Zilgalvis summarized information about the most endangered cultural monuments in Latvia (Zilgalvis, Tapiņa, & Šnē, 2004) and included Wenden Castle in guidebook of the most notable residences (Zilgalvis, 2000). Historian of culture, teacher, museum worker, litteraturer Jānis Polis (b. 1956) wrote the Chronicle of *Cēsis* (former Wenden) (Polis, 2006). Historian of Kandava Regional Museum, Mg. hist. Agris Dzenis wrote Wenden Castle's history (Dzenis), and chief of the Medieval Castle Department of Cēsis History and Art Museum, historian Gundars Kalniņš published the history of Wenden Castle in pictures (Kalniņš, 2014, 2017).

Previous studies on Wolmar Castle (Latin: *Castrum de Woldemer*, German: *Schloß Wolmar*, Latvian: *Valmiera*): in the late 18th century Johann Christoph Brotze drawn Wolmar Castle plan (released 2007), but around 1829, Auditor Wilhelm Tusch surveyed Wolmar Castle ruins and Revisor Christoph von Kuntze created its plan and drawings for a collection named after Filippo Paulucci. Regional researcher of Wolmar Wilhelm Friedrich Heine collected historical data on Wolmar Castle and in Stockholm redrawn Swedish fortification plans to include it in the edition dedicated to the history of Wolmar town (Heine, 1893) and notes to the history of Valmiera (former Wolmar) (Heine, 1994). Member of the Saeima of the Republic of Latvia, public employee, farmer Hermanis Enzeliņš (until 1897 – Endzeliņš; 1867–1953) published articles on this castle in the newspaper "*Valmierietis*" (1917–1940) and edited a book about Valmiera (1932). Honorary Doctor of the Latvian Academy of Sciences, archaeologist Dr. hist. Elvīra Šnore (1905–1996) in summer of 1937 carried out archaeological research, that in 1938 were continued by archaeologists Hugo Riekstiņš (1904–1998) and Pēteris Stepiņš (1914–1999). Archaeologist Dr. hist. Māris Atgāzis (1935–2018) conducted archaeological excavations in 1972, but in 1978 – archaeologist, Dr. hist., Dr. hab. Art Juris Urtāns (b. 1952), in 1979 – Dr. hist. Tatjana Berga (b. 1944) and historian Laimonis Liepnieks (1927–2001) from Valmiera. Architect Valdis Liepa in 1982 surveyed castle ruins and worked out the conservation project, but Tatjana Berga continued (1980, 1988–1992, 1999, 2001–2008) archaeological researchs, which in 1987 were carried out by archaeologist Natalija Jefimova (b. 1950). In 1995 Tatjana Berga worked together with archaeologist Dr. hist. Viktorija Bebre (b. 1952), who from 1996 to 1998 and in 2000 continued works. Archaeologist Inita Dzelme (b. 1958) carried out archaeological research in 2006 and 2007, but in 2010 she worked together with Berga. In 2013 archaeologist Oskars Ušpelis (b. 1983) continued research (Berga, 2018, 11–12).

Previously studies on Fellin (from 1919 Estonian: *Viljandi*) Castle: after Fellin plan of 1602, drawn by Jacobus Laubus, researcher Karl von Löwis of Menar created Fellin plan (1914), in which included the castle, front-castles and a settlement. Archaeologist of Viljandi Museum, Professor Henn Harri Moora (1927–2012) studied the evolution of building in medieval Fellin (Moora, 1956), but historian of architecture Elmo Raadik (1925–1969) in collaboration with historian of art, Dr. art. Professor Voldemar Vaga (1899–1999) developed architectural studies (Raadik, 1960).

Research problem: urban plannings and spatial structures of fortresses in Livonian secular power centres created by the Livonian Brothers of the Sword during the 13th century has been studied insufficiently. Research goal: to analyse the construction structure of castles built by the Livonian Brothers of the Sword and the impact of cult buildings on the planning of secular power centres in order to determine main characteristics. Research methods: inspection of castles and urban planning in nature. Foto fixations, archive documents, projects, graphic and cartographic materials have been used for the analysis of castles in power centres built by the Livonian Brothers of the Sword.

The building of primary fortified power centres of the Livonian Brothers of the Sword

Bishop Albert in 1201 relocated his residence and cathedral to Riga (Latvian: *Rīga*), and once a simple village with a traditional marketplace and spatially and functionally unrelated buildings, was declared a bishopric centre and given it a higher status. For Riga, this was the beginning of the growth not only of German but also of medieval European city (Васильев, 1986). In 1202 Bishop of Riga Albrecht von Buxthoeven (Latin: *Adalbertus Canonicus Rigensis*; 1165–1229) together with his brother Theodericus (also Thidericus; around 1150–1219), pulling the affinity in the Prince-Archbishopric of Bremen (German: *Erzstift Bremen*), founded the Livonian Brothers of the Sword, in order to brothers-knights participated in military expeditions for the territorial subjugation (Šterns, 2002, 198). During the fourth Crusade the knights under the guidance of its first Master (German: *Herrmeister*; 1204–1209) Winno von Rohrbach (Latin: *Vinnenus*, *Wenno*, *Wynno*) next to the first Riga Bishop's fortified yard built dolomite Wittenstein or St. George's (*sente Uriân*) Castle (1204, destroyed in 1297) as fortified yard that included a cult building. The altarpiece of St. George's Church (Fig. 3) created between 1204 and 1209 (Atskaņu, 1998, 330) was directed towards the southeast. In Livonia, the early period of stone fortresses' construction (1185–1237) defined by Tuulse also related to activities of the Livonian Brothers of the Sword. Historian of architecture, Cand. art Jurij Vasiljev (Latvian: *Jurijs Vasiļjevs*; 1928–1993) believed, that the medieval period in architecture of Latvia (the late 12th century–the first third of the 16th century) had several stages. The first stage (the late 12th century–the first third of the 13th century) dates back to the beginning of activities of missionaries and crusaders in basins of the Daugava and the Gauja Waterways (Vasiljev, 1986).

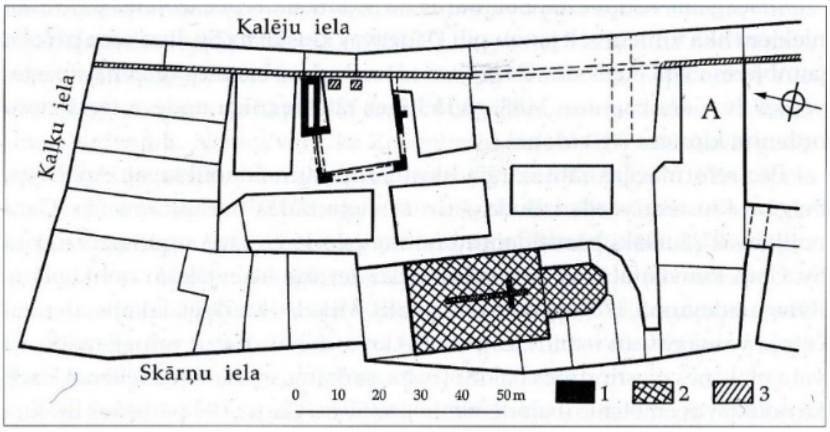


Figure 3 ***Polish historian I. Górska. The plan of the Livonian Brothers of the Sword St. George's fortified yard: 1 – walls of square layout building, 2 – St George's Church, 3 – defensive wall. 1993*** *(Caune &Ose, 2004, 400)*

German merchants no longer wanted to accept the local inhabitants' brokerage in commercial relations, therefore a successful struggle for the Daugava Waterway's control began. Brothers-knights gained one of the biggest Livs' centre Ascrad or Asscrade hillfort (Latvian: *Augstais* or *Kraukļu kalns*) on the right bank of the Daugava (German: *Düna*) River and burnt down wooden dwellings, in order to build Alt-Ascheraden (Latvian: *Vec-Aizkraukle*) Castle (Latin: *Asscrad castrum*) of stone near the *Ašķere* River estuary in the Daugava (Caune & Ose, 2004, 158). A freestanding church of stone already in 1225 existed in a settlement at the hillfort's foot.

In 1205 the knights achieved the Livs' port farthest to east and under Bishop Albrecht's guidance in 1207 occupied Kukonoyse (also *Kocanois*, Latvian: *Koknese*) country. They strengthened on the left bank of the Daugava and until summer of 1208 destroyed Russian merchants' colony on Kukonoyse hillfort. The trade centre ended to exist (Šterns, 2002, 181–182). During 1208 the knights destroyed all Livonian fortifications on the left bank of the Daugava lower up to Kukonoyse, got their ports and with Bishop Albrecht took over wooden fortifications on the Latgalians' hillfort by steep sides and, following the outline of the destroyed fortress of triangular layout, built two dolomite two-storey blocks mutually placed in a narrow angle, to create Riga Bishop's residence – Kokenhusen (1209) Castrum of irregular layout on the cape at the Pērse River estuary in the Daugava. A front-castle surrounded by defensive wall and adapted to plateau relief left behind the residence (Ozola, 2018a).

In 1206, Catholic Priest Alexander arrived in Metsepolis (Livonian: *Mõtsa pūol* – wooded place, Finnish: *metsänpuoli*), an ancient Livonian county inhabited by the Finnic Livonians, in order to baptize the locals who lived on the east coast of the Gulf of Riga. The Wends, driven by the Cours, moved to the Latgalians in neighborhood of Segwold (Latvian: *Sigulda*), Cremon (also Crammon, Latvian: *Krimulda*) and Treiden (Livonian: *Taara aed*) or Toreida (Latin: *Thoreida*, *Thoreyda*) and accepted the Catholic Faith in 1206. Bishop of Riga in 1207 signed Livs' lands division agreement (in the Livonian Chronicle of Henry: *donatio tercie partis Lyvonie fratribus milicie*, German: *die Teilung des Livenlandes*) (Senās, 1937), won Metsepolis and founded on the right bank of the Gauja ecclesiastical state included in the Holy Roman Empire – the Livonian Bishopric (*Episcopatus Livoniensis*, 1207–1255), that originally was under the control of Archbishop of Bremen (Heinrici, 1993, 369). Priest Alexander began to build the church and created parish mentioned in 1207. The Wends became citizens of the bishopric and loyal allied in fights against the Estonians and the Russians, got under the knights' subordinate, allowed them to stop in one's fortress *Wendorum castrum* (Šterns, 2002, 196) on the top of Riekstu Hill located at the right edge on the Gauja Valley between Tolowa (Latin: *Tholowa*, Latgalian: *Tuolova* Latvian: *Tālava*) and the Liv's land Vidumaa (Latin: *Ydumea*, Latvian: *Idumeja*, also

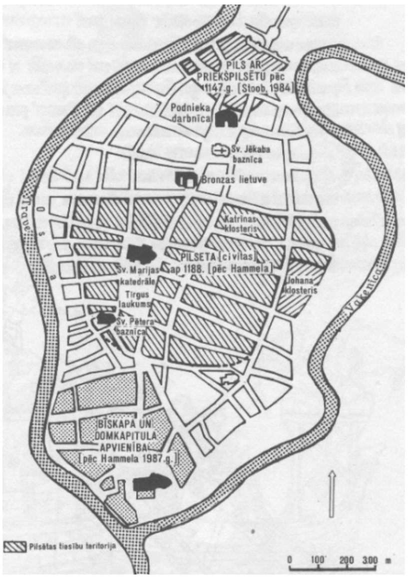
Idums) on the right bank of the Gauja. The beneficial place for trade on banks of the Gauja inhabitad by the Wends, three ferries provided crossing of the river and since unknown times there was a trade route between Riga and Pskov (also *Plezcowe*, Estonian: *Pihkva*, Russian: *Псков*, Krivichean: *Пльсковъ*), undoubtedly aroused interest of swordsmen. Russian chronicles say, that the Latgalians paid dues for the Russians even before the Germans arrived, and the name of the place was *Кесь* (Livonian: *kest* – ”on the other side” of the Gauja), from which possibly comes the word "*Cēsis*" that occured for the first time in the Livonian Chronicle of Henry. Latvian linguist, the founder of Latvian scientific linguistics and baltology, Doctor of Philology (1912), academician (1946), Professor Jānis Endzelīns (1873–1961), brother of Hermanis Enzeliņš, studied the origin of “*Cēsis*” name (Endzelīns, 1931), but archaeologist Jānis Apals published research on the Wends, Riekstu Hill and Wenden town (Apals, 1998, 2007).

In spring of 1208 Bishop Albrecht subjected sovereign Tolowa districts on the right bank of the Gauja. Winno destroyed the Livs’ homes on Sattesele (Latvian: *Satezele*) hillfort and built defensive walls of Segwold fortified yard for Vogt’s residence on a cape to control the Gauja Waterway (Heinrici, 1993, 172-175). The first fortifications of Segwold possibly began immediately after the division of land in 1207 and were completed by 1209 (Jemeļjanovs, 2014, 132). Close by the yard, single-part rectangular elongated free-standing wooden St. Bertulis Church covered by a ridged roof was built without a tower. The layout combined the square altarpiece (Latin: *presbyterium*) covered by a cross vault, and just a wide long stretched irregular rectangle parish-room by wooden ceilings.

In the Wends’ housing place on the top of Riekstu Hill, the knights after 1207 started to build Old-Wenden (German: *Alt-Wenden*) fortress, which already in 1210 was built. Initially a repeatedly restored pole fence surrounded dwellings, but later they erected a defensive wall created the yard. Wooden buildings adjoined to walls’ inside edge and placed in the yard. The fortress was not built on the bank of the river, but at the intersection of important trade routes, to which led an important road from Lithuania passed by the historical region of Selonia (Latvian: *Sēlija*) and Kokenhusen *Castrum* and started local routes that crossed the Gauja. Along the left bank, road led to Wolmar and Dorpat (Latvian: *Tērbata*, Estonian: *Tartu*, Latin: *Tarbatum*, Russian: *Дерпт*, since 1893 *Юрьев*). Riga – Segwold – Wenden – Trikaten (Latvian: *Trikāta*) – Adsel (Latvian: *Gaujiena*) – Marienburg (Latvian: *Alūksne*) – Pskov road branched, creating to Ronneburg (Latvian: *Rauna*) direction a sidewalk that originally was the most important commercial highway northeast, and Riga – Treiden – Wolmar – Stackeln (Latvian: *Strenči*) – Adsel – Pskov trade route (Vasmanis, 2007, 121–123).

The urban planning of primary fortified secular power centres of the Livonian Brothers of the Sword

In Europe, differences in the countries' development and creation of market places caused property disputes. Germanic and Slavic peoples began the fight for the control of important trade routes. The capital of a Slavic principality was the original settlement called Luibice and contained a castle with a merchant town on a harbor. It located on the peninsula at the confluence of the Schwartau with the Trave Rivers. The West Slavs settlement during the uprising of 1138 burned down, and Count of Schauenburg and Holstein (1128–1164) Adolf II of Holstein took over the strategically important peninsula and in 1143 founded Lübeck, the modern town as a German settlement on a hill island of Bucu or Buku surrounded by the Trave and Wakenitz Rivers. German merchants at the Wakenitz estuary in the Trave River established a port (1143) for active trade. It is also the name of ruined medieval Slavic castle on the island. Atop the ruins of Bucu, the *Burgkloster*, or fortified monastery of Lübeck located. Adolf II built a new castle, first mentioned by chronicler Helmold as existing in 1147, to which a suburb was formed. In the central part of the peninsula, the former urban settlement name *locus* corresponded to the archaeological account of the origin of the German merchant and craftsman settlement *civitas* (Mugurēvičs, 1998, 181). The word *civitas* had several meanings in Medieval Latin texts – also a district or district centre of the secular or spiritual administration for some country. In 1150, the Oldenburg Bishopric was moved to the southern part of the peninsula. Henry the Lion, who forced Adolf II to relinquish Lübeck to him as feodal overlord, no sooner had the town in his possession when a fire destroyed it, and in 1159 he began rebuilding it. This is now considered the traditional date of it founding. Bishop of Oldenburg and Lübeck (?–1163) Gerold moved his residence from Oldenburg to the southern part of Lübeck in 1160 (Šterns, 2002, 59) (Fig. 4). Plots of land for building were allocated on both sides of trade route, which extension was turned into an "elongated" marketplace, creating a planning similar to a "fishbone" to provide an access to the waterway, from which since the late 1160 the Germans went on trips down the Daugava River. In 1173, Henry the Lion founded the Lübeck Bishopric (*Hochstift Lübeck*; 1180–1803), and Lübeck became the bishopric capital (1173). As the city and its trade on the Baltic grew in importance, special rights and priveleges were granted to it in 1188 by Emperor Friedrich I Barbarossa. In 1226, Friedrich II raised Lübeck to the status of a free imperial city and a long period of self-government began. The commercial importance of the city became even greater when it joined with Hamburg in 1241 to form the nucleus of what was to become the Hanseatic League.



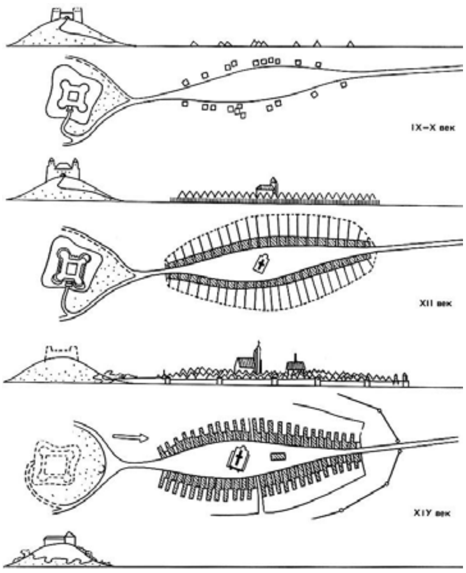


Figure 4 ***Erdmann. The reconstruction of Lübeck plan at the late 12th century. 1986*** *(Heinrici, 1993, 407)*

Figure 5 ***Researcher of the urban history, Professor Emanuel Hruška (1906–1989). The local development scheme of the populated area at the hillfort foot in the 10th, 12th and 13th centuries*** *(Savarenskaja, 1984, 152)*

Architect, urban planner Ernst Arnold Egli (1893–1974), lived in Switzerland, and researcher of the urban history, academician, arch. Ing. arch. Dr. techn. Professor Emanuel Hruška (1906–1989) from Czechia analysed plannings of European medieval towns (Grushka, 1963). After his moving to Switzerland in 1940, Egli became a Swiss citizen and from 1942 held teaching positions at the Swiss Federal Institute of Technology in Zürich. He became titular Professor of urban development in 1947, but from 1947 to 1951 – head of the Department of Urban Development in Beirut. After two years of teaching again in Zurich, he from 1953 to 1956 worked at the University of Ankara. During his time as a university lecturer until 1963, he wrote his basic writings on urban planning (Egli, 1959), which earned him great recognition. In 1968, he received an honorary doctorate at the Vienna University of Technology. Ernst Egli's "*Geschichte des Städtebaus*" /A history of urban development/ published in three volumes (1959–1967) was the largest attempt to write a general history of urban design at his time. In a fortified town, an "elongated" marketplace in the road extension built-up on both sides took to a fortress or monastery, joined the main gate with the marketplace or the Cathedral Square and public buildings and houses placed in the neighbourhood. Hruška showed, how in vassals' properties road at the castle's foot was gradually built-up from both sides: initially small huts placed in short distances (9^{th}–10^{th} century), then close terraced buildings were created (12^{th} century), and, finally, public buildings as the church and the Town Hall were placed in the road extension (12^{th}–14^{th} century) (Fig. 5).

In the early 13th century, German origin merchants established settlements at fortresses, that provided them protection. They also settled in Wenden inhabited site near the fortified yard of brothers-knights. In 1221, the building was organized along Riga–Dorpat trade route, that led through the village, connected near and far, small and large places in Livonia and beyond (Broce, 2007, 20–22). In Wenden settlement, where wooden construction in the early 13th century was characteristic, initially, the building consisted of dwellings belonged the local population's village and merchants' prefabricated houses-warehouses. Aisles made of logs between them could be considered as streets. Later in the 13th century, there were mixed type building, that was irregular. Due to the lack of written sources, historians have not described the further development of this building. Craftsmen' and merchants' houses, arranged at Wenden Castle walls in settlement's eastern part, the Livs' plots of land in settlement's southern part, canons' houses and Russian merchants' yard created the medieval agglomeration of oval configuration (Fig. 6).

Figure 6 ***Johan Palmstruck. Plan of Wenden Castle close by Riekstu Hill and the fortified site with the location of St. John's Church instead the former wooden church. The 17th century*** *(Stocholm, Kungl. Krigsarkivet)*

In the first quarter of the 13th century, the Wends' or the old fortress and the castle coexisted, and the settlement next to both fortresses became the beginning of Wenden town (Caune & Ose, 2004, 127), in which German title "Wenden", the Wends' name was preserved (Heinrici, 1993, 368–369). The second biggest Livonian town of Wenden became an important political centre by a marketplace, where the Town Hall for the first time mentioned on 28 July 1226. The Town Hall situated near the northern front-castle wall. In the 13th century the Wends were mentioned by Roman Pope, in the 14th century – by Archbishop of Riga. Further historical sourses no longer mentioned the Wends.

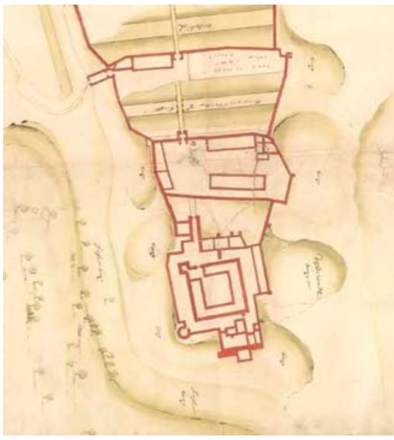
Specific of fortifications created by the Livonian Brothers of the Sword until the first half of the 13th century

In 1210, Bishop Albrecht sent knight Arnold to Prince Vladimir of Polotsk (Byelorussian: *Полацк*, Russian: *Полоцк*) to conclude a contract, in order to involve traders from Riga in direct trade with the Russian. In January of 1211, Elders of Riga (Latin: *Seniores Rigensium*) under the guidance of Bishop organized the first Crusade to the Estonians' land Suntaken (Estonian: *Soontagana*; *soo* – swamp and *tagana* – behind) in order to monitor traffic to Pskov and Novgorod (also *Nogarden* or *Nogarten*, Russian: *Великий Новгород*; around 5–6 century). Bishop of Riga Albrecht using his conquerors' rights and the knights' help occupied the main economic centre of Saccalia (Estonian: *Sakala*) – Viljandi hillfort surrounded in the 12th century by the constant settlement that was first mentioned in 1154 as *Falamus* in comments on the "*Tabula Rogeriana*". In March of 1211 Viljandi hillfort was conquered. The Leal (Latin: *episcopatus Lealensis*) or the Estonian Bishopric (Latin: *Episcopatus Estiensis* or *episcopatus de Hestia*; 1211–1224) was founded in Estonian land Rotalia (Estonian: *Ridala*). In spring of 1211 Bishop issued the "Albert Privilege" to attach to Riga the main economical force – long-distance merchants. In 1212, Polotsk gave up its tributary rights over Gerzika (Latvian: *Jersika*) in favor of Bishop Albert, and Smolensk (Russian: *Смоле́нск*), Polotsk and other princes' messengers arrived in Riga, where they signed the trade agreement. Bishop Albrecht's brother Theodericus, who already in 1191 arrived at Estonian lands, in order to expose the Gauja Waterway moved to northwestern Russia, where on the way to the country were big centres Pskov and Novgorod, already familiar to the Germans, became Vogt of the Livs' land Vidumaa. Estonian historian of art Kaur Alttoa (b. 1947) believed, that in the 13th century, after a long struggle in 1227, when Estonians fell under foreign rule and were subjected to Christianity, a new stage in history began (Alttoa, 1986, LVIII).

Brothers-knights obtained trade roads on the Gauja foreland. In 1224, the Brothers of the Sword instead of Estonian wooden fortress started to build Fellin stronghold (Atskaņu, 1998, 313) adapted to hillfort's relief (Fig. **7**), developed the settlement behind the castle and signed with Bishop of Riga Albrecht the contract of Tolowa partition (Senās, 1937). The residence was included in the common defensive system of a fortified building complex.

The new political and idiological situation led to fundamental changes in many areas of culture, including in architecture. Relations with Northern and Western Europe strengthened. Along with agrarian settlements, towns developed as administrative centers. In construction, religious architecture was highlighted, although the importance was attached to fortifications. Fundamental changes took place in construction technology, which were previously unknown here: stone masonry on lime mortar, arches and vaults spread, fired brick was used. In South Estonia, from materials dominated bricks and boulders. The first castles in Estonia were often built on the site of ancient settlements. They had wooden structures, which were gradually replaced by stone. As a rule, they were laid on natural hills, but there were fortifications, the defense of which were mainly based on water. The most ancient type of fortifications were castles of irregular layout. Their territory was surrounded by a wall in accordance with the configuration of the terrain. Such castles became especially widespread immediately after the period of conquest (Alttoa, 1986).

At the *Melnupīte* (the Black River) also *Dzirnupīte*, or *Rātsupīte* River estuary in the Gauja, warriors after 1224 built Wolmar Castle (Fig. 8) on an elongated triangular cape by steep slopes (Berga, 2002, 2003, 2011). The stone fortress, protected from the south by the Gauja River and a millpond in the east and north sides, had defensive walls (Berga, 2010), adjusting the trace to peculiarity the pond's edge, relief and a bank the river. North and south blocks of Wolmar Castle, mutually placed in a narrow angle, and a small closing building between blocks created a triangular volume. In the east, where the residence located, there was no defensive wall. The yard obtained a symmetrical triangular trapezoid layout, partite into two parts.



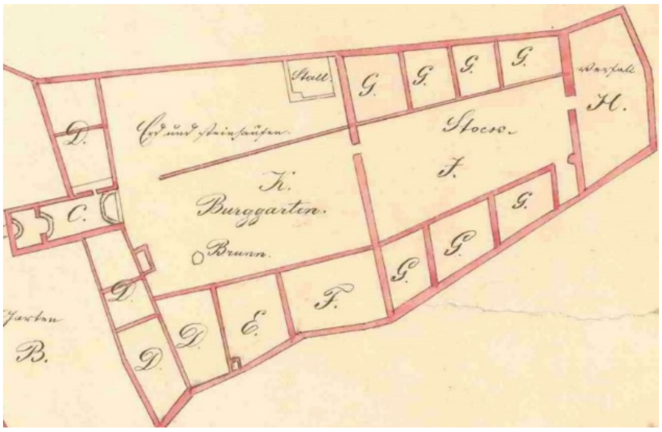


Figure 7 ***Karl Woldemar von Löwis of Menar. Plan of Fellin Fortress included the castle and front-castles. In 1914 created after plan (1602) drawn by Jacobus Laubus*** *(Löwis, 1922, 146)*
Figure 8 ***Wolmar Castle plan around the yard created by two lateral blocks and a northern block and the front-castle with the yard. 1688*** *(State Archives of Latvia, Fund 6828, Description 2, Case 464-a, File 2)*

It was possible, that there was also a northern block. One courtyard in the stone fortress located between the side bodies and the parham, but the other was in the front-castle. The paved courtyard had a large funnelled well. A masonry wall separated both courtyards in a north-south direction (Berga, 2018, 21). The exact year of Wolmar Castle as the first military fortification of the Livonian Brothers of the Sword is unknown. Researcher of medieval architecture Armin Tuulse considered that Wolmar fortification originally was built as a temporary wooden structure, but later the stone fortress was erected. Historian Arveds Švābe supported this view, and he believed, that wooden fortifications were built immediately after the partition of Tholowa in 1224, when the Livonian Brothers of the Sword got the land upstream the Gauja. Professor Mugurēvičs considers, if accepted, that Wolmar wooden fortifications were built after 1224, then it becomes understandable, why the mansonry fortress and a church of stone took place simultaneously at the end of the 13th century (Mugurēvičs, 1983).

Conclusions

1. In Livonia, during the first building period, fortresses were built on an elevated relief, and they reminded of fortified yards. The chapel was also included in the perimeter building.
2. In Livonia, population of the German power centres developed under the cover of the fortress, creating an urban construction structure, included in the common fortification system. The ditch or a water obstacle separated the fortress area from the settlement, which centre with a marketplace and the congregation's church obtained an independent planning.

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THE DEVELOPMENT OF TOWN-SHIELDS' PLANNING IN BISHOPRICS OF LIVONIA DURING THE 13TH–14TH CENTURIES

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Abstract. *Traditions of the Christianity centres' formation can be found in Jerusalem's oldest part where instead of domestic inhabitants' dwellings the second king of Israel (around 1005 BC–965 BC) David built his residence on a top of the Temple Mount surrounded by deep valleys. His fortress – the City of David protected from the north side by inhabitants' stone buildings on a slope was an unassailable public and spiritual centre that northwards extended up to the Ophel used for the governance. David's son, king of Israel (around 970–931 BC) Solomon extended the fortified urban area where Templum Solomonis was built. In Livonia, Bishop Albrecht obtained spacious areas, where he established bishoprics and towns. At foothills, residential building of inhabitants like shields guarded Bishop's residence. The town-shield was the Dorpat Bishopric's centre Dorpat and the Ösel–Wiek Bishopric's centre Haapsalu. The town of Hasenpoth in the Bishopric of Courland (1234–1583) was established at subjugated lands inhabited by the Cours: each of bishopric's urban structures intended to Bishop and the Canonical Chapter was placed separately in their own village. The main subject of research: the town-shields' planning in Livonia. Research problem: the development of town-shields' planning at bishoprics in Livonia during the 13th and 14th century have been studied insufficiently. Historians in Latvia often do not take into account studies of urban planning specialists on historical urban planning. Research goal: to determine common and distinctive features of town-shield design in bishoprics of Livonia. Research novelty: town-shield plans of Archbishop's and their vassals' residences and capitals in Livonian bishoprics subjected to the Riga Archbishopric are analyzed. Results: study formation of Livonian town-shields' layout and structure of the 13th and 14th centuries. Main methods: inspection of town-shields in nature, analysis of archive documents, projects, cartographic materials.*
Keywords: *Bishopric centre, cathedral building-type, town-shield, fortified urban structures, the State of the Teutonic Order.*

Introduction

In Europe, the population increased, large land properties were formed, and noble representatives got inheritable political power. Lands inhabited by the Balts and Finnish-Ugrian tribes came under the authority of Pope and Emperor of the Holy Roman Empire. There were founded church-states, or bishoprics. In Livonia, early medieval towns were formed in German and Italian building ways. The planning of bishoprics' capital cities defined by functional solutions, relief,

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earth-roads and waterways also influenced the layout of fortified urban structures, defensive system and the placement of dwelling and single houses. Residences were built in Bishoprics' centres.

Historian, Professor Paul Johansen (1901–1965) born in Reval (Estonian: *Tallinn*) in 1955 noticed common features in several plans of Livonian towns: the residence was included into a united system with a town implemented the function of a shield. Such complexes are called as front-castle towns (German: *die „Vorburgstädte" oder Stadtsiedungen „auf dam Schilde" der Burg*). Grouping town-shields according to their planning peculiarities, Johansen used German town-shield Lippstadt (in Westfalia) founded by Bernhard of Lippe (also Earl Bernhard II, Latin: *Bernardus de Lippia*; around 1140–1224), who in the war against Archbishop of Cologne from 1177 to 1181 took the side of Duke of Saxony (1142–1180) Henry the Lion (German: *Heinrich der Löwe*; 1129/1131–1195). Bernhard participated in the establishing of Marienfeld Abbey. In 1194, he left his possessions in German lands to his son Hermann and entered the Cistercian Order. For several years, obeying the statute of the order, he studied the Holy Scripture and led an ascetic life, redeeming his previous sins. Historian of art, Dr. phil., Professor Armin Tuulse (until 1936 Armin Neumann; 1907-1977) used Johansen's concept in compilation research about the history of Livonian fortresses "*Die Burgen in Estland und Lettland*" /Castles in Estonia and Latvia/ and collated town-shield plannings in his studies.

Previous researches on Livonian town-shield plannings of Bishoprics' centers: old descriptions of Hasenpoth (Latvian: *Aizpute*) and Pilten towns are included in the Governorate of Courland land surveyor Schulz's book „*Beschreibung der Provinz Kurland*" /Description of the province of Courland/ (Schulz 1805) and Ulrich Freyherren von Schlippenbach's (1774–1826) travel notes „*Malerische Wanderungen durch Kurland*" /Picturesque walks through Courland/ (Schlippenbach, 1809). On 31 December 1826, the government of the Russian Empire issued a decree for the protection of ancient castles and buildings. From 1827 to 1830, in order to follow the instructions, the collection of views, layouts and positions of Livonian castles named after Governor-General of the Governorate of Livonia, Marquis Filippo Paulucci delle Roncole (1779–1849) was prepared. The collection included drawings of Hasenpoth (Paulucci, 2008, 84–87) made by Auditor of Pilten and Hasenpoth Heinrich Johann Cramer. Plans of Pilten (Paulucci, 2008, 108–111) were drawn by Auditor of Goldingen (Latvian: *Kuldīga*) Carl Willong. The plan and façades of Haapsalu stronghold (Paulucci, 2008, 264–267) were drawn by land surveyor, Auditor Carl Faehlmann, while Ronneburg (Latvian: *Rauna*) stronghold plan with the town building (Paulucci, 2008, 160–163) was drawn by land surveyor, Auditor Wilhelm Tuch. Gross-Roop (Latvian: *Lielstraupe*) Castle surveyed by Wilhelm Tuch was drawn by Christoph von Kuntze (Paulucci, 2008, 178–181). Wilhelm

Siegfried Stavenhagen (1814–1881) his drawings of cultural and historical sights published in) "*Album baltischer Ansichten*" /The Album of the Baltic views/ (1857–1867), but Carl Meißner in the book "*Das schöne Kurland. Ein deutsches Land*" /The beautiful Kurland. German country/ in that included a view of a steel carving on the Church Hill in Aizpute (Meiβner, 1917, 134). Architect Rita Zandberga (1929–1993) wrote "*Aizputes arhitektoniski pilsētbūvnieciskās struktūras attīstības vēsture*" /The history of Aizpute urban structure development/ (Zandberga, 1980), but architect Irēna Bākule carried out research of Aizpute in nature (Bākule 2.sēj., 1990) and prepared the regeneration proposal (1990, 2006) (Bākule 3.sēj., 1990). However, the essay of Aizpute's history is published in the encyclopaedia "*Latvijas pilsētas*" /Cities of Latvia/ (Latvijas pilsētas, 1999).

In the Courland Society for Literature and Art (German: *Die Kurländische Gesellschaft für Literatur und Kunst*, 1817–1939) D.F.G. Bray read in 1823 a report on the history of Kokenhusen (1209) *Castrum* and published the text (1840) in French (Ose, 2001, p. 65). Information of Ronneburg (Caune & Ose, 2004, p. 380–384), Kokenhusen (Latvian: *Koknese*) (Caune & Ose, 2004, p. 251–257), Lemsal (Latvian: *Limbaži*) (Caune & Ose, 2004, 298–302), Roop (Latvian: *Straupe*) (Caune & Ose, 2004, p. 283–287), Hasenpoth (Caune & Ose 2004, p. 53–55) and Pilten (Caune & Ose, 2004, p. 366–370) strongholds and towns has been included in the encyclopaedia "*Latvijas viduslaiku pilis, IV. Latvijas 12. gadsimta beigu – 17. gadsimta vācu piļu leksikons*" /Latvian Medieval Castles, IV. The lexicon of German Castles in Latvia, end of the 12th–17th century/ compiled by archaeologist, Dr. hab. hist., Professor Andris Caune (b. 1937) and Dr. hist. Ieva Ose. Mg. arch. Silvija Ozola in the publication "Sacral Building in Towns of the Bishopric of Courland" (Ozola, 2015) emphasizes that two kinds of medieval urban structures can be distinguished in the Bishopric centre building, depending on Bishop and Courland Canonical Chapter's activity. Specialist of the Archeology and History Department of the State Inspection for Heritage Protection, historian Edgars Plētiens has studied the planning of the town of *Roop* (Plētiens, 2015), as well as published his study on Livonian small towns (Plētiens, 2016).

The main subject of the paper: the town-shields' planning in Livonia. Research problem: the development of town-shields' planning at bishoprics in Livonia during the 13th and 14th century have been studied insufficiently. Research novelty: analysis of town-shield plans of Archbishop's and their vassals' residences and capitals of bishoprics in Livonia subjected to the Riga Archbishopric. The goal of research: to determine the common and distinctive features of town-shield design in bishoprics of Livonia subjected the Riga Archbishopric. Main methods used: this research is based on analysis of archive documents, projects of urban planning, cartographic and graphic materials, photo fixations, studies of published literature and inspection of town-shields in nature.

The planning of towns for Archbishop of Riga seat during the 13th – 14th centuries

Riga became the administrative center in the Church State of the Riga Archbishopric (Latin: *archiepiscopatus provincia Rigensis*; 1255–1562) subjected to Pope of Rome and the Emperor of the Holy Roman Empire. Archbishop of Riga (*sancte Rigensis ecclesie archiepiscopas, der hilligen kerken to Righe ertzbisschop*) by his court lived in Kokenhusen every year from Pentecost, festival in the Christian church, to Michaelmas, or the Feast of Michael and All Angels on September 29, but by 1420, his winter dwelling from Michaelmas to Candle Day on 2 February was Rownenborgh (Latvian: *Rauna*) Castle, and from Candlelight to Pentecost – Lemsal Castle of stone (Šterns, 1997, p. 42, 44).

Figure 1 ***The line segment Kokenhusen fortress*** *(photo by, Uldis Photography, online 23.02.2019, source: https://g1.delphi.lv/images/pix/659x380/-3MYRNbvpRM/kokneses-pilsdrupas-3-50711477.jpg)*
Figure 2 ***Kokenhusen Stronghold*** *(photo by giskim, online 23.02.2019, source: http://img.fotoblog.lv/515/704/900.jpg)*

Conquerors invaded the Latgalian hillfort where following the outline of destroyed wooden fortress of triangular layout, the Livonian Brothers of the Sword built one of the first Riga Bishop's residences of dolomite – the castrum *Kukonois* (*Kocanois*; 1209) of irregular planning (Fig. 1). Two two-storey blocks mutually placed in a narrow angle (Fig. 2) created the building volume (Fig. 3) included in the unified protective system formed by the defensive wall. The place of the old gate was not changed. At the lower floor, there was a kitchen, a water container by a well in the yard, a brewery, storeroom for gunpowder and a prison, but on the top floor – the Chapter Hall, a chapel, dwellings and a wooden gallery facing the yard. The front-castle surrounded by the defensive wall matching highlands profile located at the background of the residence where two dry moats created in zone of breaking limestone separated wooden buildings from the residence: the first was a deep ditch by convertible bridge for its crossing, but the second ditch eastwards separated the castle-front from the settlement (Heinrici, 1993, 373). On the yard's side, wooden dwellings covered by one-sided roof adjoined the defensive wall (Malvess, 2010, p. 246). There were also wooden buildings (the 13th–15th century) in the yard (Fig. 4). In Europe, the fortification of such a planning was called as the "line segment castle" (German: *Abschnittsburg*) (Fig. 5). In the 13th and 14th centuries, administrators of Kokenhusen Stronghold were mostly members of the powerful Livonian Tiesenhausen family.

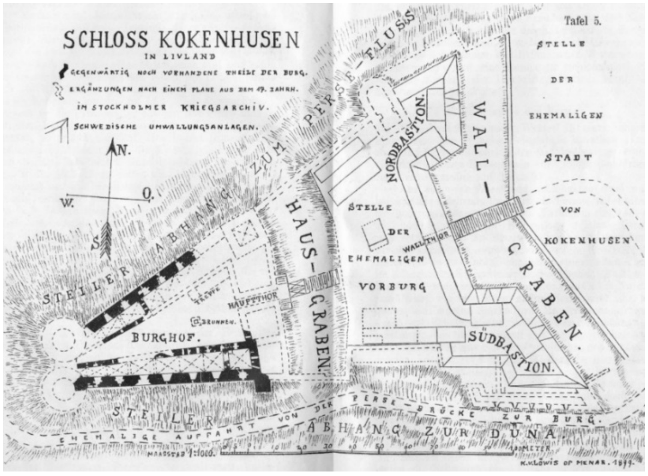


Figure 3 ***Fecit Georgius Schwengell. Plan of Kokenhusen Stronghold, castle-front and town: C – City Gate, E – town, F – church, H – tower, L – placement of the old wall, M – tall tower, N – bridge over the ditch, O – castle, P – towers, Q – Water Gate. Around 1630*** *(Stockholm, Kungl. Krigsarkivet)*
Figure 4 ***Karl Woldemar von Löwis of Menar (1855–1930). Kokenhusen Castle plan by outer bailey and the gate between outer bailey and the town by the marketplace, the church, the main and side gates. 1899*** *(Menar 1900)*

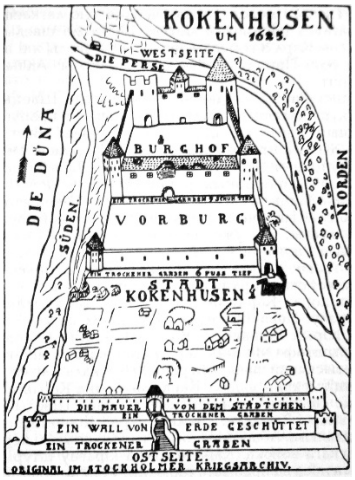


Figure 5 ***Schematic drawing of the line segment Kokenhusen fortress around 1625*** *(the original is located at Stockholm, Kungl. Krigsarkivet, online 23.02.2019: https://upload.wikimedia.org/wikipedia/commons/1/1d/Koknese1625.jpg)*

In 1255, Pope (1254–1261) Alexander IV confirmed, that Kokenhusen fortress (Fig. 4) as the base for the conquest of the Daugava waters belonged to Archbishop of Riga elected by the Canonical Chapter of Riga and confirmed by Pope. On 13 July 1277, Archbishop of Riga (1273–1284) Johanness I of Lune awarded the castle settlement by the Riga Law (German: *Rigisches Recht*) and determined town's borders, mentioning that defensive wall (destroyed in 1680s to build new fortifications and firing square or esplanade) for Kokenhusen had been built (Caune, 2014, p. 7). A tall tower (until 1382) of square layout for a cellar emphasized the northeast end of the fortress block facing the *Pērse* River, the tributary of the Daugava. In the defensive wall, adjoined the tower, the Water Gate facing the Daugava was made. Symmetrically on either side of the longitudinal axis orientated from the residence towards the Land, or the Town Gate with the zwinger in the town wall's north part building of settlement arranged. From 14 July 1397, the fortress belonged to archbishops of Riga, who transformed the residence: in the north side, the yard was marked off by an open gallery in front of the old refectory. Buildings next to the deep ditch separated the residence from the castle-front, in whose defensive wall towers were included. Three towers (the late 15th century) protected the west side of the fortress (Caune & Ose, 2004, p. 253). By the 15th century, the castle has undergone numerous modifications.

The planning of town-shields in bishoprics of Livonia during the 13th –14th centuries

In spring of 1223, Bernhard of Lippe who in 1185 became an influential figure in the hierarchy of church authorities and made a planned town of Lippstadt (Fig. 6), where later Augustinian Monastery (1281) and four churches were included (Fig. 7), along with crusaders returned from German lands to Livonia and organized a war against the Estonians which did not want to accept the German feudal power and the dominance of the Catholic elite. The Dorpat Bishopric (German: *Bistum Dorpat*; 1224–1558) was founded. On a strategically significant hill at the Emajegi (Estonian: *Emajõgi*, *ema* – mother, *jõgi* – river) River the fortified centre *Castrum Tarbatae* (1224–1279) was established. At the Cathedral Hill's foot, where, possibly, there already had been a wooden church, St. John's Church was built instead the oldest wooden building of the early 13th century and several streets at the beginning of the circular street took eastwards perpendicular to the Emajegi River flow and divided the residential area into sections. On the most popular street trading took place. In 1234, around the town-shield building of stone fortifications began. On 8 January 1235, Bishop of Leal Hermann obtained the title of Bishop of Dorpat. In 1262, Grand Prince Alexander Newsky's son Dmitry (Russian: *Дмитрий Александрович*) arrived in Dorpat with troops and destroyed it. Dorpat (Latvian: *Tērbata*, Estonian: *Tartu*, Latin: *Tarbatum*, Russian: *Дерпт*, since 1893 *Юрьев*) was restored and achieved the City Law (1262). A long defensive wall around the Dorpat Bishopric's capital city of the triangular layout was built (Fig. 8). The most important streets took to the gate in the town's defensive wall, directed towards the waterway: on the northwest side at the end of streets the Jacob's Gate was made, on the east side – the Russian and Monks' Gates, on the south side – the St. Andrew's Gate, but at the end of the Market Square – the German Gate. The Dome Gate was in the defensive wall of Bishop's yard. Cathedral complex, Bishop's residence, and inhabitants' houses, surrounded by walls, were included in the united defensive system.

Figure 7 ***Panorama of Lippstadt town-shield*** *(Braun, G., Hogenberg, F. (2008). Cities of the World. Hong Kong, Köln, London, Los Angeles, Madrid, Paris, Tokyo: TASCHEN)*

In Haapsalu, on the plain of the seacoast, westwards from a market place and the castle (Fig. 9) on the Cathedral Hill surrounded by a curving street, town-shield (Fig. 10) protected by natural water obstacles, were made. *Haapsalu* (Fig. 11) was awarded (1279) by the Riga Law revised in 1294, considering the local conditions. The Riga-Haapsalu Law were the third version of the Riga Law. In the 13th century, the capital city Haapsalu of the Ösel-Wiek Bishopric (1279–1560) was conquered by the Teutonic Order, and in 1300, the first stage of the fortress building was completed. Bishop of Ösel-Wiek regained the residence in 1302 and moved it to Arensburg in *Saaremaa*. Haapsalu lost its political significance and became the local trade centre (14th – 16th cent.). At the fortress' east side the Zwinger was made in front of the gate, and two towers of square layout were erected (14th century). The defensive wall was reinforced. In 1507–1508, a big castle-front, where household buildings located, was finished.

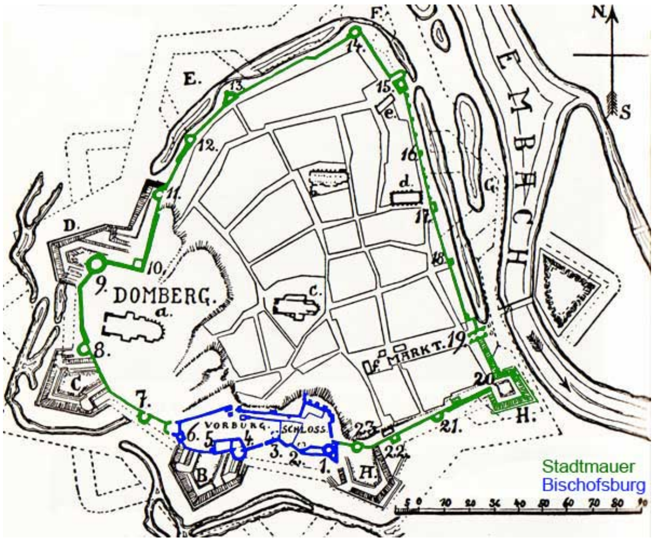
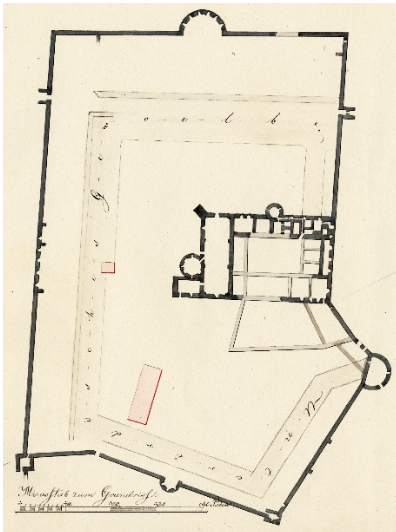


Figure 6 ***General view from the bird's eye view with siege in town-shield Lippstadt (1184–1185). 1623*** *(Gesamtansicht aus der Vogelschau mit Belagerung im: Lippstadt, online 19.06.2017, source: http:commons.wikimedia.org/wiki/File:Lippstadt_Belagerung-Anno.1623.djvu)*

Figure 8 ***Researcher of castles Dr. phil. Karl Woldemar von Löwis of Menar (1855–1930). Plan of the fortified town-shield Dorpat: a – the Dorpat Chatedral, b – St. John's Church (1323), c – St. Mary's Church (1842), d – the main gate, e – house, f – the Town Hall. 1922*** *(Menar, 1922)*



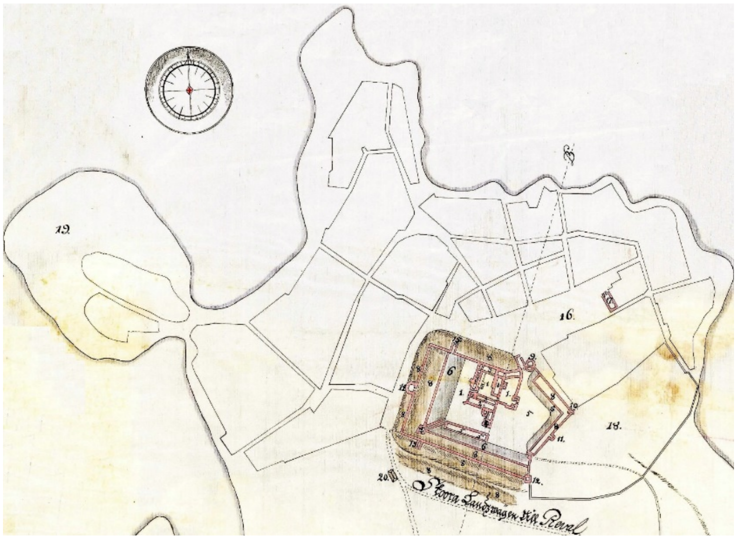


Figure 9 ***Plan of Haapsalu Castle*** *(Paulucci 2008)*

Figure 10 ***Plan of Haapsalu town-shield*** *(State Archives of Latvia, Fund 6828, Description 4, Case 593-1)*

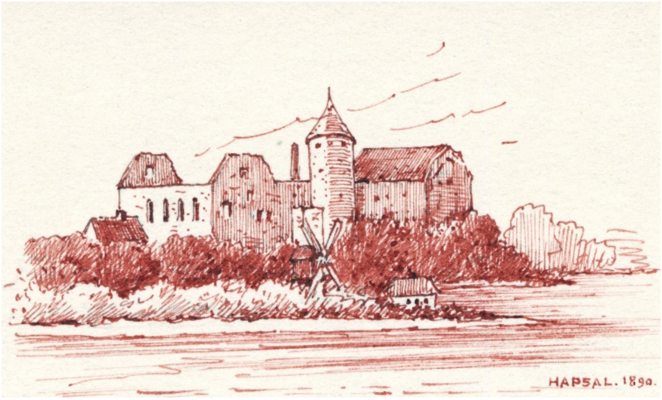


Figure 11 ***The drawing of Haapsalu Castle. 1890***
(Academic Library of the University of Latvia, Library of Misins, Ms1185-6-128)

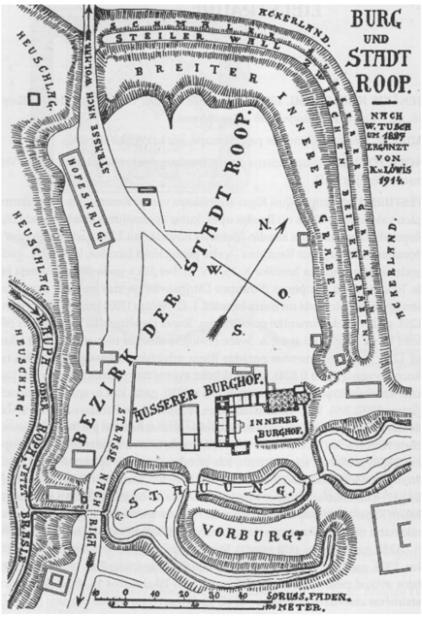
In Pilten, volumes of stone castle (before 1309) of a regular layout were organized around the courtyard were included in the defensive wall's trace. The front-castle took up the biggest part of the strong fortified area. Merchants and craftsmen surrounded their houses by a palisade fence. The time of the first church's building is unknown. The castle with its front-castle and town made two separated parts on the fortified building complex of triangular layout. Each of them had its own defensive system. On 20 June 1557, the last Bishop of Courland (1540–1560) Johannes IV of Münchhausen once again confirmed the Riga Law for Pilten.

In Courland, a fortified building complex for the Canonical Chapter was created, and in Hasenpoth, St. John's the Evangelist Church (crashed down several times and again restored in 1733, 1860, 1887 and 1908) on the southwest part of hill's plateau was built around 1290 (Ozola, 2019). A stone house for Courland Canonical Chapter, recorded in the document on 8 September 1338, were built, supposedly, at the east end of the church. A ring wall surrounded the hill's plateau, but perimeter building conformed to surface of relief. Southwards and eastwards sides of the defensive wall were straight, but northwards they probably created a curved or broken line. Merchants, using the port at the Saka River estuary, took their goods in barges to Hasenpot, where the trade centre with two-stage building structure of the town-shield was established in the early 14th century (Fig. 12). Economic activities promoted formation merchants and craftsmen's settlements (Latin: *oppidum*) or suburbs (Latin: *urbs mercatorum*, also *suburbium*) and four streets (now *Liepājas*, *Atmodas*, *Jāņa* and *Katoļu*) at the castle mound's (Fig. 13) foothill, where at traffic routes each member of the community was allocated a piece of land for residential and household building. One could get into the castle-settlement, surrounded by palisades and ditches, over a wooden bridge across a ditch and through the palisade gate (Zandberga, 1980, 43, 50–51). On 17 March 1378, it was awarded the Riga Law, which Goldingen and Windau (Latvian: *Ventspils*) had already obtained, and the city (*civitas*) border was determined. Each part of the Bishopric of Courland capital city Hasenpot's triangular layout had different defensive system.

Figure 12 ***The Church's Hill by the Church of the Courland Canonical Chapter's building complex in town-shield Hasenpoth. The late 19th century***
(Aizpute Local History Museum, postcard Hasenpoth)

Figure 13 ***Auditor of Pilten and Hasenpoth Counties Heinrich Johann Cramer. Plan of town-shield Hasenpoth and the Church's Hill by the Church of the Courland Canonical Chapter's building complex. 1830***
(State Archives of Latvia, Fund 1679, Description 162, Case 1, File 1)

Most of the Riga Archbishopric's territory was given to Riga Canonical Chapter, or vassals contributed establishment of the settlement near the residence. At *Gross-Roop* Castle there were few usable areas, and a town-shield (*stat to Rope*, mentioned in 1352) enclosed by palisade was built closely (Fig. 14). Citizens had small gardens at their homes. From the castle's gate on the town's side the road led over a ditch and a large bridge called a high bridge during the city fire in 1531. Near the highway, there was a market in the middle of the town. St. Georgi Chapel worked. It was also possible that the Town Hall was near the market. On the northeast and northwest side of the castle and town obtained the Riga Law in 1374, two ditches and a rampart between them located.



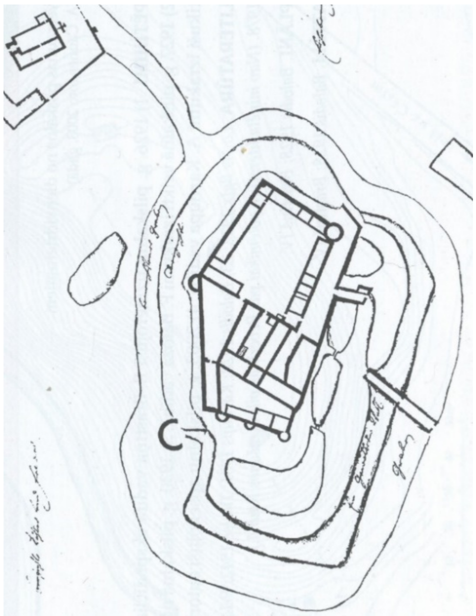


Figure 14 ***Karl Woldemar von Löwis of Menar. Situation plan of the Gross-Roop Castle and town-shield Roop*** *(Menar 1922)*
Figure 15 ***Plan of the Ronneburg Stronghold. The 17*** th ***century***
(Stockholm, Kungl. Krigsarkivet)

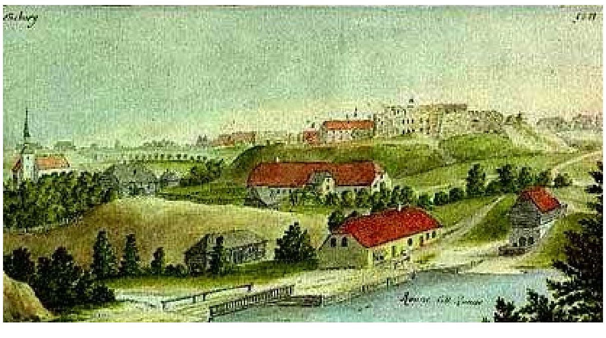



Figure 16 ***Town-shield Ronneburg. Around 1810*** *(online 23.02.2019, source: https://upload.wikimedia.org/wikipedia/lv/9/93/Rauna.jpg)*
Figure 17 ***Town-shield Ronneburg. Before 1908*** *(National Library of Latvia, postcard Livland. Schloss Ronneburg. Лифляндія. E. O. S. M. S)*

Since 1420, Archbishop of Riga had near the Latgallian hillfort *Tanīskalns* his main residence Ronneburg (Fig. 15) – one of the three residences which in the mid- 16th century documents listed as winter dwelling-house where he lived from Michaelmas (September 29) to Candle Day (February 2). A settlement *Rownenborgh* (Latvian: *Rauna*) (Fig. 16) without a protective wall on the bank of the Rauna River occupied an area of 4 km lenth from the present-day *Lorenči* to the *Cimziņa* River estuary. Rauna (Fig. 17) in 1590 won the City Law, but during the wars between the 16th and 18th centuries the town was completely destroyed.

Conclusions

1. The city of Lipstadt founded by Bernhard of Lippe was used as a model in Livonia for planning of capital cities in bishoprics subjected the Riga Archbishopric. The bishop's residence and the cathedral erected at the hill's highest point was protected by the town-shield: at the hillfoot a circular street was created and streets began to divide the area into residential blocks. At bishoprics' centers established in the subordinate Prussians' lands such a plan was not characteristic, as cities had regular planning.
2. Archbishop of Riga and his vassals in the neighborhood of their residence set up an area where the town-shield was installed.

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STARPDISCIPLINARITĀTE DIZAINĀ KĀ IZAICINĀJUMS PROFESIONALITĀTEI – SASKARŅU DIZAINA PIEMĒRS

Interdisciplinarity in Design as a Challenge for Professionalism – an Example of Interface Design

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Abstract. *The need for diverse knowledge and skills in the work of a designer is a problem in vocational education, which mainly focuses on the artistic aspect of design. The aim of this article is to analyze the specifics of User Interface Design, its relation to User Experience Design, to determine the User Interface designer professional skills and how to acquire them. Research methods – theoretical: literature research; empirical – questionnaire. Exploring educational opportunities in Experience Design and User Interface Design demonstrates the need for Video game Interface study programs, particularly in the Latvian context. As the curriculum is traditionally designed for narrowly focused specialization, it would be appropriate to develop study modules for User Interface Design that include acquiring both graphics, game design and programming skills. The results of the video game developer survey demonstrate the role of practice in improving professional experience.*
Keywords: *design thinking, professional skills, user experience design, user interface design, questionnaire.*

Ievads
Introduction

Mūsdienu pasaule paplašina un maina izpratni par dizainu. Dizaina jēdziens tiek pilnveidots līdz ar visas nozares izaugsmi un šobrīd tiek attiecināts gan uz materiālu, gan nemateriālu vērtību radīšanu. Mūsdienās īpaši izteikta ir dizaina starpdisciplinārā daba, turklāt robežas starp materiālo un nemateriālo ir mainīgas un bieži vien nenoteiktas (Latvijas dizains, 2020, 2018).

Dizains ir stratēģiskas attīstības process, pieeja un veids, kā identificēt un risināt problēmas. Efektīva dizaina izmantošana attiecas gan uz rezultātu, gan arī procesu, akcentējot dizaina domāšanas nozīmi visos lēmumu pieņemšanas un vadības līmeņos. Dizaina klātbūtne – izpratne un pielietošana – likumsakarīgi saistīta ar inovāciju un konkurētspējas veicināšanu it visās jomās. Dizains ietekmē

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ne vien tradicionālās industrijas un to radītos produktus un pakalpojumos, bet arī sociālo jomu, vides un informācijas kvalitāti, kā arī teritoriālo attīstību (Latvijas dizains, 2020, 2018).

Dizaina domāšanas centrā ir cilvēks, jo šī pieeja koncentrējas uz cilvēka vērtībām un vajadzībām. Dizainers, kurš, saskaroties ar dažādiem izaicinājumiem, uzdrīkstas eksperimentēt, izmanto dizaina domāšanu, balstoties nevis uz vienīgās patiesības un gatava rezultāta stratēģiju, bet gan izmēģināšanu, iesaistīšanu, kopradi, prototipu veidošanu un to testēšanu, orientējoties uz klientu vajadzībām un nepārtrauktu izpēti. Šajā gadījumā dizains ir ne tikai radošs process vai galaprodukts, bet arī inovāciju ieviešanas instruments, ko izmanto, ietverot sociālos, ekonomiskos, kā arī ilgtspējīgas attīstības aspektus (Buraka, 2019).

Skatot dizainu kā procesu, tā norisi raksturo dizaina domāšanas posmi, kuru secīga izpilde nosaka dizaineram nepieciešamo zināšanu un prasmju kopumu. Tas paplašina prasības dizaineru profesionālajai kompetencei, kura ietver ne tikai māksliniecisko jaunradi, bet apvieno zināšanas un prasmes, kas saistītas ar komunikācijas, uzvedības un ētiskām kategorijām (Buraka, 2019).

Būtisks dizaina domāšanas posms ir radošs komandas darbs, vienlaikus arī mācīšanās, kas notiek caur kopīgu eksperimentēšanu. Dizaina starpdisciplinaritāte un dažādu nozaru speciālistu sadarbība padara problēmas definēšanu, izpēti, procesa modelēšanu, gala rezultāta izstrādi un tā integrāciju visaptverošāku, līdz ar to arī efektīvāku un ilgtspējīgāku.

Daudzveidīgu zināšanu un prasmju nepieciešamība dizainera darbā nosaka problēmu profesionālajā izglītībā, kas galvenokārt orientējas uz dizaina māksliniecisko aspektu.

Raksta mērķis – analizēt lietotāja saskarņu dizaina specifiku, tā saistību ar lietotāja pieredzes dizainu, noteikt lietotāja saskarņu dizainera darbā nepieciešamās prasmes un to apguves iespējas.

Izmantotās pētījuma metodes – teorētiskās: literatūras izpēte; empīriskās – anketēšana.

Lietotāja saskarnes dizaina un lietotāja pieredzes dizaina mijiedarbība
Interaction between User Interface Design and User Experience Design

Lietotāju pieredzes dizainu raksturo starpdisciplinaritāte. Tas veido produktus un pakalpojumus, kurus mēs izmantojam ikdienā, un nosaka biznesa vai zīmola panākumus. Lietotāja pieredze (*angl. – User Experience UX*) attiecas uz jebkuru lietotāja mijiedarbību ar produktu vai pakalpojumu. Lietotāja pieredzes dizains ņem vērā katru elementu, kas veido šo pieredzi, kā tas liek lietotājam justies un cik viegli lietotājam ir paveikt vēlamos uzdevumus. Tas varētu būt jebkas, sākot no produkta lietošanas, turot to rokās, līdz norēķinu procesam, iepērkoties tiešsaistē. Lietotāja pieredzes dizaina mērķis ir radīt lietotājam vieglu, efektīvu, atbilstošu, vispusīgu un patīkamu pieredzi (Bieller, 2017).

Jēdziens lietotāja pieredzes dizains ietver četras dizaina disciplīnas:

- Pieredzes stratēģija – saistīta ar holistiskas biznesa stratēģijas izstrādi, iekļaujot gan klienta, gan uzņēmuma vajadzības.
- Mijiedarbības dizains – raksturo kā lietotājs mijiedarbojas ar noteiktiem programmatūras elementiem. Dizainers nosaka kā darbojas animācijas, ielādes indikatori un lapu pārejas.
- Lietotāju izpēte – saistīta ar pētījumiem un atgriezenisko saiti no esošajiem vai potenciālajiem klientiem, lai izprastu lietotāja vajadzības un mērķus. Problēmas identificēšana un risinājuma izstrāde.
- Informācijas arhitektūra – informācijas organizēšanas veids, piemēram, vietne, tiešsaistes kopiena vai meklēšanas sistēma.

Lietotāja pieredzes dizaineri apvieno tirgus izpēti, produktu attīstību, stratēģiju un dizainu. Viņi būvē tiltu starp klientu un uzņēmumu, palīdzot uzņēmumam labāk izprast un piepildīt klientu vajadzības. 1. attēlā redzama pieredzes dizaina struktūra, kas sastāv no daudzu disciplīnu mijiedarbības. To pārklājumi parāda profesionālajā jomā nepieciešamo zināšanu kopumu.

Tā, piemēram, lietotāja saskarnes dizains ietilpst pieredzes dizaina un mijiedarbības dizaina jomā un ar to saistītās disciplīnas ir šādas:

- komunikācijas dizains, kas ietver navigācijas dizainu, vadības sistēmas un aplikācijas dizainu, kas ir arī informācijas arhitektūras sastāvdaļa.
- kustības dizains, kas ietver scenārija dizainu un lietotāja saskarnes scenogrāfiju.

Lietotāja saskarnes dizainam ir milzīga ietekme uz vispārējo lietotāju pieredzi. Lietotāja pieredzes dizains ir vērsts uz lietotāju, lai atrisinātu problēmu, savukārt lietotāja saskarnes dizains nosaka, kā izskatās un darbojas produkta virsmas. Lietotāja saskarnes dizains attiecas uz produkta faktisko saskarni. Tas ir ekrānu vizuālais noformējums, kurus lietotājs pārlūko, izmantojot mobilo lietotni, vai pogas, uz kurām noklikšķina, pārlūkojot vietni. Tie ir arī visi produkta lietotāja saskarnes vizuālie un interaktīvie elementi, sākot no krāsu paletēm līdz animācijām un navigācijas skāriena punktiem (piemēram, pogām un ritjoslām).

Saskarņu vizuālais dizains daļēji atbilst grafiskajam dizainam, tomēr tas vairāk ir vērsts uz programmatūras projektēšanu. Vizuālais dizainers ir atbildīgs par ilustrācijām, grafiku un ikonu dizainu, kas ir visizplatītākie elementi videospēļu dizainā, kur saskarnes bieži vien ir vizuāli piesātinātas (Stevens, 2019).

1.attēls. ***Lietotāja pieredzes dizaina discilpīnas***
Figure 1 ***The Disciplines of User Experience Design*** *(Wilson, 2013)*

Lietotāja saskarnes dizainers ir atbildīgs par lietotnes vai programmas vizuālās valodas un identitātes izveidošanu. Krāsas, atstarpes, fontu stili un hierarhija, pogu stili un citi dizaina elementi ir lietotāja saskarnes daļa, un tāpēc tie ietilpst lietotāja saskarnes dizainera sfērā.

Dizaineram veicamo uzdevumu un līdz ar to arī profesionālo prasmju kopums ir atkarīgs no uzņēmuma specifikas. Tā, piemēram, mazos uzņēmumos, nav šauri sadalīti pienākumi un vizuālais dizainers ir iesaistīts daudzveidīgu uzdevumu veikšanā. Videospēļu kontekstā, saskarņu dizaineram jaapgūst ne tikai grafikas dizains, digitālās ergonomikas principi, saskarņu plūsmas modeļu un karkasmodeļu izstrāde, bet arī jābūt izpratnei par spēles mehanikām un spēlētāju pieredzi ar videospēļu saskarnēm. Tāpat vēlama prasme organizēt saskarnes elementus ekrānu izklājumos spēles dziņa vidē. Daļu no prasmēm nākas apgūt patstāvīgi vai ar kolēģu palīdzību darba procesā, jo formālās izglītības programmas nespēj nodrošināt nepieciešamo zināšanu apguvi pilnā apmērā vienuviet (Romančenko, 2019).

Pieredzes dizainera tāpat kā lietotāja saskarnes dizainera darbā nozīmīgas arī tādas vispārīgās prasmes kā spēja domāt gan radoši, gan analītiski, problēmu risināšanas prasmes, komunikācijas prasmes un spēja sadarboties, kā arī interese par tehnoloģijām un to, kā cilvēki ar tām mijiedarbojas.

Problēmas lietotāja saskarnes dizaina izglītībā
Problems in User Interface Design Education

Vēl viens izaicinājums videospēļu saskarņu dizaineriem ir formālās izglītības trūkums šajā jomā. Studētgribētājiem jāizvēlas starp spēļu dizaina un cilvēka-datora mijiedarbības studiju programmām, jo tās visvairāk (bet ne pilnībā) atbilst viņus interesējošas informācijas klāstam. Turklāt, šīs studiju programmas pārsvarā tiek realizētas Rietumvalstīs. No 136 starptautiskām augstākās izglītības programmām, kas uzskaitītas vietnē *uxmastery.com*, 49 tiek relizētas ASV augstākās izglītības iestādēs, 12 – Austrālijā un 10 – Kanādā (UX Degrees – A Global List of UX-related Bachelor & Master Degrees, 2019). Latvijai tuvākā izgītības iestāde, kur ir iespējams iegūt akadēmisko grādu cilvēka-datora mijiedarbībā ir Igaunijas Mākslas akadēmija (Interaction Design – Estonian Academy of Arts, 2019). Spēļu dizaina izglītības programma pieejama arī Latvijā - bakalaura grāds Datorspēļu dizainā un grafikā Ekonomikas un Kultūras Augstskolā (Datorspēļu dizains un grafika - Ekonomikas un kultūras augstskola, 2019).

Augstākminētās studiju programmas tomēr nespēj nodrošināt videospēļu saskarņu dizaineru ar visām darbam nepieciešamajām zināšanām un prasmēm. Cilvēka-datora mijiedarbības dizaina izglītības programmas parasti neskar videospēļu jomu, kamēr videospēļu dizaina programmas vairāk ir domātas spēļu dizaina izstrādes prasmju apgūšanai kopumā. Saskarņu dizainam veltītais laiks tajās ir mazāks par vēlamo, nodrošinot tikai vispārīgas zināšanas šajā jautājumā. Tāpat saskarņu dizaina izstrādei nepieciešamās zināšanas daļēji var apgūt grafiskā dizaina vai tīmekļa lapu dizaina izglītības programmās, taču tajās parasti netiek apskatīta videospēļu specifika. Lietotāju pieredzes izpētes kompānijas *"Nielsen*

Norman Group" 2013. gadā publicētajā ziņojumā (Farell & Nielsen, 2013, p.47), tika analizēts pētījums, kura laikā tika aptaujāti 963 lietotāju pieredzes izstrādes speciālisti no dažadām sfērām. 90% aptaujāto ir iegūta viena vai vairākas augstākās izglītības, taču to jomas ir ļoti atšķirīgas - dizains (11%), psiholoģija (9%), komunikācija (9%), angļu valoda (9%), datorzinātnes (7%) u.c. Aptaujāto vidū speciālistu ar augstakās izglītības grādu cilvēka-datora mijiedarbības jomā bija tikpat daudz, cik teātra mākslā un ķīmijā – 0,7%.

Tāpēc liela nozīme saskarņu dizaina izglītībā ir zināšanu patstāvīgai apguvei, ka arī mentoringam jeb mācībām pie pieredzējuša industrijas speciālista. Plašs informacijas resursu un kursu klāsts ir pieejams arī tiešsaistē. Piemēram, vietnē *uxmastery.com* pieejamais saraksts uzskaita 113 dažāda apjoma kursus un lekcijas, kas tiešsaistē pieejamas gan par maksu, gan bezmaksas (Online UX courses, 2019). Realitātē šo kursu un lekciju daudzums ir vēl lielaks, jo *uxmastery.com* uzskaita resursus tikai angļu valodā. Patstāvīgai saskarņu dizaina apguvei ir gan plusi, gan mīnusi. No vienas puses, studentam ir iespēja iepazīties ar tiešsaistē pieejamo kursu saturu jebkurā diennakts laikā, un tie visbiežāk ir daudzreiz lētaki par augstākās izglītības mācību programmām. Šobrīd daudzi no šādiem kursiem piedāvā komunikāciju ar pasniedzēju un citiem studentiem, ka arī dokumentus, kas oficiāli apstiprina studenta iegūtās zināšanas. No otras puses, iesaistoties patstāvīgā zināšanu apguvē un projektu izstrādē risks nepabeigt darbu vai mācības ir augstāks. Patstāvīgo mācību motivācijas pētījumā 2016. gadā 65,5% no respondentiem kā mācību motivāciju norādīja mācību procesa brīvību, bet tajā pašā laikā 61,7% kā lielāko traucēkli norādīja laika trūkumu (Song & Bonk, 2016).

Neskatoties uz formālās izglītības kvalitāti vai pašdisciplīnu patstāvīgajās mācībās, saskarņu dizainā vienlīdz svarīgi ir gan informācijas kvalitāte, gan zināšanu pielietojums praksē.

Videospēļu izstrādātaju aptaujas analīze
Video game developer survey analysis

Videospēļu izstrādātaju aptauja "Videospēles grafiskās saskarnes projektēšanas pieredze" tika veika laika posmā no 2019. gada marta līdz 2019. gada oktobrim. Izstrādātājiem tika uzdoti deviņi jautājumi, kas deva ieskatu respondentu profesionālajā pieredzē, ka arī ļāva noskaidrot viņu viedokļus par saskarņu dizaina izstrādes procesu un formālās izglītības nepieciešamību šajā sfērā. Anketēšana tika veikta anonīmi, izmantojot *Google Forms* resursu. Informācija par iespēju piedalīties aptaujā tika izplatīta sociālajos tīklos *Facebook* un *Twitter*, izvietojot to tematiskajās lapās (piemēram, Baltijas spēļu izstrādātāju un Latvijas spēļu izstrādātāju asociācijas *Facebook* grupās). Izmēģinājuma pētījuma rezultāti (n=50) tika prezentēti 2019.gada aprīlī (Romančenko, 2019).

Izstrādātāju aptaujas par videospēļu grafisko saskarņu projektēšanas pieredzi ietvaros kopumā tika analizētas 55 videospēļu izstrādes industrijas pārstāvju anketas. Anketēšanā piedalījās respondenti vecumā no 18 līdz 47 gadiem (22 speciālisti no Latvijas, pārējie 33 – no citām pasaules valstīm: Igaunija – 9, Lielbritānija – 5, Lietuva – 4, Vācija – 3, Portugāle – 3, ASV – 2, Itālija – 1, Dānija – 1, Brazīlija – 1, Kanāda – 1, Filipīnas – 1, Azarbaidžāna – 1, Kolumbija - 1). Aptaujā piedalījās gan spēļu izstrādātāji ar nelielu darba pieredzi – 58% ir no viena līdz trīs gadu pieredze, gan pieredzējuši speciālisti – 22% ir no četru līdz sešu gadu ilga darba pieredze videospēļu izstrādes jomā, atlikušajiem 18,2% tā ir ilgāka par septiņiem gadiem.

No aptaujātajiem industrijas pārstāvjiem tikai viens respondents nosauca darbu pie grafiskās saskarnes projektēšanas par savu galveno lomu videospēles izstrādes procesā. Aptaujāto vidū 31,1% bija videospēļu programmētāji, 27,9% - spēļu dizaineri, 21,3% nodarbojas ar videospēļu grafisko dizainu. Atlikušie 19,7% respondentu pārstāv projekta vadītājus, skaņu inženierus un videospēļu testētājus.

Neskatoties uz bagāto darba pieredzi, tikai 42,9% respondentu ir viņu darbības jomai atbilstoša augstākā izglītība. 56,1% apguva nepieciešamas zināšanas un prasmes pašmācības ceļā. Ņemot vērā iepriekšminētos rezultātus par darba pieredzes ilgumu, šie skaitļi parāda, ka ievērojama videospēļu izstrādātāju daļa darbam nepieciešamās zināšanas un prasmes apgūst pašmācības ceļā.

Videospēļu izstrādātāju viedoklis par augstākās izglītības nepieciešamību saskarņu dizaina jomā ir salīdzinoši vienots – 67.9% uzskata, ka izglītība ir nepieciešama, taču ir aizvietojama ar pieredzi un patstāvīgu zināšanu apgūšanu. Šis rādītājs sasaucas ar jautājuma atbilžu rezultātiem par nepieciešamo zināšanu patstāvīgu apgūšanu – 57% respondentu apguva amatam nepieciešamās prasmes tieši šādā veidā. Tikai 1,8% (viens cilvēks) piekrīt, ka augstākā izglītība ir viennozīmīgi nepieciešama videospeļu grafisko saskarņu projektēšanai. 21,4% aptaujāto uzskata, ka labas grafiskā dizaina zināšanas ir pietiekamas šim darbam, kamēr 8,9% ir pārliecināti, ka šo uzdevumu var paveikt jebkurš.

Tikai 21,8% respondentu atzīmē, ka viņu videospēļu izstrādes komandā ir speciālists, kas nodarbojās pārsvarā tikai ar saskarnes dizainu. 78,2% gadījumu saskarnes dizainera lomu pilda grafiskais dizaineris vai spēles mākslinieks.

Neskatoties uz to, ka tikai viens respondents par savu galveno lomu videospēļu izstrādes procesā nosauca saskarnes dizainu, 33,3% no aptaujātiem ir pilnībā veidojuši saskarnes dizainu vismaz vienā no saviem projektiem un 28,1% ir strādājuši pie kādas no saskarnes dizaina daļām, 33,3% ir piedalījušies saskarnes dizaina izvērtēšanā, testēšanā vai vismaz apspriešanā.

Lai gan 8,9% aptaujāto uzskata, ka speciālās zināšanas saskarnes projektēšanai nav nepieciešamas, neviens no respondentiem nenovērtēja videospēļu grafisko saskarņu izstrādes procesu kā viennozīmīgi vienkāršu. 29,1% atzīst, ka tas nenoliedzami ir sarežģīts process, kamēr 70,9% uzskata, ka procesa sarežģītības pakāpe ir atkarīga no projekta apjoma.

Izvērtējot saskarnes izstrādes laiku no personīgas darba pieredzes perspektīvas, 50,9% respondentu aprēķināja, ka grafiskās saskarnes izstrāde aizņem vidēji 10-25% no visa projekta grafiskajam dizainam paredzētā laika. 27,3% aptaujāto saskarnes izstrāde aizņēma vidēji 25-40% no darba pie visas spēles grafikas. 20% šis process ir visai ātrs - mazāk nekā 10% no kopējās grafikas izstrādes. Izvērtējot šos rādītājus, būtu nepieciešama dziļāka konkrētu projektu izpēte, jo šos skaitļus ietekmē daudzi faktori. Piemēram, mobīlās videospēles saskarne var sastāvēt no dažām pogām un skaitļu rindām (šāda tipa saskarnes izstrāde aizņem maz laika), taču spēles grafiskā daļa var būt sarežģīta modelēšanas un animācijas ziņā (procentuāli aizņems daudz vairāk laika).

Secinājumi
Conclusions

Dizaineru profesionālo kompetenci nosaka dizaina procesa organizēšana, kas lietotāja saskarņu izstrādes gadījumā ir radošs komandas darbs. Dizaina domāšanas posmi atklāj dizaineram nepieciešamo zināšanu un prasmju kopumu, ko raksturo starpdisciplinaritāte. Spēja rīkoties starpnozaru kontekstā ir būtiska videospēļu izstrādātājiem, jo jauninājumi spēļu attīstībā ietver mākslas, spēļu dizaina un tehnoloģiju komponentes.

Dizaina starpdisciplinaritāte un dažādu nozaru speciālistu sadarbība padara problēmas definēšanu, izpēti, procesa modelēšanu, gala rezultāta izstrādi un tā integrāciju visaptverošāku, līdz ar to arī efektīvāku un ilgtspējīgāku.

Pieredzes dizaina un lietotāju saskarņu dizaina izglītības iespēju izpēte apliecina videospēļu saskarņu studiju programmu nepieciešamību, īpaši Latvijas kontekstā. Tā kā tradicionāli studiju programmas izstrādā šauri orientētai specializecijai, lietotāja saskarņu dizaina apguvē būtu mērķtiecīgi izstrādāt studiju moduļus, kas paredz apgūt gan grafikas, gan spēļu dizaina, gan programmēšanas prasmes.

Videospēļu izstrādātāju aptaujas rezultāti pierāda prakses lomu profesionālās pieredzes pilnveidē.

Summary

The need for diverse knowledge and skills in the work of a designer is a problem in vocational education, which mainly focuses on the artistic aspect of design. The aim of this article is to analyze the specifics of User Interface Design (UI), its relation to User Experience Design (UX), to determine the User Interface designer professional skills and how to acquire them. Research methods - theoretical: literature research; empirical - questionnaire.

An important part of design thinking is creative teamwork as well as learning through collaborative experimentation. Interdisciplinarity in design and collaboration between

professionals from different disciplines make problem definition, research, process modeling, end result design and integration more comprehensive, and thus more effective and sustainable.

The professional competence of designers is determined by the organization of the design process, which in the case of the development of User Interface Design is creative teamwork. The stages of design thinking reveal a set of knowledge and skills that a designer needs, characterized by interdisciplinarity. The ability to act in a cross-sectoral context is essential for video game developers, as innovation in game development includes art, game design and technology components.

Exploring educational opportunities in Experience Design and User Interface Design demonstrates the need for Video Game Interface study programs, particularly in the Latvian context. As the curriculum is traditionally designed for narrowly focused specialization, it would be appropriate to develop study modules for User Interface Design that include both graphics, game design and IT programming skills.

The results of the video game developer survey demonstrate the role of practice in improving professional experience.

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FORMATION AND DEVELOPMENT OF CHILDREN'S SKILLS OF IMROVISATION AND COMPOSITION AT SOL-FA LESSONS

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Abstract. *A lot of music researchers consider musical improvisation and composition to be a mutually supplementing processes (Alperson, 1984; Sloboda, 1988; Sarath, 1996). Improvisation actively stimulates the development of children's creative abilities. It stirs the imagination, develops musical ear, emotional receptivity, and the skill of embodying images into new consonances, musical colors (Azzara, 2008; Solis & Nettl, 2009; Burton & Taggart, 2011).*
During the process of improvisation learners spontaneously express their musical ideas and interact with musical content, while during the process of composition it is possible to stop, to think everything over, to correct something and change it. Improvising and composing at sol-fa lessons are classified as kinds of creative music making.
This paper is concerned with the analysis of the types of creative tasks at group classes on sol-fa, as well as with the comparison of different approaches to and methods of the formation and development of creative skills in improvisation and composition in the initial stage.
Research aim: to determine and characterize the specific features of using improvisation and composition at sol-fa lessons in the initial stage.
Research methods: the analysis of pedagogical experience, the comparison of contemporary methodologies for teaching improvisation and composition.
Key words: *composition, improvisation, musicking, skills, sol-fa,*

Introduction

Teaching skills of composing and improvising music is one of the most effective meansfor developing children's musical thinking and the whole complex of their musical abilities. During such lessons learners start hearing music in a differentiated way, and they learn not merely to reproduce the given melodies, but "to play" with intonation complexes, build definite forms from them, e. g. to get to the very core of the emergence of musical art. Skills of improvising and composing music should be taught as early as possible, since these kinds of musical activity help children to show which of the taught musical conceptions they perceive and understand.

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J.H. Wiggins (Wiggins, 1994) has singled out four reasons why children should be taught to compose music:

1. Children have congenital creativity.
2. Composing music can support children to become proud of their musicality.
3. Composition is an excellent tool to teach musical concepts and to reinforce the preexisting ones.
4. The analysis of children's compositions offers teachers insights in developing understandings of musical concepts.

A learner who is making music is open to a spiritual communication. And in this factor lies thedeepest sense of systemic and purposeful music lessons, which provide learnerswith a perfect method for self-actualization as well as for getting to know the world around them. The development of a creative ability to freely express one's own musical thoughts is the task of a teacher of any specialization.

The contemporary research gives quite a lot of attention to assessing improvisation and various approaches to involving students in composing music (Kaschub, 1997; Hickey, 2012; Randles & Stringham, 2013; Azzara, 2015; Azzara & Snell, 2016). P. Webster (Webster, 1990) analyzes literature on assessing creative thinking in music. S.C. Shewan (Shewan, 2002) has described possibilities of teaching students from a school curriculum which makes available composing for all studentstaught according toinstrumental music program. However, the issues of improvisation and composition at sol-fa lessons have been studied insufficiently and therefore remain open to discussion and are topical.

Research aim: to determine and characterize the specific features of improvisation and composition, and their use during sol-fa lessons at the initial stage.

Research object: the process of forming and developing creative skills at sol-fa.

Research methods: the analysis of pedagogical experience, the comparison of contemporary methodologies for teaching improvisation and composition.

Improvisation and Composition in Music

Many music researchers consider musical improvisation and composition to be mutually supplementing processes (Alperson, 1984; Sloboda, 1988; Sarath, 1996). This statement is based on the assumption that composition and improvisation are both creative processes (Kiehn, 2003).

The process of composing music allows for thinking over, developing and changing the final variant of the created piece, while the process of improvisation presumes spontaneity and there is no time as such for thinking it over (Kratus, 2012). Nevertheless, improvisation (from Latin *improvises* – unexpected, sudden, unforeseen) is created in the regime of a real time and does not offer the opportunity to repeat or correct something, therefore it has never been written down as a composition. G. Tsyipin defines musical improvisation as a form of a productive artistic activity resulting in a new composition (Tsypin, 2003).

A lot of researchers (Azzara, 2008; Solis & Nettl, 2009; Burton & Taggart, 2011) assert that we all come into the world as improvisers. Improvisation underlies the communication between humans, e. g. in a conversational speech, in the language of movements, colors, sounds, and therefore it is more typical of a human than an activity done according to a previously prepared program. The spontaneous perception of the world around us so typical of children, and their vivid imagination – are a fertile soil for the development of their natural ability to improvise. Improvisation actively stimulates the development of children's creative abilities. It stirs theimagination, develops musical ear, emotional receptivity, and the skill of embodying images into new consonances, musical colors.

At the same time, improvisation can be the first step made towards the process of composing, since it allows to accumulate the necessary knowledge, skills and abilities for composing. The impetus for composing and a musical compositional form are typical of both composition and improvisation.

Creative Tasks at Sol-Fa Lessons

Improvisation and composition of music at sol-fa lessons are attributed to creative types of music making. C. Small (Small, 1998) considers that musicking is any activity that relates to music. In this paper the term *musicking* is applied to the creative types of activity – improvisation and composition.

The contemporary music pedagogy distinguishes different forms of a creative musicking at group lessons on sol-fa. They are:

- different kinds of one-voice vocal improvisation: singing up to a tonic, improvisinga reply phrase, improvising a melody fragment (the end or the omittedbars);
- improvising a melody on the given rhythm pattern;
- improvising a melody on the given poetical text;
- composing a rhythmic accompaniment to a melody;
- genre transformations of a theme;
- composing a melody in a definite genre, character by using the given means of expression;
- composing variations on the given theme;
- composing a melody on the interval or chord under study;
- choosing accompaniment for a melody.

We recommend to do creative tasks during the lesson at first. A teacher has to explain every task in detail and to give one's own examples. The melodies offered to children have to be analyzed, since a collective discussion of compositions is very useful.

Vocal Improvisation

Both the children who can sing well and children whose intoning is poor, and who cannot properly control their voice willing improvise vocally.

When improvising vocally, a learner feels relaxed, he does not have to imitate the singing of others, which often is not quite easy to do. When singing his own melody, a child is not afraid to sing it incorrectly and thus demonstrate his ineptitude.

Composing of musical replies and singing up to a tonic help a teacher to check how a learner has acquired the concept of a tonic. Exercises where in the offered melody learners have to finish singing the last sound – a tonic will help to reinforce the initial perception about a tonic (See Figure 1 and Figure 2). It is desirable that this melody should be unknown to learners.

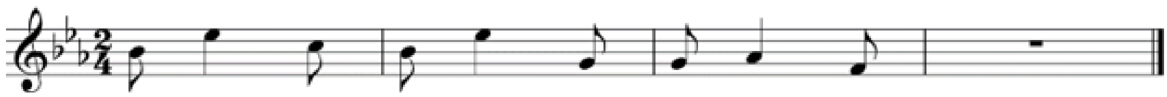

Figure 1 ***A fragment from music by Giovanni Battista Pergolesi***

Figure 2 ***A fragment from music by Franz Peter Schubert***

It is desirable that exercises where a learner has to finish singing the final sound or a final bar should be done several times, so that the learners could more consciously learn to finish the melody with a tonic. Exercises gain a more creative character at the moment when learners are offered to complete composingthe lastphrase: they have to find no less than two-three different melodic endings (See Figure 3).

Figure 3 ***Exercises for completing to compose a melody up to a tonic***

When improvisation of different ends has been finished, it would be interesting for learners to hear the original variant. Attention will be focused on the fact that every time different melodic “roads”, as a rule, lead to one and the same sound – a tonic.

Vocal improvisation allows a teacher to hear every child individually, which is essential at sol-fa group lessons.

Improvisation on the given rhythmic pattern or *on the chosen theme* is done by vocalizing (without note names). By way of beating rhythm, learners can be offered to choose texts of their favorite poems for composing melodies in a duple-time or in a triple-time.

Work on *improvisation on a definite intonation* is very interesting. At first, learners have to acquire separate intonations (semi-tone, perfect fourth, intonation of the fifth – V-I degrees, intonation of a triad etc.) well. Then they are offered to sing a melody which begins with the given intonation (e. g. with a perfect fourth). Gradually, upon acquiring intonation, learners compose melodies (by vocalizing) in which the given intonation may be at the beginning, middle or end of the melody. Besides, the melody must be in the major or minor key and must have a clear structure.

Composing Melodies in the Given Musical Genre

Vocal improvisation can be practiced on the examples of the basic musical genres included in the curriculum – a march, dances (polka and waltz) and songs. The best melodies have to be varied by using the simplest means of variation – change of a mode, measure, time, register, bowing, and also by imparting to them features of one or another genre. Learners don’t find it difficulttoselecttheir own rhythmic accompaniment to such improvisations on the percussion instrument.

Learning of musical repertoire creates the basis for learners’ understanding the content, and structure (beginning, middle, and end) of their own musical improvisation. The accumulation of analysis-based knowledge lays the foundation for the creation of different rhythmic patterns and sequences, for the understanding of a discord and resolving a harmony within the context of the whole.

When learning a musical repertoire, learners have to understand and creatively use different harmonic, rhythmic and expressive elements of music language. By learning melodic, rhythmic and harmonic “formulas” and phrases of different genres, learners fill up their “moneyboxes”. All this is aimed at enabling learners to use their musical stock in futurefor creating their own compositions. When improvising and composing, learners include in themselves constantly extending musical repertoire, creating, in addition, their own musical themes.

Christopher D. Azzara and Alden H. Snell (Azzara & Snell, 2016) consider that improvisation must take the central place in the educational process and must become more important in the curriculum of music. On the basis of a research survey, these authors single out six elements – repertoire, vocabulary, intuition, reason, reflection, and examples which contribute to awhole and comprehensive creative process, which, in turn, inspires spontaneous and meaningful music making. At acquainting learners with a musical repertoire, these authors recommend learning solo improvisation and excerpts by ear. *Through use of their intuition and reason, students can learn to create and improvise music spontaneously* (Azzara & Snell, 2016, 10).

During the process of improvisation learners spontaneously express their musical ideas and consciously interact with musical content. Improvisational exercises are used for creating musical materials which lead to composition. Christopher D. Azzara maintains that *improvisation means that an individual has internalized a music vocabulary and is able to understand and to express musical ideas spontaneously, in the moment of performance* (Azzara, 2002, 172).

Composing Simple Variations on the Given Theme

Learners are given a small and simple melody and they are asked to write a variation on this theme. By transmitting their experience of analyzing artistic musical pieces to a composition, learners define the character (possibly a genre), mode and time of the melody. When intervals are studied, to reveal their typical intonation-expressive potentials, a teacher can offer themes on the given interval or a subsequent composing of melody variants byusing the intervals studied.

Any change in the character of pitch, rhythm, register, bowing, timbre, time and dynamics can serve as a means for varying a musical material. Different types and kinds of figuration are means of variation (see Fig. 4):

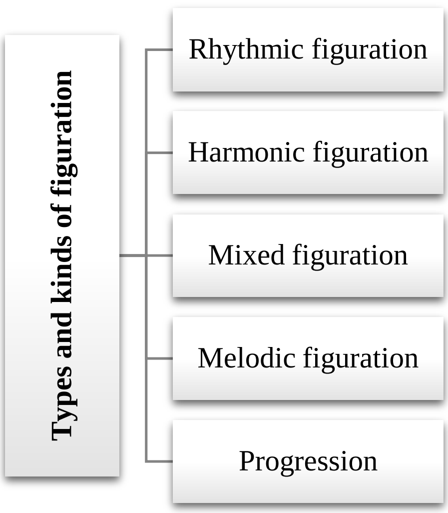

Figure 4 ***Types and kinds of figuration***

- rhythmic figuration – frequent repetition of sounds, intervals and chords on one pitch;
- harmonic figuration – arpeggio motion upwards, downwards or wave-like along the sounds of one harmony;
- progression – motion of chords upwards, downwards, wave-like on the basis of a definite harmony;
- melodic figuration – scale-like and trill-like motion on the basis of one harmony;
- mixed figuration – a combination of different figurations.

Composing the accompaniment for a melody

The skills of choosing the accompaniment will enhance the formation of self-dependence, awaken learners' need for music making and will teach them to use their knowledge in practice. It would be advisable to start teaching learners how to select the accompaniment only after they have gained some experience and skills of playing the piano with both hands. Before that, work should be confined to playing melodies of the taught songs with one hand from different sounds. This form of work develops ear, memory, teaches thema keyboard, and is a preparatory stage for learning to select the accompaniment. Then work can be continued by acquainting the learners with the simplest accompaniment on the suspended tonicfifth. The harmonic base of song melodies in most cases is simple and uniform. Its structure is often based on a chain of recurring pieces (i. e. chains of repeated chords). When listening and analyzing the offered melody together with learners, it is essential to determine the moment of the change of the first consonance, and then, changing by turns the simple chords in the tonality (T - S – D), select the appropriate one. The learner must gradually enlarge the "vocabulary" of harmonic melodies, and they must be reinforced in different variants and combinations.

Composing original melodies

Teaching the basics of musical composition can be started at any age and by applying different work forms. The main thing is learners' need to create. Creative tasks should be done step by step, avoiding too great diversity of musical expressive means and artistic images.

The course of *Solfeggio* envisages also tasks in composition. Learners use initial knowledge of sol-fa (sound, writing down notes, intervals, chords, melody – structure etc.) and music making (sheet reading, to finish composing phrases, sentences, selection by ear, a. o. kinds). Theknowledge of musical expressive means, of regularities in expressing a musical idea in both speech and melody, of the balance within the created phrase is reinforced and systematized.

The major task in composition is to learn how to construct musical themes, melodies. The basis for a composition is the "image" – a mood, picture, literary text, one's own situation, favorite toys, animals. For this image, means of expression and the plot of development are selected and the form is established. The principle of constructing on the given them is also applied. For example, the theme "A triad" or "Symmetry", composing or constructing a melody, and then finding a name, image for the sounding. The best samples are written down.

Working with learners on compositions, G. Schatkovsky (Shatkovsky, 1986) singles out five rules for creating musical pieces of any genre:

1) A minimum of means – a maximum of expressiveness (beauty and sense are the main things).
2) Unity of rhythm: any beautiful melody is constructed in a way that one rhythmic pattern –a core – passes through it.
3) Unity of intonation: as a rule, the theme "grows out" of one intonation "corn".
4) Recurrence of a musical construction: motifs, phrases, sentences which the theme consists of recur either without any changes or with some changes in the pitch or rhythm (variation and sequences).
5) Originality of a melody: it must have some special feature, some specific character.

A tripartite form is the easiest one to write a composition in. From learning to establish the form of musical pieces, the learners know that the changes in the character of music relate to changes in expressive means of music, therefore, at giving first tasks, it is necessary to establish the changes in one of them: genre, mode, and tempo.

Everything that the learner knows and hears must find its practical application. It stimulates the interest in the taught material and enhances comprehension of the language of music.

Conclusion

- Undoubtedly, lessons in improvisation and composition are very important for educating and teaching in the sol-fa class. They are oriented towards the development of learners' musical-creative skills, of their musical-imaginative fancy, musical thinking and towards exploring the process of composing music.
- In sol-fa lessons at the initial stage, the following types of creative tasks can be used: vocal improvisation, improvisation on the given rhythmic pattern or on the chosen theme, improvisation on a definite intonation, composing melodies in the given musical genre, composing simple variations on the

given theme, composing the accompaniment for a melody and composing original melodies.

- Lessons in composition allow studying music much deeper and broader, to much subtler feel the specificity of musical expressiveness, clearer understand the content of musical pieces, and they provide the opportunity for a creative development based on creating musical images and composing music.

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