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**SKOLU PEDAGOĐIJA**  
*SCHOOL PEDAGOGY*





**СОДЕРЖАТЕЛЬНАЯ ХАРАКТЕРИСТИКА  
ДИДАКТИЧЕСКИХ УСЛОВИЙ ФОРМИРОВАНИЯ  
ПОЗНАВАТЕЛЬНЫХ УНИВЕРСАЛЬНЫХ  
УЧЕБНЫХ ДЕЙСТВИЙ ПОСТАНОВКИ И  
РЕШЕНИЯ ПРОБЛЕМЫ И ПУТИ ИХ РЕАЛИЗАЦИИ  
В ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ  
НАЧАЛЬНОЙ ШКОЛЫ**

*The Content Characteristic of the Didactic Conditions for the Formation of Cognitive Universal Educational Activities for the Formulation and Solution of the Problem and the Ways of Their Implementation in the Educational Activity of the Primary School*

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***Abstract.** In the article the actual problem of increasing the efficiency of the process of formation in cognitive universal educational actions of setting and solving the problem in junior schoolchildren is considered. The article contains the described and described didactic conditions for the formation of cognitive universal educational activities for the formulation and solution of the problem in younger schoolchildren. The pedagogical experience of the implementation of each didactic condition is represented through the constructed and tested teaching problem tasks. The carried out research, the analysis of its results made it possible to obtain data on the significance of the implementation of the didactic conditions for the formation of cognitive universal educational activities for the formulation and solution of the problem in younger schoolchildren in the educational activity of the primary school.*

***Keyword:** didactic conditions, cognitive universal educational actions of statement and the decision of a problem.*

**Введение**  
*Introduction*

Актуальность проблемы, рассматриваемой в настоящей статье, объясняется необходимостью формирования у младших школьников познавательных универсальных учебных действий постановки и решения проблемы в образовательной деятельности начальной школы на основе

реализации Российских Федеральных государственных образовательных стандартов начального общего образования (ФГОС, 2011).

Решение обозначенной проблемы невозможно без осознания педагогами-практиками потребности в знании и применении в образовательной деятельности совокупности дидактических условий, направленных на становление у младших школьников познавательных универсальных учебных действий «постановка проблемы» и «решения проблемы».

На данном этапе логика рассуждения ориентирует нас на формулировку следующих вопросов: «Какова совокупность дидактических условий формирования познавательных универсальных учебных действий постановки и решения проблемы у младших школьников?», «Каковы пути реализации данной совокупности дидактических условий в образовательной деятельности начальной школы?»

Таким образом, цель данной статьи заключается в теоретическом описании комплекса дидактических условий формирования познавательных универсальных учебных действий постановки и решения проблемы у младших школьников и эмпирическом осмыслении педагогического опыта реализации каждого из выявленных дидактических условий в образовательной деятельности начальной школы.

Методами исследования являются теоретический анализ литературных источников, педагогический эксперимент.

### **Теоретическая основа темы** *The theoretical background*

Теоретической основой данного исследования служат следующие теоретико-методологические положения:

- познавательные универсальные учебные действия постановки и решения проблемы являются сложными обобщёнными интеллектуальными умениями, в структуру которых входят перцептивные, имагинативные, мыслительные, речевые умения, приёмы и операции (Solovyeva & Smirnova, 2016);
- «умение формулировать проблему» сводится в образовательном процессе начальной школы к «осознанию противоречия» младшими школьниками, а также «постановке обобщенного проблемного вопроса» совместно с педагогом; «умение решать проблемы» включает в себя следующие структурные компоненты: «умение выдвигать предположения, первоначальные идеи»,

«умение доказывать гипотезы», «умение проверять доказанные гипотезы» (Solovyeva & Smirnova, 2016).

Осмысление литературных источников позволило сделать вывод об отсутствии в научно-методических работах совокупности определенных дидактических условий, направленных на становление у младших школьников познавательных универсальных учебных действий постановки и решения проблемы (Махмутов, 1995); (Давыдов, 1996); (Асмолов, Бурменская, & Володарская, 2008) и др.

Известно, что «совокупность условий некоего явления создаёт среду его формирования, от которой зависят и сами условия». (Философский энциклопедический словарь, 1983: 893). Иными словами говорить о значимости влияния дидактических условий на процесс формирования УУД постановки проблемы и решения проблемы у младших школьников можно только в том случае, когда речь идет об их совокупном характере реализации в образовательной деятельности начальной школы.

В качестве первого дидактического условия формирования познавательных учебных действий постановки и решения проблемы выступает использование технологии интеллектуально-развивающего обучения, базирующейся на ряде принципов. (Соловьева, 1999).

Согласно принципу *сопряженной реализации развивающей и образовательной функций урока* формирование интеллектуальных умений по постановке проблемы и по ее решению осуществляется посредством учебных проблемных заданий развивающих у младших школьников аналитико-синтетическое восприятие, творческое мышление и воображение, так как именно эти интеллектуальные образования лежат в основе структурных составляющих названных универсальных учебных действий.

Второй принцип технологии интеллектуально - развивающего обучения - *обмен субъективным опытом между учителем и обучающимися* базируется на двуединстве целей учения: объективной цели учителя и субъективной цели обучающегося.

Первая характеризуется тем, что учитель опережающее анализирует проблемную ситуацию, рефлексировав её воздействие на потребностно-личностный компонент интеллектуальных структур (мышление, воображение, восприятие). Субъективная цель учения состоит в признании младшим школьником лично-значимой проблемной ситуации, позволяющей ему осознать противоречие, сформулировать совместно с учителем обобщенный проблемный вопрос и решить сформулированную проблему.

Центральное место в технологии интеллектуально-развивающего обучения применительно к формированию умения формулировать

проблему и решать проблему занимает *принцип подготовки успешности выполнения школьниками развивающих заданий за счет обеспечения у них антиципации искомого.*

Соблюдение данного принципа в образовательной деятельности имеет важнейшее значение для процесса формирования сложных интеллектуальных умений по постановке и решению проблемы (умений осознавать противоречия, выдвигать предположения, доказывать гипотезы), так как именно антиципация при выполнении учебного задания позволяет младшему школьнику обнаружить нужное направление мысли за счет трех разновидностей предвосхищения: «словесно оформленное предвосхищение», «предвосхищение на уровне невербального поиска и «эмоциональное предвосхищение» (Тихомиров, 2002: 98).

Четвертый принцип технологии интеллектуально-развивающего обучения – *принцип внешней и скрытой опосредованной педагогической коррекции* нацеливает на необходимость неоднократного разрешения проблемных ситуаций под руководством учителя. Только систематическое выполнение подобных заданий способствует осознанию младшим школьником противоречия, формулировке совместно с учителем обобщенного проблемного вопроса, выдвижению противоречия, доказательству и проверке гипотезы.

В качестве второго дидактического условия формирования познавательных универсальных учебных действий постановки и решения проблемы обозначим речевое управление процессом постановки и решения проблемы посредством развития у младших школьников логичности речи. Характеристика второго дидактического условия возможна лишь с опорой на следующие методологические позиции:

- формирование у школьника познавательных учебных действий постановки и решения проблемы происходит в его речевой деятельности, которая «есть одновременно мыслительная, познавательная деятельность субъекта» (Смирнова, 1976: 92);
- «у человека, владеющего речью, и все другие формы мышления (наглядно-образное и наглядно-практическое) осуществляются на языковой основе, актуализируясь, в дальнейшем в виде скрытой или внутренней речи» (Соловьева, 1999: 6);
- формирование у младших школьников умений «формулировать проблему» и «решать проблему» может осуществляться как путём прямого (воздействие на мыслительные операции обучающихся путём специальных указаний), так и косвенного (через специальный подбор и организацию содержания учебного материала) педагогического воздействия на логичность речи младших школьников (Соловьева, 1999).

**Известно, что логичность речи определяется грамматическим строем языка, а именно, формой связей и сочетаний слов в предложении** (Кондаков, 1975). Выделяют два вида речевой логичности – предметная и понятийная. Предметная логичность заключается в соответствии смысловых связей и отношений в речи связям и отношениям реальной действительности. «Понятийная логичность есть отражение в семантических связях элементов речи, структуры мысли и её развития» (Грехнева, 1979: 116). Развитие предметной и понятийной логичности у обучающихся начальной школы «создаёт пространственно-временную непрерывность поля (Соловьева, 1999: 143) для перехода» от более простых структурных составляющих сложных интеллектуальных умений по постановке и решению проблемы к более сложным.

Для осуществления речевого управления процессом формирования познавательных УУД постановки и решения проблемы у младших школьников посредством развития логичности речи необходимо наличие внешнего речевого воздействия со стороны учителя, которое будет иметь вид информационного запроса в вербальной форме. Формой информационного запроса при организации образовательной деятельности младших школьников являются учебные задания, выполняющие роль тренировочных упражнений, направленных на развитие предметной и понятийной логичности речи младших школьников.

Третьим дидактическим условием формирования познавательных универсальных учебных действий постановки и решения проблемы у младших школьников является обеспечение визуализации проблемных ситуаций в образовательной деятельности младших школьников.

Под проблемной ситуацией понимается такая ситуация, «в которой имеется нечто имплицитно в нее включающееся, ею предполагаемое, но в ней не определенное, неизвестное, эксплицитно не данное, а лишь заданное через свое отношение к тому, что в ней дано... Отношение неизвестного, заданного, искомого к искомым данным проблемы определяет направление мыслительного процесса (Рубинштейн, 1958: 53). Другими словами визуализация проблемной ситуации субъектом делает видимым это отношение искомого к исходным данным и определяет направление поиска.

Реализация данного дидактического условия позволяет успешно формировать у младшего школьника сложные интеллектуальные умения по постановке и решению проблемы посредством включения «элемента чувственного непосредственно в структуру мысли ученика» (Соловьева, 1999: 191).

По мнению Т. А. Соловьевой, «чувственное познание младших школьников осуществляется при решении проблемных задач зачастую за счет процессов визуализации исходной информации, то есть представления

ее в виде изображений, которые преобразуются в сознании ребенка, помогая ему «увидеть» гипотезу, догадку» (Соловьева, 2017; 44).

На взаимосвязь мышления и восприятия справедливо указывал А. Р. Лурия говоря о существовании «ума, который работает с помощью зрения», т.е. умо-зрительно» (Лурия, 1981: 11). Младшему школьнику близок язык образов, однако, в данном возрасте образ предмета воспринимается размыто, без фиксации существенных деталей и подробностей (Люблинская, 1977: 136).

### **Результаты эмпирического исследования** *The results of empirical research*

Базой исследования являлись образовательные учреждения г. Пскова: МБОУ «Средняя общеобразовательная школа № 23 с углубленным изучением английского языка» и МБОУ «Многопрофильный правовой лицей № 8». В педагогическом эксперименте были задействованы 123 младших школьника со второго по четвертый классы начальной школы указанных образовательных учреждений. Целью эмпирического исследования являлась организация, проведения, обработка и интерпретация результатов выполнения младшими школьниками учебных проблемных заданий, сконструированных и апробированных с опорой на комплекс дидактических условий формирования познавательных УУД постановки и решения проблемы.

В образовательной практике начальной школы все три гипотетических дидактических условия формирования познавательных универсальных учебных действий постановки и решения проблемы реализовывались комплексно. Проиллюстрируем сказанное примером фрагмента урока математики в 3-ем классе по теме «Время. Единица времени – сутки» (УМК «Школа России», авторы М. И. Моро, С. В. Степанова, С. И. Волкова).

На данном уроке перед педагогом-практиком стояла профессиональная задача – в процессе образовательной деятельности обучить младших школьников измерять продолжительность суток с помощью часов и формировать у учащихся умение формулировать гипотезу, доказывать ее и проверять (УУД «решение проблемы»).

Учитель во время подготовки к уроку математики обнаружил, что учебный материал носит проблемный характер, так как привёл его самого к проблемному вопросу «Почему на циферблате часов стоят цифры только от 1 до 12?»

Для сопряженной реализации образовательной и развивающей функций урока (развитие аналитико-синтетического восприятия, воссоздающего воображения и формирование у школьников УУД решение

проблемы), педагог-практик сконструировал небольшой текст, раскрывающий особенности восприятия интервала времени, равного одним суткам, и осуществления измерения продолжительности частей суток с помощью часов.

*Задание. Прочитайте текст.*

*Сутки – единица измерения времени. В сутках 24 часа. Однако, на циферблате часов стоят числа от 1 до 12. Поэтому, называя время, приходится уточнять, утро сейчас, день, вечер или ночь.*

- Предположите, если сутки делятся на 24 часа, то почему на циферблате стоят цифры только от 1 до 12?

После текстового оформления учебного задания учитель, рефлексировав свой субъективный опыт по решению этой проблемы, косвенно передал его школьникам, подготовив наглядное пособие – чертеж модели числовых суток, обозначив на нем черным цветом цифры от 1 до 12, а красным цветом цифры от 12 до 24. Обеспечение визуализации проблемной ситуации в сочетании с предвосхищением на уровне невербального поиска было необходимо для того, чтобы «навести» школьников на правильное направление мысли по выдвижению ими догадки о двух половинах суток.

После чего педагог спрогнозировал возможные предположения, которые способны выдвинуть младшие школьники. Мыслилось выдвижение таких предположений, как: «Часы пришлось бы делать огромные», «12 делений удобнее, чем 24», «Так придумали в старину», «На циферблате часов показано только 12 цифр, потому что остальные 12 часов суток приходятся на ночное время, когда большинство людей спят и не смотрят на часы». Далее учитель спланировал перейти к формулировке гипотезы «Часовая стрелка делает за сутки двойной круг».

На уроке, в условиях эксперимента, было обнаружено, что в процессе выполнения задания большинство учащихся класса смогли (на своём уровне) повторить субъективный опыт педагога по формулировке гипотезы и сформулировать верную гипотезу: «Часовая стрелка делает за сутки двойной круг».

Далее последовал этап аргументации сформулированной гипотезы. С целью доказательства третьеклассниками правомерности выдвинутой гипотезы, т.е. формирования у младших школьников речевых умений - формулировать тезис (строить суждения) и аргументировать тезис (приводить ряд суждений, направленных на подтверждение истинности тезиса) необходимо было установить логическую последовательность суждений, поставив напротив каждого из предложений порядковый номер.

*Задание. Установи логическую последовательность следующих высказываний, указав напротив каждого из них порядковый номер.*

*Сутки делятся на две половины: до и после полудни*

*Alekseeva, 2018. Содержательная характеристика дидактических условий формирования познавательных универсальных учебных действий постановки и решения проблемы и пути их реализации в образовательной деятельности начальной школы*

*От 0 ч. до 12 ч по полудни - первая половина суток. □*

*Поэтому циферблат современных часов имеет 12 делений. □*

*Вследствие чего стрелки часов дважды занимают одно и то же положение. □*

*От 12 часов по полудни до 0 часов - вторая половина суток. □*

*Следовательно, за сутки часовая стрелка делает 2 полных оборота. □*

Успешному выстраиванию последовательной логической цепочки аргументов, подтверждающих сформулированную гипотезу, способствовало вербально оформленное предвосхищение решения проблемы в виде текста-подсказки, предшествующего выполнению данного логического задания.

Задание. Прочитайте текст.

*Современные часы - это наследники солнечных часов древнего Вавилона. Вавилоняне делили солнечный день на 12 равных частей (часов), поэтому их солнечные часы имели 12 делений.*

*Позднее к 12 часовому солнечному дню прибавилось 12 часов ночи, итого стало 24 часа. Теперь на 12 часов делилась не одна половина суток, а две: день (время от рассвета до заката) и ночь (время от заката до рассвета). Часы приходилось часто перенастраивать, так как дневное время отличалось от ночного. Поэтому было решено поделить сутки несколько иначе: на время до и после полудни. Это деление стало условным, а две половинки остались в сутках по традиции. Час был выбран в качестве единой меры времени.*

*Вследствие чего циферблат часов разбили не на 24 деления, а на 12. Поэтому за сутки часовая стрелка делает один полный оборот днём, а один – ночью. Таким образом, 12 цифр на циферблате современных часов - это отголосок того времени, когда наши предки делили сутки на дневное и ночное время.*

Таким образом, следуя четвертому принципу скрытой опосредованной педагогической коррекции, педагог-экспериментатор повторил создание ситуации эмоциональной активации в качестве словесно оформленного предвосхищения решения проблемы (третий принцип технологии интеллектуально-развивающего обучения).

Управление процессом формирования интеллектуального умения доказывать выдвинутую гипотезу, входящего в структуру сложного интеллектуального умения решение проблемы, осуществлялось с опорой на предметную логичности речи младших школьников.

Выполнение представленного выше логического задания демонстрировало формирование умения доказывать свою позицию, строя суждения и делая умозаключения об историческом происхождении разметки на часовом циферблате и наличии на нем только 12 цифр из 24, т.е.



осуществлять решение проблемы, сформулированной в виде проблемного вопроса: «почему на циферблате стоят цифры только от 1 до 12?». В процессе косвенного речевого управления процессом выдвижения гипотезы третьеклассники учились давать логичные ответы, грамотно аргументировать свои предположения без знания ими формальных правил логики, лишь посредством развития у них предметной логичности речи.

С целью формирования у младших школьников речевого умения «проверять доказанные гипотезы» в содержание данной образовательной деятельности было включено логическое упражнение на определение истинности или ложности утверждения, демонстрирующее развитие умения адекватно оперировать в речи кванторами общности или существования, используемых вместе с высказывательной формой.

Задание. Отделите истинные высказывания от ложных:

1. *Всякую часть суток можно определить только по времени, которое показывают механические часы (ложное)*
2. *Каждое положение стрелок механических часов соответствует двум частям суток (истинное)*
3. *Некоторые моменты суток удобнее определять с помощью электронных часов, чем механических (истинное).*

подавляющая часть третьеклассников, участвующих в эксперименте, смогла обнаружить истинные высказывания, установить ложность первого высказывания, сформулировав в качестве иллюстрации доказательства утверждение, обратное данному с опорой на речевые умения. Следовательно, педагогическое управление формированием у младших школьников речевого умения проверять доказанную гипотезу, входящего в состав УУД «решение проблемы» осуществлялось посредством выполнения ими операций квантифицирования.

Таким образом, организация образовательной деятельности в начальной школе с учетом реализации комплекса дидактических условий формирования познавательных универсальных учебных действий постановки и решения проблемы у младших школьников предоставляет педагогу-практику возможность сделать данный процесс педагогически управляемым.

### **Обобщение** *Conclusions*

Проведение теоретического анализа научной литературы позволило сформулировать следующие дидактические условия формирования познавательных универсальных учебных действий постановки и решения проблемы у младших школьников: использование технологии

интеллектуально-развивающего обучения; речевое управление процессом постановки и решения проблемы посредством развития у детей логичности речи; обеспечение визуализации проблемных ситуаций в образовательной деятельности младших школьников.

Первое дидактическое условие - использование технологии интеллектуально-развивающего обучения нацеливает на реализацию в образовательной деятельности начальной школы ряда принципов. Принципами технологии интеллектуально-развивающего обучения являются: принцип сопряженной реализации развивающей и образовательной функций урока; принцип обмена субъективным опытом между учителем и обучающимися; принцип подготовки успешности выполнения школьниками развивающих заданий за счет обеспечения у них антиципации искомого; принцип внешней и скрытой опосредованной педагогической коррекции.

Второе дидактическое условие - речевое управление процессом постановки и решения проблемы посредством развития у школьников логичности речи. Для осуществления второго дидактического условия необходимо наличие внешнего речевого воздействия со стороны учителя (учебного задания), выполнение которого будет способствовать развитию предметной и понятийной логичности речи младших школьников.

Третье дидактическое условие - обеспечение визуализации проблемных ситуаций в образовательной деятельности младших школьников. Реализация данного дидактического условия позволяет успешно формировать у младшего школьника сложные интеллектуальные умения по постановке и решению проблемы посредством включения «элемента чувственного непосредственно в структуру мысли ученика» (Соловьева, 1999: 191), что помогает школьнику «увидеть» гипотезу, догадку» (Соловьева, 2017; 44) при решении проблемной задачи.

Практическая значимость перечисленных дидактических условий формирования познавательных УУД постановки и решения проблемы у младших школьников состоит в том, что они могут быть реализованы в образовательной деятельности начальной школы только комплексно.

Проведенное эмпирическое исследование позволило установить следующую последовательность реализации педагогом-практиком комплекса дидактических условий формирования познавательных универсальных учебных действий постановки и решения проблемы у младших школьников.

Экспериментально было обнаружено, что практическая реализация комплекса дидактических условий педагогом первоначально предполагает конструирование учебного проблемного задания, направленного на развитие аналитико-синтетического восприятия, творческого мышления и

воображение, позволяющего создать пространственно-временную непрерывность поля для формирования сложных интеллектуальных умений по постановке и решению проблемы у младшего школьника (первый принцип технологии интеллектуально-развивающего обучения).

Разрабатывая задание проблемного характера рефлексивизирует выполнение им самим сложных интеллектуальных умений по постановке проблемы и ее решения (второй принцип технологии интеллектуально-развивающего обучения); обеспечивает антиципацию выполнения задания, способствующую выдвижению младшим школьником верной догадки (третий принцип технологии интеллектуально-развивающего обучения).

Далее задача педагога состоит в разработке наглядных пособий, использование которых позволит визуализировать проблемную ситуацию и определить верное направление мысли школьника по выдвижению им гипотезы (третье дидактическое условие). Подготовленное учителем проблемное учебное задание предлагается учащимся в образовательной деятельности. Последующее педагогическое управление процессом формирования у младших школьников сложных интеллектуальных умений формулировать и решать проблему осуществляется за счет развития логичности речи, построенной на взаимосвязи внутренней и внешней речи школьников (второе дидактическое условие). Именно учет данной взаимосвязи позволяет педагогу корректировать внутреннюю (мыслительную деятельность субъекта) и внешнюю деятельность (речевая деятельность субъекта в процессе выполнения им ряда логических операций), осуществляя четвертый принцип технологии интеллектуально-развивающего обучения).

### **Summary**

The urgency of the problem considered in this article is justified by the need for practitioners to realize the need for knowledge and application in educational activities of a set of didactic conditions aimed at the formation of cognitive universal educational activities in “junior schoolchildren” “posing a problem” and “solving the problem.”

The theoretical analysis of scientific literature made it possible to formulate the following didactic conditions for the formation of cognitive universal educational activities for the formulation and solution of the problem in younger schoolchildren: the use of technology of intellectual and developmental learning; verbal management of the process of setting and solving the problem through the development of logical speech in children; providing visualization of problem situations in the educational activity of junior schoolchildren.

The practical significance of these didactic conditions for the formation of cognitive methods of solving the problem in younger schoolchildren is that they can be realized in the educational activity of the primary school only in a complex manner.

The conducted empirical research allowed to establish the following sequence of realization by the teacher-practitioner of a complex of didactic conditions for the formation of

*Alekseeva, 2018. Содержательная характеристика дидактических условий формирования познавательных универсальных учебных действий постановки и решения проблемы и пути их реализации в образовательной деятельности начальной школы*

cognitive universal educational activities for setting and solving the problem in younger schoolchildren.

It was experimentally found that the practical implementation of a set of didactic conditions by the teacher initially involves the design of a learning problem task aimed at developing analytical-synthetic perception, creative thinking and imagination, allowing the creation of a spatio-temporal continuity of the field for the formation of complex intellectual skills in posing and solving the problem in the younger schoolchildren (the first principle of technology of intellectual and developmental learning).

Developing the task of a problem character reflects the fulfillment by him of complex intellectual skills for setting the problem and its solution (the second principle of technology of intellectual and developmental learning); ensures the anticipation of the assignment, contributing to the promotion of the correct guess by the younger schoolchild (the third principle of the technology of intellectual and developmental learning).

Further, the teacher's task is to develop visual aids, the use of which will make it possible to visualize the problem situation and determine the correct direction of the student's thoughts on his hypothesis (the third didactic condition). A problematic teaching task prepared by the teacher is offered to students in educational activities. The subsequent pedagogical management of the process of formation of complex intellectual skills in younger schoolchildren to formulate and solve the problem is carried out by developing the logicity of speech, built on the interrelation between the internal and external speech of schoolchildren (the second didactic condition). It is the account of this relationship that allows the teacher to correct the internal (mental activity of the subject) and external activity (the subject's speech activity in the process of performing a number of logical operations), implementing the fourth principle of technology of intellectual and developmental learning).

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# SHAPING SPIRITUALITY THROUGH CHILDREN'S LITERATURE INTENDED FOR PRIMARY SCHOOL – DISCUSSION OF SELECTED EXAMPLES

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**Abstract.** *The aim is to learn about the spirituality like a part of education. Spirituality is understood as values, attitudes and traditions choosing by man. It also refers to the integral, holistic upbringing of the human being. In this article, attention is paid to the comprehensive, multidimensional pupil development. This objective will be achieved by analyzing selected children's books. Short outline of the research problem and novelty.*

**Keywords:** *spirituality, children's books, reading, reading, reading, values, attitudes, traditions.*

## Introduction

The main goal of this article is to help us learn about the meaning of the integral upbringing for the education, of spirituality of a child and a person. The aim of the text is to explore how children's literature develops and shapes the spirituality of man, namely his attitudes, values and traditions.

The objective will be to present the obligatory reading materials selected by the author for primary school pupils and to conduct own research on the development and shaping of spirituality on the basis of selected children's literature - reading analysis.

## Clarification of the terms 'children's literature' and 'spirituality'

Childhood is one of the periods of life when a child acquires certain skills, when child becomes independent, when child meets the world around himself or herself. During this period it also builds a system of its own knowledge about the world, the other man and its own self (Boyd & Bee, 2008). Children live with adults, but their outlook on the world is different from that of carers (Brith & Malim, 2004). Pedagogues, literary critics and writers call him “the children's world” (Smolińska - Theiss, 2003). Everyone can move to this world even for a moment, using children's literature.

Literature “for children” and literature “for children and young people” has been widely understood as literary. The texts of this type books are intended to be used for only didactic and educational purposes (Bautsz - Sontag, 2013). Pedagogical Encyclopaedia of the 21st Century states that “literature for children and young people is a field of fine literature covering works addressed to young audiences” (Pilch, 2003). This aspect is distinguished by its characteristics. This includes a specific language, adapted to the recipient's skills and competences, a plot equipped with a certain dynamism and content rich in educational values. The heroes have character traits that allow for a clear classification. This literature often serves as teaching material for teachers (Pilch, 2003). Through this form of artism, children and young people can be taught not only linguistics, but also axiology, upbringing to values. We can ask whether school readings shape the spirituality of a person? To answer this question, it is necessary to give a description of what spirituality is.

Spirituality in common sense is understood as a “synonym of man's religion or belief or a special feature that allows him to experience” mystical “experiences (Marshal, 2013). Spirituality is a simple, indefinite term, as P. Socha argues, among others (Socha, 2000) that just as it is impossible to describe all spheres of human spirituality, due to the multitude of processes that lead people to “higher” achievements, it is impossible to grasp the very nature of spirituality.

M. Dziewiecki wrote that “spirituality is the ability of a man to understand himself, to know his own mystery, in other words, spirituality is a sphere in which a person looks for answers to the most important questions: who am I and why I live?” (Dziewiecki, 2005).

Spirituality Expert D. Fleming refers to spirituality in three aspects, such as habits (other translation it is our own traditions) attitudes and values. They give a specific direction of action, a vision of life, a reflective attitude to everyday life, a respectful attitude to the world and the hope for the full discovery of God - immortality (Fleming, 2013). Reflections on the area of spirituality allow us to state that it refers to the attitudes of man in his behavior, to the values he professes, as well as to the traditions to which he has clung and which he creates.

In this article, we will attempt to describe the spirituality described above, written by the Jesuit priest D. Fleming.

### **Reading in early childhood education**

The measure of the 21st century school is the satisfaction of the needs of a person living in a given reality, in a given society. An important issue in the organization of the education system is the emphasis on the development of universal and, at the same time, necessary values and skills for every human being. Education in today's world becomes the most important indicator of human

capital, on which depends economic, political, intellectual and moral success. “(Italy, 2011) Jan Hartman (Hartman, 2011) states that” what kind of society, what kind of school - which school, such a society”.

Primary education in Poland is characterized by integrated education. It has a rich tradition, and in Poland it was implemented to classes I-III with the reform of education in 1999. Integrated education is considered the most important element of the current school system. It provides the foundation and foundation for further stages of education, while ensuring regularity and unity of didactic and educational processes at later stages. He is to equip people with basic learning tools, such as reading and writing skills, speaking, counting, problem solving and basic content to understand the world in which they live. It also aims to facilitate the individual's gradual becoming a citizen of the world, but without losing his national roots; a citizen who actively participates in the life of the planet Earth, but also in the life of his nation, his local community” (Hanisz, 2000).

In our everyday life, we often meet with beautiful speech in content and form, which is an important aspect of our development (Grelowska, 2012). Reading brings many benefits. Because during elementary education a child learns to read slowly, a teacher at school plays an important role as a person who transmits content written in books. The choice of fairy tales read during the lesson requires the teacher to have a good knowledge of his students, because each of them can interpret the situation in a different way. Researchers note that these works play an important role in shaping sensitivity and empathy, social sensitivity and awareness (Grelowska, 2012). The clarity of the characters' characters teaches socially desirable attitudes. Courage, gratitude, respect for animals, love, sacrifice, contempt for avarice or lust for power - these are some of the characteristics of human figures that we pass through reading to children (Grelowska, 2012). Concentration on the fairy tale action also has its role: searching associations, subtexts, certain philosophical thoughts are invaluable for the child and its development, and early school and pre-school age is considered the most optimal for shaping psychological attitudes. The child to acquire simple, simple things that can be imagined, can experience these experiences through fairy tales, fairy tales or other literary works.

On the basis of the above, it can be concluded that reading in didactic-educational processes plays an important role.

Regulation of the Minister of National Education of 14 February 2017 On the core curriculum of pre-school education and the core curriculum of general education for primary school, including students with moderate or significant intellectual disabilities, general education in the first-cycle school, general education for a special school adapted to work and general education for post-secondary schools, it presents a reading canon valid at various stages of education. The list of books should be used as much as possible and appropriate to the needs



of students. Their value is such that prose and poetic works introduce literary works to Polish tradition and contemporary literature. These books can be found in library collections as well as in textbooks for primary education. Some of them will be analyzed in terms of shaping and developing the spirituality of the child.

For the purposes of this article, the most popular children's books in primary schools in Poland were selected. The books presented below are one of the classics of children's literature liked by children. These books are also on the reading list created by the Polish Mistryhood of Education.

### **Spirituality shaped and developed through school reading**

The first reading analyzed is "Children of Bullerbyn". This book was written by the Swedish writer Astrid Lindgren in 1947. It tells the story of a girl's adventure about Lisa and her friends living in Bullerbyn. This reading is the carrier of certain values. For the protagonist, material value is her siblings, the home in which she lives, as well as friends and acquaintances, as well as her own room. It is also said about grandfather, family member and health as a material value. Also appreciated are everyday objects - "A very clever man invented a bed because he really sleeps better in bed than in a haystack" (Lindgren, 2007). In another place attention is paid to knowledge as something valuable. Children go to school, learn and develop their talents. Elsewhere, reading refers to the value of money. Attention to the beauty of nature. This book also talks about friendship and the value of having fun, sharing time with others. Children spend time together, have fun, get to know each other, make contacts and make friends. The value of human work for others is also shown through the presentation of the competition - "We removed our fingers, sat down and looked at the shoemaker while he was making his shoes" (Lindgren, 2007). Children also value their siblings - "The most important thing is to have siblings at all" (Lindgren, 2007). These situations give the reader a reflection on whether he or she attributes value to certain phenomena, such as the characters of reading. Shaping the posture can also be found in the book "Children of Bullerbyn" by Astrid Lindgren. Mom said I had to keep the room in perfect order. So I try to do my best "(Lindgren, 2007). These words mean an attitude of concern for order and commitment, elsewhere attention is paid to helping children's parents in their daily duties. Principles of good manners, following an important etiquette and care for others, empathy and hospitality are also presented, attention is paid to taking care of and care for the animals, as well as to help the other person and to show cooperation between children, I was sitting in front of the fireplace in a chair on the pipe and I was terribly happy when we arrived "(Lindgren, 2007). These words indicate the joy of meeting the other person. Elsewhere, a description of the event was given, during which the children tried to make others have a good time. This can become

a source of motivation for the student to do something that will make others happy each day. Children also try to share what they want, to comfort others, help them in need, take care of animals and take care of them. Astrid Lindgren also points to some traditions in her book "Children of Bullerbyn". The heroine talks about her birthdays and Christmas. This indicates the importance of these days, the celebration of these family traditions. Another example is the annual celebration of Christmas greetings, where at school "on both sides there are Swedish flags, around a garland of birch twigs with lots of flowers around the world" (Lindgren, 2007). In another place, one speaks of listening to family stories. The book presents a description of the Christmas celebrations, customs prevailing during Christmas - "I do not know when Christmas starts somewhere else, but for us, children from Bullerbyn, Christmas begins on the day we bake gingerbread" (Lindgren, 2007). Waiting for the New Year also has its rituals for children from Bullerbyn. The heroes also visit their family - "The most pleasant thing during Christmas was a visit to Aunt Jenny" (Lindgren, 2007). Celebrating the April Fool's Day, the day when people joke and tempt. On the pages of the book there is also a note about the celebration of Easter in Bullerbyn: "I will tell you about the last Easter in Bullerbyn, grandfather's birthday and holy night, the description of these events allows the reader to discover certain customs prevailing in exceptional, special days for reading heroes, he can think then about your way of celebrating births and holidays.

Another example of reading at the first stage of education is the legend of Wanda Chotomska about Lech, Czechs and Rus. The three heroes are brothers who have lived for centuries. Oaks in their settlement have gained a special value. The oldest and, at the same time, the largest trees of this type were sacred and devoted to God, who guarded their settlement. A white horse grazed beside the tree, which was also a saint. In this legend, we see the spiritual value, which is Transcendence, and also the material value - trees and animals dedicated to it. Another reference to the values are horses, axes and leather pouches, in which there was a secret sign from Świątowit. Each brother received this equipment to start a new settlement in the world, unknown and start an adult life. Lech found a feather (material value) in the case that he got with the sign. He found the same feather in a forest clearing under an oak tree where there was a nest of eagles, which is why Lech read it as a signal from God and established his settlement there, called Gniezno. The items that each brother received, as well as the land they had then, have material value. This legend also teaches tradition. This album allows us to reach certain traditions that allow Poles to identify with the country, with certain traditions and explain why the eagle is the emblem of Poland, Gniezno the first capital and seat of the first rulers of our country, and also refers to the neighbors of Poland - Czechs and Russians whose names were taken from two brothers Lech. The legend about Lech, the Czech Republic and Rus' is also a

source of certain positive attitudes, most of all: the care of three brothers over their horses came from their father - "And everyone had to take care of their own horse. Feel and drink it, comb and arrange it so that the horse is clean and the horse is clean "(Chotomska, 2000), at the same time learning obligatory and working hard because he works with a horse, dealing with it is not a one-off act, but a process that must be performed every day, it also shows heroes who keep their word, and after receiving pockets none of them could admit to what was in them - "<<< I am a pen ... >> - surprised Lech. In silence, without a word, without revealing the secret "(Chotomska, 2000), and also teaching obedience to the other person, keeping the promise.

"Anaruk, a boy from Greenland" is another reading that arises at the first stage of school education. The book was written in 1937 by a Polish traveler and reporter Czesław Centkiewicz. It presents the fate of a twelve-year-old Eskimo, based on the facts observed by the author during his stay on land. The material value is provided by the area of Greenland itself, which is almost seven times larger than Poland, Eskimo clothing, which is adapted to the weather conditions there, houses that are their place of residence, provide shelter, and a tree - "tree is a real treasure" (Centkiewicz, 1988), because they can be used in many ways and, unfortunately, it is difficult to obtain them. The spiritual values of Inuit are, above all, agreement, unity, honesty, respect for the dignity of the other person and property, the ability to share what is. Material value is food, game, hunting and soup - the biggest delicacy. For Tugt, the father of the title character, material value is a gift - a steel knife offered by the narrator. Life is a material value, also valuable for them. This reading is filled with information about the lives of Eskimos. The viewer learns that these people actually lead a difficult, difficult but happy life. They can enjoy what they have to do, choose the right, reject the evil. Anaruk, a boy from Greenland "is a reading that also reveals tradition, especially in relation to the land on which the boy lives, which allows the viewer to get to know another culture and tradition, a different reality and confront it with what is known to him One of the rituals accompanying people living in the surrounding areas is hunting, on which Anaruk and his dad rode, Tugt, Anaruk, the title character of the book "Anaruk, a boy from Greenland", presents his person with a positive attitude - leadership skills, and despite the young age was strong and courageous, which made him proud, he easily made contact with others and thought about others. The Eskimos are also resourceful - "People from the Far North can somehow manage without a tree: the skin of the tent stretches on the whales' ribs" (Centkiewicz, 1988). one of the features that hunters have when they start looking for food. Children from Eskimos, this one like their parents, they never quarrel or fight, in the case of the Eskimo battles, the Eskimos face each other in front of the entire settlement population, and one on top of each other creates malicious songs. Everyone laughs and likes jokes, and the winner is the

one whose songs are more witty. Eskimos are nice, polite, confident and hospitable. They are very modest, they do not boast, do not lie, do not talk to each other “(Centkiewicz, 1988), they like to share what they have, they are altruists, they believe in superstitions -” Eskimos are very superstitious - they were convinced that this is my their presence brings them happiness “(Centkiewicz, 1988) shows a certain attitude to reality and the search for Transcendence.

The longing for the narrator's family home is a positive attitude that illustrates his relationship with other people, friends, relatives and country of origin. Negative attitude is the behavior of one of the sailors, who “boasted of his skill, said it is not difficult to hunt canoes, Eskimos do not like such people” (Centkiewicz, 1988). Positive ones also include openness. Despite the fact that the inhabitants of the Inuit do not have an easy life on their land, they are hospitable, friendly, generous, living with each other, courageous and ready to help others.

“Sticks and rods” by Jan Twardowski talk about a fire in a house inhabited by many people. Each of them made of flames, which was the greatest value for him. There was something different for everyone. Among the things saved were cages for animals, turtles (material value - animal life and cage), mountain stones and flints, fur, porcelain lamp, hat, hat, cylinder, pants, straw, aunt, aunt, aunt, clubs and sticks. All these values are material values. This story reveals a certain truth that something else is a value, a valuable topic for everyone. Each of us is different and has a different value system. This book in the reader shapes a positive attitude. Heroes of history save the lives of others, animals or bring flames to things that are priceless to them. They do not reach for money, jewelry, credit cards, but objects that are in their subjective assessment valuable for them, and for others - useless. The text refers to tradition, describing the salvation of objects, which is valuable to us, which is necessary for everyday rituals or a kind of souvenir, has a sentimental value, in a crisis situation, here: fire (Twardowski, 1987).

The line “Who you are, a small Pole”, written by Władysław Bełz in 1900, has a simple form, similar to children's rhymes. It consists of questions and answers to basic questions about the national identity of the Pole. The values mentioned in the work are first of all the homeland, the land on which one lives, develops and creates. He already has his own story that deserves respect. It is a material value. Spiritual value is faith in the homeland and love for her. This love is capable of sacrifice, even to give life in the name of your homeland. The white eagle - the symbol of Poland, the history of our country, the nation as a community of people shaping the feeling of belonging, identity with a given culture and customs, helps to find itself as a resident in a given territory, the citizen of a given country is the motive of tradition in this poem. This work also has a different title - “Catechism of the Polish Child”. It is a simple form of patriotic education, it tells

about the characteristics of a Pole. This work also promotes the formation of positive attitudes, such as patriotism, love, respect for the motherland, its history, national heroes, shaping attitudes and the ability to present one's own goodness over the good of the homeland (Bełza, 1912).

## Conclusions

The analysis of reading materials for the first stage of school education allowed us to identify values, attitudes and traditions that are promoted, passed on and developed to students during integrated teaching in grades I-III. You can notice many values that appear in the presented content.

Material and intangible materials promoted in these documents and books serve or relate directly to the heroes of reading. They are their property. These characters, their lives, their actions promote certain values, attitudes and traditions, while the reader, as a recipient, assimilates the content of the book, reads about them, reads about them, reads them, and then with some of them. they can begin to identify themselves and then accept them as their own.

It should also be mentioned that their attention has been paid to transcendental values that may contribute to shaping spirituality, not only in the natural, but also in the religious dimension. Transcendence, God, as a force of higher power, is mentioned several times as good. This applies to the integral development of the person.

The collected and developed research material allows to conclude that the content of reading at the first stage of education shapes and develops the spirituality of the person. This development takes place through spiritual but also material goods and shows that the literature with which children cope during the first stage of school education contributes to forming them as individuals, to shaping the spirituality of the child.

It should be noted that only a few of the most popular school readings for primary schools have been analyzed. In order to show the wider dimension of spirituality in the development of a child, it would be necessary to analyze the remaining books on the Ministry of Education's list.

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## PURSUIT OF INCLUSIVE EDUCATION: INCLUSION OF TEACHERS IN INCLUSIVE EDUCATION

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**Abstract.** *By focusing on teachers' approach, the article analyses one of the most relevant issues of today's realities of education – the inclusive education. The following is an important task for politicians for education, school leaders, teachers and greatly affects and influences the life of families with children with disabilities. Object of the research: inclusion of teachers in inclusive education. Aim of the research: to examine aspects of teachers' inclusion in inclusive education by implementing the statistical analysis according to The Teachers' Attitudes Toward Inclusion Scale (TATIS) survey (Gregory, Noto, Cullen, 2010). This study adopted a descriptive survey research design, with 105 teachers as participants from selected secondary schools in Klaipėda city and Klaipėda district, Lithuania. Research results: A study has been conducted demonstrating that the attitudes of educators participating in the study to inclusive education of pupils with a disability are basically positive. The analysis of the research data received allow the teachers are not sufficiently prepared to provide assistance to their students with orientation towards the inclusive training tasks. Teachers who participated in the study agree that all school classes should be rebuilt to meet the needs of students with disabilities and that students with disabilities should be taught in a general education school in an equal educational environment with peers without disabilities. The differences between teachers' attitudes to the inclusive education model and the type of pedagogical school were statistically significant. More than just a gymnasium teacher, either a progymnist or a primary school teacher, fully agrees that the model of inclusive education ensures a more effective transition of pupils with disabilities from special education to general education schools.*

**Keywords:** *disabilities, inclusive education, teacher, teacher attitudes toward the inclusion.*

### Introduction

Attitudes about inclusion are extremely complex and vary from teacher to teacher and school to school. This article explores the attitudes of teachers about inclusion of special needs children in their secondary schools in general education. Relevance is based on the fact that with the adoption and ratification of the United Nations Convention on the Rights of Persons with Disabilities in 2006, Lithuania assumed responsibility to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons

with disabilities, and to promote respect for their inherent dignity. Article 24 states that countries, Parties of the following Convention, shall ensure the right of persons to appropriate education at all levels and lifelong learning directed to the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; enabling persons with disabilities to participate effectively in a free society. The United Nations Convention on the Rights of Persons with Disabilities (2006) prioritizes the inclusive education of persons with special educational needs and the provision of the necessary support in the general educational system while studying together with peers. In the context of such international policy, there is a need to analyse and rethink the implemented policy and practice of organizing education for persons with special educational needs, practice of education/teaching and the quality of provided educational services in schools for pupils with special educational needs, as well as the new possible role of such institutions.

**Object of the research:** inclusion of teachers in inclusive education.

**Aim of the research:** to examine aspects of teachers' inclusion in inclusive education by implementing the statistical analysis according to *The Teachers' Attitudes Toward Inclusion Scale* (TATIS) survey (Gregory, Noto, Cullen, 2010). This study adopted a descriptive survey research design, with 105 teachers as participants from selected secondary schools in Klaipėda city and Klaipėda district, Lithuania.

**Research methods:** Quantitative Data Analysis with SPSS.

### **Theoretical approaches of the research**

Inclusive education has become a prominent international ideal and value in educational policies and practices. It is a seemingly simple concept about opportunities, equality, and solidarity that has wide global appeal. However, inclusion as applied to education connects with various social and political values that have been contested over many decades (Norwich & Koutsouris, 2017). Successful implementation of inclusive practices depends mainly on teachers' attitudes towards children with special needs and their inclusion, and teachers' willingness to work with children with special needs in their classrooms (Rakap, Cig, & Parlak-Rakap, 2017).

The literature highlights notion of inclusive education, one that goes beyond an educational policy that aims to secure space for children to have access to education regarding their needs and abilities (Kozleski & Thorius, 2014; Sailor, 2016; Stepaniuk, 2018). Florian (2015) supports the idea of inclusive pedagogy



as a transformative approach to individual differences and highlights that inclusive education has the potential to reduce educational inequalities and contribute to democracy by abolishing organisational and educational practices that are based on bell curve distributions that result in or sustain disproportionality (Florian, 2015).

Education can help change society by improving and strengthening skills, values, communications, mobility (link with personal opportunity and prosperity), personal prosperity and freedom. In the short term, however, education usually reflects society rather strongly: the values and attitudes that inform it are those of society at large. The **Salamanca Statement**, adopted by UNESCO in July 1994, was adopted by 92 governments and 25 non-government organisations:

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.
- Every child has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those with special educational needs must have access to mainstream schools, which should accommodate them with a child-centred pedagogy capable of meeting those needs.
- Mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education for the majority of children (without special needs) and improving the efficiency and ultimately the cost effectiveness of the entire education system.

Teacher attitudes toward the inclusion of children with disabilities into general education classrooms have been found to be strong predictors of the success of efforts to create inclusive learning communities. Specifically, research has shown that when teachers have positive mindsets toward inclusion, they more readily adapt their teaching methods to meet a variety of student learning needs (Cullen, Gregory, & Noto, 2010). Slightly more than a decade later, Loreman, Earle, Sharma and Forlin sought to distill several other attitudinal scales into an improved scale measuring pre-service teacher attitudes toward inclusive education. In their 2007 study, Loreman et al. developed the Sentiments, Attitudes, and Concerns about Inclusive Education scale (SACIE) using five factor themes: 1) workload and stress, 2) resources, 3) time, training, competence, 4) other student relationships, and 5) academic impact on rest of class (p. 156).

Specifically, a tool was needed that would measure teacher attitudes toward the inclusion of children with disabilities. The review of the literature revealed this subject to have three key dimensions:

- a) Affective: Perceptions of students with disabilities (POS),
- b) Cognitive: Perceptions of professional roles and functions (PRF),
- c) Conative: Beliefs about the efficacy of inclusion (BEI).

There was no existing instrument found that measured all three dimensions (Cullen, Gregory, & Noto, 2010).

### **Methods of the empirical research**

When preparing the TATIS scale, authors emphasize one of the key principles of its formulation: the problem is that education policies, various strategies and reform initiatives can not guarantee the successful inclusion of pupils with disabilities in the general education classes, as factors of teachers' attitudes are crucial for the successful implementation of the following process: effective management and administration support, sufficient funding, effective implementation systems, availability of evidence-based supportive services, participation of interested parties, adequate opportunities for occupational development for teachers and other staff. The author's analysis attaches great importance to the attitudes and convictions of teachers themselves, as according to the authors of the scale, when teachers have a positive attitude towards the engagement/inclusion, they are more willing to adapt and change their teaching methods in order to satisfy the diversity of learning needs of all pupils.

TATIS was created in accordance with two important purified attitudes of the scale makers:

- 1) The success of efforts to create inclusive learning communities depends heavily upon the effectiveness of methods for engendering positive teacher attitudes and beliefs toward inclusion;
- 2) Due to shifts in educational policy, there have been dramatic changes in special education concepts, terminology, and teaching pedagogy in the past 8 years. The former observation indicated that there is a need for research on how best to assist teachers in the formation of positive attitudes and beliefs toward inclusion.

### **Research sample and ethics**

The quantitative research included 105 (N=105) participants, working in schools of the Klaipėda city and Klaipėda district. School teachers were selected at random, focusing on the fact that teachers' workplace would be in general education rather than in a special school.

The survey followed the general principles of ethical research, which are closely linked to the reliability of the analysis and presentation of empirical data, avoiding distortion of facts. The survey also followed the ethics of research participants – teachers. Participants were informed about the aims of the research, methods of data collection, usage of data for scientific purposes and assurance of confidentiality of personal information.

### **Sociodemographic characteristics of the subjects**

The research involved 105 teachers, 84.8 per cent of women and 15.2 per cent of men. The majority of teachers represented a progymnasium (35.2 per cent), slightly less a gymnasium (34.3 per cent) and a primary school (30.5 per cent).

By applying the **Pearson** correlation coefficient, a strong and statistically reliable relationship was found between the age and job tenure of teachers who participated in the study ( $r=0.864$ ,  $p=0.000$ ). Accordingly, the older the teachers, the longer is their job tenure.

In order to be able to identify the differences between the attitudes of teachers towards inclusive education, teachers of the research have been divided into 3 age groups according to their age and job tenure. The percentages are 35.2 per cent for the 26-35 year-old age group, 33.3 per cent for the 36-46 year-old group and 31.4 per cent of teachers for the older than 47 year-old age group. 35.2 per cent of teachers had a job tenure of 2-8 years, 30.5 per cent – 9-18 years and 34.3 per cent of teachers had a job tenure of more than 20 years.

Most of respondents were senior teachers (40 per cent), almost one-third (34.3 per cent) were teachers and one-quarter (25.7) were teachers-methodologists. Only a small part of teachers, who participated in the research, have a bachelor's degree received in a college (6.7 per cent), nearly three-quarter (76.2 per cent) – a bachelor's degree received in a university, and almost one-fifth (17.1 per cent) have a master's degree.

In order to determine whether the attitudes of teachers working in a progymnasium, primary school and gymnasium towards inclusive education are different, a **Chi-Square** criterion was applied. Statistically significant differences in the attitudes of teachers towards one statement were identified ( $\chi^2=25,740$ ,  $df=4$ ,  $p=0,000$ , presented in Table 1).

Nearly two-thirds (66.7 per cent) of gymnasium teachers, less than half (40.5) progymnasium teachers and a small part (15.6) of primary school teachers fully agree that the model of inclusive education ensures an effective transfer of pupils with disabilities from special education institutions to general education schools.

**Table 1 Differences in the attitudes of teachers towards the model of inclusive education that ensures an effective transfer of pupils with disabilities from special education institutions to general education schools according to the type of school**

Proposition	Agreement	School type			In all
		<i>Progymnasium</i>	<i>Primary school</i>	<i>Gymnasium</i>	
Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another).	Neither Agree nor Disagree	18,9%	40,6%	0%	19,0%
	Agree	40,5%	43,8%	33,3%	39,0%
	Strongly Agree	40,5%	15,6%	66,7%	41,9%

**The Mann-Whitney U** criterion was applied to determine the difference between the attitudes of the instructor and the gymnasium to inclusive education (presented in Table 2).

Gymnasium teachers more than progymnasium teachers agree that the model of inclusive education ensures a more effective transfer of pupils with disabilities from special education institutions to general education schools (i.e. facilitates difficulties of changing institutions and adaptation) (average rank of gymnasium teachers – 43.00, of progymnasium teachers – 31.16), would like to teach in a team that would work according to the model, which corresponds to the needs of educating pupils with disabilities in general education classrooms (average ranks are 45.63 and 28.61 respectively) and team training, i.e. a pair of a general education teacher and a special education teacher in the same classroom is beneficial to all pupils (average ranks are 42,04 and 32,09 respectively). Progymnasium teachers more than gymnasium teachers agree that pupils with disabilities should not be taught in conventional classrooms with pupils with no disabilities, as their teaching process would require too much time of teachers (average rank of progymnasium teachers is 46.61, of gymnasium teachers – 27.13) and the responsibility for the education of pupils with disabilities should be shared between the general education teacher and a special education teacher in the same classroom (average ranks are 42.72 and 31.13 respectively).

Table 2 **Difference between the attitudes of the instructor and the gymnasium to inclusive education**

Proposition	School type	Average ranks	Mann-Whitney U	p
Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another).	Progymnasium	31,16	450,000	0,008
	Gymnasium	43,00		
Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	Progymnasium	46,61	310,500	0,000
	Gymnasium	27,13		
I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms.	Progymnasium	28,61	355,500	0,000
	Gymnasium	45,63		
All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom.	Progymnasium	32,09	484,500	0,038
	Gymnasium	42,04		
The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.	Progymnasium	42,72	454,500	0,016
	Gymnasium	31,13		

The **Kruskal-Wallis** criterion was applied to determine the different attitudes of teachers of the 3 age groups towards inclusive education. A statistically significant difference in the attitudes was found only for one statement ( $\chi^2=9.469$ ,  $df=2$ ,  $p=0.009$ ). 36-46 year-old teachers (average rank is 62.09) compared to 26-35 year-old (average rank is 55.42) and teachers over 47 years old (average rank is 40.65) agree more that in order to satisfy the educational needs of pupils with disabilities, they should be taught in specialized schools.

In order to determine whether there is a difference between how the teachers of the research assess the fact that classrooms for pupils with disabilities should be closed and how pupils with disabilities should be taught in a general education school under the same conditions with peers with no disabilities, a **Wilcoxon** criterion was applied.

It was possible to identify only 15 cases when teachers were likely to agree on the fact that classrooms for pupils with disabilities should be closed, and 78 cases when teachers were less supportive of the fact that pupils with disabilities should be taught in a general education school under the same conditions with peers with no disabilities ( $Z = -6.515$ ,  $p = 0.000$ ).

**The Friedman** criterion was applied in order to determine whether teachers' attitudes to some statements related to inclusive education of pupils were different. Teachers of the research are more likely to agree that all school classrooms should be reorganized to meet the needs of pupils with disabilities (average rank is 3.28), but agree less on the fact that in order to satisfy the educational needs of pupils with disabilities, they should be taught in specialized schools (average rank is 2.82), pupils with disabilities should be taught in general education schools under the same conditions with peers with no disabilities (average rank is 2.50), and at least support the fact that classes designed for pupils with disabilities should be closed (average rank is 1.40). The following difference is statistically significant ( $\chi^2 = 135.344$ ,  $df = 3$ ,  $p = 0.000$ ).

One-factor dispersion analysis (**ANOVA**) was applied in order to determine whether there is a difference in the indicators of the gymnasium, progymnasium and primary school teachers' "Teachers' attitude towards inclusive education" scale. *Levene* statistics showed that dispersions of variables are approximately equal ( $p = 0.251 > 0.05$ ). Results of the research revealed that indicators of the "Teachers' attitude towards inclusive education" scale do not differ in accordance with the type of school ( $F = 1.010$ ,  $p = 0.368$ ). The average score of the primary school teachers' "Teachers' attitude towards inclusive education" scale is slightly higher (5.51) than of progymnasium (5.50) and gymnasium teachers (5.40), but the following difference is not statistically significant.

During the **factorial** analysis, it was sought to obtain one or a number of summarised variables from several or a dozen of variables of the "Teachers' attitude towards inclusive education" scale similar in their meaning.

Standard deviations of variables are analysed in the *Descriptive Statistics* table. Several variables with small standard deviations (less than 1) have been found, i.e. hardly varying, relatively non-informative and useless in factor analysis.

KMO measure presented in the *KMO and Bartlett's Test* table (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) is fairly good, equals to 0.549 (value of criterion must be  $> 0.5$ ). The significance level of the Bartlett's sphericity criterion is less than 0.01 ( $p = 0.000$ ) and shows that the correlation matrix is statistically significantly different from the unit matrix, variables are correlated. Data for the factorial analysis is appropriate.

Table 3 **Descriptive Statistics: Standard deviations of variables**

<b>Proposition</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Analysis N</b>
1. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	4,66	1,634	105
2. It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.	5,03	1,383	105
3. Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.	2,69	1,281	105
4. Most or all regular classrooms can be modified to meet the needs of students with mild to moderate mild to moderate disabilities.	5,74	1,169	105
5. Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.	4,02	1,995	105
6. Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another).	6,23	,750	105
7. Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	6,26	,747	105
8. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success.	6,50	1,287	105
9. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the social skills necessary for success.	5,60	1,229	105
10. I find that general education teachers often do not succeed with students with mild to moderate disabilities, even when they try their best.	5,81	,867	105
11. I would welcome the opportunity to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms.	6,32	,946	105
12. All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom.	5,67	1,222	105
13. The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.	5,53	1,209	105
14. I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms.	6,50	,502	105

Table 4 Descriptive Statistics

Proposition	Extraction
1. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible.	,473
2. It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.	,605
3. Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.	,682
4. Most or all regular classrooms can be modified to meet the needs of students with mild to moderate mild to moderate disabilities.	,452
5. Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.	,622
6. Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another).	,527
7. Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students because they will require too much of the teacher's time.	,488
8. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success.	,685
9. I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the social skills necessary for success.	,849
10. I find that general education teachers often do not succeed with students with mild to moderate disabilities, even when they try their best.	,797
11. I would welcome the opportunity to team teach as a model for meeting the needs of students with mild/moderate disabilities in regular classrooms.	,606
12. All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom.	,578
13. The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers.	,504
14. I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms.	,463

Table *Communalities* (Table 4.) reveals that variables are related to the extracted factors. Commonalities of all variables after extraction (in the column *Extraction*) exceed 0.2. The following indicates that there are no variables that have a particularly weak relation to the factors obtained. *I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the social skills necessary for success* and *I*



find that general education teachers often do not succeed with students with mild to moderate disabilities, even when they try their best has the most correlation with all extracted factors, I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms has the weakest correlation.

Initial true values of all 5 factors are greater than 1, but only the first of them is strong, its true value equals to 2.693 and the following factor explains about 19 per cent of the general dispersion of variables. After turning, the first factor explains 18.462 per cent of the general dispersion of variables, second – 10.965 per cent, third – 10.837 per cent, fourth – 10.268 per cent, and the fifth one – 8.961 per cent. All 5 extracted factors together explain 59.5 per cent of dispersion.

Table 5 Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,693	19,236	19,236	2,585	18,462	18,462
2	1,633	11,668	30,904	1,535	10,965	29,428
3	1,487	10,622	41,526	1,517	10,837	40,264
4	1,312	9,373	50,899	1,438	10,268	50,533
5	1,203	8,595	59,493	1,254	8,961	59,493

*Extraction Method: Principal Component Analysis.*

The *Rotated Component Matrix* table presents that the following corresponds to **factor I** - *I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the academic skills necessary for success; I have doubts about the effectiveness of including students with mild/moderate disabilities in regular classrooms because they often lack the social skills necessary for success; I find that general education teachers often do not succeed with students with mild to moderate disabilities, even when they try their best.* The following factor can be called “**Doubts about the efficiency of inclusive education**”

Corresponds to **factor II** – *Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms; Inclusion is a more efficient model for educating students with mild to moderate disabilities because it reduces transition time (i.e., the time required to move from one setting to another); Students with mild to moderate disabilities should not be taught in regular classes with non-disabled students*

*because they will require too much of the teacher's time; I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms.* The following factor can be called **“Teachers’ attitudes towards education of pupils with disabilities in general education schools”**.

Corresponds to **factor III** – *Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated; Most or all regular classrooms can be modified to meet the needs of students with mild to moderate mild to moderate disabilities.* The following factor can be called **“Teachers’ attitudes towards the conversion of classrooms for education of pupils with disabilities”**.

Corresponds to **factor IV** – *All students benefit from team teaching: that is, the pairing of a general and a special education teacher in the same classroom; The responsibility for educating students with mild/moderate disabilities in regular classrooms should be shared between general and special education teachers; I would welcome the opportunity to participate in a consultant teacher model (i.e., regular collaborative meetings between special and general education teachers to share ideas, methods, and materials) as a means of addressing the needs of students with mild/moderate disabilities in regular classrooms.* The following factor can be called **“Teachers’ attitudes towards the need for help”**.

Corresponds to **factor V** – *All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible; It is seldom necessary to remove students with mild to moderate disabilities from regular classrooms in order to meet their educational needs.* The following factor can be called **“Teachers’ attitudes towards education of pupils with disabilities”**.

**Pearson** correlation coefficient was applied to determine whether there is a relationship between the age of teachers of the research and the extracted factors. Statistically significant relationships were established only in the group of gymnasium teachers. The inverse average relationship was established between the I factor “Doubts about the efficiency of inclusive education” and the age of gymnasium teachers ( $r = -0.394$ ,  $p = 0.017$ ). The following reveals that indicators of this factor for older teachers are decreasing. Moreover, average, but positive relationship was established between the III factor “Teachers’ attitudes towards the conversion of classrooms for education of pupils with disabilities” and the age of gymnasium teachers ( $r = 0.405$ ,  $p = 0.014$ ). The following reveals that indicators of this factor for older teachers are increasing.

In order to establish the relationship between the scale of “Teachers’ attitude towards inclusive education” and the age of teachers, a simple linear regression was performed. The symmetry of the distinctive indicators of the “Teachers’ attitude towards inclusive education” scale was tested first.

ANOVA table shows that the model of regression is statistically reliable (Sig. p.0.035, p<0.05). Accordingly, the regression equation makes sense. Assessment of the “Teachers’ attitude towards inclusive education” scale depends on the age of teachers.

Table 6 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,521	1	,521	4,567	,035 <sup>b</sup>
	Residual	11,744	103	,114		
	Total	12,265	104			

However, the following relationship is very weak. The column *Adjusted R Square* (0.033) in the *Model Summary* table shows that only about 3 per cent of variations of the “Teachers’ attitude towards inclusive education” scale assessments depends on the age of teachers.

Table 7 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
,206 <sup>a</sup>	,042	,033	,33766

A regression equation can be made. According to the data presented in the *Coefficients* table: assessment of the “Teachers’ attitude towards inclusive education” scale =5,772 – 0,007\* age. The following means that the assessment of the “Teachers’ attitude towards inclusive education” scale is 5.772, then the assessment decreases by 0.007 points with each year of the teachers’ age.

Table 8 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,772	,146		39,645	,000
	1. Age	-,007	,003	-,206	-2,137	,035

For the avoidance of doubts, the Spearman's rank correlation coefficient was applied to calculate the relationship between the indicators of the "Teachers' attitude towards inclusive education" scale and the age of teachers. An inverse weak and statistically significant relationship (Spearman's  $\rho = -0.243$ ,  $p = 0.013$ ) was determined. The following shows that with the increase of the age of teachers, indicators of the "Teachers' attitude towards inclusive education" scale decrease.

## Conclusions

A study has been conducted demonstrating that the attitudes of educators participating in the study to inclusive education of pupils with a disability are basically positive.

Teachers who participated in the study agree that all school classes need to be rebuilt to meet the needs of students with disabilities, and students with disabilities should be taught in a general education school in an equal educational environment with peers without disabilities.

The differences between the attitude of teachers to the model of inclusive education and the type of the pedagogical school were statistically significant.

More than just a gymnasium teacher, either a progimist or an elementary school teacher, fully agrees that a model of inclusive education provides a more efficient transition of students with disabilities from special education to general education schools.

It was found that the assessment of *The Teachers' Attitudes Toward Inclusion Scale* (TATIS) depends on the age of the teachers. As the age of teachers grows, the teacher's attitude towards inclusive education is reduced.

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## KOGNITĪVAIS DZILUMS BIOLOĢIJAS MĀCĪŠANAS UN MĀCĪŠANĀS PROCESĀ NO 7. LĪDZ 9. KLASEI

### *Cognitive Depth of Teaching and Learning Process in Biology from 7<sup>th</sup> till 9<sup>th</sup> Grade*

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**Abstract.** From OECD PISA Science test results presented in 2016 shows that in Latvia only 3,4 % of students performance is in accordance to the 5<sup>th</sup> and 6<sup>th</sup> performance level (higher order cognitive skills (HOCS) measured), which is below OECD average. In Latvia from 2016 started Curriculum Development and Implementation project, which one of the priorities is student's ability to apply HOCS (higher order cognitive skills) to improve these results. The development of deeper thinking (cognitive activity) is one of the most advanced skills in all subjects, including biology. In order to reduce the risks, it is necessary to analyze introducing new reforms the opportunities for students to develop HOCS through biology lessons and textbooks in current teaching and learning process. In previous researches it was found out that all items with context of 9<sup>th</sup> grade biology in the Latvia's National level Science test (period 2015-2017) were measuring only low and average depth and no one was in high cognitive level as opposed to the PISA framework. It is required to study reasons of that more deeply. The research goal is to analyze cognitive depth of given tasks that students have the opportunity to do in the lessons of biology, biology textbooks from 7<sup>th</sup> till 9<sup>th</sup> grade and with 9<sup>th</sup> grade biology tasks in Latvia's National level Science tests from years 2015 till 2017 and to compare these three cognitive depth results to the PISA 2015 Science framework. To find out cognitive depth of given tasks, there were analysed 31 samples of biology lessons and 6 biology textbooks for grades 7<sup>th</sup> till 9<sup>th</sup>.

**Keywords:** biology tasks, biology textbooks, higher order cognitive skills, student performance in National level Science test.

### **Ievads**

#### ***Introduction***

Sākot ar 2016. gadu, projekts “Kompetenču pieeja mācību saturā” uzsāka darbību, kuras mērķis ir nodrošināt mācību satura kompetenču pieejā izstrādi un saskaņā ar vispārējās izglītības obligāto aprakstu un mācību satura ieviešanas aprobāciju pirmsskolas, pamatskolas un vidējā izglītībā. Viens no projekta “Kompetenču pieeja mācību saturā” mērķiem ir 21. gadsimta prasmju (kompetenču) ieviešana mācību saturā (LR MK, 2016). Lai saprastu, kā labāk

ieviest jaunu pieeju, ir nepieciešams analizēt, kā skolēni ir mācījušies līdz šim un kāda ir saistība ar viņu sniegumu.

Viena no svarīgākajām prasmēm, kompetencēs balstītajā mācīšanās, ir prasme pielietot zināšanas dažādos kontekstos un mācību priekšmetos, kuru var attīstīt ar dziļās mācīšanās palīdzību (Fullan & Langworthy, 2014; Hattie, 2012). OECD PISA pētījumos tiek mērītas tādas prasmes kā prasmes darbā ar informāciju, darbinot dziļo mācīšanos jaunās situācijās. Pētījuma rezultāti Latvijas skolēniem ir viduvēji. Skolēnu skaits, kas sasniedz kognitīvās darbības augstākos līmeņus (5. un 6. līmeni) ir 3.6 % un 1 %, kamēr OECD vidējais rādītājs ir attiecīgi 6.1 % un 1 % (OECD, 2016a; Geske, Grīnfelds, Kangro, & Kiselova, 2016). Šie rezultāti norāda uz nepieciešamību dziļāk izpētīt šādu rezultātu iespējamus cēloņus, lai nākotnē varētu uzlabot mācīšanās kvalitāti.

Viens no veidiem, ko kognitīvā dziļuma mērīšanai piedāvā PISA pētījumos, ir vērtēšanas ietvars ar trīs kognitīvās domāšanas dziļumiem (zems, vidējs, augsts) un septiņiem skolēnu sniegumu līmeņiem (OECD, 2016b); tiek izmantota SOLO taksonomija (Biggs & Collis, 1982; Biggs, 1995), Blūma taksonomija (Bloom, 1956) u.c., kuri ir samērojami ar PISA ietvaru. Šiem vērtēšanas ietvariem ir raksturīgi, ka pamazām no zemākā uz augstāko līmeni aug paša uzdevuma kompleksums un skolēna zināšanu pielietojums jaunās situācijās. Zināmā situācijā, darbinot kādu atsevišķu elementu, runājam par zema līmeņa kognitīvu darbību. Augot kompleksumam un nonākot jaunā situācijā tiek darbinātas augstākā līmeņa domāšanas prasmes – tiek sagaidīta dziļa kognitīva darbība. Domāšanas dziļumu var izmērīt dažādos skolēnam dotos uzdevumos gan diagnostikas darbos, gan stundā lietotajos uzdevumos, gan mācību grāmatā piedāvātajos uzdevumos (skat. 1. tabulu).

1. tab. PISA vērtēšanas ietvars un tā kritēriji (pielāgots no OECD, 2016b)  
Table 1 Adapted framework of PISA categories and criteria (adapted from OECD, 2016b)

PISA kognitīvie līmeņi						
Kognitīvie līmeņi	Zems		Vidējs		Augsts	
	1	2	3	4	5	6
Skolēna sniegums	Skolēns veic vienpakāpju procedūru - atceras faktu, terminu, jēdzienu vai nolasa vienkāršu informāciju no diagrammas, tabulas vai attēla		Izmanto zināšanas, lai izskaidrotu fenomenu vai procesu, izvēlās piemērotu procedūru ar divām vai vairākām pakāpēm, sakārto vai attēlo datus, interpretē vienkāršas datu kopas vai diagrammas		Analizē kompleksu informāciju vai datus, apkopo vai novērtē pierādījumus, izvērtē izmanto informāciju no dažādiem avotiem, izveido plānu vai darbības soļus, lai atrisinātu sarežģītas problēmas	

Iepriekšējā pētījumā tika analizēts domāšanas dziļums bioloģijas uzdevumos 9. klašu dabaszinātņu diagnostikas darbos no 2015. līdz 2017. gadam (Bertule & Namsonē, 2017). Tika secināts, ka šajos darbos netika izmantoti uzdevumi, kuri mērītu augstākā līmeņa kognitīvās darbības dziļumu. Lielākā daļa uzdevumu mērīja zemu domāšanas dziļumu, kā arī, palielinoties uzdevuma kompleksumam, ievērojami samazinājās skolēnu skaits, kas spētu atrisināt tāda līmeņa uzdevumus. Šajā rakstā aplūkosim, kā dziļas mācīšanās iespējas tiek piedāvātas bioloģijas mācību stundās un uzdevumos bioloģijas mācību grāmatās no 7. līdz 9. klasei, izmantojot 1. tabulā aprakstīto kognitīvo līmeņu kritērijus.

#### **Pētījumā izvirzītie jautājumi:**

- 1) Kāds ir bioloģijas uzdevumu kognitīvais dziļums valsts līmeņa pārbaudes darbos no 2015. līdz 2017. gadam?
- 2) Kāds ir kognitīvais dziļums bioloģijas stundās dotajos uzdevumos no 7. līdz 9. klasei?
- 3) Kāds ir kognitīvais dziļums bioloģijas mācību grāmatās iekļautajos uzdevumos no 7. līdz 9. klasei?

### **Metodoloģija** *Research methodology*

1. Skolēnu snieguma izpētei valsts līmeņa pārbaudījumos tika izvēlēti 9. klašu skolēnu darbi dabaszinātnēs 2015. (kopa - 14600 skolēni), 2016. (kopa - 15340 skolēni) un 2017. (kopa - 15403 skolēni) gadā<sup>1</sup>. Nacionālā līmeņa 9. klašu tests dabaszinātnēs 2016. gadā sastāv no 11 strukturētiem uzdevumiem, kas tiek sadalīti 40 testelementos, kuri tiek analizēti. Testā maksimālais punktu skaits ir 40 punkti. 2015. gadā darbs sastāv no 12 uzdevumiem, kas sadalīti 40 testelementos. Pārbaudē maksimāli bija iespējams iegūt 45 punktus. 2017. gadā ir 15 strukturēti uzdevumi, kas sadalīti 35 testelementos, kuri tiek analizēti. Testā ir iespējami ne vairāk kā 35 punkti. Pētījumā tika atlasīti tie testelementi, kuros skolēni strādā ar zināšanām un prasmēm tieši bioloģijas kontekstā - 12 no 2015. gada (4.1., 4.2., 4.3., 4.4., 7.1., 7.2., 7.3., 9.1., 9.2., 9.3., 12.1., 12.2.), 10 testelementi no 2016. gada (1.1.1.2.1.3., 2.1.2.2.3., 3.1., 3.2., 3.3., 3.4.) un 8 no 2017. gada (13.1., 13.2., 14.2., 14.3., 15.1., 15.2., 15.3., 15.4.).

Darbus labo skolās skolotāji, tad rezultāti pa uzdevumiem tiek iesniegti VISC. Datus apstrādājot ar Iteman Test Analysis Program un IRT analīzes programmu WinSteps, tiek noteikta katra uzdevuma grūtības pakāpe, uzdevuma izšķirtspējas koeficients, kā uzdevuma izpilde veikusies skolēnu grupai ar

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<sup>1</sup> VISC diagnosticējošo darbu dabaszinātnēs 9. klasei rezultātu analīze un ieteikumi. Pieejams: <http://visc.gov.lv/vispizglitiba/eksameni/metmat.shtml> (Aplūkots 27.02.2018.)



augstiem un zemiem sasniegumiem darbā kopumā. Lai novērtētu darba piemērotību skolēnu kopai, izmantots IRT RASCH modelis.

Lai izmērītu kognitīvo dziļumu izmantotajos uzdevumos, tika izmantoti snieguma indikatori un kritēriju – līmeņu apraksti atbilstoši PISA vērtēšanas ietvara kritērijiem (skat. 1. tabulu).

2. Lai pēc iespējas labāk izprastu tendences bioloģijas mācīšanās procesā, tika analizētas 31 bioloģijas mācību stundu transkripcijas, kuras tika iegūtas laika periodā no 2013. līdz 2017. gadam no 4 dažādām skolām un 14 pedagogiem. Stundu transkripcijas ir veidojuši eksperti, kuri reģistrēja mācīšanās procesā notiekošo un novēroto izveidotās stundu vērošanas lapās atbilstoši kritērijiem. Rakstā aplūkots mācīšanās process atbilstoši kritērijiem, vai skolēni ir aktīvi iesaistīti mācību procesā un vai stundā notiek produktīva mācīšanās (skat. 2. tabulu).

2. tab. Izvēlētie kritēriji stundu transkripciju novērtējumam  
Table 2 Selected criteria for evaluating lessons observation transcripts

Skolēni ir aktīvi mācību procesa dalībnieki	nav	vairāk nav	vairāk ir	ir
Stundā notiek produktīva mācīšanās	nav	vairāk nav	vairāk ir	ir

3. Uzdevumu un jautājumu kognitīvais dziļums bioloģijas mācību grāmatās (MG) tika mērīts pēc tādiem pašiem kritērijiem kādi ir aprakstīti 1. tabulā. MG uzdevumu analīzei tika izvēlētas skolu praksē 7.-9. klasei pieejamās jaunākās 6 bioloģijas mācību grāmatas<sup>2</sup>. Katrā MG tika analizēti skolēnam adresēti 211 (F grāmata), 249 (E grāmata), 231 (D grāmata), 106 (C grāmata), 237 (B grāmata), 210 (A grāmata) uzdevumi un jautājumi.

## Rezultāti Results

1. Valsts līmeņa dabaszinātņu diagnostikas darbu kognitīvais līmenis laika periodā no 2015. līdz 2017. gadam bioloģijas kontekstā ir parādīts 3. tabulā.

<sup>2</sup> Pētījumā izmantotās grāmatas un to burtu apzīmējumi:

- A. Kusiņa, M., & Āboliņa, L. (2014). Bioloģija 9. klasei. Zvaigzne ABC.
- B. Gribuste, R., & Brante, D. (2013). Bioloģija 9. klasei. Lielvārds.
- C. Sausiņa, L. (2013). Zooloģija 8. klasei, Zvaigzne ABC.
- D. Nagle, E., & Brante, D. (2012). Bioloģija 8. klasei. Lielvārds.
- E. Aizpure, A. (2012). Bioloģija 7. klasei. Zvaigzne ABC.
- F. Nagle, E., & Gribuste, R. (2011). Bioloģija 7. klasei. Lielvārds.

Bioloģijas uzdevumos mērītais kognitīvā dziļuma procentuālais daudzums tiek parādīts atbilstoši ar PISA vērtēšanas ietvaru.

3. tab. **Kognitīvais dziļums bioloģijas uzdevumos dabaszinātņu diagnostikas darbos no 2015. līdz 2017. gadam**

*Table 3 Cognitive levels in National level Science test assignments in context of biology from 2015 till 2017 year*

PISA kognitīvie līmeņi						
Kognitīvie līmeņi	Zems		Vidējs		Augsts	
	1	2	3	4	5	6
Skolēna sniegums	Skolēns veic vienkāršu procedūru - atceras faktu, terminu, jēdzienu vai nolasa vienkāršu informāciju no diagrammas, tabulas vai attēla		Izmanto zināšanas, lai izskaidrotu fenomenu vai procesu, izvēlās piemērotu procedūru ar divām vai vairākām pakāpēm, sakārto vai attēlo datus, interpretē vienkāršas datu kopas vai diagrammas		Analizē kompleksu informāciju vai datus, apkopo vai novērtē pierādījumus, izvērtē izmanto informāciju no dažādiem avotiem, izveido plānu vai darbības soļus, lai atrisinātu sarežģītas problēmas	
2015. g.	31%	23%	15%	31%	0	0
2016. g.	10%	80%	10%	0	0	0
2017. g.	12%	50%	38%	0	0	0

2. Bioloģijas stundu transkripcijās tika konstatēts, cik lielā mērā skolēni ir iesaistīti mācīšanās procesā (vai domā līdzīgi, diskutē, darbojas utt.) un vai stundā notiek produktīva mācīšanās (skat. 4. tabulu).

4. tab. **Bioloģijas stundu transkripcijās konstatētais mācīšanās process pēc kritērijiem no 7. līdz 9. klasei**

*Table 4 Evaluated criteria from 7<sup>th</sup> till 9<sup>th</sup> grade biology lessons transcripts*

Skolēni ir aktīvi mācību procesa dalībnieki	nav	vairāk nav	vairāk ir	ir
	6%	74%	10%	10%
Stundā notiek produktīva mācīšanās	nav	vairāk nav	vairāk ir	ir
	26%	54%	16%	4%

3. Pamatskolas posmā (7. - 9. klase) izmantotajās bioloģijas mācību grāmatās kognitīvais dziļums un piedāvātais pētniecisko darbu skaits atspoguļots 5. tabulā.

5. tab. **Bioloģijas mācību grāmatās izmantoto uzdevumu kognitīvais dziļums**  
*Table 5 Cognitive depth of given tasks in biology textbooks*

	Uzdevuma līmenis	Zems		Vidējs		Augsts		
		1	2	3	4	5	6	
Klašu grupa	Grāmatas burtā apzīmējums	Skolēns veic viena soļa procedūru – atceras faktu, terminu, jēdzienu vai nolasa vienkāršu informāciju no grafika vai tabulas		Lieto zināšanas, lai skaidrotu parādību vai procesu, izvēlētos piemērotu procedūru ar diviem vai vairāk soļiem, sakārto/attēlo datus, interpretē vienkāršus datu kopumus vai grafikus.		Analizē kompleksu informāciju vai datus, sintezē vai izvērtē pierādījumus, spriež, izmantojot informāciju no dažādiem avotiem, veido plānu vai darbību secību kompleksas problēmas risināšanai		Pētniecisko darbu skaits
7.	F	56%	32%	12%	0%	0%	0%	14
	E	27%	41%	31%	1%	0%	0%	12
8.	D	44%	33%	21%	2%	0%	0%	12
	C	17%	45%	31%	7%	0%	0%	10
9.	B	57%	30%	9%	3%	1%	0%	12
	A	20%	31%	32%	13%	4%	0%	12

## Diskusija Discussion

1. Tā kā tiek noskaidrots, kādā kognitīvā līmenī tiek mērīts skolēnu sniegums valsts līmeņa pārbaudes darbos, tiek konstatēts, ka aplūkoto darbu testelementos bioloģijas kontekstā nav iekļauts neviens uzdevums, kas atbilstu PISA augstākajiem līmeņiem (5. un 6.) (sk. 3. tabulu), bet OECD PISA pētījums iesaka izmantot dažāda līmeņa uzdevumus un kontekstus (OECD, 2016b; OECD, 2016c). Jāņem vērā, ka, atkarībā no skolēnu atbildes, kognitīvais dziļums var būt no 1. līdz 3. līmenim, atkarībā no tā, cik labi skolēns ir veidojis argumentus un vai viņš ir izmantojis norādīto informāciju. Šī situācija uzrāda pretrunu starp valsts mācību satura attīstības dokumentos iezīmēto vajadzību attīstīt 21. gs. prasmes, kas ir iespējams, attīstot dziļu domāšanu, un valsts pārbaudījumiem dabaszinātnēs, kuri mēra dominējoši virspusēju (reproduktīvu) rezultātu.

2. Aplūkotajos rezultātos (skat. 4. tabulu) parādās tendence tam, ka lielākajā daļā vēroto stundu mācīšanās procesā skolēni aktīvi neiesaistās darbā, netiek novērota produktīva mācīšanās. Šādas atšķirības, iespējams, ir saistītas ar to, ka skolotājiem nav pietiekamas izpratnes par kognitīvās darbības attīstīšanas nozīmi vai arī nav pieejami labi piemēri caur kuriem var bioloģijā panākt produktīvu mācīšanos (Saavedra & Ofer, 2012; Tang et al., 2015; Zohar & Schwartz, 2012).

3. Rezultātos ir redzams (skat. 5. tabulu), ka tikai 9. klašu (B un A grāmatas) bioloģijas mācību grāmatās tiek piedāvāti atsevišķi uzdevumi - kā attīstīt skolēniem augstākā līmeņa kognitīvo darbību. 7. un 8. klašu grupā vispār netiek

dota iespēja attīstīt kognitīvo darbību augstākajos līmeņos. F un E grāmatas (7. klašu grupa) piedāvā jautājumus un uzdevumus pārsvarā zemā kognitīvā līmenī. C un D grāmatās (8. klašu grupa) tiek izmantoti pārsvarā uzdevumi arī zemajā kognitīvajā līmenī, bet nedaudz vairāk ir uzdevumi vidējā kognitīvajā līmenī kā 7. klašu grupā. 9. klašu grupā starp grāmatām variē izmantoto uzdevumu kognitīvais dziļums, bet līdzīgi kā 7. un 8. klašu grupās, tā arī 9. klašu grupā izvēlētie uzdevumi un jautājumi pārsvarā ir zemajā kognitīvajā līmenī. Kopumā var redzēt tendenci, ka salīdzinoši maz bioloģijas mācību grāmatās tiek izmantoti uzdevumi un jautājumi, kuros varētu skolēns attīstīt vidējās un augstākās domāšanas līmeņus. Dominējoši ir iekļauti uzdevumi, kuros skolēniem tiek prasīts demonstrēt salīdzinoši zema kognitīva līmeņa sniegumu, pretstatā PISA ietvaram. Līdzīgi secinājumi tika iegūti pētot skolēnu prasmes matemātikā un dabaszinātnēs (France, Namson, Čakāne, Vilciņš, Dzērve, & Nikolajenko, 2017; France, Namson, Čakāne, Dzērve, & Vilciņš, 2016).

Katrā bioloģijas mācību grāmatā tika piedāvāti vismaz 10 pētniecisko darbu piemēri, kas ir pozitīva tendence, jo caur pētnieciskiem darbiem, skolēnam ir iespēja attīstīt augstākā līmeņa kognitīvo darbību, jo ir jāanalizē sakarības, jāspriež un ir jāsecina. Tas, vai stundās tiek izmantoti attiecīgie uzdevumi un pētnieciskie darbi no mācību grāmatām, ir ļoti atkarīgs no pedagoga izvēlētajām metodēm un attiecīgās situācijas, tāpēc ir dziļāk jāpēta skolotāja izvēlētais metodes skolēnu mācību procesa iesaistīšanās un produktīvās mācīšanās nodrošināšanās (Zohar & Schwartz, 2012).

Ja vēlamies, lai skolēnu sniegums uzlabojas uzdevumos, kuros nepieciešams demonstrēt prasmi risināt kompleksu uzdevumu jaunās situācijās, tad akūti nepieciešams skolēniem ir apgūt šāda veida mācīšanās pieredzi arī stundās. Iespējams, ka palielinot šādu piemēru īpatsvaru diagnosticējošos darbos un iestrādājot mācīšanās metodiku mācību grāmatās bioloģijā, būtu daži soļi problēmas risinājumam, ko iesaka arī Harlen (Harlen, 2010).

### **Secinājumi** **Conclusions**

Šajā pētījumā parādīts, ka valsts līmeņa pārbaudes darbos dabaszinātnēs periodā no 2015. līdz 2017. gadam tiek izmantoti uzdevumi pārsvarā zema kognitīvā dziļuma mērīšanai. Skolēni caur šiem uzdevumiem var demonstrēt sniegumu salīdzinoši zemā kognitīvā līmenī, kas ir pretstatā ar vēlamo uzdevumu, kā arī ar OECD pētījumu.

Valsts izglītības politikas dokumentos ir uzsvēta nepieciešamība attīstīt 21. gadsimta prasmes, kas ir iespējams, attīstot mācīšanās iedziļinoties pieeju. Raugoties no otras puses, valsts pārbaudes darbu uzdevumi dabaszinātnēs galvenokārt paredzēti, lai izmērītu reproduktīvus rezultātus.

Aplūkotajās bioloģijas stundu transkripcijās pārsvarā produktīva mācīšanās un skolēnu iesaistīšana mācīšanās procesā vai nu nav, vai arī ir novērojama tikai nedaudz.

Pieejamajās bioloģijas 9. klašu mācību grāmatās ir atsevišķi uzdevumi, kuru veikšana var attīstīt augstāko kognitīvo līmeni. Pārējās bioloģijas mācību grāmatās ir izmantoti uzdevumi un jautājumi zemā vai vidēji zemā kognitīvajā līmenī.

Pētījums rāda tendenci, ka bioloģijā 7. - 9. klašu posmā kopumā skolēni attīsta un lieto zema un vidēji zema kognitīvā līmeņa darbības.

### Summary

In this study, it has been shown that in tasks of Natural Sciences diagnostics from 2015 to 2017 tasks are mainly used for measuring low and medium cognitive depth. Students can demonstrate their performance at a relatively low cognitive level through these tasks, as opposed to the desired task, as well as with the OECD study.

National curriculum policies emphasize the need to develop the skills of the 21<sup>st</sup> century (which is possible through the development of a deep learning approach), and, on the other hand, national test assignments in science are primarily intended to measure reproductive performance.

The given biology lesson transcripts in the 9th grade group show a slightly better tendency than in the 7th and 8th grade groups - more productive learning and student involvement in the learning process. In grades 7 and 8, productive learning is predominantly involved and the involvement of students in the learning process is either absent or only slightly observed.

The available biology 9th grade textbook offers some tasks that develop the highest cognitive level. Other biology textbooks use tasks and questions at low or moderate cognitive levels.

The study shows a tendency for students to develop and use low and moderate levels of cognitive activity in the 7th-9th grades of biology.

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# CHARACTERISTICS OF SAMPLES IN RUSSIAN-LATVIAN RESEARCH PROJECT ON PEDAGOGUE PROFESSIONAL IDENTITY: ANALYSIS OF PERSONAL INFORMATION ITEMS

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**Abstract.** *The study is a part of Latvian-Russian research project on the professional identity of teacher started in 2013. The aim of the article is to analyze and compare the data of Latvian and Russian respondents in personal information items in two questionnaires for school teachers and university lecturers designed for studying the structural model of teacher's professional identity. The surveys were carried out in 2015 (for university teachers, 198 respondents) and 2017 (for school teachers, 433 respondents). The common features of the modern pedagogical staff of the two countries are revealed, and differences and problem zones of the educational systems are indicated. Examining respondents' personal information items, researchers revealed that in both countries, official statistical data on the pedagogical community, especially on the school teachers community, are incomplete and contradictory, especially in general school education. This suggests the need to improve methods of collecting statistical information in the field of public education.*

**Keywords:** *age, gender, teachers' professional identity, qualification, representative sample, requisite section of questionnaire, work experience.*

## Introduction

There is now growing common understanding that teacher's stable and strong professional identity (PI) is a key to teaching/learning success (Beauchamp and Thomas, 2009; Carillo et al., 2015; Voinea & Palasan, 2014). In the last 20 years, research on teachers' PI has shown a significant growth. Diverse aspects of this theme have been studied, among them PI essence (Tateo, 2012; Ilyshin & Azbel, 2017; O'Connor, 2008), PI contents (Buitrago-Bonilla, 2017; Hsieh, 2015; Li, 2016), PI development (Vangrieken et al., 2017; Prytula & Weiman, 2012; Aykac et al., 2017), changes in teachers' PI in the context of educational reform (Buchanan, 2015). This study is a part of Latvian-Russian research project

“Professional identity of educators”, which is being implemented since 2013 by a group of scholars from Riga (Latvia) and Smolensk (Russia) including the authors of this paper. In the center of project are the contents of pedagogues’ PI. Since 2014 several surveys have been organized. On the whole, 1786 respondents filled questionnaires: university teachers, school teachers, and teacher students. At the current stage of the project, the hypothetical model of pedagogue’s PI contents has been created based on the data obtained earlier and the existing literature on the topic (first of all Beijaard et al., 2004; Emerson, 2010; Woo, 2013), and two more surveys have been organized for testing this model. In May-June 2015, 198 university teachers (80 in Smolensk and 118 in Riga) filled the questionnaire “University Teachers’ Professional Identity” (the authors of the technique are A. Shpona, M. Vidnere, J. Jermolajeva; see Senchenkov & Shpona, 2016). In April-May 2017, 433 school teachers from Latvia and Smolensk region (Russia) filled the questionnaire “School Teachers’ Professional Identity” (the authors are A. Shpona, M. Vidnere, J. Jermolajeva, T. Bogdanova, S. Silchenkova). Both questionnaires were developed on the base of the Professional Identity Scale in Counseling by H. R. Woo for the profession of counselor (Woo, 2013), which was radically modified for testing pedagogues.

The aim of the article is to analyze and compare the data of Latvian and Russian respondents in personal information items in two questionnaires for school teachers and university lecturers.

Representativeness and reliability of samples is most important for any research. Representativeness means that sample represents the general population; reliability is related to the sample size and error. In the implementation of the project, the researchers of both countries were permanently faced the difficulty of creating representative samples. It has been revealed that official statistical data on the pedagogical community, especially on the school teachers community, are incomplete and contradictory; their arranging by criteria and groups is arbitrary and sometimes illogical. In Russia, in addition, the criteria may vary from year to year. In both countries, there is a tendency to publish statistics that testify to success and improvement. Indicators that do not meet this trend are not available, which makes it difficult to trace dynamics and correctly set criteria for representativeness of samples being created. For this reason, the authors found it necessary to study in details the personal information items of the questionnaire “School Teachers’ Professional Identity”, filled by 433 teachers from the two countries. The analysis of these data is presented in the article.

Typical (stratified) repetition-free samples are used in the study. The general population was divided into 2 groups (strata): urban school teachers and rural school teachers. The individual respondents were randomly selected from each stratum. An important feature of a typical sample is that it yields more accurate results than other methods of selecting respondents (Spirina & Bashina, 2012).



The representativeness of the Smolensk and Latvian samples was ensured by fulfilment of the following requirements:

- a) Each member of the general population had approximately equal probability of getting into the sample. For the survey the typical schools were selected; the questionnaires were randomly distributed between teachers at schools meetings. It was not known in advance, who would receive the questionnaire. The principle of randomness of getting teachers into the sample is used to prevent systematic errors.
- b) The respondents were selected from the general population independently of the analyzed features. Since the teacher's PI was studied, which is a very complex phenomenon, the researchers could not know in advance the specific survey indicators. Moreover, the survey was often carried out by other people (assistants).
- c) The selection was carried out from homogeneous typical groups. In each country, respondents from over 20 schools participated in the selection. There were representatives of two typological groups in the Russian and Latvian samples: urban school teachers and rural school teachers. Each group included teachers of different age, education, work experience, qualifications.

In order to verify the representativeness of the samples, the sampling error was calculated for each of them. According to the published statistics, there were 7,476 teachers in the school year 2016-2017 in the Smolensk region. 3 % sample of them was created for the study (202 people). The sampling error is 6.8 %; that is, the discrepancy with the general population is 6.8 %. The sampling error for the Latvian sample is 6.4 %; it was calculated from the general population of school teachers in Latvia (22068, according to Statistika par izglitību, 2017) and 1 % sample (231 people). In both cases, the error is allowable (ЯДОВ, 2007) Thus the created samples were representative and ensured reliability of the study.

In the process of study, the common features of the modern pedagogical staff of the two countries were revealed, and differences and problem zones of the educational systems were indicated. In order to get a more general view on the pedagogical community of the two countries, the characteristics of school teachers were analyzed in the common context with the data of university teachers.

The incompleteness of statistics on teachers in both countries revealed in the process of the research suggests the need to improve methods of collecting official statistical information in the field of education.

## **Results**

The survey "School Teachers' Professional Identity" took place in April-May 2017. 433 teachers from Latvia and Smolensk region (Russia) filled the

questionnaire. Its requisite section requested the following personal information: gender, age, education, qualification category, type of school, work experience, and grades, in which the respondent teaches. The analysis of these data revealed some features of the professional group that are not quite visible in statistical reports. The requisite data of the questionnaire are presented in Table 1.

Table 1 Characteristics of Latvian (LV) and Russian (RU) samples of school teachers

Indicator Group	Quantity of teachers		Age (mean)		Work experience, years (mean)		Education (%)			
	LV	RU	LV	RU	LV	RU	Higher		Specialized secondary	
	LV	RU	LV	RU	LV	RU	LV	RU	LV	RU
Urban schools	179	96	48.3	46.7	22.8	22.8	99.4	97.9	0.6	2.1
Rural schools	52	106	47.9	46.8	22.2	26.5	100	90.6	0	9.4
All	231	202	48.2	47.0	22.7	24.6	99.6	94.0	0.4	5.9
Indicator Group	Number of pensioners (%)*		Highest attestation category (%)		Work experience over 20 years (%)		Gender			
	LV	RU	LV	RU	LV	RU	M (%)		F (%)	
	LV	RU	LV	RU	LV	RU	LV	RU	LV	RU
Urban schools	9.5	20.9	-**	54.2	54.7	62.5	5.6	5.2	94.4	94.8
Rural schools	5.8	30.2	-	29.2	57.7	74.0	13.4	17.0	86.6	83.0
All	8.7	25.7	-	41.1	55.4	68.8	7.3	11.4	92.7	88.6

\* In Russia the pension age for women is 55 years, for men - 60 years. In Latvia at the time of the study the pension age for both women and men was 62 years 9 months.

\*\* Reliable information for this item is not available (see the text).

Due to the territorial and demographic features of Russia, there are a great number of rural schools. In the Smolensk region, the number of teachers employed in rural schools is higher than the average for Russia. The percentage of rural teachers in the Russian sample is much higher than in Latvian one, although, according to the official statistics, the Smolensk region is more urban than Latvia (72.1 % and 67.2 % of urban population, correspondingly) (Смоленская область в цифрах, 2017; Demogrāfija, 2017). Though it should be noted that division of Russian settlements into urban and rural ones is very contradictory and not fixed by general legislation. In recent years, the number of villages is declining and the number of small settlements increasing, where in statistical reports, the latter are mechanically referred to as urban (“urban-type

settlements”). In this survey, schools in small settlements were attributed to rural ones (in fact, there is no difference between these small schools and rural schools).

The data of the survey and comparison of them with available statistics of recent years shows the alarming growth of the percentage of teachers of pension age: while in 2002 proportion of pensioners in the Smolensk region was 12 % in rural schools and 13.8 % in urban ones (Развитие системы образования, 2017), in 2017 the corresponding data of Russian sample are 30.2 % and 20.9 % (the common indicator 25.7 %).<sup>1</sup> This negative trend correlates with the changes in age and work experience of teachers. In 2003, the percentage of teachers with length of service over 20 years was 48.7 % (ibid). In 2017 this indicator was already 62.2 % in urban and 74 % in rural schools. It should be recalled that the sampling error is only 6.8 %. This means that in the last years there has been practically no inflow of young specialists in the profession, although pedagogical faculties continued to produce them regularly. The average length of service of the teachers from the Russian sample is 24.6 years, the average age is 47.

In the Latvian sample, the proportion of urban/rural teachers also does not fit the official statistics: according to it, in 2017 more than a half of Latvian teachers worked at rural schools (Statistika par izglītību, 2017). It is obvious, however, that compilers of the statistical report did not take into account that many teachers worked at 2 (sometimes 3) schools; their main place of work is considered to be a rural school, but in the survey they more often identified themselves as urban teachers. This demonstrates certain biases and incompleteness of published statistics on Latvian teachers.

The average age of teachers in Latvian sample is 48.2 years, which is 1.2 years more than that in the Russian sample. At the same time, the average length of service (22.7) of Latvian teachers is 1.9 year less than the same indicator in Russian sample. Probably that can be partly explained by longer school years (12 in Latvia versus 11 in Russia). The demographic situation in the community of Latvian teachers is very far from optimistic. The percentage of teachers with length of service over 20 years is 55.4 %, which is less than in Russian sample, but it is still too high. Compared with the Smolensk region, there are fewer pensioners in the Latvian sample: only 8.7 %. However, the pension age in Latvia at the time of the study was 62 years 9 months, whereas in Russia it is 55 years for women and 60 for men. In general, Latvian school teachers are older than their colleagues in Russia. In Latvian and Russian samples, the proportion of women teachers at the age over 55 is 31.2 % and 19.3 %, correspondingly. It should be noted that in Latvian sample, in contrast to the Russian one, the number of teachers-pensioners in cities is higher than in rural areas (9.5 % versus 5.8 %).

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<sup>1</sup> The authors could not trace the dynamics of changes of this indicator in recent years since corresponding statistics are not available.

The obtained data indicate to the aging of the teaching staff and the lack of continuity of generations in the profession in both countries; the situation in Latvia is more alarming than in the Smolensk region.

Among the positive factors is the high level of education of pedagogical staff: almost all teachers have higher education: 99.6 % and 94 % in the Latvian and Russian sample, correspondingly. The Latvian indicator on this item is especially impressive. In addition, it should be noted that according to the state statistics 3.9 % of Latvian teachers have the doctor degree (Statistika par izglītību, 2017). In the Russian sample, the significant difference is observed in education between urban and rural teachers: in urban schools, the percentage of teachers with specialized secondary education is 2.1 %, whereas in rural schools it is 9.4 %. The above-mentioned difference in the length of service in the samples of the two countries (2 year) was mostly formed by the rural teachers of the Smolensk region: their average length of service is 26.5 years, while in Latvia and in Smolensk city this indicator is from 22.2 to 22.8. Taking into account the data on the level of education, this suggests that a certain percentage of Smolensk rural teachers begin to work at an earlier age than their colleagues in Latvia and Smolensk city, i.e., not having higher education; they get it only later (mainly by distant learning).

The requisite section of the questionnaire contained an item on attestation category of teacher. In both countries, the system of teacher certification (attestation) was created to assess the qualifications of a teacher and to stimulate her/his professional growth. The researchers expected to obtain data to compare the samples according to the level of professionalism and dynamics of its formation by age and work experience. In the development of the questionnaire, the international research team took into account the certification categories of both educational systems and the professional requirements and criteria that they set considering them a clear expression of state educational policy. However it turned out that the attestation system fully works only in Russian education. All respondents from the Smolensk region indicated their category in accordance with the certificates they received: the highest, first, second category, or none (qualification growth from the 2nd to the highest category). It was found out that in urban schools there were significantly more teachers of the highest category than in rural schools: 54.2 % versus 29.2 %. Having practically the same average age as their urban colleagues and even longer work experience (46.7 – 46.8, 26.5 – 22.8, respectively), rural teachers clearly loose to them in the certification category, on which their salary and status depend. There may be two explanations: either less skilled teachers work at rural schools (it is worth remembering the difference in the percentage of those who do not have a higher education at rural schools, as well as the percentage of rural teachers who get it by distant learning), or the certification system is designed in the way that it puts teachers from villages

and small settlements in a non-winning position, which violates the equality principle in the professional community. However, rural students loose most since their right to qualitative education is violated. It should be noted that Smolensk, the most urbanized city in the Russian sample, is a small regional center with the population of 330 thousand inhabitants. If the comparative analysis included large cities, not to mention the capital, the difference would be catastrophic.

To the part of Latvian respondents, the item on the attestation category caused difficulties. Some teachers consulted colleagues or school administration to find out their category; 34 respondents (14.7 %) left this item blank. These data demonstrate that the previous system of certification of teachers did not work; the problem required urgent and drastic changes. Now the Ministry of Education of Latvia is implementing a new system of attestation of school teachers.

The gender characteristics of the samples confirm the obvious fact that school has become an exclusively female professional territory in both countries. The number of men in the Latvian and Russian samples is 7.3 % and 11.4 %, correspondingly. However, in rural areas the percentage of men in teaching staff is higher than in urban schools. In the Latvian sample, there are 5.6 % of men among urban teachers, and 13.4 % of men among rural teachers; in the Russian sample – 5.2 % and 16.98 %, respectively. This feature, common for both countries, can be interpreted in the following way. Once choosing a pedagogical profession, rural men do not usually leave it, and it becomes a matter of their whole life and the main place of work; the kitchen garden helps to solve financial difficulties. Men from urban schools more often leave the profession in search of a job with higher social status and salary.

In order to get a more general view on the pedagogical community of the two countries, the characteristics of school teachers were analyzed in the common context with the data of university teachers. In May-June 2015, 198 university teachers (80 in Smolensk and 118 in Riga) filled the questionnaire “University Teachers’ Professional Identity”. Their requisite data are shown in the Table 2.

Table 2 **Characteristics of university teachers in the samples of Riga and Smolensk**  
(Jermolajeva & Bogdanova, 2017)

	F/M (%)	Age				Work experience				Sc. degree
		Mean	Up to 35 (%)	36-55 (%)	56 and above (%)	Mean	Up to 5 (%)	6-15 (%)	16 and above (%)	Dr. or candidate/ Mg. (%)
<b>R</b>	76,3/23,7	52,8	8,5	49,2	42,4	20,0	7,6	28,0	64,4	57,6 /42,4
<b>S</b>	76,4/23,6	42,3	26,3	57,5	16,3	14,8	20,0	47,5	32,5	80 / 20

R – Riga, S – Smolensk

Four leading higher education institutions of Smolensk participated in the survey: Smolensk State University, Smolensk State Medical University, Smolensk State Agricultural Academy, and Smolensk Academy of Physical Culture, Sports and Tourism. The average age of Smolensk lecturers is 42.3, which favorably distinguishes them from the other 3 samples. This means that in recent years there has been an inflow of young people into higher educational institutions of Smolensk (57.5 % of this sample are people aged from 36 to 55), and there are good dynamic indicators of this process: 26.3 % of teachers are under 35 years old. The opposite situation is in the Latvian sample consisting of teachers from Riga Teacher Training and Education Management Academy, Latvian Academy of Sport Education, Latvian Academy of Music, and Riga Technical University. This sample is the oldest: the average age in it is 52.8 years, 42.4 % of the sample are people in the age of 56 years and over (cf. 16.3 % in Smolensk). The inflow of young people is very small: only 8.5 % are 35 or younger. Evidently it is impossible to change the situation radically in the near future, though it requires immediate and effective measures.

Most of the respondents in Riga started work at the universities more than 16 years ago (64.4 %); the percentage of teachers with the scientific degree (57.6 %) is mainly provided by them. 42.4 % of university teachers from the Riga sample have only the master degree. Therefore, not only the aging of the pedagogical staff is observed, but decrease in pedagogical and research skill level as well. In Smolensk universities the situation is essentially better: 80 % of teachers have the scientific degree. This means that capable graduates remain in universities as teachers, actively engage in research, and successfully defend theses. The above-mentioned differences indicate an alarming situation in the issue of academic personnel of Latvian higher education.

The gender ratio of university teaching staff in Russian and Latvian higher schools is the same: 23.6 % of men in Smolensk, 23.7 % in Riga. Without taking into account the situation in the school sector, the proportion of men teaching in higher school may seem small. However, in comparison with the number of men among school teachers (11.4 % in the Smolensk region sample and 7.3 % in Latvian sample), it looks different. The number of men in the universities teaching staff is about the fourth, whereas their percentage among school teachers is too small, especially in Latvia. It should become a matter of great concern in society since the lack of male teachers has a negative impact on the professional choice of young people; it seems difficult to change the situation in the near future.

## **Conclusions**

1. The analysis of personal information items of the questionnaire for school teachers revealed incompleteness of official statistics in both countries,

which complicates the pedagogical research, monitoring the current situation and the implementation of the educational reform. This suggests the need to improve methods of collecting statistical information in the field of public education.

2. A marked aging of teachers community as a whole has been observed in both countries, as well as a lack of continuity of generations in the profession. In Latvia, it is more evident than in Russia. In the 4 groups of teachers participating in the study, the most unfavorable indicators are observed in the group of university teachers in Riga.
3. The level of education of school teachers has grown significantly in recent years: in Latvia 99.6 % of teachers have higher education and 94 % in the Smolensk region. The problem of insufficient education of teachers persists in rural areas of the Smolensk region (90.6 %).
4. Rural teachers loose to urban colleagues in the certification category, despite the fact that their work experience is four years longer: the percentage of teachers with the highest attestation category at rural and urban schools is 29.2 % and 54.2 %, correspondingly. Such an imbalance can indicate to non-qualitative initial education (probably due to the distant form of learning that is still widespread in rural areas), inefficiency of the system of in-service teacher professional development, as well as inadequate certification system that puts rural teachers in a non-winning position, which violates the equality principle in the professional community. However, rural students loose most since their right to qualitative education is violated.
5. The obtained data showed that in Latvia the previous system of certification of school teachers did not work; the problem requires urgent and cardinal changes.
6. School has become an exclusively female professional territory in both countries. This leads to an imbalance in the educational environment; students do not see sufficient number of positive patterns of male behavior. However it should be noted that the percentage of men in rural schools is higher than in urban ones.
7. Apart from aging of academic staff, decrease of teachers' scientific productivity is observed in Riga higher education institutions. The number of university teachers in Riga who do not have a scientific degree is twice as large as the similar indicator in the universities of Smolensk; the inflow of young people is minimal, therefore the dynamics of scientific growth of university teachers is weak. This requires immediate changes in the personnel policy of Latvian higher schools.

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# REALIZATION OF INTEGRATED LEARNING IN STUDY PRACTICE: PRE-SERVICE TEACHERS EXPERIENCES

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**Abstract.** *The integrated teaching is important tool for promoting the development of students' critical and creative thinking, self-cognition, learning and cooperation skills and cultural understanding in a constantly changing world. In Latvia, integrated curriculum has become a challenge for educational reforms, too. Latvian teacher educators are looking for appropriate Curriculum content and strategies, in order to promote pre-service teachers with understanding of integrated learning, courage and ability to implement them in professional activities.*

*The aim of an article is analyze possibilities how to improve the pre-service teachers' readiness to plan integrated lessons for study practice.*

*Methods: qualitative analysis of students' pedagogical practice diaries.*

*In conclusions and discussion, the suggestions for the development of teacher education Curriculum towards strengthening the different approaches to integrated learning in school education.*

**Keywords:** *integrated education in primary school, pedagogical practice, teacher education, modalities of integrated learning.*

## Introduction

The integrated curriculum teaching is important tool for promoting the development of school students' knowledge, skills and attitudes that suits him in solving problems in a changing reallife situation - self-cognition, critical and creative thinking, learning and cooperation skills with others and cultural understanding in a constantly changing world. In Latvia integrated curriculum has actualized in educational reforms.

An important resource for improving the professional skills of pre-service teachers is the pedagogical practice. Learning how to plan the lessons is a key skill that the students have to develop in the study process. "Planning as a complex process, and performance indicators that seem to present planning as an important

but still straight forward professional skill to be acquired.” (Muttona, Haggera, & Burn, 2011)

The aim of an article is analyze possibilities how to improve the pre-service teachers’ readiness to plan and realize integrated lessons in study practice and.

Methods: The study was based on the qualitative design. A content analysis of materials from 10 pre-service teachers’ pedagogical practice diaries were proceeded in order to identify appearance of different kinds of integration there, interpret the problematic issues and summarize suggestions for the development of study practice instruction.

### **Theoretical background**

The integrated approach to learning is in focus of pre-school and primary educators over several decades. In Latvia, idea of integrated learning was developed by Petersons (Pētersons, 1931) and Dekens (Dēķens, 1919); more recently, it is explored and developed by Petere (Petere, 2014) and Anspoka (Anspoka, 2003). On general, a term ‘integrated learning’ is used by meaning: learning more than one subject at once and building holistic system (be either organic, not mechanic). As the most essential characteristic of integrated teaching/learning is the wholeness (Kauliņa, 2013; Petere, 2014). Together with the acquisition of learning content, ‘a holistic approach to personality development promotes a learning according to learners individual abilities, learner’s intellectual, emotional and social development within correlations’ (Anspoka, 2003: 5), awareness of the motive in integrated learning as the inner driving force, a subjective component, individual and different to everyone (Petere, 2014: 116). Thus, a teacher’s action is important, as a result of which, the conditions are created where a learner him/herself sees the wholeness of learning content, not the teacher indicates the connections to be seen. The efficiency of integrated teaching/learning is justified with the connection of learning to life (because life is a whole), gaining the unity of a child’s spiritual development and understanding of coherence within knowledge. It demands for teacher’s ability to organize her work with a clear conception, structure, methods and principles, combining several educational paradigms (Csorba, 2013).

As educational approach, integrated learning pretends to be more effective than learning each subject separately. The problem is, that integration risks being not effective tool for learning, without appropriate conceptual understanding of the structural components of a wholeness and their interconnections. J Hattie’s research approves that idea (Hattie, 2009). One more challenge for teacher educators is that recent students have not rich experiences with integrated learning during their schooling; so, it is a new topic for them, while learning separate subjects is familiar and well-known.

In recent educational discourse, three approaches to integration are defined: multidisciplinary, interdisciplinary and transdisciplinary (Drake & Burns, 2004), which can help to understand the usefulness of differently organized content and process of learning for reaching particular educational goals better. Each of them has a different structure of a whole, different focus on educational aims, different connections between curriculum subjects and relations to contexts of real world, life.

Organizing the learning of several disciplines around one theme/ topic, is characteristic for **multidisciplinary** approach to integration. It focuses primarily on the obtaining clear, structured, knowledge and skills to address key learning standards identified by the area (Steinberg, 1997), as he call it – ‘routine expertise’. There, teaching might not differ much from the teaching separate subject.

In **interdisciplinary** approach to integration, teachers organize the curriculum around learning across disciplines. Learners integrate information, methods, tools, perspectives, possibilities, ideas, concepts and theories from two or more fields in order to create ‘products’, explain the phenomenon or solve problems. Learners are not able to do it using means of one field such as information, methods, tools, ideas and concepts (Boix-Mansilla, 2010). Interdisciplinary teaching/learning encourages learners’ self-directed and self-designed way of mastering learning content (Kidron & Kali, 2015) within the boundaries of a set cognitive question. The focus of interdisciplinary approach is not on what a learner is learning but how he/she is doing it (Kramer et al., 2007) with a purpose to help them to reach deeper levels of conceptual coherence, varied set of reasoning and meta cognitive strategies, ‘adaptive expertise’ (Hatano & Inagaki, 1986). So, there a teacher must be able to identify learners’ abilities and introduce the implementation of different learning strategies.

In the **transdisciplinary** approach to integration, learners develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context. Learning becomes organic, meaningful and transformative *holistic v.s. mechanic* (Sterling, 2011). Two routes lead to transdisciplinary integration: project-based learning and negotiating the curriculum (Drake & Burns 2004). Although content may be grounded in a discipline, the unit is not considered a science unit or social studies unit. It is important in transdisciplinary teaching learning to involve students in asking authentic questions – have them participate and connect to their lives as well as to give opportunity for students to discover answers. Therefore, the tasks should be inquiry-based and allow time for discovery – “uncovering” (Kaufman, 2003).

In context of the new demands to education – development of students’ competences and life skills - the transdisciplinary approach can be seen as the most productive kind of integration. The task of teacher educators is to set

appropriate questions for pre-service teachers, in order to encourage them to realize deeper ways of integrated teaching in their study practice.

Transdisciplinary approach does not deny multi- and inter-disciplinary learning, but use their tools as steps in real-life problem-solving process.

For empirical research, the key ideas are summarize in Table 1.

**Table 1 Comparison of multidisciplinary, inter-disciplinary and transdisciplinary learning**

<b>Categories</b>	<b>Multidisciplinary</b>	<b>Inter-disciplinary</b>	<b>Trans-disciplinary</b>
<b>Focus</b>	Content-oriented	Student – oriented	Problem – oriented
<b>Structure of a whole</b>	Relating the concepts and processes of each subject to the one topic	Skills, processes and concepts of one discipline help to develop understanding about the other one	Innovative solutions of a real life problem by developing the content and tools of different disciplines
<b>Aim</b>	To obtain content knowledge	To develop learners' general skills.	To solve a real-life problem

### **Research design**

**Methods:** The empirical research question is – to investigate, how the future teachers' describe integrated learning in their lesson plans, in order to identify appearance of different kinds of integration.

**Data collecting.** The study was based on the qualitative analysis of materials from student practice diaries. 10 integrated lesson plans made by 4<sup>rd</sup> year students of the Pre-school and Primary School Teacher Professional Bachelor's Degree Program of University of Latvia were chosen for analysis. All these students' performance was highly evaluated by their mentors, so we can trust that their professional competences are on a good level. What differs is a structure and formulations of lesson plan components. The analysis of these differences can give a feedback of professional study process and help to investigate better ways, how to introduce an integrated learning in pre-service teacher professional practice more effectively.

Before study practice, students have got theoretical insight about integrated learning. In accordance with an instruction, all lesson plans should contain:

- 1) topic/ title; question for learning,
- 2) aim and objectives,
- 3) content of learning of several subjects,
- 4) learning outcomes,

- 5) description of a process of lesson and teaching/ learning methods,
- 6) feedback.

**Qualitative analysis** of the data was carried out by two experts. Each of them coded the data independently, then results of the analysis were compared, discussed and common conclusions were made.

Lesson plans were read through several times by two experts, marking the separate words and sentences, which could be interpreted to particular approach of integration. Then generalization was undertaken by grouping codes with similar meaning into one category (Mayring, 2007; Saldana, 2012). Then these categories were related to the focus and structure of multidisciplinary, inter-disciplinary and trans-disciplinary integration.

## Results

By analysing the lesson plans, few aspects were revealed as different. They could be interpreted as indicators of the different types of integration. Obviously, there were varieties of the formulation and development of a topic, reliability of learning outcomes, logic of connections of separate parts of the lesson and distribution of learners' and teacher roles were analyzed. These categories partly correspond with questions offered by Paxson's for analysis of integrated learning:

1. What is the phenomenological context of this task?
2. What question or aim is being addressed in this problem?
3. What set of conceptual ideas are students expected to engage with in this task?
4. What reasoning strategies are students expected to engage with in this task? (Paxson, 1996).

One difference is related to the formulation of a topic. In some lesson plans topics were formulated in one word, for example, "*Winter*", "*Air*", "*Electricity*", "*Capital*", as it is traditional in most textbooks and curriculum.

Such briefly and generalized formulation of a topic allows the teacher to choose/ realize freely the learning content of various disciplines. For example, in "*Winter*" lesson, learners "*read and visualize poems about winter (literature), look at reproductions of various works of art, create an illustration of previously read poem (art).*" Thereafter, teacher offers to primary students "*to analyze images of the problem situations during the winter and the task about safety on the ice (social sciences)*". Each task is well done and learners read, imagine, calculate, discuss and acquire new content, but a new set of knowledge is kaleidoscopic, conjunction between learning episodes are formal without holistic or personally meaningful understanding. Fragmented courses are likely to support fragmented understanding (Steinberg, 2003).

Another aspect, which makes difference in lesson plans, is formulation of learning goals. Such formulations as promoting primary students' "*knowledge of the capital's objects by learning the capitalization of letters*", "*understanding of the geometric figures*", "*knowledge about electricity*", "*understanding the depicting of the landscape in the application*". They indicate, that pre-service teacher focuses on teaching the content of curriculum subjects. Together with it, a topic itself becomes unimportant – it looks as just a pretext for "talking about" something familiar rather than for understanding the regularities of the real life (such combination of words appears often in the descriptions of a lesson flow: "*what was a poem about?*", "*write three sentences about...!*", "*what do you know/ think about...? etc.*).

If the meaning of learning from the pupil's perspective is ignored in the lesson plan, the transmission of subject knowledge and skills risks to become formal; the integration of the various disciplines across the topic – mechanical; the student's involvement in learning activities as an active participant - insignificantly.

All mentioned indicate, that difficulties in providing a logical and natural connection between the content of different subjects and the purpose of the lesson and have aroused.

Another type of lesson plans contains different way of defining the topic and learning goals. Such titles of a lesson as "*Why living organisms need clean air?*", "*How can I handle the electrical equipment safely?*", "*How can we support the famous Latvian basketball player in USA?*", "*How can I depict the beauty of winter in different forms of art?*" demonstrates some inner connections between the objects from different disciplines.

Cognitive question helps the teacher to recognize the disciplines involved and justify the thinking strategies needed for resolving the question. These lesson plans confirms a high level of pre-service teachers' competence to organize the learning process in classroom. For example, in lesson plan "*How can I create a book?*" a variety of learners' activities together with appropriate choice of the content of curriculum subjects were described. There learners are expected to set criteria for qualitative book, create the texts/ stories (literature and native language) and illustrations (art), classify the professions necessary for publishing the book and distribute the roles in groups appropriately (social sciences), evaluate individual abilities and interests (all disciplines together).

The lesson is perfectly composed; teacher leads the primary students' learning by using the integration of learning content several disciplines for developing general skills, introducing different thinking strategies and teaching methods.

Cautious is that the main purpose of learners' activities planned by teacher - to create a book, is accepted without a debate about why this book is needed. The

absence of space for learners' voice/ ideas/ real life experience and the actual socio-cultural context do not provide an awareness of the significance of learning. This type of lesson fits with the characterization of inter-disciplinary learning, leaving open a question about the development of learners' life-skills and transformative learning.

There were two lesson plans which differ much from other with a formulation of a topic and introducing it. In both cases pre-service teachers begin the lesson with problematic situation that needs to be resolved somehow – *“The teacher’s dog went missing yesterday; please help to find him!”* and *“A classmate is accused painfully in social network; what should she do now?”*. Pre-service teachers admitted there, that these problems were not planned previously, but encountered in real life. So, lesson plans are written after activities; they are rather documentary than a plan.

The pupils' activity was suggested by the personal significance of the situation; the joint decision about the most constructive solution to the problem setting justified the meaning of the activities and made a clear progress towards the result to be achieved. In theory, this is described as an authentic problem situation, which involves counting on the complexity of life, inconsistency, ambiguity, unpredictability (Lenkauskaite, 2015).

Students describe, how the learners analyze the possible causes of the situation from different perspectives, offer ideas for problem solving, make the decision to work out an apology email/ announcement about a missing dog in groups in order to resolve misunderstandings/find a dog, create a draft and discuss the possibilities to deliver it properly, set criteria for the successful outcomes of a case and discuss a further sceneries. In feedback, personally and social significance of learning the content of different disciplines were identified. Learners analyzed how media studies (distribution of the announcement, safety on the Web), ethics (conflict resolution, compassion, and responsibility), language (applied writing) and social sciences (organization of cooperative activities) can help to solve real-life situations.

Characteristics of lesson plan components that helps to identify approaches of integrated learning are summarized in Table 2.

These lesson plans can be interpreted as the realization of transdisciplinary learning, as a topic of lesson is related to an actual real-life situation, the concepts and processes of several curriculum subjects are adapted to logically structured problem solving steps, and learners have a possibility to join their life experiences and realize the choices in each learning situation. In her reflection, student had written her conclusions: *“Real life appears as the best counselor which helps to realize the integrated lesson purposefully and meaningfully. There is nothing artificial to imagine. The need to solve the real life situation motivated children.*



*The specific tasks aroused by themselves. Children understand the importance of each learning activity for solving the problem. I was not scared of real life!”*

**Table 2 Characteristics of different approaches to integrated curriculum**

<b>Integration</b>	<b>Multidisciplinary</b>	<b>Inter-disciplinary</b>	<b>Transdisciplinary</b>
Introduction of a topic	Introducing the topic in one word: <i>our topic is...</i>	Introducing a cognitive question: <i>how to depict a winter beauty?</i>	Discussing the real-life problem setting: <i>Please, help me to find my dog!</i>
Learning goals	To learn discipline content: <i>to complete understanding of goodness.</i>	To promote development of general skills: <i>to complete the analytical thinking and creativity by producing a book.</i>	To complete life-skills: <i>to promote a development of social responsibility, by engaging in a charity campaign.</i>
Content	Defined by Standard	Defined by standard, adapted by teachers	Chosen by learners, adapted to standards by teachers.

This finding, together with elation and joy, reveals one more aspect of transdisciplinary learning. A word “*fear*”, used by student there, denotes the challenge for teacher’s competence and teachers’ educators – how to react professionally to various events in the everyday life of pupils and to show the learners that learning is possible in any situation of life.

### **Conclusion and Discussion**

Following features of transdisciplinary learning were classified by content analysis:

- Problem is based on a specific life event. Setting the cognitive question does not automatically lead to transdisciplinary learning.
- All activities are not planned previously, the openness to the concrete situation and learners’ ideas are crucially important for transdisciplinary learning.
- Teacher can provide such process of learning, if he understand a structure and meaning in real life context.

In order to help pre-service teachers understand TD training in study process, it makes sense to:

- Introduce the experiments with a situated learning to provide students’ own experience how the situation can serve as a transdisciplinary learning opportunity.

- To organize a cooperation of members of teaching staff for practice the trans-disciplinary learning in professional studies.
- Together with specific professional competences, cultivate pre-service teacher's deep learning, responsiveness, flexibility, creativity, decision-making skills.

In accordance with traditionally implemented principle of 40 minutes lesson and the assumption that integrated learning is possible only for an experienced teacher, instruction, students have an instruction to developed each integrated lesson plan as an autonomous thematic unit for 80 minutes. It is possible that the time limit and several unrelated integrated models (i.e., rectangles in environment and Christmas traditions and safety on an ice) in one day interferes the meaningful resolution of a life-related problem. An integrated model practice is recommended for a longer period of time - day or week.

In study process, to develop pre-service teachers' awareness of a paradox that more complex learning can appear easier than simple one, if it has a holistic nature.

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# SKOLOTĀJS PILSONISKĀS IZGLĪTĪBAS MĀCĪBU PROCESĀ

## *Teacher in Citizenship Education Learning Process*

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**Abstract.** *The recent reforms in the Latvian general education curriculum along with a school network reorganization have brought new attention to the issues related to a teacher education and the level of professionalism in everyday teaching work. Soviet-era education and work experience in diverse political and education systems (under the Soviet rule and after the restoration of independence) are factors that should be taken into account when analyzing the teacher in the citizenship education learning process. For the needs of this Paper, the authors used the data of the IEA ICCS 2016 (International Association for the Evaluation of Educational Achievement International Civic and Citizenship Study 2016) teachers who teach citizenship education-related school subjects (n=249) and their students (N=3224, Grade 8, average age from 13 to 14). To process the data, the authors used clusters, correlations, regression analysis and descriptive statistics. The aim of this Paper is to study what the teacher is like in the process of citizenship education. The findings allow making two conclusions: First, the teacher's personality, experience and networking skills plays an important role; Second, the popular assumption among both professionals and nonprofessionals that cooperation between an eighth-grade teachers and parents leads to a better student achievements is false.*

**Keywords:** *citizenship education, comparative studie, ICCS, teacher, paradigm shift, learning process.*

## Ievads

### *Introduction*

Pēdējo gadu reformas Latvijas vispārīzglītojošo skolu izglītības saturā un skolu tīkla reorganizācija ir aktualizējušas arī jautājumus, kas saistās ar skolotāju izglītību un profesionalitātes līmeni ikdienas mācību darbā. Mācību satura reformas, kas tiek dēvētas par „izglītību mūsdienīgai lietpratībai” jeb „kompetencēs balstītu mācību pieeju”, ir izvirzījušas jautājumu par skolotāja spēju iekļauties jaunajā izglītības paradigmā un prasmi izmantot jaunās pieejas savā darbā.

Latvijas skolotāja portretu iezīmē OECD Starptautiskā mācību vides pētījuma – TALIS 2013 pētījuma rezultāti. Pētījums, raksturojot skolotāju, atklāj ievērojamu skolotāju īpatsvaru vecumā pēc 40 gadiem. Latvijas pedagogu

vidējais vecums ir 47 gadi, vidējais darba mūžs – 22 gadi. 89 % no visiem Latvijas skolu pedagogiem ir sievietes. Salīdzinājumam, Latvijas kaimiņvalsts Igaunijas pedagoga vidējais darba mūžs, tāpat kā Latvijā, ir 22 gadi, skolās no visiem pedagogiem 84 % ir sievietes, savukārt Skandināvijas valstīs – Somijā un Dānijā – attiecīgi 15 gadi un 72 %, 16 gadi un 60 % (OECD, 2014).

Latvijā pilsoniskās izglītības saturs lielākoties tiek iekļauts sociālo zinību mācību priekšmeta saturā, tāpēc turpmāk rakstā, vēršoties pie skolotājiem, kas māca ar pilsonisko izglītību saistītu mācību saturu, viņi tiks definēti kā sociālo zinību skolotāji.

Rakstā aplūkoti vairāki ar skolotāja personību, rīcību un prasmēm saistīti aspekti. Pirmkārt, raksta autori iezīmē skolotāju galvenos rīcības un domāšanas cēloņus, vērš uzmanību uz skolotāju ikdienas darbībām un mācību procesa veidošanas paradumiem. Otrkārt, rakstā sniegti empīriski dati, kas parāda korelācijas starp sociālo zinību skolotāju personības lomu un skolēnu sasniegumiem pilsoniskajā izglītībā. Treškārt, publikācija iezīmē būtiskus faktorus, kurus vajadzētu ņemt vērā skolotājiem, lai uzlabotu skolēnu sasniegumus pilsoniskajā izglītībā.

Latvijas izglītības paradigmu maiņas kontekstā būtisks ir sociālo zinību skolotāju nostājas un rīcības skaidrojums, tāpēc tiek izvirzīts mērķis – novērtēt, kāds ir skolotājs pilsoniskās izglītības mācību procesā. Mērķa sasniegšanai izmantotas zinātniskās literatūras un pētījumu analīzes metodes, kā arī kvantitatīvās pētniecības metodes. Pētījuma bāze ir ICCS 2016 pētījuma respondenti – skolotāji, kuri atzīmējuši, ka pasniedz sociālās zinības 8. klašu skolēniem. Pētījumā tika izmantoti dati no skolēnu testa un skolotāju aptaujām.

### **Sociālo zinību skolotāja raksturojums Latvijā** *The Social Science Teacher Portrait in Latvia*

Latvijas skolu tīkla un izglītības satura reorganizācija ir aktualizējusi jautājumu par skolotāja konkurētspēju un darba kvalitāti. Kā iepriekš minēts, Latvijas pedagoga vidējais vecums ir 47 gadi. Šajā vecuma grupā ir pedagogi, kuri savu pamata un vidējo izglītību ir ieguvuši PSRS pastāvēšanas laikā, bet augstāko izglītību – arī Padomju Savienības laikā vai 20. gs 90. gados atjaunotajā Latvijā. Tas nozīmē, ka lielu daļu savas dzīves un mācību laika viņi ir pavadījuši politiski un ideoloģiski veidotā telpā, kur dominēja marksistiski – leņiniskais pasaules uzskats, kas apslāpēja radošumu, iniciatīvu un brīvas personības attīstību (Blūma, 2016). Savukārt savas darba gaitas šie skolotāji ir uzsākuši 90. gadu sākumā, laikā, kad Latvija atguva neatkarību un uzsāka reformas daudzās valstij nozīmīgās institūcijās, tostarp arī izglītībā. Šis apstāklis ļauj izvirzīt pieņēmumu, ka skolotājiem, kuri sāka pasniegt pilsoniskās izglītības satura priekšmetus 20. gs. 90. gadu pirmajā pusē, trūka pieredzes un pilsoniskās

kompetences, kāda veidojas, dzīvojot un izglītojoties demokrātiskā sabiedrībā. Viņi visu savu apzinīgo mūžu bija nodzīvojuši citā valsts iekārtā, kurā valdīja citas vērtības, dzīves uztvere un izglītības ieguves un pasniegšanas tradīcijas. 2016. gadā šie skolotāji ir sasnieguši apmēram 50 gadu vecumu un ir liela varbūtība, ka vairums no viņiem turpina savas darba gaitas skolā. Katrai paaudzei piemīt sava kultūra un tas ir arī veids, kā tiek radītas un strukturētas zināšanas (Braslavsky, 2003). Tas nozīmē, ka šiem skolotājiem ir vismaz divi izaicinājumi – saprast, kā mūsdienu skolēniem jāpasniedz pilsoniskās izglītības saturs un ar kādām metodēm veicināt šo skolēnu līdzdarbību izglītības procesā.

Starptautiskā pilsoniskās izglītības pētījuma 2009. gada un 2016. gada pētījumu ciklu rezultātu salīdzinājums starp dalībvalstīm norāda uz vājo Latvijas skolēnu pilsoniskās kompetences līmeni un zemajiem sasniegumiem (Schulz, Ainley, Fraillon, Losito, Agrusti, & Friedman, 2017). Kā viens no skolēnu sasniegumus ietekmējošiem faktoriem ir skolotājs, kurš Latvijas gadījumā ir pieredzējis PSRS nedemokrātiskā režīma realitāti un dzīvi atjaunotā demokrātiskā sabiedrībā. Šīs divas pretpolu paradigmas izglītībā un iemācītajos paradumos veido domāšanas, attieksmes un rīcības sadursmes pedagoģiskajā darbībā, kas savukārt rezultējas mazproduktīvā mācību procesā un zemos skolēnu sasniegumos pilsoniskajā izglītībā.

### **Pētījuma apraksts un datu apstrādes metodes** *The Research Methodology and Data Analysis Methods*

Starptautiskais pilsoniskās izglītības pētījums ir longitudināls un līdz šim plašākais pilsoniskās izglītības pētījums Latvijā un pasaulē. Pilsoniskās izglītības pētījuma galvenais mērķis ir novērtēt jauniešu gatavību uzņemties dažādas pilsoņu lomas, kā arī noskaidrot skolotāju viedokli par mācību procesu un pilsonisko izglītības saturu (Ainley, Schulz, & Friedman, 2012). Pētījums sniedz iespēju iegūt un analizēt pilsoniskās izglītības sasniegumus un pilsonisko attieksmju tendences Latvijas un starptautiskajā mērogā laika posmā no 1999. gada līdz 2016. gadam. ICCS 2016, kas ir jau trešais pētījuma cikls, piedalījās 24 valstis: 3 Āzijas, 16 Eiropas (tostarp arī Krievija) un 5 Latīņamerikas valstis (Schulz, Fraillon, Ainley, Losito, & Kerr, 2008; Ainley, Schulz, & Friedman, 2012).

Skolotāju pilsoniskās izglītības mācību procesa analīzei tika izmantoti Latvijas skolu (N=147) sociālo zinību skolotāju aptaujā (n=249) un skolēnu testā (N=3224) iegūtie dati.

Skolēnu testā ir iekļauti 80 jautājumi (10 % no tiem ir atvērtie jautājumi, bet 90 % vairākizvēļu jautājumi). Jautājumi ar rotācijas palīdzību izvietoti astoņos testa bukletos. Katram skolēnam ir jāpilda tikai viens testa buklets. Toties skolotāju aptauju veido vairākas sadaļas – konteksts, skolas vide un

pilsoniskā izglītība. Atsevišķa jautājumu sadaļa par pilsonisko izglītību ir paredzēta tikai sociālo zinību priekšmeta skolotājiem. Aptaujā kopā ir 27 jautājumi.

Dati apstrādāti ar SPSS datu statistikas programmas palīdzību. Klāsteru analīze tika izmantota, lai klasificētu datu kopā apakšgrupās jeb klāsteros pilsoniskās izglītības mērķus, skolotāju informācijas lietojuma formas un mācību procesā izmantotās metodes. Rezultātā katrai jautājumu grupai tika izveidoti divi klāsteri.

Tāpat skolotāju un skolēnu datu analīzei tika izmantotas korelācijas, kuru mērķis bija novērtēt savstarpējo sakarību ciešumu starp skolotāju pārlicību, mācot konkrētas pilsoniskās izglītības tēmas, un skolēnu sasniegumiem pilsoniskajā izglītībā. Savstarpējās sakarības tika mērītas urbanizācijas šķērsriezumā – Rīga, lauki un pilsētas. Tāpat korelācijas tika veiktas arī starp skolēnu sasniegumiem un skolotāju izmantotajām mācību metodēm stundās.

### **ICCS 2016 iegūtie rezultāti: skolotāju faktors**

#### ***ICCS 2016 results: teachers***

Svarīgi ir apzināties, kādus mērķus vēlas sasniegt pilsoniskās izglītības skolotājs. Tie var būt gan plašāki, gan šaurāki. Veicot klāsteru analīzi, iespējams sadalīt skolotājus divās grupās pēc to izvirzītajiem pilsoniskās izglītības mērķiem. Pirmā grupa (71 % skolotāju) kā savu galveno metodi pilsoniskās izglītības pasniegšanā pielieto skolēnu darbības veicināšanu tuvējā lokā – skolā un klasē. Pirmās grupas skolotāji daudz biežāk atzīmējuši, ka pilsoniskās izglītības mērķi skolā ir veicināt skolēnu līdzdalību skolas aktivitātēs, veidot skolēniem konfliktu risināšanas prasmes un kritisko domāšanu. Otrās grupas skolotāji (29 %) minētajiem aspektiem pievērš mazāku uzmanību, vairāk uzsverot ārējo loku – pilsoņu tiesības un pienākumus, politisko līdzdalību, iesaisti vietējās pašvaldības dzīvē. Pētījuma testā abu grupu skolotāju skolēni ir uzrādījuši ļoti līdzīgus sniegtus, kuros nav statistiski nozīmīgas atšķirības.

Skolotāju aptaujās bija iekļauta jautājumu grupa par to, cik pārliecināti skolotāji jūtas, mācot 12 pilsoniskās izglītības tēmas, piemēram, cilvēktiesības, pilsoņu tiesības un pienākumi, sieviešu un vīriešu līdztiesība, konfliktu risināšana u.c. Skolotāji savu viedokli izteica Likerta skalā – pilnīgi pārliecināts, pietiekami pārliecināts, ne pārāk pārliecināts, nepārliecināts. Vidēji skolotāji apgalvoja, ka jūtas pietiekami pārliecināti, mācot pilsoniskās izglītības tēmas. Nedaudz zemāks pašvērtējums, salīdzinot ar citiem skolotājiem, bija tieši Rīgas skolotājiem. Taču jāatzīmē, ka Rīgā skolēnu sasniegumi bija visaugstākie. Kopumā Latvijā skolotāju pašvērtējumam nebija statistiski nozīmīga korelācija ar viņu skolēnu sasniegumiem, bet Rīgā un laukos tā bija negatīva ( $p < 0,05$ ). To varētu skaidrot ar labāko skolotāju augstākām prasībām pret sevi.

Citi pētījumi uzrāda līdzīgus vai pretējus rezultātus. Piemēram, 1999. gadā Latvijas 8. klašu matemātikas skolotājiem ar augstāku pašvērtējumu skolēnu matemātikas sasniegumi bija augstāki, tomēr dažās citās valstīs sakarība bija pretēja (TIMSS 2000).

ASV zinātnieki ir izpētījuši, ka nepastāv saistības starp kopējo skolotāju profesionālo pašvērtējumu un skolēnu sasniegumiem, bet skolotāju individuālais profesionālais pašvērtējums var to ietekmēt (Channell & Opra-Nadi, 2014). Starptautiskajā matemātikas un dabaszinātņu pētījumā TIMSS 2011, salīdzinot ASV un Japānas skolotāju sadarbību, atklājās, ka Japānā skolotāju savstarpējā sadarbība veicināja skolotāju profesionālo pašvērtējumu, bet ASV skolotāju sadarbība, izstrādājot mācību plānus, pozitīvi ietekmēja skolēnu sasniegumus. (Reeves, Pun, & Chung, 2017).

Lai skolotāji varētu būt pārliecināti par savu varēšanu un vadītu mācību procesu, viņiem pašiem jāizmanto atšķirīgi informācijas avoti. Tie ir priekšmetu programmas, pirmavoti, mācību grāmatas, dažādi publicēti mācību materiāli, mediji, metodiskie materiāli, interneta resursi, dažādi dokumenti.

Lietojot klāsteru izdalīšanas metodi, pēc izmantoto informācijas avotu lietojuma skolotājus var sadalīt divās grupās – intensīvi avotus izmantojošo grupu (63 % skolotāju) un mazāk avotus intensīvi izmantojošo grupu (37 % skolotāju). Pirmās grupas skolotāji ievērojami vairāk izmanto pirmavotus (piemēram, konstitūciju, cilvēktiesību deklarāciju), sociālo zinību priekšmeta standartus un programmas, Izglītības un zinātnes ministrijas pakļautības iestāžu izdotos metodiskos materiālus. Otrās grupas skolotāji šos materiālus izmanto ievērojami retāk. Un diezgan pārsteidzoši jākonstatē, ka otrās grupas skolotāju skolēnu sasniegumi ir ievērojami augstāki – 487 punkti pret 470 punktiem (sasniegumu starpība ir statistiski nozīmīga ar 99 % ticamību). Augstāki sasniegumi ir skolēniem, kuru skolotāji vairāk izmanto interneta resursus.

Skolotāji var veidot atšķirīgas stundas, to stils lielākoties ir saistīts ar skolotāju pedagoģisko pārliecību un profesionālajām spējām, kā arī ar konkrēto skolēnu klasi. Skolotāju vadībā skolēni izstrādā projektus, strādā mazās grupās, piedalās lomu spēlēs, veic pierakstus pēc skolotāja stāstījuma, diskutē, pēta interneta resursus, mācās no mācību grāmatām, ierosina tēmas nākamajām stundām. Pētījuma rezultāti rāda, ka skolotājus var sadalīt grupās pēc šīm aktivitātēm. Ir skolotāju grupa, kura aktīvi lieto visās šīs metodes, un skolotāju grupas ar vidēju un zemu nosaukto aktivitāšu pielietošanu stundās. Skolēnu sasniegumi nav statistiski nozīmīgi atšķirīgi šo grupu skolotājiem. Aplūkojot atsevišķas aktivitātes, tika konstatēts, ka kādas izcelšana un biežāka lietošana nenodrošina augstākus skolēnu sasniegumus. Zemāki skolēnu sasniegumi ir skolotājiem, kuru skolēni stundās mācās no mācību grāmatām (korelācija  $r=0,18$ ,  $p<0,01$ ), pieraksta skolotāja stāstījumu ( $r=0,11$ ,  $p<0,01$ ), strādā mazās grupās ( $r=0,08$ ,  $p<0,01$ ), strādā projektos ( $r=0,08$ ,  $p<0,01$ ). Tas varētu norādīt uz



to, ka skolēniem nav saistoša mācību grāmatu lasīšana un konspektu rakstīšana. Savukārt tas, ka zemāki sasniegumi ir skolēniem, kuri strādā projektos un mazās grupās, varētu norādīt uz neprasmiņu šo metožu lietošanu.

Skolotāji saredz arī iespējas uzlabot pilsonisko izglītību savā skolā (1. tab.). Visvairāk skolotāju (38 %) uzskata, ka vajadzētu labākus mācību materiālus un mācību grāmatas. Tāpat būtu nepieciešama lielāka ārējo organizāciju iesaiste (28 %), vairāk mācību stundu (27 %), vecāku iesaiste (25 %), lielākas iespējas kvalifikācijas celšanai mācību saturā (25 %) un mācību metodēs (25 %), plašāka sadarbība starp skolotājiem (25 %). Statistiski nozīmīgi ar 95 % ticamību augstāki sasniegumi bija skolēniem, kuru skolotāji vēlējas vairāk savstarpēji sadarboties, kā arī intensificēt sadarbību ar vietējo pašvaldību. Toties zemāki sasniegumi bija to skolotāju skolēniem, kuri vēlējas lielāku vecāku iesaisti.

1. tab. **Pilsoniskās izglītības mācību procesa iespējamie uzlabojumi skolā**  
*Table 1 Possible improvements of citizenship education learning in the school*

Apgalvojums	Piekrīt, %
Labāki materiāli un mācību grāmatas	38
Lielāka organizāciju un ieinteresēto personu iesaistīšanās	28
Vairāk laika pilsoniskās izglītības jautājumu apguvei	27
Lielāka vecāku iesaistīšanās	25
Vairāk kvalifikācijas celšanas kursu metožu apgūšanai	25
Vairāk kvalifikācijas celšanas kursu zināšanu papildināšanai mācību priekšmetā	25
Labāka sadarbība starp dažādu priekšmetu skolotājiem	25
Lielāka sadarbība starp skolu un vietējo sabiedrību	24
Vairāk projektu iespēju, kas ir saistīti ar pilsonisko izglītību	21
Vairāk būtu vajadzīgi materiāli un mācību grāmatas	19
Jauns pilsoniskās izglītības mācību standarts	12
Lielāka uzmanība pilsoniskajai izglītībai no vietējām izglītības pārvaldēm	9
Formālā vērtēšana pilsoniskajā izglītībā	2

## **Secinājumi** *Conclusions*

Pilsoniskās izglītības saturs, apguve un pasniegšanas metodes, pretēji eksaktajām zinātnēm, nav tieši saistītas ar konkrētām prasmēm. Pilsoniskajā izglītībā lielāks uzsvars tiek likts uz kompetencēm, īpašu lomu piešķirot uzvedību ietekmējošām attieksmēm un videi.

Kā viens no skolēnu sasniegumus ietekmējošiem faktoriem ir skolotājs, kurš Latvijas gadījumā ir pieredzējis gan PSRS nedemokrātiskā režīma realitāti, gan dzīvi atjaunotā demokrātiskā sabiedrībā. Šīs divas pretpolu paradigmas izglītībā un iemācītajos paradumos veido domāšanas, attieksmes un rīcības sadursmes pedagoģiskajā darbībā, kas savukārt rezultējas mazproduktīvā mācību procesā un zemos skolēnu sasniegumos pilsoniskajā izglītībā.

Nav statistiski nozīmīgas atšķirības, vai sociālo zinību skolotājs kā savu galveno metodi pilsoniskās izglītības mācībās redz skolēnu darbības veicināšanu tuvējā lokā – skolā un klasē – vai ārējā lokā – pilsoņu tiesībās un pienākumos, politiskajā līdzdalībā, iesaistē vietējās pašvaldības dzīvē.

ICCS 2016 pētījumā iegūtie dati apliecina, ka augstākus sasniegumus pilsoniskajā izglītībā uzrāda tie skolēni, kuru skolotāji ir paškritiskāki un ar augstākām prasībām pret sevi, kuri vēlas vairāk sadarboties ar citiem skolotājiem, kā arī intensificēt sadarbību ar vietējo pašvaldību.

Empīrisko datu analīze apliecina, ka augstākus sasniegumus pilsoniskajā izglītībā uzrāda tie skolēni, kuru skolotāji mācību stundās uzsvāru liek nevis uz tradicionālo avotu (mācību grāmatas, metodiskie materiāli u.c.) lietojumu, bet uz internetā un sociālajos tīklos pieejamajiem avotiem. Tas apliecina mūsdienu informācijas pieejamības un lietošanas būtisko ietekmi sociālo zinību apgūšanā, kas, visticamāk, nākotnē pieaugs. Sociālo zinību skolotājiem jāiet līdzī laimam, jāizmanto savā darbā interneta un sociālo tīklu piedāvātās iespējas. Šo faktoru būtu vērts izmantot nākotnē ne tikai, lai stiprinātu Latvijas skolēnu zināšanas pilsoniskajās izglītībā, bet arī, lai celtu Latvijas skolēnu un skolotāju mediju lietošanas prātību un attīstītu kritisko domāšanu.

Ir konstatēts, ka skolēniem nav pievilcīga ne tikai mācīšanās, izmantojot tradicionālos mācību satura avotus, bet ir arī problēmas sociālo zinību priekšmetos, strādājot mazās grupās un projektos. Domājams, ka problēma ir nevis metodēs (grupu darbs, projektu darbs), bet skolotāju spējā šīs metodes izskaidrot un praktiski organizēt atbilstoši Rietumvalstu praksei.

### **Summary**

The topicality of the research determines the fact, that currently Latvia is undergoing a major changes regarding the educational curriculum which now will be defined as competence-based education curriculum. Therefore, in order to develop a qualitative new education curriculum in Latvia, it is necessarily to understand the weaknesses of the current educational curriculum, outlining the teacher as the key element in this process.

The aim of this Paper is to reveal the teachers everyday activities, skills as well as personality features in the context of citizenship education.

The theoretical part of this Paper deals with a several aspects related to the teacher's personality, behavior and skills. The authors outline the main causes of teachers' action and thinking as well as draw an attention to teachers' everyday activities and habits that forms the citizenship education learning process.

The practical aspect of this Paper is to outline the key factors that teachers should take into account in order to improve students' achievement in civic education, therefore creating a background for the new competence-based education curriculum in Latvia.

The recent reforms in the Latvian general education curriculum along with a school network reorganization have brought new attention to the issues related to a teacher education and the level of professionalism in everyday teaching work. The findings of the latest Teaching and Learning International Survey - TALIS 2013 suggests that the average age of the teachers in Latvia is 47 years and a typical teacher has an average of 22 years of teaching experience (OECD, 2014). The findings of the International Civic and Citizenship Education Study - IEA ICCS 2016 also confirms that a large number of teachers are close to retirement age – the majority of the respondents are in the age group between 40 and 59 years (Schulz, Ainley, Fraillon, Bruno, Gabriella, & Tim, 2017). Soviet-era education and work experience in diverse political and education systems (under the Soviet rule and after the restoration of independence) are factors that should be taken into account when analyzing the teacher in the citizenship education learning process (Blūma, 2016).

For the needs of this Paper, the authors used the data of the IEA ICCS 2016 teachers who teach citizenship education-related school subjects (n=249) and their students (N=3224). The authors analyzed the data obtained from teacher surveys on the learning process and goals of citizenship education. As to the student data segment, the authors used the test part whose results represents the citizenship education achievements of all Latvian eighth-grade students.

To process the data, the authors used clusters, correlations, regression analysis and descriptive statistics.

The main findings of this Paper are: 1) higher achievements in citizenship education pertain to those students whose teachers rarely use different teaching sources in the class but cooperate with other teachers and local communities. 2) the desire to cooperate with parents thus avoiding taking full responsibility for producing good results, in turn, is assessed as a contributing factor to lower achievements.

These findings allow making two conclusions: First, the teacher's personality, experience and networking skills plays an important role; Second, the popular assumption among both professionals and nonprofessionals that cooperation between an eighth-grade teachers and parents leads to a better student achievements is false. The Paper's findings could contribute to building a more comprehensive social and civic domain of the new competence-based education curriculum.

The aim of this Paper is to study what the teacher is like in the process of citizenship education.

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# МЕТОДОЛОГИЯ РАЗВИТИЯ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ПЕДАГОГИКЕ

## *The Methodology of the Development of Competency-Based Approach in Pedagogy*

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**Abstract.** *In the 21<sup>st</sup> century, under the conditions of the common European labour market and common information space, the issue concerning educating competent individuals able to work productively and communicate effectively in different life situations has become increasingly important. The competency-based approach has become a topical issue in pedagogy. The aim of the article is to analyse the development of the methodology of the competency-based approach in pedagogy and to consider the essence and the structure of the competency-based approach.*

*Results: the concept was approbated in the educational process in Pushkin Lyceum in Riga; there were obtained positive results in the development of the educational competency of the Lyceum students.*

**Keywords:** *the competency-based approach, competency, the methodology of pedagogy.*

### **Введение**

#### **Introduction**

XXI век отличается невиданной ранее динамичностью и сложностью социального, научно-технического и культурного развития, глубиной и значимостью происходящих в нем перемен. Наблюдаются процессы глобализации: создание Европейского общего рынка труда, единого информационного пространства. В этой связи появляется необходимость привести в соответствие образовательный процесс и потребности рынка труда. Как никогда актуальны сегодня идеи В. И. Вернадского (2012). Он считал, что единение всех людей планеты – это естественно-исторический процесс: человечество должно почувствовать себя единым, обрести

ощущение нераздельной общности за судьбу всей планеты. В этих условиях особое значение приобретает проблема воспитания и образования компетентного человека, способного продуктивно трудиться и творчески общаться в различных жизненных ситуациях. К вечным истинам относится и понимание самого человека как высшей ценности на Земле. Особую значимость приобретает проблема компетентностного подхода в педагогике.

Цель статьи – проанализировать методологию развития компетентностного подхода в педагогике, рассмотреть сущность и структуру компетентностного подхода.

Методы исследования: теоретический анализ, интерпретация.

В статье представлена новая концепция, в которой рассматривается сущность и структура компетентностного подхода.

Компетентностный подход – это системное образование. Компетентностный подход – это система принципов, определяющих направленность педагогического процесса. Компетентностный подход – это современная технология образования, которая включает содержательный и процессуальный (деятельностный) аспекты. Содержательный аспект – это система компетенций. Процессуальный аспект выражен в цикле процесса деятельности как единицы деятельности.

### **Когнитивный подход в педагогике** *Cognitive approach in pedagogy*

Философия образования в своих основных характеристиках неразрывно связана с особенностями конкретно-исторического этапа развития общества. Меняются исторические условия, меняется и методология педагогики: педагогические подходы, принципы, меняется содержание и направленность образования. Многие десятилетия школапри организации учебного процесса исходила из понимания человека ни как основной ценности общества, а как его главной производительной силы. Основанием для разработки методологии педагогики в этот период были знания, умения и навыки. Ведущим подходом был когнитивный подход. В основе когнитивного подхода были дидактические принципы: принцип осознанного учения, принцип последовательности, доступности и т.д. Это принципы, которые были провозглашены ещё Я. А. Коменским (1989).

### **Личностно-деятельностный подход в педагогике** *Action-based approach in pedagogy*

Во второй половине XX века стало очевидно, что экономический и духовный прогресс может быть обеспечен только активными, свободными личностями, способными неординарно мыслить, самостоятельно принимать решения, творчески их реализовывать. Стало ясно: человек, воспитанный как исполнитель, не может стать основой поступательного развития общества. В результате меняется методология педагогики: когнитивный подход, определяющий направленность учебного процесса на развитие человека как главной производительной силы был недостаточным. Появляется новое основание для разработки методологии педагогики. Им становится характер деятельности. Ведущим в системе существующих подходов (когнитивного, системного, логико-методологического и др.) становится личностно-деятельностный подход (Леонтьев, 1975). В основе личностно-деятельностного подхода следующие принципы:

- принцип единства сознания и деятельности (Рубинштейн, 1989);
- принцип взаимосвязи различных видов деятельности;
- принцип единства саморазвития и самовоспитания с воспитанием;
- принцип ведущей деятельности.

Личность стала рассматриваться в связи с целостным анализом её деятельности. Сознание и деятельность так взаимосвязаны, что открывается подлинная возможность как бы просвечивать сознание человека через анализ его деятельности, в которой сознание формируется и раскрывается (Рубинштейн, 1989).

Исследователи рассматривают деятельность как основу развития личности, так как у неё поистине неограниченные возможности для развития, которые заключены в творческой сущности деятельности и человеческой субъективности. (Выготский, 1997; Леонтьев, 1975).

Деятельность представляет открытую систему. Она постоянно обогащается, усложняется и в результате внешних влияний и активности самой личности. Внешне заданные предметные характеристики деятельности в концепции А. Н. Леонтьева (1975), то есть структура деятельности позволяет наметить реальные пути формирования саморегуляции, самоорганизации деятельности, тем самым создать фундамент для развития самодеятельности, а на её основе и самосознания личности. Для педагогики важен вывод: личность развивается в объективно-ценной деятельности, отвечающей потребностям личности. В деятельности развивается мотивационная сфера личности, её потребности, жизненные цели. Однако существует и представление, что абсолютизация системно-

структурного анализа приводит к её жёсткости, недиалектичности, определённой формализации. Отношения личности остаются в тени.

Для анализа теоретических подходов в педагогике необходимо учитывать основную закономерность педагогического процесса: взаимосвязь объективной и субъективной педагогической реальности (Chehlova & Chehlovs, 2016). Деятельностный подход в большей степени используется для разработки и характеристики объективной педагогической реальности (содержания образования, методов и форм организации деятельности в учебном процессе). Для объяснения субъективной педагогической реальности (развития личности, воспитания человека, его самоопределения и самосовершенствования, раскрытия всечеловеческого в человеке, раскрытия его индивидуальности) деятельностный подход является недостаточным. Ведь личность воспитывается личностью, духовность производится духовностью (Батищев, 1999; Rogers, 1983). В этом проявляется гуманитарная сущность педагогики.

### **Культурологический подход в педагогике** *Cultural approach in pedagogy*

Кризис образования в конце XX века и анализ функций гуманитарной культуры позволил прийти к выводу, что необходима переориентация образования со знаниевоцентристского на культурцентристское, которое сделает человека не только образованным, но и культурным, духовным, научит не только мыслям, но и мыслить, нацелит не на овладение готовыми знаниями и их применение, а на креативность. Культура стала основанием для изменения методологии педагогики. Культура как система ценностей, используемая в качестве содержания образования, отражает культуросообразные тенденции образования (Каган, 1997). Разрабатывается культурологический подход в педагогике. В его основе – следующие принципы:

- культуроцентризм;
- гуманитаризация;
- гуманизация;
- культуросообразность.

На этой основе разрабатывается новая модель образования – гуманитарная модель образования (Chehlovs, 2011). Её доминантой является гуманитарная культура. Изменяется основное отношение образовательного процесса «преподавание-учение», оно конкретизируется с учетом культурологического компонента и приобретает такое содержание «образование-культура-человек».



Культуросообразность предполагает определённую меру соответствия культуры и всех компонентов образования. Культуросообразность используется наряду с природосообразностью, которая отражает его направленность на индивидуальные особенности, возможности, интересы каждого ребёнка.

Культуросообразность – метапринцип, согласно которому образование должно быть, с одной стороны, адекватным современной культуре, её особенностям и требованиям, а с другой стороны, способным к социальному реконструированию, то есть организующим новые культурные формы, а не просто транслирующим её нормы и ценности. Истина, добро и красота являются исторически меняющимися понятиями (Каган, 1997).

Сфера образования в той мере культуросообразна, в какой направлена на культурные, духовные, нравственные, а не только когнитивные ценности, как это декларируется в традиционном образовании; в какой мере она ставит целью самобытное культурное саморазвитие и самоопределение личности (ребёнка и взрослого) и обеспечивает условия для этого.

Культура – это индивидуально (лично) освоенные духовные ценности.

Важно, чтобы каждый человек мог и хотел индивидуально осваивать их. Для этого необходимо коренное изменение образования: гуманизация и содержания образования и технологии обучения. Чем отличаются знания от ценностей?

Психологический механизм восприятия ценностей иной, чем восприятие знаний. Воспитание ценностного сознания – это по своей сущности воспитание чувств, так как ценности усваиваются не мышлением, а переживанием (Каган, 1997). Ценности существенно отличаются от знаний по самой своей природе.

Передать другому свои ценности можно лишь в процессе духовного общения, которое основано на отношении к другому как равному себе субъекту.

Отождествление культуры с информацией, иначе говоря, только с эрудированностью, интеллектуальным опытом человека, таит громадную опасность. Культура – это уровень человеческого в человеке. Цель гуманитарного образования – усвоение человеком ценностей культуры, а потому оно должно быть культуроцентристским. Необходимо выяснить, какие качества и свойства человека определяют его как «высшее существо на Земле», что значит развить «человеческое» в человеке. Значение гуманитарной культуры состоит в том, что она всеми доступными ей средствами: теоретическими, практическими, педагогическими и художественными утверждает и формирует в сознании общества идею

высшей ценности Человечества. Это и есть содержание субъективной педагогической реальности.

Важно понимание культуры как процесса человеческой деятельности. Это предполагает построение динамической модели культуры (Каган, 1997). Анализ культуры в процессуальном аспекте требует обращения к категории деятельности, поскольку она позволяет наиболее адекватно изучить динамику культурных процессов. Цикл деятельности отражает эту динамику (Chehlova & Chehlovs, 2016). Цикл деятельности также представляет взаимосвязь субъективной и объективной педагогической реальности. Специфику культурной деятельности определяет её целенаправленный характер, содержание, избирательность способов и средств достижения целей. Для культурной деятельности характерна её двойная детерминированность – как предварительным идеальным планом, так и реальными условиями её существования, ей присущ интерсубъективный характер (Каган, 1997). Предметный и идеальный мир культуры в совокупности и определяет уровень развития человека и одновременно уровень культурного развития общества, человечества, ибо человек есть не только творение, но и творец культуры.

В конце XX века в философии образования индивидуальность человека стала рассматриваться как ценность. Назначение образования приобрело новые смыслы – обеспечить человеку понимание и ощущение собственной уникальности и неповторимости, обрести своё призвание через саморегуляцию и самоопределение. Потребность в разносторонних знаниях о человеке, его свойствах и возможностях, объективных законах его развития обусловлена самой логикой развития науки, но прежде всего повышением значимости человеческого фактора в решении задач, стоящих перед обществом.

В сложные периоды истории, каким и является современный этап развития, общество обращается к извечному вопросу: что есть человек, каковы его возможности, какого его значение? Педагогическая наука, решая эту проблему, исследует актуальные и потенциальные возможности ребёнка, чтобы определить, каков развивающийся человек сегодня, каким он может стать завтра, если создать условия, в которых человек, усваивая ценности и идеалы времени, может «сделать» самого себя, создать свою собственную жизнь как в идеальном, так и в общественном плане. В этих условиях меняется методология педагогики. Её основанием становится компетентность. Доминантным в системе подходов становится компетентностный подход.

## **Компетентностный подход** *Competency-based approach*

Компетентностный подход – это системное образование: это система принципов, определяющих направленность и назначение педагогического процесса. Принципы:

- антропологический принцип;
- принцип природосообразности;
- принцип культуросообразности;
- принцип самодеятельности;
- принцип творчества;
- принцип ответственности.

Системообразующим является принцип природосообразности, согласно которому процесс образования должен соответствовать природе ребёнка, законам его развития на всех возрастных этапах, что превращает процесс образования в компетентностную среду для личностного, социального, профессионального самоопределения старшеклассника. Исследователи компетентностного подхода в образовании (Зимняя, 2003; Хуторский, 2003; Лебедев, 2004) считают, что современный выпускник – это не просто эрудит, а человек, умеющий позитивно и эффективно трудиться и общаться в информационном и поликультурном мире, делать осознанный выбор и нести за него ответственность, решать проблемы личностные, социальные и профессиональные.

Компетентностный подход – это и современная технология образования, которая включает содержательный и процессуальный аспекты. Содержательный аспект – это система образовательных и социальных компетенций, включающих общепедагогические, межпредметные и предметные компетенции.

Процессуальный аспект представлен в виде деятельностной модели развития образовательной компетенции учащихся. Процессуальная модель разработана на основе деятельностного подхода как содержательного компонента технологии образования. Единицей процесса развития образовательной компетенции является цикл деятельности, представляющий связи компонентов деятельности учителя и учащихся.

Компетентностный подход ориентирован прежде всего на результат образования, причём в качестве результата рассматривается не сумма знаний, а способность человека эффективно трудиться и общаться в современном поликультурном обществе, самостоятельно решать проблемы в нестандартных ситуациях, его компетентность.

Компетентностный подход реализуется в учебном процессе только в системе подходов (деятельностного, культурологического, системного

и т.д.), являясь доминантным в современной социальной ситуации. Поэтому трудно согласиться, что компетентностный подход – это принципиально новый подход, этот подход должен привести к глобальным изменениям – от изменения сознания до изменения методической базы (Коган, 2001). В педагогических теориях XXI века рассматривалась проблема гуманизации образовательного процесса, то есть направленности деятельности учителя не только на формирование знаний и умений, а на воспитание человека. Была создана гуманитарная модель образования (Šehlovs, 2011). Можно согласиться с мнением А. Г. Бермуса, который рассматривает компетентностный подход каксовременный коррелят множества более традиционных подходов (культурологического, аксеологического, дидактоцентрического и т.д.). Автор считает, что применительно к теории и практике образования компетентностный подход не образует собственную концепцию и логику, а использует методологический аппарат из уже сложившихся научных дисциплин (Бермус, 2005). Противоречия в анализе проблемы компетентностного подхода требуют дальнейшего рассмотрения сущности и особенностей компетентностного подхода.

### **Заключение** ***Conclusions***

1. Изменение исторических условий приводит к изменению методологии в педагогике.
2. Особенности социальной ситуации в Европе и в Латвии в XXI веке, потребность привнести в соответствие образование и потребности общего рынка труда привели к изменению основания педагогической методологии. Таким основанием становится компетентность.
3. Компетентностный подход – это система принципов, определяющих направленность педагогического процесса на развитие компетентности.
4. Компетентностный подход – это и современная педагогическая технология, представляющая связь аспектов: содержательного и процессуального.
5. Содержательный аспект – это система компетенций.
6. Процессуальный аспект – это деятельностьная основа развития компетенций. Цикл деятельности – единица педагогического процесса.
7. В учебном процессе реализуется система подходов, доминантным в XXI веке является компетентностный подход.
8. Компетентностный подход ориентирован прежде всего на результат образования, причём в качестве результата рассматривается не сумма

знаний, а способность человека эффективно трудиться и общаться в современном поликультурном обществе, самостоятельно решать проблемы в нестандартных ситуациях.

### Summary

In the 21<sup>st</sup> century, due to the dynamic and complex social, technological and cultural development in Europe, there has emerged the need of attuning the educational process to the needs of the labour market. This led to changes in the methodology of pedagogy. Competency became the key concept in developing a new pedagogical approach. The competency-based approach became a particularly topical issue in pedagogy. The aim of the article is to analyse the development of the methodology of the competency-based approach in pedagogy and to determine the essence and structure of the competency-based approach. The article introduces a new conception where the competency based approach is treated as systemic education: it is the system of principles that determine the direction of the educational process. It is also the contemporary technology of education including the content and procedural aspects. The competency-based approach is primarily focused on the result of education; moreover, the result is not treated as the sum of knowledge, but as individual's ability to work and communicate effectively in a poly-cultural society, to solve problems independently in non-standard situations, i.e., as his/her competency.

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## ACCESSIBILITY OF EDUCATION AND SUPPORT FOR A LEARNER AFTER FORMAL EDUCATION: A CASE OF LITHUANIA

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**Abstract.** *Access to education and support for a learner is among the most important educational policy and management issues in the context of educational reform. In many European countries, both academics and practitioners are looking for optimal ways to ensure the child's well-being through the implementation of the principle of access to education, which, as it is known, contributes to reducing social exclusion and, at the same time, increasing academic success. One of the possible means to implement these goals is the idea of the all-day school. Several patterns of the implementation of this idea in Europe can be detected. However, there is often a lack of arguments about the meaningfulness and feasibility of creating such all-day school models. With a view to solving that problem from the perspective of stakeholders and applying a strategy of case study, a comprehensive analysis was carried out in order to find out the need for education, health, social and cultural services for children in Lithuania. In Lithuania, the length of the school year was extended from 2017–2018. It raised a number of issues related to the package of education and social services can be incarnated at school. The discussion about the need to extend working hours in school created preconditions for talking about the wider possibilities of providing additional education, health, social and cultural services at school. Thus, a representative parental survey was conducted to determine the need for additional education, health, social and cultural services at school and the need for all-day school in general. A sample of 1615 parents from all 10 Lithuanian counties was selected. The results of the research are valuable for the discussion of the researchers of educational sciences.*

**Keywords:** *access to education, all-day school, support for learner.*

### Introduction

Accessibility of education and support for a learner are among the burning issues of education policy and management in the context of education reforms.

The scientists and practitioners in many European countries have been searching for optimal ways to ensure child's wellbeing by implementing the principle of accessibility of education which contributes to the reduction of social exclusion and the increase in academic success.

Until the 1990s, the scientific literature mostly discussed the accessibility of education as an expression of social justice. Nowadays research is linked to the accessibility of education in different regions of the world (Durowaiye & Khan, 2017), migration (Garibay, Herrera, Johnston-Guerrero, & Garcia, 2016), challenges of the virtual world (Ally, Grimus, & Ebner, 2014). This encourages rethinking the issues related to the accessibility of education and support for a learner. Scientific debates on the forms and methods of education (Sikand, 2017), the role of the general education, subsequent self-learning and non-formal education in the context of lifelong learning (Farías & Sevilla, 2015; Korinek & de Fur, 2016) bring **the following problematic question**: how the idea of all-day school can contribute to the implementation of the principle of accessibility of education by way of provision of timely support for a learner, particularly after the formal education. On the other hand, it is important to identify what kind of assistance a learner needs so that the principle of accessibility of education could be considered as implemented at the institutional level after school.

Therefore, **the object of the research** provided in the article refers to accessibility of education and support for a learner after the formal education. **The objective of the research** is to identify the need for and possibilities of the accessibility of education and support for a learner after the formal education. The problem was tackled from the stakeholder theory's perspective (Miles, 2017) and by applying the case study strategy (Yin, 2014) with the aim of carrying out a comprehensive analysis of the need for and accessibility of educational, health-related, social and cultural services for a child and family in Lithuania.

In Lithuania, the learning period was formally extended in 2017–2018 and this resulted in a number of questions related to organisation of education and created the prerequisites for assessing the possibility to provide additional educational, health-related, social and cultural services at school. Therefore, in order to identify the need for such services at school, a representative anonymous parental survey was carried out in August–September 2017. The in-depth statistical analysis of the survey data revealed the perspective of the all-day school model from the parents' point of view. The survey results are significant for scientific discussion in the field of educational science.



### **Solutions of accessibility of education and support for a learner in the context of education reforms in Lithuania**

Philosophers of education noted that preconditions for social education are often linked to separate (as it might seem at first glance) issues: social justice, educational equality, quality of education, etc., yet in the content of all these preconditions, the component of accessibility of education can be observed.

Assessment of the change in the education system and educational content in Lithuania makes it obvious that throughout the 20<sup>th</sup> century the classical paradigm was followed in Lithuania (focused conveying of generalized experience, centralized teaching when everyone is taught the same thing, etc.), and it seems that no questions regarding the accessibility of education have ever arisen. However, according to B. Bitinas (2013), it was realized over time that internal conflicts of the classical paradigm have reached such a level that education based on this paradigm fail to meet the needs of a person and society. Therefore, at the end of the 20<sup>th</sup> century, when modelling a new education system in Lithuania, attempts were made to promote values based on open education. However, new priorities and trends in education soon emerged due to rapid transformation processes (Prakapas & Prakapienė, 2013). In the context of change in structures and ideas, responding to the needs of students, their parents and teachers, quality of education became one of the main aspects in education reform in Lithuania. Social justice and education quality was seen from a new perspective. The educators faced a challenge – to educate students in such a way that would allow them to become not only educated but also creative persons, able to think critically, create, etc. There was a natural need to move from teaching to learning, from ensuring the education quality for all in general to ensuring the education quality for each student (*Švietimo Raidos Lietuvoje Įžvalgos* (Insights on Education Development in Lithuania), 2013).

It can be stated that scientific cognition of the phenomenon of accessibility of education is not a new object of research. Meta-analysis of the results of many surveys (Petronienė & Taljūnaitė, 2011; Martišauskienė & Trakšelys, 2013; De Luigi & Martelli, 2015; Garibay, Herrera, Johnston-Guerrero, Garcia, 2016 et al.) shows that accessibility of education directly correlates with development of person's well-being. An important component in this interactive process is support for a learner. According to K. Trakšelys (2015: p. 129), accessibility of education and education quality is the object and priority of political discussions in many countries because high-quality and accessible education is considered as basis for development of well-being of the society and a person. In the context of interaction of these two components, the object of implementation of the idea of all-day school was started to be analysed in both science and practice as a possible solution. The research shows that many models based on this idea can be observed

in Europe (Merfeldaitė et al., 2017). The performed studies reveal the variety of examples in both legal regulation and practical implementation.

Socio-economic and socio-cultural challenges, such as penetration of modern technologies into education (Spector, 2014, Indrašienė, Merfeldaitė, Railienė, & Jegelevičienė, 2015; Dudaitė & Prakapas, 2017), change in society population structure (Garibay et al., 2016), new attitude towards the roles of educator (Zhu, 2010) and learner (Ally, Grimus, & Ebner, 2014), encourage the search for different models of support for a child and family (Indrašienė & Merfeldaitė, 2010; Kairienė, 2010 et al.).

Based on experience of the foreign and Lithuanian scientists, development of the all-day school model was chosen as one of the possible solutions to this problem. The purpose of this model is to give each learner access to high-quality educational services based on his/her personal skills and needs. In practice of educational institutions in Lithuania, it was observed that there is a new understanding of what is good and how school should operate. In addition to formal education, there are increasing discussions about support for a family by ensuring child safety, satisfaction of child's needs, personalization of education. With expansion of this module beyond the limits of formal education, in-depth discussion with parents is obviously needed.

### **Research methodology**

Questionnaire was chosen as a **survey instrument** to identify the opinion of parents. The questionnaire comprised questions about the need for all-day school and additional educational, health-related, social and cultural services.

**Survey sample.** The survey population covered parents of school-age children. Parents of school children attending different types of schools were invited to participate in the survey thus ensuring representation of parents with different experiences. 1615 respondents from all 10 regions of Lithuania participated in the survey. To represent the population, the sampling was done by region and type of locality (urban and rural areas). With a view to ensuring the representativeness of the sample, the weights were calculated taking into account the actual proportion of population in urban and rural areas in each county separately. With the sample weights applied, the distribution of the respondents by locality type is as follows: population of cities, towns and rural areas account for around one third of the sample each (36, 31 and 33 per cent respectively). The majority of the participants of the survey were mothers or foster-mothers (91.3 per cent). The average age of the respondents – 38.5 years (standard deviation – 6.1). The participants of the survey differed in terms of income and educational attainment level, yet the majority of them (58 per cent) had a university degree.

This can be explained by the fact that the participants of the survey were younger persons and mostly women (in Lithuania, the number of younger persons with higher education degree exceeds that of older persons, as well as there are more women with higher education degree than men).

**Data analysis methods.** The descriptive statistics method was used for the survey data analysis. The  $\chi^2$  features homogeneity criterion and the following non-parametric tests were used for calculation of statistical significance: Mann-Whitney criterion which is used for comparison of two independent samples distributions, and Kruskal-Wallis criterion which is used for comparison of three and more independent samples distributions when variables are ordinal. IBM SPSS24 program package was used for the data analysis.

### Research Results

The purpose of the research was to find out if all-day school is needed. The survey results show that the vast majority of parents (84.2 per cent) see the need for all-day school. The need for such school is mostly noted by the residents of the cities – 90.3 per cent (rural population – 84.2 per cent) (see Fig. 1). This difference is statistically significant ( $\chi^2 p < 0.001$ ).

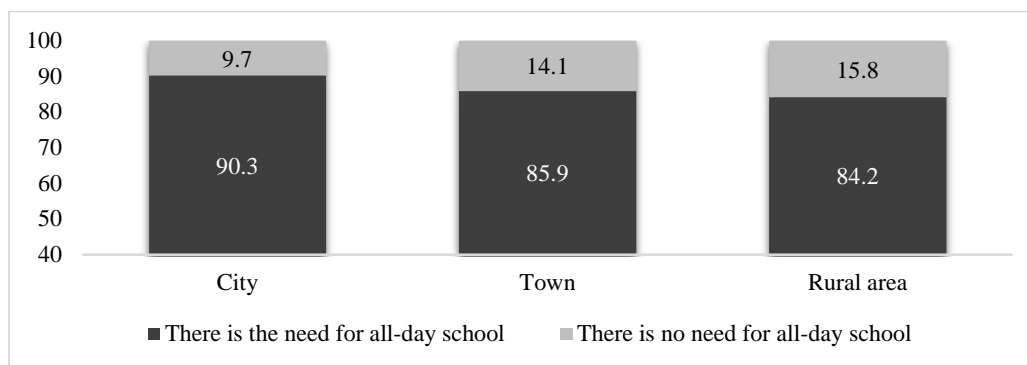


Figure 1. Need for all-day school by place of residence

The analysis of the answers of the respondents according to their educational attainment level showed that persons who do not see the need for all-day school are mostly those holding lower educational attainment level (primary, general lower secondary, secondary and vocational education) – 23.1 per cent (those with higher education degree – only 9.9 per cent,  $\chi^2 p < 0.001$ ). Thus, the need for all-day school is more often indicated by respondents living in the cities and having higher education degree than by those living in rural areas and holding lower educational attainment level.

The mission of education defined in the State Education Strategy 2013–2022 declares the fundamental objective to provide each person with a basis for

independent and active life, help to continuously improve personal skills to become full member of the democratic society which actively participates in social, economic and cultural life. The aim of the survey was to point out the spectrum of educational services and assistance possibly integrated into the vision of all-day school. Therefore, the focus was put on the organization of additional lessons and informal activities, analysis of the need for health-related, cultural, social and educational assistance services to the participants of educational process and demand for such services at all-day school. Analysis of the parents' opinion of additional lessons and activities (see Fig. 2.) revealed that parents see the need for additional lessons of all types. The chart provides the averages of the results where code 1 means "unimportant", 2 – "not very important", 3 – "neither important nor unimportant", 4 – "rather important", 5 – "very important". The chart shows that the need assessment averages for all listed additional lessons stand at 4 and more. The most important thing for parents is that all-day school would organize additional lessons for students showing worse study results and would provide lessons for improving literacy (mathematical, linguistic, digital, natural science, financial, economic literacy), various activities corresponding to the student's hobbies, sports lessons for those engaged in sports, and creativity lessons (all averages  $M = 4.3$ ). Lessons that promote healthy lifestyle ( $M = 4.1$ ) and civic-mindedness and awareness ( $M = 4.0$ ) were considered by parents as the least relevant.

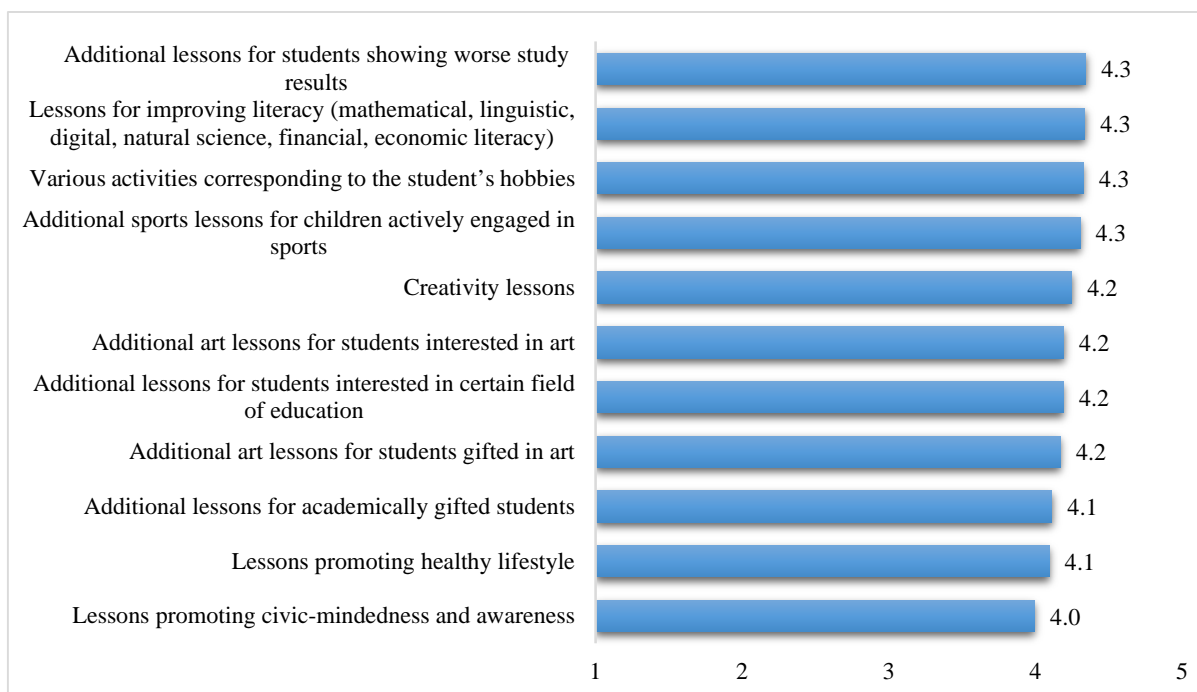


Figure 2. Need for additional lessons and activities

For more detailed assessment of the need for additional lessons and activities, comparison of the parents' answers in respondent groups by educational attainment level and place of residence was carried out.

Applying the Kruskal-Wallis criterion according to the average rank and the received statistical significance ( $p < 0.05$ ), it is concluded that the importance of need for additional lessons significantly differ in the groups of parents with higher educational attainment level and those with lower educational attainment level. Parents with higher educational attainment level place stronger emphasis on the need for additional lessons for weaker students ( $p \leq 0.05$ ), students interested in certain field of education ( $p \leq 0.05$ ), students gifted in art ( $p \leq 0.01$ ), as well as lessons for improving literacy (mathematical, linguistic, digital, natural science, financial, economic literacy) ( $p \leq 0.05$ ).

Significant difference in assessment of the need for additional lessons is also observed in groups of parents by place of residence. Parents living in the relatively smaller territorial units (rural areas, towns), compared to those living in cities, put stronger emphasis on the importance of additional lessons for weaker students ( $p \leq 0.001$ ) and take more note of the importance of lessons promoting civic-mindedness and awareness ( $p \leq 0.05$ ).

In addition to organisation of additional lessons or activities, the survey aimed at finding out what additional educational opportunities, in the opinion of parents, should be provided in terms of all-day school model. The analysis of the results showed (see Fig. 3.) that all the offered educational opportunities are significant to parents (assessment averages stand at 4 and more).

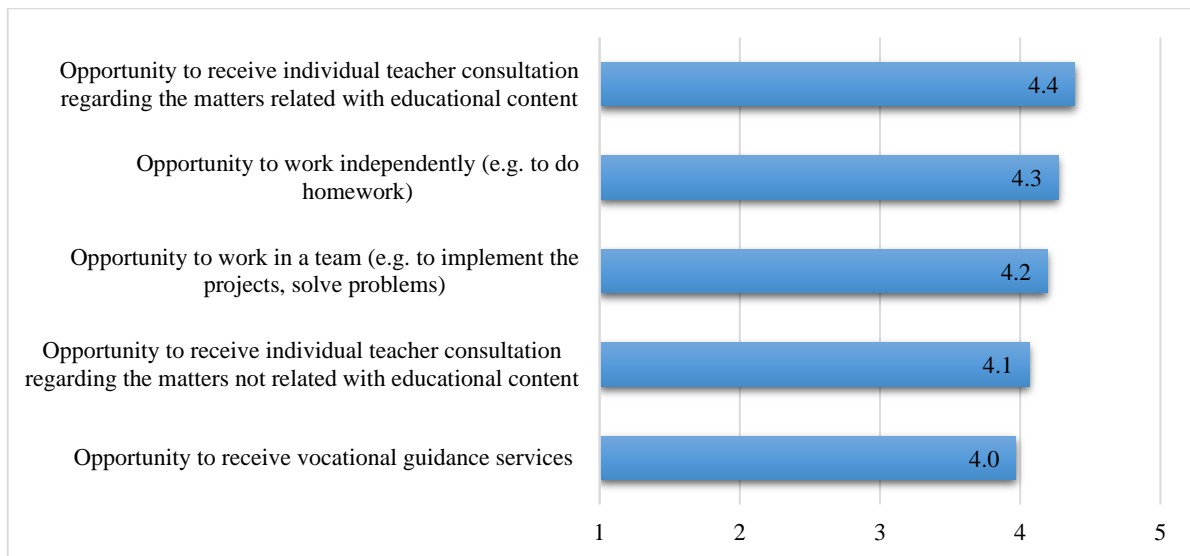


Figure 3. Need for additional educational opportunities

The analysis of the results showed that the vast majority of parents noted that in terms of designing of all-day model it is important for the school to provide access to individual teacher consultation regarding the matters related with educational content ( $M = 4.4$ ). The similar number of parents think that it is important to provide opportunity for students to work individually ( $M = 4.3$ ) and in a team ( $M = 4.2$ ). The smallest number of parents agree that it is important to have access to vocational guidance services ( $M = 4.0$ ) at all-day school.

With a view to performing a more detailed analysis of educational opportunities to be ensured at all-day school, distribution of answers in respondent groups by educational attainment level was compared. Application of Kruskal-Wallis criterion did not reveal evident differences depending on the educational attainment level of the respondents. However, differences in answers were received when the respondent groups were compared by locality. Assessment of the averages of the provided ranks shows that parents whose children attend school in relatively smaller territorial unit (rural area, town) place stronger emphasis on the importance of individual teacher consultations regarding educational content (e.g. regarding homework, project task) ( $p \leq 0.01$ ) and opportunity to receive vocational guidance services ( $p \leq 0.05$ ).

One of the goals set in the Law on Education (2011) is to convey to a person the basics of national and ethnic culture, the traditions and values of the humanistic culture of Europe and of the world, to foster the maturation of a person's national identity, moral, aesthetic and scientific culture as well as personal outlook, to guarantee the continuity of ethnic and national culture, the preservation of its identity and continuous renewal of its values, to promote the country's openness and inclination for dialogue. The Law provides that the goal of education in different stages of education is also related with satisfaction of cultural needs. Therefore, the aim of the survey was to identify the need for cultural education services. Parents were asked how important different cultural services (from participation in celebrations to visiting museums and concerts) would be at all-day school.

Analysis of the need for additional cultural education services showed that all the offered cultural services are approximately equally assessed by parents –  $M = 4$ . Comparison of the need for cultural education services by place of residence showed certain difference in opinions regarding performances and museums. The residents of cities, compared to those of rural areas, express stronger need for their children to have possibility to watch performances ( $p \leq 0.05$ ) and visit museums ( $p \leq 0.01$ ). Analysis of the opinions of parents according to their educational attainment level did not reveal any significant differences.

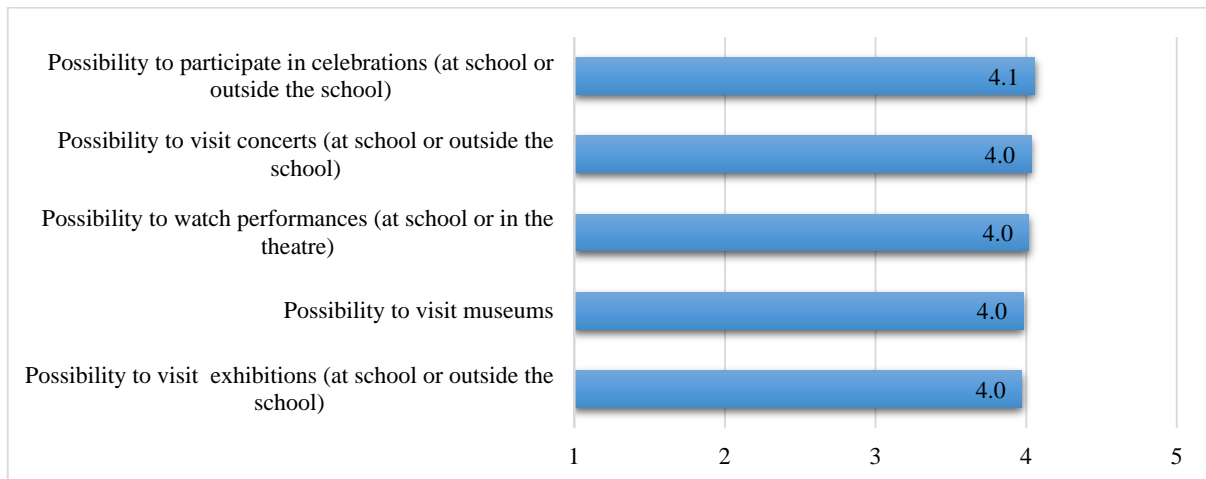


Figure 4. Need for additional cultural education

The Law on Social Services (2006) provides that social services refer to services aimed at providing assistance to a person (family) to independently care for his/her private (family) life and to participate in society. The objective of social services is to create conditions for a person (family) to develop or to enhance the abilities and possibilities to independently solve his social problems, maintain social relations with society as well as to assist in the overcoming of social exclusion. According to the Law on Education (2011), the purpose of social educational services is to help the parents (guardians, curators) so that the child's right to education be exercised, to ensure the child's safety at school, to eliminate reasons because of which a child cannot attend the school or avoids attending the school, to return drop-outs to school. The aim of the survey was to reveal what social and socio-educational services should be provided at school and which of them should be prioritized.

Data analysis clearly revealed the need for social services and the importance of integration of these services' package into the all-day school model (see Fig. 5.). Parents would mostly prefer the school to provide the possibility to receive individual psychological or social assistance ( $M = 4.6$ ). Moreover, parents find the extracurricular and preventive activities greatly relevant ( $M = 4.5$  in both cases). Free or partly free meals were considered by parents as the least relevant services ( $M = 3.9$  in both cases).

Applying the Kruskal-Wallis criterion according to the average rank and the received statistical significance ( $p < 0.05$ ), it can be concluded that the significant difference in assessment of social services is observed in parent groups by educational attainment level and place of residence. Parents holding higher education degree note that all-day school should organize the extracurricular activities ( $p \leq 0.001$ ) and give access to individual psychological or social assistance ( $p \leq 0.001$ ). Parents having no higher education degree and those living

in rural areas put stronger emphasis on free meal services ( $p \leq 0.001$  in both cases). Parents living in cities particularly emphasize the need for extracurricular activities ( $p \leq 0.001$ ), individual psychological or social educational assistance ( $p \leq 0.001$ ) and prevention programmes ( $p \leq 0.001$ ). It is interesting to observe that the larger the territorial unit where parents live is, the stronger is the emphasis on the possibility to play ( $p \leq 0.001$ ).

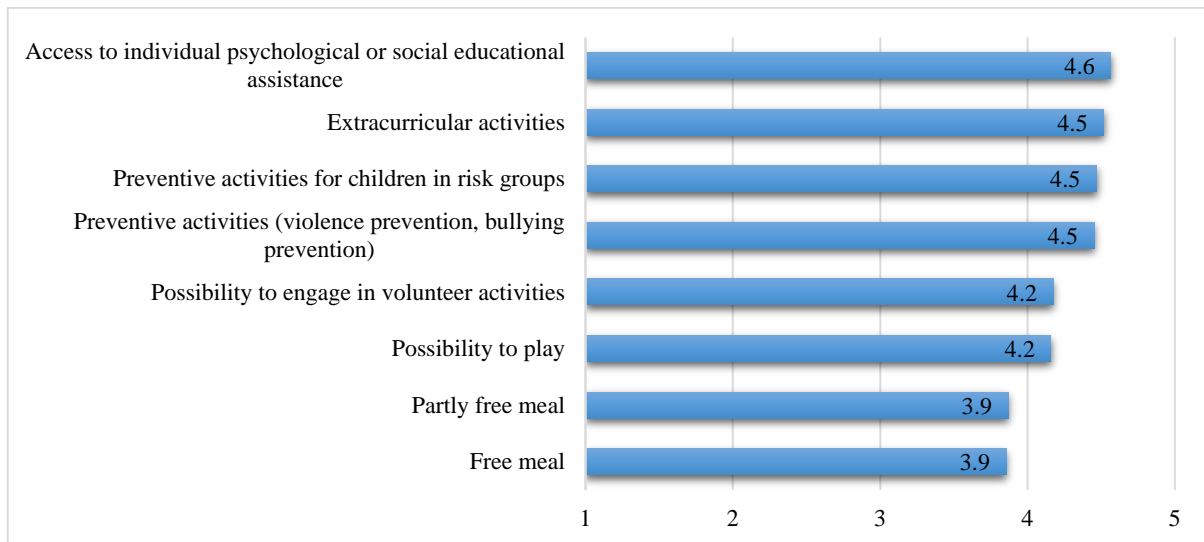


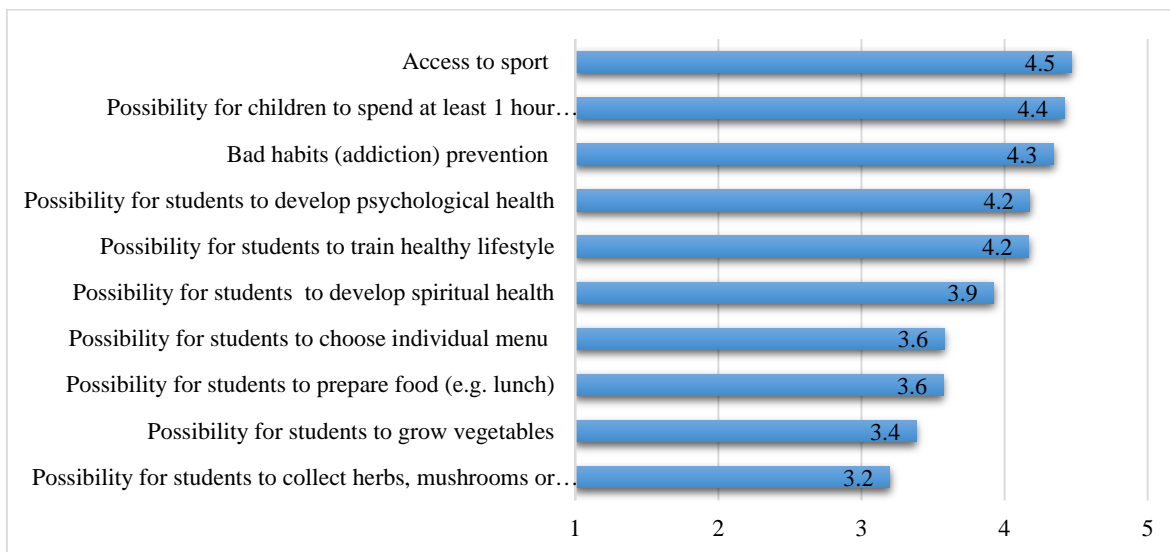
Figure 5. **Need for additional social services**

The Law on Education (2011) provides that the purpose of healthcare in schools is to protect and improve health of learners, by actively cooperating with their parents. For this purpose, schools develop and implement health improvement programmes and seek to meet the need for child healthcare services.

The aim of the survey was to find out how important the healthy lifestyle services related with organisation of sports activities, improvement of psychological health, training of healthy lifestyle, implementation of bad habits (addiction) prevention programmes, etc. at all-day school would be to parents. The results (see Fig. 6.) show that part of healthy lifestyle education services do not seem very significant to parents (the average  $M$  is close to neutral position 3).

Parents most strongly agree that all-day school should ensure access to sports ( $M = 4.5$ ), provide possibility to spend at least 1 hour outdoors per day (excluding breaks) ( $M = 4.4$ ), implement bad habits (addiction) prevention ( $M = 4.3$ ). Growing vegetables and collecting herbs, berries and mushrooms were not considered by parents as significant activities ( $M = 3.4$  and  $M = 3.2$  respectively).





**Figure 6. Need for additional healthy lifestyle education**

Comparison of the answers of parents in respondent groups by educational attainment level and place of residence revealed certain differences. Analysis of the averages of ranks of Kruskal-Wallis criterion showed that parents holding higher education degree put stronger stress on the access to sports ( $p \leq 0.001$ ) and possibility to spend at least 1 hour outdoors per day ( $p \leq 0.001$ ). It can be observed that the higher educational attainment level of parents is, the stronger is their emphasis on the importance of psychological health development ( $p \leq 0.001$ ). Similar trend is observed in assessment of the importance of spiritual health development: the higher educational attainment level of parents is, the stronger is their emphasis on the importance of spiritual health development ( $p \leq 0.001$ ).

In terms of the place of residence, the analysis of the survey results showed that the smaller the territorial unit where parents live is, the stronger is the emphasis on access to sports ( $p \leq 0.001$ ) and possibility to spend at least 1 hour outdoors per day ( $p \leq 0.001$ ). It can be observed that the larger the territorial unit where parents live is, the stronger is emphasis on the importance of psychological health ( $p \leq 0.001$ ) and healthy lifestyle ( $p \leq 0.001$ ) education. The smaller the territorial unit where parents live is, the stronger is emphasis on the importance of bad habits (addiction) prevention ( $p \leq 0.001$ ).

### **Conclusions**

With a view to increasing the accessibility of education and support for a learner after the formal education, all-day schools need to be established. The need for such schools was mostly expressed by parents holding higher education degree and by those living in the cities.

All-day school should be modelled to achieve coherence between formal and non-formal education. Parents find it important for all-day school to organize additional lessons for weaker students, lessons improving literacy and creativity, activities corresponding to student's interests, sports lessons.

The need for additional lessons was mostly expressed by parents with higher educational attainment level and those living in the cities. Parents living in smaller territorial units put stronger emphasis on the importance of lessons promoting civic-mindedness and awareness and access to individual teacher consultation regarding the matters related with educational content.

The importance of integration of social services package into all-day school model is also noted. Parents holding higher education degree find it important for all-day school to organize extracurricular activities and provide access to individual psychological or social assistance. Free meal services are more important for parents having lower educational attainment level and those living in rural areas.

Cultural and healthy lifestyle services are less important to parents. Parents living in the cities more strongly express the need for their children to be provided with opportunity to visit performances and museums. Parents holding higher education degree note that all-day school should provide access to sports and possibility to spend time outdoors. The higher educational attainment level of parents is, the stronger is their emphasis on the importance of psychological and spiritual health development.

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## EMOCIONĀLĀ LABIZJŪTA SKOLĀ

### *Emotional Well-Being in Schools*

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**Abstract.** *The goal of the paper was to research the emotional well-being of students, teachers, and factors that impact it using quantitative research methods. Research was a case study and reflects a situation in one particular school. Emotional well-being plays an important role in personality development. Presence or absence of emotions like joy, satisfaction, trust, and reliance determines the perception, thinking, and actions of students. Positive emotions cause energetic and functional mobilization of the central nervous system and the whole human organism, promotes purposeful actions by connecting cognitive processes with fulfillment of student's current needs. Emotions either enable or disable the learning process for a student. If positive emotions are absent, brain is in a passive state - active learning starts when emotions activate the brain. The impact of emotions on a student in the learning process can be mainly observed through attention that is paid towards studying; however, positive emotions that are connected to studying can also promote student's interest in the study subject. Positive emotions can encourage several abilities like interest, enthusiasm, optimism, loyalty and the motivation to act. In addition, thinking can also be enabled, as well as an improvement in the ability to learn new things. These abilities make the learning process more productive. As a large part of students day is spent at school their emotional well-being is directly related to emotional well-being of pedagogues. It is crucial that a pedagogue is able to be aware of their own emotions and feelings and knows how to accept them and use them in solving pedagogical situations, as well as improving of his/her own life while still acting within professional ethical norms.*

**Keywords:** *emotional well-being, positive emotions, motivation, students, teachers.*

### **Ievads**

#### ***Introduction***

Redzējums par to, kādai jābūt šodienas skolai, ko un kā tai jāsniedz jaunajai paaudzei, šobrīd strauji mainās. Ir skaidrs, ka ar zināšanu pārnesi no kāda avota uz skolēnu smadzenēm vien nepietiek, savus skolēnus vēlamies redzēt ne tikai ar zināšanām un prasmēm apveltītus, bet arī spējīgus orientēties dažādās nestandarta situācijās, tādus, kuriem ir sava vērtību sistēma, izkoptas pozitīvās rakstura iezīmes (Skola 2030, 2017). To var realizēt, pamatā īstenojot holistisku pieeju

skolēna attīstībai, kas paredz gan prāta, gan ķermeņa, gan sirds un gara pilnveidi. Palielinot šo visu dimensiju iesaisti, palielinās arī motivācija, mācību procesa efektivitāte.

Skolotājiem šis ir liels pārmaiņu laiks, jāmaina daudzi sava darba komponenti, jāapgūst jaunas iemaņas īsā laika periodā, kas, neapšaubāmi, rada arī stresu, mazina labizjūtu darbā, bet skolēnu mācību sasniegumi un vēlme mācīties ir lielā mērā atkarīgi no pedagoga darba, lomas un labizjūtas skolā. Bērni lieliski redz, jūt un mācās, un pieaugušo rīcība, attieksme atspoguļojas bērnos. To, ka labizjūtas loma personības attīstībā ir ļoti būtiska, apliecina arī pēdējo gadu neirozinātnieku kognitīvā atzara atziņas, kas vēsta, ka laimes, gandarījuma izjūta, pārliecība par sevi, ko rada dopamīns, ierosina vēlmi socializēties, iedrošina izmēģināt ko jaunu. Labizjūta regulē uztveres spējas.

Šī pētījuma mērķis ir noskaidrot skolotāju un skolēnu labizjūtu un to veidojošos un traucējošos aspektus vienā skolā šajā pārmaiņu pilnajā laikā. Pētījumā tika aptaujāti 53 vidusskolēni un 40 skolotāji, izmantojot 30 jautājumus Likerta tipa skalā no 0 līdz 10 un 2 atvērtos jautājumus.

### **Jēdziena labizjūta lietojums un izpratne** *The use and definition of well-being*

Ir zināms (Svence G., 2009), ka vispirms psiholoģijā tika lietots jēdziens laime, tad apmierinātība ar dzīvi, un 20. gadsimta nogalē, pozitīvās psiholoģijas sākuma periodā, tika radīts jēdziens labizjūta. Kas tad ir labizjūta? Vienotas atbildes uz šo jautājumu nav. Visā pasaulē joprojām turpinās diskusijas par to, kas ietilpst šajā jēdzienā. Kā arī, analizējot un pētot ar labizjūtu saistītos faktorus, latviešu valodā vēl arvien tiek lietoti vairāki jēdzieni kā sinonīmi: labsajūta, dzīves kvalitāte, dzīves spēks, laime. Angļu valodā „labklājība” un „labizjūta” tiek tulkota kā „well-being”. 2009. gadā zinātnieki Jozefa Štiglica (Stiglitz, Joseph; Sen, Amartya; Fitoussi, Jean-Paul; 2009) vadībā piedāvā labklājības līmeņa novērtēšanas ideju, kura, attīstoties un vērsoties plašumā, ietvērusi sevī arī tēmu “laime” (Odiņa & Zeide, 2017). Tomēr labklājība latviešiem vairāk uztverama kā pārticība, sociāli ekonomiskā stabilitāte. Krievu valodā tiek lietots vārds „samočuvstvije”, kas latviešu valodā tiek tulkots kā „pašsajūta” (jēdziens „sajūta” vairāk saistīts ar fiziskajām sajūtām), bet „labizjūta” uzskatāms kā plašāks traktējums pašsajūtai (Robiņa, 2013). 2007.-2008. gadā G. Svences un M. Majora sadarbībā latviešu valodā tika adaptēts jēdziens labizjūta (Svence & Majors, 2016). Tomēr joprojām pastāv daudz dažādu pieeju šī jēdziena izpratnē, traktējumā. Eidemoniskā pieeja to saista ar augstu apmierinātību ar savu autonomiju, pašefektivitāti, meistarību, dzīves mērķu realizācijas pakāpi. Pēdējās desmitgadēs strauji attīstījusies pozitīvās psiholoģijas teorija, kuras pamatjēdziens ir labizjūta, tomēr vēl joprojām pat pēc simtiem zinātnisku pētījumu, labizjūtu

uzskata kā sarežģītu jeb kompleksu, t. i., tādu, kas sastāv no vairākiem rādītājiem. Tā ir parādība, kas pēc būtības savas subjektivitātes dēļ ir strīdīga (Svence G., 2009). Ungāru pozitīvās psiholoģijas pārstāvis Mihaly Csikszentmihalyi (Wong & Csikszentmihalyi, 1991) labizjūtu skaidro kā līdzsvaru starp prasmju attīstības līmeni un izaicinājumu, jauno. Latvijā pozitīvās psiholoģijas pārstāve Svence (Svence G., 2009) iesaka jēdzienus:

- Eidemoniskā labizjūta kā personības labizjūta - kur galvenais ir pašdeterminēšanās, attieksme pret sevi – stereotipu un ierasto uzvedības principu pārskatīšana
- Hedoniskā labizjūta kā dzīves labizjūta - kur galvenie komponenti ir apmierinātība ar dzīvi, pozitīva noskaņojuma dominēšana, tendence izvairīties no negatīvām emocijām.

Kaut arī zinātnieki vēl nav viennozīmīgi definējuši labizjūtu, tomēr visi piekrīt, ka tā sastāv no daudziem komponentiem gan emocionālajā, gan garīgajā, gan psiholoģiskajā, gan sociālajā jomā.

### **Labizjūtas kvalitātes rādītāji, vienības** ***Key performance indicators of well-being***

Akadēmiskajā vidē joprojām diskutē arī par to, kādi rādītāji liecina par labizjūtu, ko iekļaut aptaujās, ko salīdzināt, interpretēt. Diskusijas arī par ģeogrāfisko, nacionālo, dzīves sfēras, vecuma, ģenētisko, sociālā statusa, attiecību u.c. faktoru lomu labizjūtas vērtējumā. Bekers uzskata, ka “labizjūta saistīta ar ārējiem faktoriem (ģimene un sociālā vide), iekšējiem (personības motivācija, vajadzības un vērtības) un indivīda dzīvesveidu (fiziskās aktivitātes, vispārējā veselība, uzturu utt.) un, analizējot labizjūtu, uzskata, ka pastāv mijiedarbība starp saskarsmi, spēju kontaktēties un pozitīvu labizjūtu” (Becker, 1991). Katru gadu tiek veikti vairāki pētījumi šajā tēmā, kas ļauj izdarīt arvien jaunus secinājumus, paplašināt izpratni. 2013. gadā OECD rokasgrāmatā “Guidelines on Measuring Subjective Well-being” (OECD, 2013) atzīst, ka drīz vien būs nepieciešams to papildināt ar jauniem virzieniem un aspektiem.

Latvijas labizjūtas pētnieki L. Majore un M. Majors savā izstrādātajā labizjūtas noteikšanas testā attēlo šādus labizjūtas rādītājus:

- hedoniskos: laime, apmierinātība ar dzīvi, plūsmas pieredze, pozitīvas emocijas,
- eidemoniskos: sevis pieņemšana, pozitīvas attiecības ar citiem, autonomija, prasme ietekmēt vidi un sabiedrību, mērķtiecība dzīvē, personiskā izaugsme, piederība, autentiskums,
- kognitīvos: kreativitāte, kopveseluma jēgas izjūta, optimisms, ticība savām spējām,

- starppersonu: mīlestība, empātija, nesavtība, morāle,
- garīguma/transcendences.

Latvijas centrālā statistikas pārvalde (Centrālā statistikas pārvalde, 2014) dzīves kvalitātes mērījumos iekļauj materiālos dzīves apstākļus (t.sk. ienākumi, patēriņš, mājokļa apstākļi), produktīvas darbības un darbu (t.sk. darba apstākļi, darba drošība), veselību (sagaidāmais mūža ilgums, mirstība, veselības apstākļi), izglītību, ekonomisko un personisko drošību.

Noubls un Makgrasa (PROSPER: A New Framework for Positive Education. Psychology of Well-Being, 2015), pētot labizjūtas aspektus izglītības kontekstā, piedāvā akronīmu PROSPER, kas ietver, viņuprāt, septiņus labizjūtas pamatelementus.

Tie ir:

- 1) pozitīvisms (Positivity, pozitīvas emocijas, optimisms);
- 2) attiecības (Relationships, labas attiecības);
- 3) rezultāti (Outcomes, kompetence);
- 4) stiprās puses (Strengths, iespēja tās attīstīt);
- 5) mērķis (Purpose, mērķtiecība, dzīves jēgas izjūta);
- 6) iesaistīšanās (Engagement, pēc autoru domām – viens no būtiskākajiem jēdzieniem izglītībā);
- 7) elastīgums (Resilience, spēja adaptēties pārmaiņām, pārdzīvot neveiksmes un vilšanos).

Latvijā labizjūtas pētījumi izglītības jomā: pensionēto skolotāju labizjūtu pētījusi Ā. Karpova (2008), bet L. Grīga 2015. gadā ir veikusi pētījumu par dažādu paaudžu angļu valodas skolotāju labizjūtu (Grīga, 2015).

### **Labizjūtas funkcijas** *Functions of well-being*

T. Burkarts (Burkart, 2005) uzskata, ka labizjūtai kopumā piemīt vairākas funkcijas:

- novērtējošā,
- motivējošā,
- komunikatīvā.

Labizjūtas novērtējošā funkcija ir saistīta ar ķermeni. Novērtēšanas rezultāti attiecas gan uz ilgām, gan mērķiem, gan vajadzībām. Novērtēšana ir tā labizjūtas kvalitāte, kura ir savstarpēji saistīta ar psihi un ķermeni. *Novērtēšanas* funkcija ietver pieredzes apmaiņu starp sevi un pasauli. Iekšējs nemiers ierobežo uzmanību, apziņas skaidrību. Bailēs cilvēks ir uztraucies, bet tad, kad jūtas gandarīts, viņš nomierinās. Kad cilvēks jūtas brīvi, viņš ir laimīgs, priecīgs un atvieglots. Emocijas vada domāšanu un ir nesaraujami saistītas ar intelektu.

Emocionālais pārdzīvojums ietekmē uztveri un domāšanu. Profesors J. Raipulis (Raipulis, 2010) norāda, ka cilvēks labāk atceras notikumus, kuru laikā izjutis prieku, tādēļ svarīgi arī skolā nodrošināt pozitīvu gaisotni. „Sarunas sākumā sarunas biedram jādzird kaut kas labvēlīgs, jo tad smadzenēs izdalās laimes, miera hormoni – cilvēks ir gatavāks pieņemt to, ko gribēsiet teikt,” skaidro psihoterapeite I. Rezgale (Rezgale, 2014).

Labizjūtas motivācijas funkcija nosaka darbības vai mentālās *darbības*, kas saistās ar ķermeņa un psihs izmaiņām. Ķermeņa un psihs stāvokļa izmaiņas iekļauj sevī uzmanības fokusēšanos uz svarīgu informāciju. Pozitīvas emocijas ļoti spēcīgi ierosina centrālās nervu sistēmas un visa organisma enerģētisko un funkcionālo rezervju mobilizēšanu, nodrošina rīcības mērķtiecīgumu, saistot izziņas procesus un skolēna aktuālo vajadzību apmierināšanu. Jaunākie pētījumi motivācijas jomā ir identificējuši četrus virzītājspēkus, kas var ietekmēt to, ko mēs vēlamies: juteklisko, materiālo, garīgo un dvēselisko. Kā redzams, tam ir nesaraujama saistība ar labizjūtu. Emocijas ir cilvēku savstarpējo attiecību pamatā. Tās ir cieši saistītas ar cilvēka vērtību sistēmu, kura, savukārt, izraisa konkrētas darbības.

Labizjūtas komunikatīvā funkcija pauž cilvēka *emocionālo stāvokli*, radot dialogisko efektu, ietver sevī dialogu starp personu un citu subjektu, piemēram, skolotāja kāda darbība var izraisīt uztraukumu, rūpes, skumjas var izraisīt simpātijas un vēlēšanos palīdzēt.

Skola var gan pozitīvi, gan negatīvi ietekmēt skolēnu labsajūtu un attīstību. Labvēlīgs skolas psiho sociālais klimats un pozitīvi vērtējama skolas fiziskā vide veicina skolēnu psiholoģisko un fizisko, kā arī sociālo labklājību. Pozitīvas emocijas var rosināt dažādas spējas, piemēram, interesi, entuziasmu, optimismu, lojalitāti, motivāciju darboties, tiek aktivizētas domas un palielinās jaunu zināšanu uztveres spēja. Šīs spējas skolēnu mācīšanos padara produktīvāku. “Personība ir orientēta nevis uz pavēlēm, bet uz izvēli. Tad paveras plašums domām, jūtām, attīstās aktivitāte, uzņēmība, iniciatīva. Šāda personība pret saskarsmes partneri izturas kā pret sev līdzīgu. Tas ir pamats tolerancei (Špona, 2008).” Savukārt negatīva skolas psiho sociālā vide izraisa stresu un tam sekojošus veselības traucējumus, mazāku apmierinātību ar dzīvi kopumā, vājākas skolas sekmes.

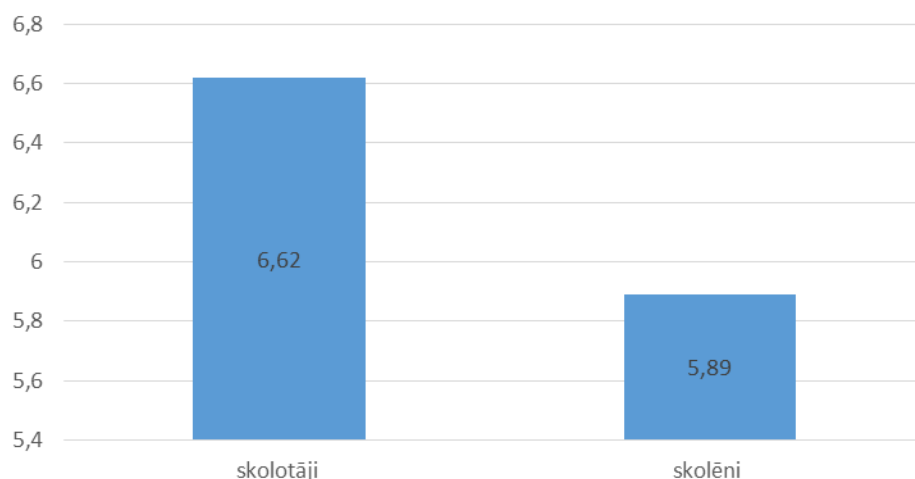
### **Skolotāju un skolēnu labizjūta** *The well-being of teachers and students*

Izmantojot Likerta tipa skalā no 0 līdz 10 atbildes uz 30 jautājumiem Aizkraukles novada vidusskolas 11.-12. klasēs un skolotāju vidū, tika noteikta labizjūta. Pētījums veikts 2017. gada oktobrī. Pētījumā piedalījās 40 skolotāji (76 % no kopēja skaita) un 53 skolēni (68 % no kopēja skaita). Iegūtos rezultātus



nevar vērtēt viennozīmīgi, jo labizjūta ir atkarīga no daudziem subjektīviem faktoriem, kā arī, iespējams, ka skolēni, kuri piedalījušies ir motivētāki, atsaucīgāki, aktīvāk piedalās skolas piedāvātajās aktivitātēs nekā tie, kuri nav piedalījušies.

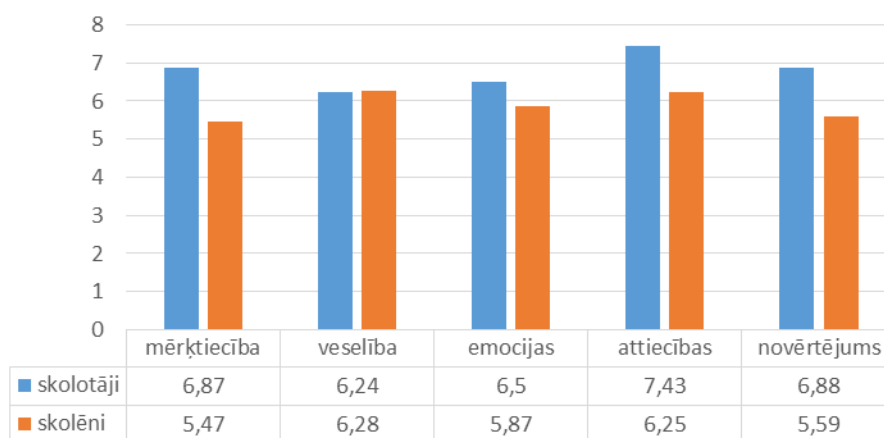
Apkopojot rezultātus un iegūstot vidējos rādītājus, var secināt, ka labizjūta respondentu vidū ir diezgan zema, skolēniem tikai nedaudz virs vidējās atzīmes 5. (skat. 1. att.)



1. att. Skolotāju un skolēnu labizjūta  
Fig. 1. Well-being of teachers and students

Skalā piedāvātie jautājumi tika sadalīti 5 vienībās:

- mērķtiecība, jēgas izjūta,
- veselība,
- pozitīvas emocijas, optimisms
- attiecības,
- iesaistīšanās, iespējas attīstīt savas stiprās puses, novērtējums (skat. 2. att.)



1. att. Skolotāju un skolēnu labizjūtas salīdzinājums pa vienībām  
Fig. 2. Comparison of student and teacher well-being per units

Skolēnu labizjūta ir zemāka visos rādītājos, izņemot veselību, kas ir izskaidrojams ar respondentu vecumu. Tomēr arī šis rādītājs 11.-12. klašu skolēniem ir tikai nedaudz virs vidējā.

Detalizētāk izvērtējot skolotāju sniegtās atbildes, kurās uzrādīti zemākie vērtējumi, var secināt, ka 35 % skolotāju savu darbu uzskata par bezjēdzīgu, 75 % ļoti bieži (7 gandrīz vienmēr) jūtas darbā uztraukušies, 53 % bieži skolā jūtas bēdīgi, 66 % nav apmierināti ar savu atalgojumu. Kaut arī Likerta skalā attiecības ar kolēģiem vidēji ir novērtētas ar 7,1, tomēr uz atvērto jautājumu "Kas jūs darbā apbēdina?" - 13 pedagogi (33 %) norāda, ka tie ir kolēģu pārmetumi, vienaldzība, vēlme vienam otru izrīkot, atklātības trūkums, skaudība, kolektīvisma trūkums u.c., kas neliecina par labām savstarpējām attiecībām. 8 skolotāji kā negatīvu emociju avotu norāda skolēnu, ģimeņu un sabiedrības attieksmi pret skolotājiem.

Var secināt, ka 11.-12. klašu skolēnu labizjūta ir vēl zemāka kā skolotāju, galvenokārt tāpēc, ka daudzi skolēni nesaskata skolas un mācību jēgu – 60 %, produktivitāti – 73 %, skolēni norāda, ka skolas piedāvātie darbi, aktivitātes viņus neieinteresē vai ieinteresē pavisam nedaudz. 46 % skolā ir priecīgi, bet 43 % atzīst, ka skolā bieži ir bēdīgi. Skolēnu labizjūtu mazina arī sajūta, ka viņi nespēj gūt panākumus ar skolu saistītu mērķu sasniegšanā (54 %). Skolēnus skolā galvenokārt apbēdina, viņuprāt, bezjēdzīgas, neinteresantas, rutinētas stundas, lielais mājas darbu apjoms, skolotāju attieksme un bailes no sliktiem vērtējumiem. Jāatzīmē, ka 38 % nespēja uz šo jautājumu atbildēt.

Atvērtajos jautājumos tika noskaidrots, kas veicina labizjūtu, kas rada pozitīvas emocijas, iepriecina.

46 % skolotāju norāda, ka viņu labizjūta ir saistīta ar skolēniem: ar viņu motivāciju darboties, aktivitāti, sasniegumiem ikdienā un konkursos, olimpiādēs, skolēnu pateicībām, atzinību. Arī darba radošums, mainīgums, kolēģi, ar kuriem izdodas sadarboties vairo skolotāju labizjūtu.

Savukārt 53 % skolēnu norāda, ka viņu labizjūtu paceļ draugi, klases biedri, 18 % tās ir interesantas stundas, jaunas zināšanas. Vēl tiek minēti labi panākumi, vērtējumi, skolotāju attieksme, sakoptā skolas vide.

## **Secinājumi** **Conclusions**

Jēdziens labizjūta (well-being) ir salīdzinoši jauns, tā pamatlicēji ir pozitīvās psiholoģijas pārstāvji, tomēr līdz šim pasaulē tas nav viennozīmīgi definēts. 2007.-2008. gadā G. Svences un M. Majora sadarbībā latviešu valodā tika adaptēts jēdziens labizjūta, tomēr labsajūta, dzīves kvalitāte, dzīves spēks, laime arī tiek lietoti kā labizjūtas sinonīmi.

Labizjūtas dimensijas, kvalitātes rādītāji arī vēl ir zinātnieku diskusiju temats. Katru gadu tiek veikti vairāki pētījumi šajā tēmā, kas ļauj izdarīt arvien

jaunus secinājumus, paplašināt izpratni. Domājams, ka šī diskusija nebeigsies nekad, jo mainās pasaule, mainās cilvēka pasaules uztvere, prasības pret dzīvi. Kā arī darba devēji arvien vairāk pievērš uzmanību labizjūtas nozīmei darbinieku produktivitātes, motivācijas sakarā, tāpēc paplašinās pētījumu klāsts par labizjūtu atsevišķās darba nozarēs. Latvijā ir labizjūtas pētnieki - G. Svence, L. Majore un M. Majors-, ir pētījumi arī par labizjūtu izglītības jomā (Karpova), L. Grīga, kuros uzsvars ir uz pensionētiem vai vienā mācību jomā nodarbinātiem pedagogiem.

T. Burkarta (Robiņa, 2013) izvirzītās 3 labizjūtas funkcijas- novērtējošā, motivējošā un komunikatīvā - ir ļoti nozīmīgas skolas ikdienas darba produktivitātei. Labvēlīgs skolas psiho sociālais klimats un pozitīvi vērtējama skolas fiziskā vide veicina skolēnu psiholoģisko un fizisko, kā arī sociālo labklājību, rosina dažādas spējas, piemēram, interesi, entuziasmu, optimismu, lojalitāti, motivāciju darboties, tiek aktivizētas domas un palielinās jaunu zināšanu uztveres spēja, kas palīdz skolēnam vispusīgi attīstīties.

Pētījums Aizkraukles novada vidusskolas skolotāju un 11.-12. klašu skolēnu vidū 2017. gada oktobrī liecina, ka šajā Latvijas izglītībai straujajā pārmaiņu laikā ne skolotāju, ne skolēnu labizjūta nav augsta, attiecīgi 6,62 un 5,89 10 ballu skalā. 35 % skolotāju savu darbu uzskata par bezjēdzīgu, 75 % ļoti bieži (7 gandrīz vienmēr) jūtas darbā uztraukušies, 53 % bieži skolā jūtas bēdīgi, 66 % nav apmierināti ar savu atalgojumu, savukārt 60 % skolēnu nesaskata jēgu mācībām, 73 % norāda, ka skolas piedāvātie darbi, aktivitātes viņus neieinteresē vai ieinteresē pavisam nedaudz. 46 % skolā ir priecīgi, bet 43 % atzīst, ka skolā bieži ir bēdīgi.

Pētījumā iegūtā informācija tiks izmantota skolas darba plānošanā, psiho sociālas vides uzlabojumu izstrādāšanā.

### **Summary**

The concept of well-being (labizjūta) is relatively new, its founders were representatives of positive psychology, but it has not been not clearly defined until now. In the year 2007/2008 the concept of labizjūta (well-being) was adapted into Latvian during the cooperation of G. Svence and M. Majors, but feeling of comfort, quality of life, force of life, happiness are also used as synonyms well-being.

The dimensions of well-being, quality indicators also are a discussion subject for scientists. Each year several studies on this topic are carried out, which allows you to come to more and more new conclusions, to broaden your understanding. It is thought that this debate will never end, because the world changes and so does out perception of the world and requirements for life. In addition, the employer's attention towards the effects of well-being left on employee productivity and motivation increases more and more, that is why the range of studies on well-being in different sectors is increasing. There are people in Latvia who research well-being - G. Svence, L. Majore and M. Majors - there are studies of well-being in the field of education (Karpova), L. Grīga in which the emphasis is on the retired or teachers that are serving in one area of learning.

The 3 well-being functions brought forward by T. Burkarts (Burkart, 2005) - evaluative, motivational, communicative - are very important in the productivity of everyday work in school. The school's favorable psychosocial climate and a good physical environment encourages the students' psychological, physical and social well-being, encourages different abilities like interest, enthusiasm, optimism, loyalty, motivation, activates thoughts and the perception of new knowledge increases, which helps the student's comprehensive development.

The study in Aizkraukle secondary school among teachers and 11<sup>th</sup> and 12<sup>th</sup> grade students in October of 2017 suggests that in this period of rapid change in Latvia's education system the scores on well-being of teachers and pupils are not high respectively 6,62 and 5,89 (on a scale from 1 to 10). 35 % of teachers think their job is meaningless, 75 % very often (7 almost always) feel concerned, 53 % feel sad at school, 66 % are not satisfied with the pay, whereas 60 % of students do not see the relevance in learning, 73 % say that the activities offered by school do not interest them or interest very little. 46 % are happy at school, but 43 % admit that they are often sad at school.

The information obtained in the study will be used for schoolwork planning and to develop improvements for the psychosocial environment.

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## ZINĀTNISKI PĒTNIECISKS SKATĪJUMS UZ RAKSTURA AUDZINĀŠANU: MĪTI, IZAICINĀJUMI UN STARPTAUTISKĀS PERSPEKTĪVAS

### *Research-Based Reflections about Character Education: Myths, Challenges and International Perspectives*

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**Abstract.** *At present, youngsters' character and virtue education issues are widely discussed in Latvia and in English-speaking academic environment. Given the existing criticism of these concepts, the research question was: what are the main misunderstandings about the nature of character and virtue education? After clarifying the neo-Aristotelian understanding of these concepts, recent research in the field of character education and virtues is presented for deconstructing some of the myths related to it, due to conceptual, historical, moral and political misunderstandings (Kristjánsson, 2013). Real problems (historical, methodological and practical) faced by character education programs in mainstream schools are addressed. The importance of giving personal significance to eudaimonia for promoting character and virtue education at school is discussed.*

**Keywords:** *character, character education, mainstream schools, virtue, virtue ethics.*

### **Rakstura audzināšanas aktualitāte** *Topicality of character education*

Šobrīd Latvijā plaši tiek diskutēts par skolēnu tikumisko audzināšanu, sociālo prasmju un rakstura attīstību. 2015. gadā LR Izglītības likumā tika veikti grozījumi 10.<sup>1</sup> pantā "Izglītība un tikumība", saskaņā ar kuriem "Izglītības sistēma nodrošina izglītojamā tikumisko audzināšanu, kas atbilst Latvijas Republikas Satversmē ietvertajām un aizsargātajām vērtībām, īpaši tādām kā laulība un ģimene" (Saeima, 1998). 2016. gada vasarā tika izstrādātās tikumiskās audzināšanas vadlīnijas Latvijas skolām (Ministru kabinets, 2016b), kas izraisīja Latvijas sabiedrībā neviennozīmīgu reakciju. Vadlīnijās tiek minēti un definēti divpadsmit tikumi: atbildība, centība, drosme, godīgums, gudrība, laipnība, līdzietība, mērenība, savaldība, solidaritāte, taisnīgums un tolerance. Vadlīniju izstrādātāji cer, ka dokuments palīdzēs skolotājiem bērnu audzināšanā, tomēr daļa pedagogu ir noskaņoti skeptiski. Plašāka diskusija par tikumisko audzināšanu skolā būtu apsveicama.

Saskaņā ar Ārvalstu Investoru Padomes Latvijā rekomendācijām (FICIL, 2016) Latvijas izglītības sistēmas modernizācijai skolās būtu jāievieš ar rakstura audzināšanu saistīta izglītība, kā arī 21. gadsimta kompetences un pārnesamās prasmes. Cits tēmas aktualitātes piemērs izglītības sistēmas līmenī – jaunajās Izglītības attīstības pamatnostādņēs 2014.-2020. gadam viens no izvirzītajiem apakšmērķiem ir “veicināt vērtībuzglītībā balstītu indivīda profesionālo un sociālo prasmju attīstību” (Saeima, 2014). Saistībā ar to Eiropas struktūrfonda (ESF) projekts “Karjeras atbalsts vispārējās un profesionālās izglītības iestādēs” (sk. [http://www.viaa.gov.lv/lat/karjeras\\_atbalsts/karjeras\\_atbalsts\\_2016\\_2020/](http://www.viaa.gov.lv/lat/karjeras_atbalsts/karjeras_atbalsts_2016_2020/)) tiek īstenots no 2016. gada 1. janvāra līdz 2020. gada 31. decembrim visās Latvijas vispārējās un profesionālās izglītības iestādēs, sekmējot skolēnu personības un intrapersonālo prasmju attīstību karjeras vadības prasmju apguves procesā (Ministru kabinets, 2016a). Savukārt Valsts izglītības satura centrs īsteno projektu “Kompetenču pieeja mācību saturā” (Ministru kabinets, 2015) no 2016.g. gada 17. oktobra līdz 2021. gada 16. oktobrim (sk. [http://visc.gov.lv/visc/projekti/esf\\_831.shtml](http://visc.gov.lv/visc/projekti/esf_831.shtml), <https://www.skola2030.lv/>), kura ietvaros tiek sekmēta šo pašu vērtību apguve, kas minētas tikumiskās audzināšanas vadlīnijās (Ministru kabinets, 2016b) (sk. [http://visc.gov.lv/visc/projekti/dokumenti/esf\\_831/2016\\_1027\\_prezent.pdf](http://visc.gov.lv/visc/projekti/dokumenti/esf_831/2016_1027_prezent.pdf) 4. lpp.).

Izglītības praktiķu un politikas veidotāju vidū 2014.-2016. gadā tika īstenots Erasmus+ projekts “Rakstura veidošanas izglītība jauniešiem”, kas apvienoja vietējās pašvaldības, skolas, karjeras attīstības centrus un jauniešu organizācijas no Beisingstokas Lielbritānijā, Jēvles Zviedrijā, Olomoucas Čehijas Republikā un Rīgas Latvijā (<http://www.shapingcharacters.eu/lv/>) ar Rīgas Domes Izglītības, kultūras un sporta departaments līdzdalību. 2017. gada beigās tika apstiprināts Erasmus+ projekts “Atbalsts skolotājiem skolēnu intrapersonālo prasmju un rakstura izglītības attīstībai skolā (Arete Catalyst)” (KA2 Sadarbība inovācijām un labas prakses apmaiņai – Stratēģiskā partnerība skolas izglītības jomā), kurā piedalās divas reģionālās iestādes, trīs skolas (divas no tām kā asociētie partneri), trīs universitātes un viens skolotāju izglītības centrs no Latvijas, Igaunijas un Spānijas un kurā vadošais partneris ir Rīgas Domes Izglītības, kultūras un sporta departaments. 2017. gada beigās tika apstiprināts pēcdoktorantūras projekts “Izglītības modernizācija Latvijas skolās, īstenojot inovatīvu pētniecībā balstītu programmu par 21. gadsimta kompetencēm un tikumu ētikas attīstību ar virtuālās telpas atbalstu (Arete School).” Dažas Latvijas skolas jau uzsākušās īstenot eksperimentālas TC&CE programmas (piemēram, programma “Efektīvas rakstura audzināšanas programmas integrēšana Rīgas Katoļu ģimnāzijā”).

Rakstura audzināšana ir aktuāla tēma ne tikai Latvijā, bet visā pasaulē. Par to var pārliecināties, skatoties uz šādām galvenajām rakstura audzināšanas iniciatīvām akadēmiskajā vidē angļu valodā runājošajās valstīs: 1) The Jubilee Centre for Character and Virtues (JCCV): UK, Birmingham university (J. Arthur).

Nozīmīgākie aspekti: Research projects. Open source materials for schools. 2) Center for Character and Citizenship (CCC): USA, St. Louis, University of Missouri-ST. Louis (M. Berkowitz). Nozīmīgākie aspekti: konferences materiāls. 3) Association for Moral Education (AME): USA, Massachusetts, Gordon College (K. Cook). Nozīmīgākie aspekti: The Journal for Moral Education (WoS, SCOPUS). 4) Center for Character and Social Responsibility (CCSR): USA: Boston University (St. Ellenwood). Nozīmīgākie aspekti: (MOOC): Ethical Leadership: Character, Civility and Community. 5) Character Project: USA, North Carolina, Wake Forest University (Ch. Miller). Nozīmīgākie aspekti: Research grants, academic resources. 6) Grupo de Investigación en Educación y Ciudadanía (GIEC): Spain, Navarra University (C. Naval). Nozīmīgākie aspekti: Education for citizenship and democracy. 7) The Duckworth Lab USA: University of Pennsylvania (A. Duckworth). Nozīmīgākie aspekti: Grit scale. 8) The Center for the 4<sup>th</sup> and 5<sup>th</sup> R (Respect and Responsibility): USA, State University of New York (SUNY Cortland) (T. Lickona). Nozīmīgākie aspekti: Smart & Good Schools, resources for schools and teachers. 9) Authentic Happiness USA: University of Pennsylvania (E. Seligman). Nozīmīgākie aspekti: Resources, questionnaires. 10) Character Education Partnership (CEP): USA, Washington D. C. (D. Karr). Nozīmīgākie aspekti: 11 Principles of Effective Character Education; National Forum on Character Education; Schools of character. 11) Character Plus: USA, Saint Louis (R. McDonnell). Nozīmīgākie aspekti: Online resources.

Toties rakstura un tikumu audzināšana kā izglītības mērķis dažreiz tiek raksturots kā pretrunīgs (Evans, 2011). Neskatoties uz iepriekšminētajiem tēmas aktualitātes piemēriem, akadēmiskajās aprindās joprojām pastāv zināma neizpratne par jēdzieniem “raksturs”, “tikums” un “rakstura audzināšana”.

Ņemot vērā pretrunu starp šo Latvijas un starptautisko interesi par rakstura audzināšanu un jēdzienu nepietiekamo izpratni, tika izvirzīts pētījuma jautājums: kādi ir galvenie maldīgie priekšstati rakstura un tikumiskās audzināšanas izpratnē? Lai aplūkotu šo jautājumu, tika apkopoti daži samērā aktuālie “mīti” par rakstura un tikumisko audzināšanu, kas balstās uz konceptuāliem (1. un 2.), vēsturiskiem (3. un 4.), ētikas (5.) un politiska rakstura (6. un 7.) pārpratumiem. Šajā rakstā šie mīti tiek dekonstruēti, balstoties uz aktuālajiem pētījumiem, nevis padziļināti argumentējot pret tiem. Ņemot vērā jēdzienu “tikums” un “raksturs” mainīgo izpratni, sākumā tika precizēta šo jēdzienu neo-aristoteliskā nozīme.

### **Raksturs, tikums un rakstura audzināšana** *Character, virtue and character education*

Termins „raksturs” tiek definēts kā personas intelektuālie un morālie paradumi (Ryan & Bohlin, 1999). Paradums ir brīvi iegūta un stabila rīcība



noteikta mērķa sasniegšanai. Ja mērķis sekmē personības un sabiedrības attīstību (vai noturīgu labklājību), paradumi tiek dēvēti kā labi paradumi jeb tikumi, pretējā gadījumā – slikti paradumi jeb trūkumi. Latviešu vārds “tikums” tiek izmantots, lai tulkotu daudznozīmju grieķu terminu “arete” (ἀρετή), kas burtiski nozīmē “izcilība” vai arī “morālā vērtība” un ko Aristotelis plaši izmantoja grāmatā *Nikomaha ētika* (1985), kurā iztirzāta tikumības būtība un tikumiskā rīcība, un aprakstīts tikumisks un pilnvērtīgs cilvēks. Tikumīgais raksturs ir personības īpašību kopums, kas noskaņo personu adekvātai uzvedībai (JCCV, 2017). Uzvedības raksturlielumi, kas izriet no tikumīga rakstura, ir spontānums un stabilitāte, precizitāte un darbības perfekcija, kā arī maigums un prieks tās izpildē, pat ja tas prasa piepūli. Tikumu ētika fokusējas personības attīstībā un balstās uz cilvēka iekšējo potenciālu. Turpretim normatīvā ētika balstās uz tādu normu akceptēšanu, kas tiek sociāli atzītas konkrētā sociālkultūras kontekstā. Abas perspektīvas savstarpēji papildinās: tikumu ētika atzīst personas sociālo dimensiju, un ētikas normas rod savu dziļāko attaisnojumu cilvēka dabā (Kristjánsson, 2016).

Rakstura izglītība ir aizsargtermins tiešām un netiešām izglītības darbībām, kuru nolūks ir palīdzēt jauniešiem brīvi attīstīt tikumīgu raksturu (Harrison, Morris, & Ryan, 2016). Rakstura izglītība veicina kritisko domāšanu, balstās uz personības brīvību un neuzspiež pilnībā akceptēt kādu konkrētu uzskatu kopumu; tā sekmē atvērtību, pieļauj dažādas pieejas un nav pakļauta kādai konkrētai politiskai vai reliģiskai doktrīnai. Potenciālie ieguvumi no rakstura izglītības ir skolēnu snieguma un uzvedības uzlabošana, paaugstināta nodarbinātība, atbalsts vecākiem, labvēlīgu attiecību dibināšana, piederības demokrātiskai sabiedrībai veicināšana, individuālās un sabiedrības labklājības veicināšana (JCCV, 2017).

Šis īsais jēdzienu raksturojums ir pietiekams, lai saskatītu atšķirību ar citiem saistītajiem jēdzieniem, kas netiek aplūkoti detalizētāk šajā darbā, piemēram: temperaments t.i. bioloģiski un sociāli pārmantots personas psiholoģiskais raksturojums; *piecfaktoru personības modelis* (Costa & McCrae, 1992), kas satur plašas cilvēka personības aprakstošās dimensijas, bet neiekļauj saistību ar morālo izaugsmi; morālā spriestspēja (Kohlberg, 1964); sociālā emocionālā audzināšana (Elias et al., 1997) u.c. Rakstura izglītība ir arī cieši saistīta ar pozitīvo psiholoģiju, kuras galvenais pārstāvis ir M. P. Seligmans (Seligman, Snyder, & López, 2002).

### **Mīti un reālās problēmas rakstura audzināšanas jomā** *Myths and real problems in the field of character education*

Pastāv zināms skepticisms attiecībā uz raksturizglītības iniciatīvām skolās (Kristjánsson, 2013), kas balstās uz rakstura un tikumiskās audzināšanas jēdzienu nepilnīgo izpratni: tie esot neskaidri, nevajadzīgi, vecmodīgi, reliģiskās

domāšanas piesātināti, pret-demokrātiskie, konservatīvie un individuālistiski. Šie “mīti” tiek aplūkoti tālāk tekstā.

1. *mīts: raksturs un tikums esot neskaidri jēdzieni.* Tiesa, tie nav tik viennozīmīgi definēti kā dabaszinātņu jēdzieni (piem., “metrs”). Tomēr zinātniskajā literatūrā jau vairāk par 80 gadiem to jēdzienu izpratne ir stabilāka nekā tādu citu humanitāro un sociālo zinātņu jēdzienu kā, piemēram, brīvība vai līderība. Raksta ievadā izklāstītā šo jēdzienu precīzā nozīme sakrīt ar Aristoteļa sniegto definīciju šiem jēdzieniem. 1930-tajos gados raksturs tika definēts kā “personības morāli vērtējamo komponentu kopums” (*personality evaluated*) un personība, savukārt, kā “morāli neizvērtēts raksturs” (*character devaluated*) (Allport, 1937: 52. lpp.). Kopš tā laika jēdziens “raksturs” tiek stabili izmantots Personības psiholoģijā, lai apzīmētu šo personības iezīmju apakškopu, kas ir morāli vērtējams, un kas piešķir morālu vērtību cilvēkam.

2. *mīts: tie esot nevajadzīgi jēdzieni,* jo mūsdienas psiholoģija esot atradusi labākus vārdus, lai izteiktu to pašu ideju. Tiesa, ir pētījumus (Kesebir & Kesebir, 2012), kas, balstoties uz 5,2 miljonu grāmatu izlasi, kas izdotas ASV no 1901. līdz 2000. gadam, pierādīja, ka izpētītajās grāmatās vārds “tikums” (*virtue*) un citi radniecīgie termini tiek izmantoti arvien mazāk. Tomēr, skatoties uz šo pētījumu tuvāk, tika konstatēts, ka vārdi, kas apzīmē tikumisku rīcību (piem., ‘*compassion*’, ‘*integrity*’, ‘*fairness*’, ‘*tolerance*’, ‘*selflessness*’, ‘*discipline*’, ‘*dependability*’, ‘*reliability*’), tiek arvien biežāk izmantoti katru gadu, kā arī citi jēdzieni, ko var uzskatīt par “tikumiem”, tiek stabili izmantoti (‘*loyalty*’, ‘*trustworthiness*’, ‘*forgiveness*’, ‘*respect*’, ‘*determination*’). Tādējādi var secināt, ka netiek izmantots lietussarga jēdziens *virtue*, bet tā apakškategorijas sadrumstalotā, reizēm nesakarīgā veidā.

3. *mīts: tikums un raksturs esot vecmodīgi.* Tomēr būtu grūti to secināt, ja tiek apzināts iespaidīgais zinātniskās literatūras klāsts par tikumiem ārstnieciskā personāla ētikā, militārajā psiholoģijā, pētniecības ētikā, inženierzinātnēs, politiskajā un juridiskajā sfērā un skolotāju ētikā.

4. *mīts: tie jēdzieni esot reliģiski piesātināti.* Tiesa, reliģiskajā vidē tie jēdzieni tiek plaši izmantoti, bet tam ir specifisks iemesls, kas tiek izklāstīts diskusijā raksta beigās. Katrā ziņā Aristoteļa jēdziens *eudaimonia* ir arī saprotams ārpus reliģiskās pārliecības, jo Aristotelis piedāvā sabiedrībai “kopīgu ‘post-reliģisku’ morālo valodu” (Arthur, 2010: 3. lpp.).

5. *mīts: tie jēdzieni esot antidemokrātiski* un apzīmēšot cilvēku, it īpaši jauniešu, manipulāciju, ieradumu radīšanu bez kritiskās domāšanas un brīvības ierobežošanu. Tiešām pastāv šķietama pretruna, ko varētu formulēt tā: kā var veidot autonomu personību caur “ieradumu radīšanu”? Aristotelis neizskaidroja procesu, bet tomēr konstatēja, ka tas tā arī notiek. Kaut kas tam līdzīgs notiek arī sporta vai mūzikas prasmju apguves procesā: atkārtojot pirkstu kustības noteiktā secībā, sākumā lēni, tad ātrāk, veidojas kustību brīvība, kas nepieciešama mākslai.

Mēs varbūt vēl nezinām līdz galam, kā tas notiek, bet tas tā notiek. Katra ziņā Aristotelis arī uzsvēra nepieciešamību brīvi izvēlēties pareizo rīcību un emocijas, balstoties uz “stingru un nemainīgu raksturu” (Aristotelis, 1985: p. 40 [1105a30–1105a34]).

6. mīts: *tie jēdzieni esot konservatīvi*, politisko *status-quo* sargātāji. Tomēr pastāv arī zinātniski pamatots uzskats – ja Aristoteļa tikumu un *eudaimonias* teorija tiktu ņemta kā paraugs mūsdienās sociālajā un politiskajā dzīvē, tai būtu radikāls reformatorisks un progresīvs spēks un izraisītu politiskajā dzīvē šādu sociālās demokrātijas sistēmu, kas līdzinātos Skandināvijas valstīm (Nussbaum, 1990).

7. mīts: *tikums un raksturs esot individuālistiski jēdzieni*. Tiesa, uzsvars tiek likts uz personības attīstību, uz indivīda kvalitāti. Bet, kā zināms, Aristotelis velta *Nicomachean ethics* 8. un 9. grāmatu draudzības tēmai, jo viņam *eudaimonia* saistās ar “labo dzīvi kopā ar draugiem”. Ņemot vērā cilvēka sociālo dabu, jautājums, vai personības audzināšana ir individuālistiska nodarbošanās, šķiet lieks, jo labums, kas tiek darīts indivīdam, nāks par labu sabiedrībai. Tika arī argumentēts, ka pragmatisku iemeslu dēļ ir vieglāk uzsākt rakstura audzināšanu ar indivīdu nekā ar sabiedrības sistēmu kopumā (Kristjánsson, 2013).

Arī tad, ja minētie iebildumi pret rakstura audzināšanu nav zinātniski pamatoti, pastāv reālās vēsturiskas, metodoloģiskas un praktiskās dabas problēmas, uz kurām jāskatās nopietni, apņemoties īstenot rakstura izglītības programmas skolās. Vēsturiski bijušo raksturizglītības iniciatīvu liktenis citās valstīs neliek cerēt uz to vieglu un veiksmīgu īstenošanu nākotnē. Piemēram, Apvienotajā Karalistē nožēlo garu virkni neprofesionālu un neefektīvu pūliņu raksturizglītības jomā (Arthur, 2003), kas diskreditē šo lauciņu. Lielākās problēmas bijušas nezinātniski izmēģinājuma eksperimenti vairākās vietās, pūliņu izplūdums daudzos virzienos *modes gaumē* un vienotā virziena trūkums. Lai izvairītos no tā, raksturizglītības iniciatīvām ir jābūt interdisciplinārām, apvienojot filozofijas, psiholoģijas un pedagoģijas nozares.

Otrā problēma – pastāv pamatots uzskats, ka vēl nav izveidota tāda empīriskā metodoloģija, kas holistiski aptvertu visas tikuma dimensijas (Kristjánsson, 2015; Niemiec, 2013). Tiesa, pastāv vairāki vērtību un rakstura izpētes zinātniski validēti instrumenti kā, piemēram, pozitīvās psiholoģijas *Values in Action* aptauja jauniešiem un pieaugušiem (Park & Peterson, 2006), M. Rokiča metodika terminālo un instrumentālo vērtību pētīšanai (Rokeach, 1973), vai personības akcentuācijas aptauja (Littmann & Schmieschek, 1982). Bet visi tie instrumenti balstās uz cilvēka pašnovērtēšanu un nav piemēroti Aristoteļa reālisma filozofijas kontekstā, kas ir tikumu ētikas pamatā. Savukārt biheavioristiskā pieeja, novērojot cilvēka uzvedības atbilstību morāles normām dabiskās un speciāli modelētās situācijās, arī nav visaptveroša, jo novērošanas metode nedod iespēju atklāt šādas tikuma būtiskās komponentes kā, piemēram, motivāciju, attieksmi un uzvedība

stabilitāti ilgtermiņā. Triangulācija šķiet piemērota pieeja, lai papildinātu pašnovērtēšanā iegūtos rezultātus, izmantojot novērošanu un vecāku un kolēģus apjautāšanu, bet tomēr tie ir arī subjektīvi viedokļi. Longitudinālie novērošanas pētījumi būtu vispiemērotākie, bet tie ir grūti īstenojami un dārgi. Akadēmiķiem paliek uzdevums izveidot zinātniski uzticamus uz reālisma paradigma balstītus rakstura mērīšanas instrumentus ar zinātniski pārbaudītu validitāti un ticamību.

Treškārt, vēl maz ir zināms par raksturizglītības programmu praktisko efektivitāti. Pēdējos gados bijuši vairāki mēģinājumi to labāk saprast. Piemēram, balstoties uz pozitīvas psiholoģijas principiem, Apvienotajā Karalistē 2011. gadā tika izveidota rakstura izglītības programma “*the UK Resilience Program*”, kurā piedalījās trīs tūkstoši skolēni (11-12 gadīgie) no 16 skolām un kurā paredzēta 16 stundu ilga interence vairākās nodarbībās. Tika konstatēts, ka labākie rezultāti bija privātskolās, bet kopumā programma izrādījās dārga un mazefektīva, kaut arī tā tiks turpināta ar nepieciešamām korekcijām. Cits piemērs par to, ka efektivitāte nav garantēta, ir atrodams ASV, kur 2010. gadā tika īstenots visplašākais federālais pētījums par raksturizglītības programmu efektivitāti “*Efficacy of schoolwide programs to promote social and character development and reduce problem behavior in elementary school children.*” To īstenoja ASV izglītības departamenta pētnieki, izmantojot skolu kontrolgrupas, lai izvērtētu septiņas atšķirīgās rakstura izglītības programmas (*Social and Character Development programs*). Skolās, kas piedalījās šajās programmās, rakstura izglītojošo aktivitāšu klāsts bija liels, bet netika atrastas statistiski nozīmīgās atšķirības ar kontrolgrupas skolām. Izmantotā metodoloģija arī tika apšaubīta un vēl notiek diskusijas, bet skaidrs ir tas, ka vēl nav skaidrības.

### **Diskusija** **Discussion**

Raksturizglītības programmas ir viennozīmīgi noderīgas Latvijas skolēniem un valstij, bet bez valsts globālās stratēģijas uz cilvēku tikumisko audzināšanu, kas ietvertu ne tikai programmas, kas orientētas uz skolu, šīs programmas varētu būt mazefektīvas, jo rakstura attīstību ietekmē daudz faktoru kā, piemēram, audzināšana ģimenē (tātad vecāku raksturs un viņu morālā apziņa), bērnu iedzimtais temperaments, masu informācijas līdzekļi, kuru ietekme ir izšķiroša mūsdienās, un pedagogu rakstura īpatnības un viņu morālā apziņa. Pūliņiem šo programmu īstenošanai ir jābūt ne tikai entuziasma un labās gribas, bet arī intelektuālās pieticības pilniem un pēc iespējas labāk zinātniski pamatotiem.

Viens no iemesliem, kāpēc jēdzieni “raksturs” un “tikums” reizēm netiek pietiekami labi izprasti sabiedrībā, ir konteksta un perspektīvas trūkums. Ir svarīgi apzināties, ka Aristotelim rakstura audzināšanai bija jēga tikai personīgā dzīves projekta kontekstā. Nav iemesla censties izveidot tikumisku raksturu, ja cilvēkam

nav dzīves mērķa, pēc kā tiekties, jo tikumi piešķir cilvēkam spēku, apdomību un izturību ceļā uz dzīves mērķa sasniegšanu. Aristoteļa ētikā (Aristotelis, 1985) ir skaidri formulēts un nosprausts dzīves mērķis: laime, *eudaimonia*. Domājot par rakstura audzināšanu skolās, svarīgi uzdot sev jautājumu: vai skolā tiek runāts ar jauniešiem par laimi kā dzīves mērķi? Vai netiek pieņemts pārāk vieglprātīgi, ka laime ir pati par sevi saprotama lieta? Tieši laimes kā dzīves mērķa izskaidrošanai Aristotelis velta visu savas ētikas pirmo grāmatu, un to nedrīkst aizmirst, plānojot jauniešu rakstura audzināšanu.

Tāpēc arī reliģiskajā un patriotiskajā kontekstā tikumiskā rakstura veidošana vienmēr ir bijusi svarīga. Reliģiskā domāšana skaidri nosprauž svētumu kā visu cilvēku aicinājumu un norāda uz tikumiem kā uz nepieciešamiem, kaut arī nepietiekamiem līdzekļiem, lai ietu šo ceļu. Patriotiskajā domāšanā viens no cilvēka svarīgiem mērķiem ir Tēvijas aizsargāšana, labklājība un attīstība, un šajā kontekstā arī tikumiem ir jēga kā palīgiem Valsts celšanai un pilnveidošanai. S. Ramons i Kahals, Spāņu Nobela prēmijas medicīnā par neironu atklāšanu laureāts, rakstīja, ka viņa dzīvē lielākais zinātniskās darbības virzītājspēks bija mīlestība pret savu Tēviju, kas viņam deva vajadzīgo gribasspēku ceļā uz izciliem sasniegumiem zinātnē (Ramon y Cajal, 1897).

Ir svarīgi piedāvāt jauniešiem iespēju izstrādāt un īstenot cienīgu dzīves projektu, kas varbūt būtu pat pāri viņu esošajām spējām, bet par kuru, viņiem attīstoties, būtu vērts cīnīties. Ja augstākais dzīves mērķis, kas skolā un sabiedrībā tiek piedāvāts jauniešiem, ir tikai “paaugstināt PISA rezultātus”, “pozitīvi uzvesties”, “iegūt labu mācību sasniegumus” vai vienkārši “attīstīt savu personību”, tad būtu pamats domāt, ka rakstura izglītības programmām nav spoža nākotne. Ejot vēl tālāk, ja jauniešiem tiek mācīts vai praktiski parādīts, kā bieži notiek postmodernās sabiedrības diskursā, ka viss ir relatīvs un pārejošs, ka dzīves jēga ir tikai baudā un ka augstākās vērtības (piem., patiesība, taisnīgums, vienlīdzība, progress) ir tikai ilūzijas, tad būtu loģiski piekrist visiem iepriekšminētajiem mītiem bez norunām un pat uzskatīt rakstura audzināšanu par vienkārši bīstamu, verdzinošu nodarbi.

Autora pieredze darbā ar jauniešiem rāda – kad viņiem uzstāda cēlu dzīves mērķi, kad viņos mudina lielus ideālus, tad viņi paši labprāt iesaistās to īstenošanā labāk un vairāk nekā varētu cerēt. Un tieši šī dinamika ir tā, kas prasa pēc tikumiem, pēc priecīgas pastāvības, drosmīgas apdomības, nesavtīgas devības un atbildīgas savaldīšanās. Jauniešiem šie ideāli ļoti dabiski rezonē ar diviem ļoti aktuāliem aspektiem viņu dzīvē: nākotnes profesiju un netaisnīgumu pasaulē. Kā būtu, ja rakstura izglītības programmas būtu ciešāk saistītas ar vēlmi izcili mācīties, lai varētu vēlāk celt skaistu savu ģimeni un Valsti, lai varētu kompetenti nodrošināt sevi un kalpot citiem ar savu profesionālo darbu un lai šādi arī dotu savu ieguldījumu sociālās nevienlīdzības samazināšanai?

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**Summary**

At present, youngsters' character and virtue education issues are widely discussed in Latvia at the level of educational policy makers, researchers and practitioners. Internationally, this question is also very topical, as can be seen looking at the high number of character education initiatives in the English-speaking academic environment.

Given the existing criticism of character and virtue education, the research question was: what are the main misunderstandings about the nature of character and virtue education? After clarifying the neo-Aristotelian understanding of the concepts "virtue", "character", and "character education," recent research in the field is presented for deconstructing some of the existing "myths" about them: due to conceptual, historical, moral and political misunderstandings (Kristjánsson, 2013), for some these concepts are supposed to be "vague", "unnecessary", "old-fashioned", "religiously saturated", "anti-democratic", "conservative" and "individualistic".

Even if those myths are not scientifically grounded, there are still real problems that should be considered when implementing character education programs in mainstream schools: a historically long series of unprofessional character education efforts; a lack of a clear empirical methodology for virtue and character research; and a lack of evidence of the practical effectiveness of the character education programs.

The oblivion in our society of the importance given by Aristotle to *eudaimonia* as life goal, and to the role of a virtuous character as a means for reaching this goal, is one of the possible causes of these misunderstandings. In religious and patriotic thinking, character and virtue education has always been important, precisely because the significance given to high life goals, respectively, sanctity and Fatherland. The necessity of helping youngsters to identify themselves with a personal and engaging life project, as a precondition for promoting character and virtue education in schools, is discussed.

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## PEDAGOGIEM LABVĒLĪGAS DARBA VIDES VEIDOŠANA

### *Creating a Positive Working Environment for Teachers*

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**Abstract.** *The purpose of the research paper is to study a positive working environment importance for teachers work satisfaction and the role of principal in improving working conditions. Whereas teacher profession is subject to different changes and reforms it makes the whole profession and teacher well-being an important subject to discuss.*

*The research paper includes analysis of the theoretical material about physical environment as well as psychological (also called microclimate). Empirical part is based on teacher's survey – 97 teachers from different schools in Riga were involved. The statements of survey have partially adopted from Teaching and Learning International Study TALIS 2013. The main research task is to study how work environment and the impact of principal correlate with teacher work satisfaction.*

*During research scales of teacher work satisfaction, work environment and impact of principal were created. The results of linear regression show that both the work environment and direct impact of principal is important factor which influences as well educational work as work satisfaction. The situation is various in different schools in Riga, so it verifies, that the problematics of positive working environment exists.*

**Keywords:** *microclimate, principal, TALIS 2013, teacher work satisfaction.*

### **Ievads**

#### ***Introduction***

Izglītības process kopumā ir sarežģīts un daudzšķautņains. Izglītības darba galvenie veidotāji un realizētāji mācību iestādē ir skolas vadība, pedagoģiskais personāls un skolēni. Mūsdienās ir uzsvērtā skolēncentrēta pedagoģija – galvenais ir skolēns ar viņa interesēm un vajadzībām, taču par pedagogu vajadzībām un interesēm tiek runāts daudz mazāk, tāpēc būtu nepieciešams aktualizēt pedagogu nozīmi un līdz ar to labvēlīgas darba vides ietekmi uz pedagogu labsajūtu un apmierinātību ar darbu. Jāuzsver, ka pedagogu ikdienu un fiziskā un garīgā labsajūta lielā mērā ir atkarīga no vadītāja un viņa veiktajiem pasākumiem.

Vadītāja uzdevums nav vienkāršs – tā ir visas organizācijas pārvaldīšana. Kā paūz teorētiskā literatūra, tad izglītības iestāde plašākā nozīmē ir organizācija –

ar savu iekšējo un ārējo vidi, kas savukārt veido organizācijas kultūru. Organizācijas kultūru viens no veidojošiem apstākļiem ir iekšējā vide, kuru veido gan fiziskā vide, gan darbinieku savstarpējās attiecības jeb mikroklimats. Jebkurā iestādē tas ir viens no galvenajiem faktoriem, kas virza (vai nevirza) uz produktīvu darbu un rezultātiem. Mikroklimata veidošana – tas ir vadītāja viens no iestādes organizēšanas uzdevumiem.

Tā kā organizācijas kultūras veidošanā noteicošā loma ir vadītājam, tad uzsvērta tiek vadītāja nozīme labvēlīgu savstarpējo attiecību veidošanā kolektīvā.

Izglītības iestādes kontekstā šis jautājums ir aktuāls, jo pedagogu kolektīvs lielākoties ir plašs, līdz ar to pastāv risks, ka varētu veidoties nelabvēlīgs mikroklimats. Būtiski ir uzsvērt darba vides un vadītāja tiešās ietekmes saistību ar apmierinātību ar darbu. Pēc autoru domām, apmierinātība ar darbu lielā mērā ietekmē darba procesu un izglītības kvalitāti kopumā. Darbā vairāk akcentēts psiholoģiskais klimats jeb mikroklimats, taču pieminēta un izvērtēta arī fiziskā vide, jo arī tā lielā mērā saistās ar iekšējo labsajūtu un apmierinājumu.

Šī problēma ir aktuāla, jo pedagoga profesija pēdējā laikā ir sabiedrībā daudz apspriesta. Arī daudzās idejas par reformām izglītības jomā liecina par izglītības sektora nesakārtotību un nevienprātību par to, kas būtu visvairāk nepieciešams, lai celtu skolotāja profesijas prestižu, kā arī visas izglītības kvalitāti kopumā. Tāpēc šajā pārmaiņu laikā ir būtiski nodrošināt pedagogiem patīkamus un labvēlīgus darba apstākļus, kas savukārt paaugstinātu apmierinātību ar darbu.

Pētījuma mērķis ir izpētīt pedagogiem labvēlīgas darba vides ietekmējošus faktoros, kā arī noskaidrot, vai tie ir saistīti ar pedagogu apmierinātību ar darbu.

Pētījumā izmantota kvantitatīvā metode – anketēšana, kurā tika iesaistīti dažādās Rīgas skolās strādājošie pedagogi. Pētījuma izlasi veido 97 dažādu Rīgas skolu skolotāji. Pētījuma izlase ir nevarbūtīga.

### **Pedagogu darba vide** *Teacher's work environment*

Pedagogu darba vide tiek veidota gan no fiziskās vides komponentiem (klases un citas telpas, vides estētika, ergonomika), gan no sociālpsiholoģiskās vides (mikroklimata). Fiziskā telpa lielā mērā ietekmē darbinieku emocionālo labsajūtu, taču psihoemocionālā vide sevī ietver vēl daudzus citus komponentus, piemēram, sociālās vides apstākļus, savstarpējo attiecību kopumu, arī saziņu, sadarbību, komunikāciju. Izglītības iestādē šī komunikācija ir vairākos līmeņos, kas to padara vēl sarežģītāku. Pedagogam ir jāveido komunikācija ar kolēģiem, vadību, skolēniem, kā arī skolēnu vecākiem.

Pastāv uzskats, ka skolas vides komponentam tiek pievērsts par maz uzmanības vai arī bieži vien akcentēta ir tikai fiziskā vide. Taču jebkuram skolas kultūras elementam ir būtiska nozīme, piemēram, interjers jau pirmajās sekundēs

veido priekšstatu par organizāciju, labiekārtota darba vieta veicina darbinieku labsajūtu un pozitīvi ietekmē saskarsmi (Raituma, 2009). Skolas kultūra ir viens no psiholoģiskajiem faktoriem, kas nosaka skolēnu un pedagogu darbības motivāciju, izziņas aktivitāti, sasniegumu līmeni, emocionālo noskaņojumu, kā arī uzticēšanos konkrētajai izglītības iestādei (Blūma, Zīda- Celma, Gineite, Kuklis, Nipers, Zīds, Rutka, & Dūka, 2013). Tātad jākopj un jāattīsta ir gan fiziskā vide, gan psiholoģiskā vide, jo tas veido kopveselu izglītības iestādes komponentu, kam ir liela loma visā mācību procesā. Pozitīvā vidē arī skolēnu sasniegumi ir augstāki (Noe, 2012).

**Fiziskā vide.** Fiziskā vide ir ļoti nozīmīgs komponents, kas veido pozitīvu gaisotni. Ja pedagogam ikdienā jāstrādā neremontētās telpās, nesakoptā vidē ar nolietotām mēbelēm un nepietiekamu materiālo nodrošinājumu, tad psiholoģiski var rasties mazvērtības kompleksi, kas ietekmē arī komunikāciju ar skolēniem un līdzcilvēkiem. Tātad fizisko vidi nedrīkstētu atraut no psiholoģiskā klimata, jo tas ir savstarpēji saistīts un veido vienotu darba vidi.

Adekvāti fiziskie apstākļi ir tikpat nozīmīgi kā emocionālais klimats. Skolotājos var radīt apjukumu, piemēram, nepietiekami telpu izmēri, sūce griestos, durvis, kuras nevar aizslēgt, vāja apsildīšana u.c. Darbs šādās telpās var liecināt, ka cilvēks un viņa fiziskā labsajūta netiek novērtēta. Nesakoptas, neizremontētas telpas var demoralizēt pedagogus (un arī skolēnus) (Firestone & Pennell, 1993).

Ļoti būtiska telpa skolā ir skolotāju istaba, kuras nozīme ir atzīta jau sen. Kā ir izpētījis O. Zīds, tad jau K. Dēķens ir uzskatījis, ka ir vajadzīgas divas atsevišķas skolotāju istabas, ja skolā darbojas daudz skolotāju. Istabām jābūt praktiskām un piemīlīgām: pie sienām gleznas, vidū liels galds ar pietiekamu skaitu krēslu (Zīds, 2006). Vēlreiz tiek uzsvērts pedagoga profesijā nepieciešamais fiziskās vides estētiskuma faktors, kas veicina labsajūtu.

Ļoti lielā mērā apmierinātību ar darbu ietekmē tādi fiziskās vides faktori kā darba drošība, piemērots materiāltechniskais nodrošinājums un aprīkojums, kā arī piemērots klases izmērs (Ball & Stenlund, 1990). Ideālā variantā katram pedagogam ir sava telpa (vai telpa tiek dalīta uz diviem pedagogiem), citādāk var veidoties nepiemēroti darba apstākļi. Skolotājam ir grūti pilnībā sagatavoties stundai, ja ir nepārtraukti jādodas no klases uz klasi. Svarīgs arī ir savs grāmatu plaukts un lietas, kas vienmēr ir, kad tās nepieciešamas. Jo īpaši grūti tas ir jauni atnākušajiem skolotājiem. Šādā situācijā skolotājs pat tiek nosaukts par “ceļojošo” strādnieku (Johnson, 2006).

Tātad šāds faktors kā vienlīdzīgs telpu sadalījums, nodrošinājums un pieejamība materiāltechniskajai bāzei lielā mērā ietekmē ne tikai fizisko darba vidi, bet arī psiholoģisko klimatu, jo ir saistīts ar iekšējo apmierinātību ar darbu.

**Mikroklimats un vadītāja loma tā veidošanā.** A. Builis min, ka “ar labvēlīgu psiholoģisko klimatu kolektīvā saprot savstarpējās attiecības starp kolektīva

locekļiem, valdošo emocionāli psiholoģisko noskaņojumu kolektīvā, komforta izjūtu un optimistisku noskaņojumu tā locekļos” (Builis, 1993). Mikroklimatu lielā mērā ietekmē vadītāja stils. Piemēram, par pozitīvu mikroklimatu būtu grūti runāt, ja vadītāja stils ir izteikti autoritārs. Tāds stils noved pie tā, ka ierobežojas saskarsme, pazeminās padoto spēja adaptēties mainīgā situācijā. Darbība kļūst vienmuļa, nav radošās izaugsmes (Forands, 1999). Toties demokrātiskais jeb koleģiālais stils ir pārvaldības veids, kad cilvēki strādā efektīvi, ir augsta darba ražība. Šādu vadības stilu var ieviest, kad organizācijā ir augsts darbinieku atbildības līmenis (Forands, 2007). Tātad vadītājam jāprot izvērtēt, vai viņa vadības stils veicina vai neveicina stabilu un pozitīvu mikroklimatu. Arī vadītāja raksturs lielā mērā nosaka, kāda psiholoģiskā vide veidosies; nesavaldīgs, augstprātīgs, nepacietīgs vadītājs bojā optimistisko noskaņojumu kolektīvā (Builis, 1993). Vadītājam jāprot cienīt cilvēku, vienlaikus izvīzot viņam pietiekami augstas prasības (Šmite, 2006).

Lai organizācijas mikroklimatu varētu raksturot kā labvēlīgu, būtu jānovērs šādas parādības kā mobings; vadītāja nevērība, nepieejamība; saiknes, piederības izjūtas trūkums; bailes izteikties; pozitīva novērtējuma trūkums; biežas konfliktsituācijas ar kolēģiem/vadību; dažādu interešu, sociālekonomisko apstākļu pārstāvēšana; autoritārs (direktīvs) vadītāja stils u.c. Taču tādām faktoriem kā atbalsts būtu jākļūst par ikdienas sadarbības sastāvdaļu. Pēc veiktā pētījuma Eiropas kontekstā par skolotāju stresa cēloņiem var secināt, ka viens no iemesliem ir strikta administrācijas hierarhija un atbalsta trūkums (ETUCE, 1999). Skolas administrācijas atbalsts ir jo īpaši svarīgs un var būt pat izšķirošs. Tas sevī ietver arī tādas parādības kā noteiktību, taisnīgumu, skaidrību par savu lomu organizācijā (Firestone & Pennell, 1993; Leithwood, 2006). Vadības atbalsts ir arī iespēju rašana darba slodzes samazināšanā, kā arī mācīšanas prasmju uzlabošanā (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2011). Vadītājam būtu jāatbalsta pedagogi dažādās jomās – mācību, profesionālās izaugsmes, veselības, radošuma u.c., taču galvenais – šim atbalstam ir jābūt vienlīdzīgam.

Skolotājam ir svarīgi, ka viņš var kontrolēt procesus, kas saistās ar viņa darbību (Shen, Leslie, Spybrook, & Ma, 2012). Tāpēc ir ļoti svarīgi, lai kontrole no vadības puses būtu adekvāta un skolotājam būtu nepieciešamā autonomija.

Ja labvēlīga mikroklimata veidošana nav viena no prioritātēm darbā ar kolektīvu, tad tas, pēc autores domām, var novest pie darbinieku mainības, kas savukārt nav pozitīvs iestādes rādītājs. Ja personāla mainība tiek samazināta, tad organizācija gūst labākus panākumus (Forands, 1999). Protams – izglītības iestāde, kurā būs manāma bieža kadru maiņa, neraisīs uzticību un radīs iespaidu par kādām iestādes iekšienē pastāvošām problēmām. Personāla mainības samazināšanās noteikti padara organizāciju stabilāku un arī darba vidi pozitīvāku. Stabilā kolektīvā ir lielāka iespēja saglabāt un stiprināt esošās vērtības. Turklāt ir jādomā par visas pedagogo profesijas prestižu kopumā. Ja darba apstākļi ir

iemesls pamest darba vietu, tad tas neveido pozitīvu skatījumu uz šo profesiju kopumā (Shen et al., 2012). Ja skolotājs nav apmierināts ar darba apstākļiem, vēlas no darba aiziet, taču tomēr paliek, tad arī viņa ieguldītās pūles un darbs būs daudz zemākas kvalitātes (Ladd, 2011). Būtiski, ka esošā situācija iestādē un darbinieku pašsajūta var ietekmēt arī jauni atnākušos pedagogus. Skolotāji, kas cieš no “izdegšanas” sindroma, var negatīvi ietekmēt jauni atnākušos skolotājus (Leithwood, 2006).

Skolotāji daudz vairāk paliek tādās darba vietās, kur ar kolēģiem ir uzticamas, pozitīvas darba attiecības. Tāpat pozitīvi ietekmē tāds faktors, ka kolēģu vidū ir pedagogi, kuriem ir pašpārliecinātība par savām spējām, kuri ir inovatīvi un vēlas strādāt kopā, lai uzlabotu visas iestādes rezultātus (Allensworth, Ponisciak, & Mazzeo, 2009). Skolās, kurās ir labvēlīgs klimats, skolotājs tic, ka spēj ietekmēt iestādes darbību un nākotnes sasniegumus (Cohen, McCabe, Michelli, & Pickeral, 2000; Choy, 1996). Skolās ar izkoptu un pozitīvu iekšējo klimatu ir mazākas skolēnu disciplīnas problēmas (Cobb, 2014). Arī skolas direktors pozitīvi ietekmē skolēnus ar savu rīcību pret personālu (Noe, 2012).

Jebkuras organizācijas kultūras veidošanā un uzturēšanā piedalās visi darbinieki, bet vadītāja personībai un vadības stilam ir izšķirošā nozīme (Blūma u.c., 2013). Vadītājam ir jāapzinās, cik būtiska ir paša loma, veidojot vadīšanas procesu (Celma, 2006). Vislabākais, ar ko sākt, ir veidot tādu atmosfēru, kurā gan personāls, gan audzēkņi jūtas ērti izteikt idejas par skolas darba uzlabošanu, kā arī priekšlikumus skolas vīzijai (Stolp & Smith, 1995). Vadītājs, kurš rīkojas ar rūpību un interesi attiecībā pret pārējiem, spēs attīstīt uz vērtībām balstītu organizācijas kultūru. Turpretim direktors, kuram vienmēr ir maz laika saviem darbiniekiem, kolektīva skatījumā tiek vērtēts kā egoists (Stolp, 1994).

**Darbinieku saliedēšana.** Liela nozīme organizācijas kultūras attīstīšanā ir dažādām ārējām izpausmēm: sapulcēm, darba pieņemšanai, svinībām, svētkiem, jubileju kopīgai atzīmēšanai, kas var kļūt par organizācijas vērtību (Blūma u.c., 2013). Būtiski, lai šajos pasākumos piedalītos arī vadība, jo tas veicinātu veseluma un kopības sajūtu. To uzsver arī A. Bulis, sakot, ka vadītājs “nestāv” pāri kolektīvam, viņš ir viens no kolektīva. Pretējā gadījumā vadītājs var zaudēt autoritāti (Builis, 1993).

Tātad, kopjot skolas tradīcijas, aicinot iesaistīties pasākumos, mikroklimate kļūtu veselīgāks, jo kolēģiem savā starpā būs iespēja parunāt arī par ko citu, ne tikai darbā notiekošo. Grupas darbības efektivitāti ietekmē saliedētība, kad grupas locekļi atbalsta viens otru, plāno un īsteno vienus mērķus (Forands, 1999). Vadītājam ir jāieaudzina tradīcijas, vērtības, rituāli un simboli, kas pauž un stiprina pozitīvu iestādes kultūru (Stolp, 1994).

Kopīgi pasākumi veicina un stiprina komandas garu kolektīvā, kas ir viens no būtiskākajiem faktoriem, kas ietekmē ikdienas darbu kopumā izglītības iestādē. Viss skolas vadīšanas darbs ir sadarbošanās savā starpā (Builis, 1993).

Pedagogu savstarpējā sadarbība ir nepieciešama arī tāpēc, ka nevar būt skolēni, kas veiksmīgi mācās un sadarbojas, ja nav skolotāju, kas to spēj (Celma, 2006).

Viens no iemesliem, kāpēc skolotājs nevēlētos pamest darba vietu, ir draudzīgas attiecības ar kolēģiem (Reichardt, Snow, Schlang, & Hupfeld, 2008; Kloep & Tarifa, 1994). Savukārt attiecībās ar administrāciju pats galvenais ir nevis draudzīgums, bet cieņa (Reichardt et al., 2008).

Iesaistīšanās skolas darbības plānošanā saistāma arī ar pedagogu apmierinātību ar darbu. To pierāda arī OECD TALIS veiktais pētījums (*“Teacher’s Job Satisfaction”*). Pēc pētījumā iegūtajiem rezultātiem secināts, ka skolotāja apmierinātība ar darba vidi ir saistīta ar skolas kultūru – iespēju piedalīties ar skolu saistītu lēmumu pieņemšanā, sadarbību ar administrāciju, skolotāju savstarpējo sadarbību un sadarbību ar skolēniem (Geske & Ozola, 2015).

Vadītājs, palīdzot gan individuāli, gan kolektīvi saviem pedagogiem, pauž ticību savam kolektīvam, kas ir īpaši svarīgi mūsdienu laikmetā, kad pedagogs bieži vien tiek uzskatīts par vienu no izglītības sistēmas problēmām (Bredeson, 2000).

## **Rezultāti**

### ***Results***

Pētījuma empīriskās daļas uzdevums bija izpētīt saistību starp apmierinātību ar savu darba vietu un izglītības iestādes darba vides situāciju Latvijas skolās. Pedagogu aptauja tika veikta sākumskolās, pamatskolās un vidusskolās, tajā piedalījās 97 respondenti. Aptaujas anketa tika veidota no 16 apgalvojumiem, kas sakārtoti tematiskajos blokos – apmierinātība ar darba vidi (man patīk strādāt šajā skolā; es ieteiktu savu skolu kā labu darbavietu; es vēlētos strādāt citā skolā, ja tas būtu iespējams; visumā es esmu apmierināts (-a) ar savu darbu), skolas mikroklimate (manā darbavietā tiek respektēta mana emocionālā labsajūta; emocionālā labsajūta ir būtisks mācību darbu ietekmējošs faktors; es jūtos iederīgs savā kolektīvā; manā iestādē tiek veicināta kolektīva saliedēšanās; savstarpējās attiecības kolektīvā ietekmē manu darba procesu; pašreizējais psiholoģiskais klimats kolektīvā ir labvēlīgs), skolas fiziskā vide (manā darbavietā tiek respektēta mana fiziskā labsajūta) un vadītāja loma labvēlīgas izglītības iestādes vides veidošanā (vadītājs regulāri organizē pasākumus, kas saliedē kolektīvu; jauni atnākušajiem pedagogiem no vadītāja puses tiek palīdzēti iejusties darbā; vadītājs izturas vienlīdzīgi pret visiem pedagogiem; es savā skolā jūtos novērtēts no vadītāja puses; manā izglītības iestādē darbinieks ir vērtība). Respondentiem attiecībā uz katru apgalvojumu bija iespēja atzīmēt vienu no četriem izvēles variantiem - pilnīgi nepiekrītu, nepiekrītu, piekrītu, pilnīgi piekrītu (Likerta skala). Apvienojot apgalvojumus, tika izveidotas atbilstošas četras

skalas, kuras var raksturot kā piemērotas (skat. 1. tab.). Apmierinātības ar darba vidi skala kā pārbaudīta un droša tika ņemta no starptautiskā OECD TALIS 2013 pētījuma, fiziskās vides skalu gan veido tikai viens apgalvojums.

1. tab. Pētījuma gaitā izveidotās skalas

Table 1 Indices created in research

	Apmierinātība ar darba vidi	Mikroklimats	Fiziskā vide	Vadītāja tiešā ietekme
Apgalvojumu skaits	4	6	1	5
Minimālā vērtība	1,25	1,83	1	1
Maksimālā vērtība	4	4	4	3,8
Vidējā vērtība	2,7	2,8	2,6	2,4
Standartnovirze	0,61	0,46	0,83	0,56
Kronbaha alfa	0,81	0,63	-	0,75

Skala "Apmierinātība ar darba vidi" stingri korelē ar skalām "Mikroklimats", "Fiziskā vide" un "Vadītāja tiešā ietekme". Atbilstošie Pīrsona korelācijas koeficienti ir 0,62; 0,58; un 0,65 (statistiski nozīmīgi ar 99 % ticamību). Tas norāda uz ciešu saistību starp skolotāju apmierinātību ar darba vidi un to ietekmējošiem faktoriem – skolas mikroklimatu, skolas fizisko vidi un direktora darbībām.

Lineārās regresijas modelī aplūkojot visas izveidotās skalas (apmierinātība ar darbu – atkarīgais mainīgais, pārējās skolas – neatkarīgie mainīgie), tika konstatēts, ka vislielākā ietekme ir vadītāja tiešajai ietekmei. Modeļa augstais determinācijas koeficients ( $r^2 = 0,56$ ) norāda uz visu trīs faktoru lielo ietekmi uz skolotāja apmierinātību ar darba vidi.

2. tab. Lineārās regresijas modelis skolotāju apmierinātībai ar darba vidi

Table 2 Linear regression model for teachers' satisfaction with the work environment

Mainīgais	Standartizētais koeficients $\beta$	t vērtība	Nozīmīgums p
Mikroklimats	0,29	3,27	0,002
Vadītāja tiešā ietekme	0,34	3,74	0,000
Fiziskā vide	0,27	3,19	0,002

## Diskusija un secinājumi

### Discussion and conclusions

Mūsdienu laikmetā, kad sociālo tīklu un mediju telpas kļūst gandrīz vai neizmērojamas, pedagogs kļūst neaizsargāts, bieži apspriests un komentēts, tāpēc ļoti nozīmīgi ir veicināt un saglabāt pedagoga labsajūtu savas iestādes ietvaros.

Paši skolotāji norāda, ka apmierinātība ar darbu ietekmē darba kvalitāti (Peršēvica, 2013).

Pētījumā iegūtie rezultāti atklāj mikroklimata nozīmi labvēlīgas darba vides veidošanā, to apstiprina arī citi autori. Honkongā veiktā pētījumā tika apstiprināta hipotēze, ka uzticēšanās kolēģiem palielina apmierinātību ar darbu (Yin, Huang, & Wang, 2016). Amerikā pēc kāda pētījuma ir secināts, ka viens no iemesliem, kāpēc skolotājs nevēlētos pamest darba vietu, ir draudzīgas attiecības ar kolēģiem (Reichardt et al., 2008). Arī Albānijā augsto apmierinātību ar darbu ietekmē draudzīgās attiecības ar kolēģiem (Kloep & Tarifa, 1994). OECD TALIS 2013 pētījumā ir secināts, ka labsajūta darbā lielā mērā saistīta ar attiecībām gan ar vadību, gan ar kolēģiem (Geske & Ozola, 2015).

Mūsu pētījums parāda vadītāja lielo lomu skolotāju apmierinātības veicināšanā. Tieši vadītājs ar savu personību, vadības stilu un veiktajiem pasākumiem veidos attiecīgo iestādes kultūru. Ir izpētīts, ka lielā daļā skolu vēl joprojām valda vadītāja autoritārais vadības stils (Kalvāns, 2009). Līdz ar to tas varētu traucēt pozitīvas emocionālās vides veidošanā. Skolās ar izkoptu un pozitīvu iekšējo klimatu ir mazākas skolēnu disciplīnas problēmas (Cobb, 2014).

Vadītājam būtiski ir veidot saliedētu kolektīvu un veidot kolektīvu kā komandu – ar vienotiem mērķiem un vērtību izpratni. Kad Amerikā pētījumā ietvaros tika aptaujāti skolotāji, atklājās, ka darba pamešanu jau pirmajā gadā lielā mērā ir veicinājis vadības nepietiekams atbalsts un veiktie pasākumi, piemēram, netika veicināta savstarpēja sadarbība (Boyd et al., 2011). Tātad vadītājam ir svarīgi apzināties savstarpējās sadarbības nozīmīgumu un attiecīgi veidot uz sadarbību vērstu kolektīvu.

Apmierinātība cieši korelē arī ar piederības sajūtu. Jo lielāka piederības sajūta, jo augstāka apmierinātība ar darbu. Tā tika izpētīts kādā Norvēģijas pētījumā, kurā piedalījās 321 pedagogs (Skaalvik & Skaalvik, 2011). Arī pētījuma aptaujas anketā ir iekļauts apgalvojums, vai pedagogs jūtas iederīgs kolektīvā, jo tas ir ļoti būtisks mikroklimata komponents – iederēšanās sajūta.

Protams, nozīmīgs ir ne tikai psiholoģiskās vides komponents, bet arī fiziskā vide. Pašai izglītības videi ir jābūt sakoportai, patīkamai. Nesakoporta fiziskā vide ir iemesls pamest darba vietu (Shen et al., 2012).

Jāsecina, ka skolotāju apmierinātību ar savu darba vidi, kas savukārt var pozitīvi ietekmēt viņu darbu ar skolēniem, var veicināt skolas administrācija, uzlabojot fizisko vidi un skolas mikroklimatu. Tāpat liela nozīme ir skolotāju pašu motivācijai, vēlmei, veidojot savstarpējās attiecības.



### Summary

Teachers work satisfaction is important factor of education system. As literature shows there is big connection between teacher's work satisfaction and student's achievements. Work satisfaction is a complex quantity which is influenced by different factors.

97 teachers from different schools in Riga were involved in survey to find out work satisfaction influencing factors. Respondents has to fill in the questionnaire which included 16 questions. Answers were summarized in 4 scales – “Work satisfaction” (the OECD TALIS 2013 scale was used), “Physical work environment”, “Microclimate” and “Direct impact of principal”.

There was found out that the scales “Microclimate”, “Physical work environment”, “Direct impact of principal” correlate tightly with scale “Work satisfaction” (respectively the Pearson correlation coefficients are 0.62, 0.58 and 0.65). Linear regression model (coefficient of determination  $r^2=0.56$ ) showed that all of the mentioned factors have great impact to teacher's work satisfaction. The standardized regression coefficients in this model respectively are 0.29, 0.27, 0.34 ( $p<0.01$ ). There was found out that the teacher's work satisfaction is most influenced by direct impact of principal.

Conclusion is that the school administration can promote teacher's work satisfaction by improving physical environment and microclimate (though it also depends on teacher's motivation and will). The educational work with students can be positively influenced if there are pleasant work environment for teachers.

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# THE SENSE OF SAFETY AMONG CHILDREN AND TEENAGERS IN THE LIGHT OF EMPIRICAL RESEARCH

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**Abstract.** *The social life is dominated by concepts such as aggression, violence, frustration. The symptoms of this phenomenon are present in schools, families and on the street. They may have different forms, from physical violence both verbal and mental. All this favours the crisis of values and authority. One of the main external causes are the mass media, that do create the lack of authority and values. One of the conditions of a child healthy development is to provide him a sense of security, which at the end will be again emphasized, not only by the family but also by a school, carers, environment the police and organized prevention programs. The study shows how children and young people perceive the issues related to security.*

**Keywords:** *safety, aggression, violence, education, authority, value, responsibility.*

## Introduction

The issue of safety has been an area of major interest to many communities, including politics and mass media. The level of security cannot be limited only to a single type of hazard, because one-dimensional approach can cause problems that will be shallower. A contemporary meaning of a sense of security has far wider dimension than a few decades ago. And this multidimensional view leads us to the interpretation of this phenomenon also from a different perspective, which seems to be no less important, and so far has not left such a stigma in the social consciousness as security from terrorism, in the context of children's and adolescents safety.

The term "security" corresponds to the English security and Latin Securase. The origin of this expression is similar to Polish counterpart - the prefix *se* means without, and *cura* mean concern. So requiring no concern, no care, safe.

According to the Polish Dictionary security is a state of feeling safety, peace and confidence.

In the sense of general public, the safety covers to satisfying the needs of: existence, survival, security, stability, identity (identity), independence, protection and quality of life (Bartkowicz, 2001; Depesova et al., 2015). Although there is no clear, term “subject” is without a doubt stand here as a default, because you can only talk about the safety of a particular entity, egg. A person, group of people, organizational unit, state, nation, company, city, region, etc.

In recent years there has been significantly increase in crime, both as organized as well as petty crime impacting the average citizens. Along with the rapid changes, there are many risks to which the most vulnerable is the young generation who has not have solid principles and standards of conduct (Geberle, 2006; Noga et al., 2016).

During the transformation there is connection of new social roles. They are dictated by the collision of different value systems, opposition and revolutions against the new emerging dishonest groups of gaining rich, or as a result of disappointing hopes mechanism (Holin, 2004; Bird, 2016; Wieczorek, 2006). We are here to talk about the deviation in its various forms, as distressing social problems. We have here in mind, egg. Crime in its various forms of brutalization and resulting low sense of public safety and individual mental deviations, different varieties of youth sub- and counter-cultures.

In extreme cases, can occur in the life of society and the individual to a state of anomie, as a state with a clear jeopardize the equilibrium between the objectives which I assume and the means and capabilities to achieve them. This raises, among others, the desire to acquire funds quickly and illegally. From here what creates mainly thefts, burglaries and organized crime in Poland and other Central European countries (Kozaczuk & Urban, 1997; Pytel et al., 2016). The negative consequences of modern changes are expressed in the wider social pathology in deviant behaviour, especially in the crime. Among these phenomena, from the point of view of pedagogue most worrying is the youth crime, wherein the size in recent years have exceeded all the expectations (Sobczyk et al., 2015). The general public is mainly shocked violence of young people crime (against life and health) and a significant reduction of the lower age limit those guilty of violent acts. Another worrying dimension of crime is increased the part of young people with families and communities that are not affected by the pathology (Majer & Misiuk, 2000). One can say that modern crime far exceeded the pathological environment (Urban, 2001).

The world end of the twentieth century is often described as brutal world of evil. Aggression, violence and cruelty are permanent components of daily life present in interpersonal relations, on the streets, in schools, in family houses. The mass media Alarmed by the scale and drastic pathological phenomena are raising

the alarm (Konopnickiej, 1974; Prauzner, 2016). One of the consequences of aggression and violence among children is the relationship between certain groups of pupils in the school and around the activities associated with the school. It's about distinction those who "harass" others and those who are the objects of (victims) different forms of these "aggressive" behaviour. Activities and processes of these groups leads to the creation of a group phenomenon "whipping boy" and the phenomenon of "black sheep".

Those two concepts, are also used in everyday language, they say, in fact, about the functioning of social groups in situations of crisis and socio-psychological mechanisms of aggression / violence in relationships between groups or against members of their own group (Piotrowski & Zajączkowski, 2003).

### **Research methodology**

Studies were conducted in the Primary School No. 4 in Bochnia. Available to students and teachers are 18 classrooms, laboratories: information technology, natural science, mathematics and physical, spaces for teacher, hygienist, student council, administration and community room, library, cloakroom.

In order to check and draw conclusions, what is the effectiveness of prevention programs about the phenomenon violence among young people, I conducted in the Primary School No. 4 in Bochnia test a sample group of 32 students (in class VI and VI, and b) using an anonymous questionnaire.

The aim of the study was to answer specific research questions, i.e. Whether the youth is interested in the problems of crime and its prevention, whether the children are familiar with school preventive program or does the students' prevention program is effective, check the level of school safety evaluation.

### **Research hypotheses**

Based on the foregoing research issues have been raised following hypotheses:

- school has presented to their students countrywide and an own program of crime prevention among children and youth,
- students in a sufficiently level are familiar with the assumptions of the school program to prevent crime and they understand its goals,
- school youth knows Prevention program created by the school and actively participate in it
- according to students after introduction of preventative program school safety has been increased

- youth indicates that the police as an institution is responsible for the prevention of crime.

### **Sample group characteristics**

A study questionnaire was applied to group of 32 students. The respondents are sixth grade students of the Primary School No. 4 in Bochnia. The highest percentage of 70 % are girls the age of 13 years and slightly less because 30 % of boys of the same age. Research shows that 75 % of respondents are people living in Bochnia, and 25 % are rural inhabitants.

100 % of respondents is being raised in a full family. Studies have shown that 44 % of surveyed mothers have a high school education, 32 % have higher education and 16 % has vocational education. The smallest percentage of 8 % are mothers of respondents with primary education. While the fathers 39 % of the respondents have secondary education, 30 % have vocational education, and 23 % higher education. The smallest percentage of 8 % (as in the case of mothers) are the fathers with primary education.

### **The sense of safety among children and adolescents on the basis of research**

Analysing the empirical material has been diversion for groups like: presenting children with the prevention program, the attractiveness of the presentation of these programs, understand the need for preventive programs, the reaction of students to conduct illegal deeds, the security improves in schools, institutions assisting the implementation of the program.

### **Presentation and familiarizing children with the preventive programs**

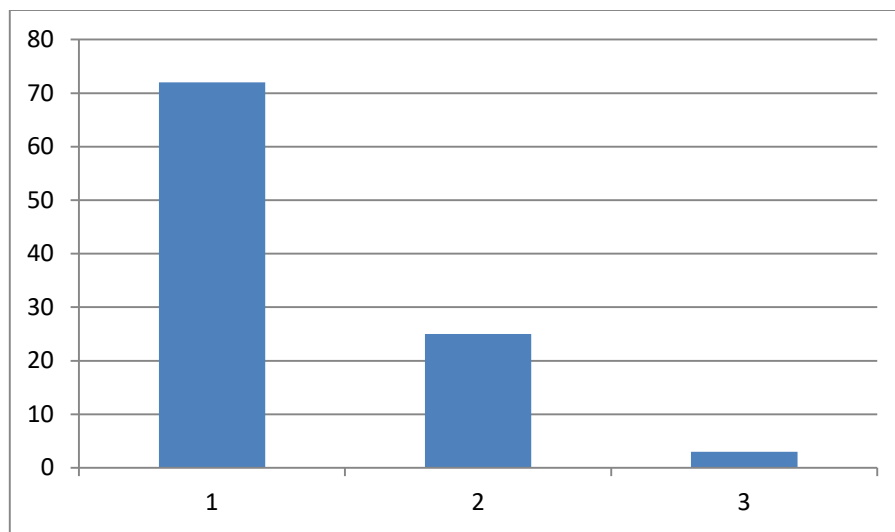
In the first question, respondents were asked to answer whether the school has implemented a program of crime prevention among children and young people, and where it has been presented.

The results indicate that 72 % of respondents from the prevention program was familiarised at a meeting with a police officer, 25 % in education class and 3 % at appeal at the school. These results are presented in Figure 1.

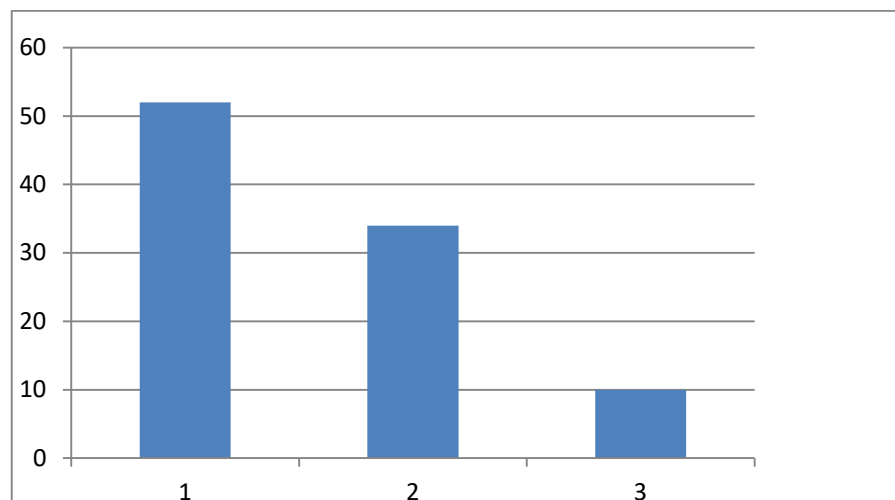
In the second question, the respondents indicated those people who are familiar with the prevention program conducted by the school. The results are as follows.

Research shows that 52 % of respondents were familiar with the prevention program by a policeman, 34 % by the class teacher, and 10 % by the school. The

lowest percentage of 4 % was made acquainted by the school counsellor The results are shown in Figure 2.



**Figure 1. Implementation of the prevention program and place of its presentation**



**Figure 2. Method familiarizing examined people with the programs of prevention**

Similarly, to the first question, the participation of of the Police in the implementation of prevention program implemented at the school was very significant.

In the third question respondents were asked whether, presentation prevention program was attractive. The results are shown in Chart 3.



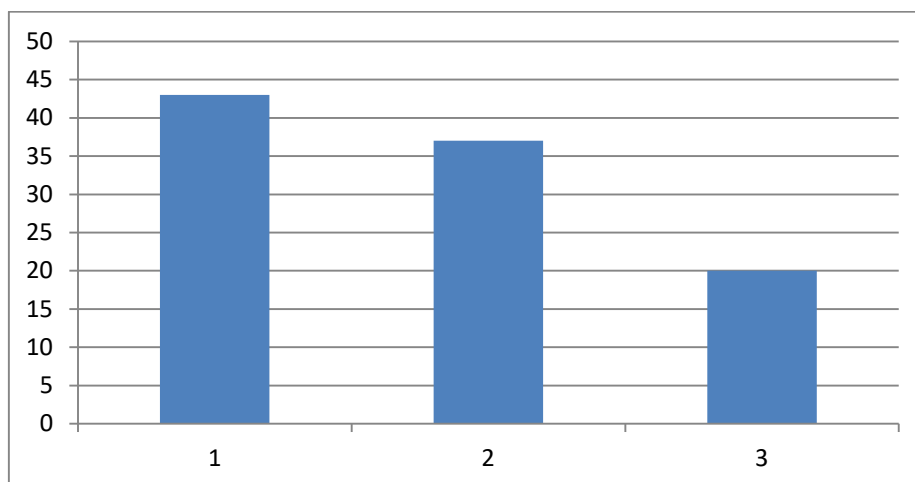


Figure 3. **The prevention programs rating the attractiveness**

The graph above shows that 43 % considered the presentation of the prevention program as an attractive, 37 % said that it was a rather attractive presentation, and 20 % of respondents did not like the program.

It is important that the presentation of programs was for surveyed people attractive, because through it the objectives of these programs were easily memorized.

In the next fourth question respondents were asked about understanding prevention programs conducted by the school. In the opinion of 47 % respondents the program for the prevention of juvenile delinquency carried out by the school is partly understandable, and not much less because 46 % believe that it is entirely understandable. In general, it is understandable for 7 % of respondents. I think a major impact at understanding prevention programs was the attractiveness of presentation of these programs which was discussed in the third question. Understanding these programs also has a big impact on improving safety at school. Young people know how to act in an emergency situation, what to do when they see a student doing something illegally.

In the fifth question respondents were asked who they talked about to presented for them in school crime prevention programs for children and young people. 41 % of respondents stated that they have been talking with their classmates. It is worrying that 37 % of students haven't talk to nobody, and 22 % spoke with their parents.

It seems important for students to talk about prevention carried out by the school, because during such talks they can draw conclusions what is in this program and what they would like to change.

In the sixth question the respondents needed to reply on a question, how would they act when they would saw that someone acts against the law. 14% of respondents said they would talked about it with colleagues (colleagues), does

not speak or inform the parents wanting to them make the actions. 30% of respondents felt that the need to inform teachers (mainly school counsellor), and not much more because 32% said they should talk about it with a student instructing him that he's deeds are wrong or illegal.

The results indicate that a high percentage of respondents, as many as 45 % said that the school is safe, not much less because 40 % felt that the school is rather safe. In contrast, 11 % of respondents in the school did not feel safe, the smallest percentage of respondents that is 5 % said that the school is not quite safe.

In the eighth question, respondents gave answers which elements of the prevention program contributed to the improvement safety at school.

In the ninth question, respondents gave answers about the necessity of prevention programs. The test results are satisfactory, as much as 48 % of respondents stated the need for crime prevention programs among children and young people, 32 % said the needs for such programs exist, 12 % of respondents said that it does not matter for the safety of the school. While 8 % felt that such programs are unnecessary

## **Conclusions**

School safety is an extremely important topic. Young people spend in schools a lot of time and it should be a time free from fear for their safety. It is also important that children and young people acquire out there habits and attitudes that will pay off in adulthood. Making schools safe place seems to be therefore one of the most important issues of educational school. This concern takes many forms, as illustrated above. Especially important is prevention

The results of the research show that the most students with the prevention program were acquainted at a meeting with a police officer (72 %) or during educational lessons (25 %), and only 3 % at appeal at school. Half of the respondents said a police officer was the person who presented the prevention program of ,as the second place was mentioned a teacher (34 %), in some cases, have been named as school director (10 %) and school teachers (4 %). The presentation of the prevention program liked as much as 43 % students, 37 % for the presentation was rather attractive, while 20 % of respondents said that the presentation was unattractive. Good news is that the objectives of the program are fully understood by 46 % of respondents or partially understandable for up to 47 % and only 7 % of the students do not understood at all. After the presentation of the program 41 % of the students talked about it with colleagues (colleagues) class, 22 % with parents, and with anybody not talked 37 %. Satisfying statements are students who say that the prevention program is definitely needed (48 %). Part believes that it is necessary (32 %), for some students it does not matter for the

safety of the school (12 %). The smallest percentage of respondents (8 %) believe that prevention programs implemented by the school are unnecessary. On the question about the reaction of students of illegal behaviour of another student respondent said they should inform teachers (30 %), or talk with this pupil (32 %). The remaining part of the respondents considered that one should talk about it with colleagues (colleagues) (12 %), anyone would not talk about it (12 %), or inform their parents (12 %). The most important question of the survey was to determine the safety of students in the school following the introduction of program and as indicated by the results of research, the students in the study Primary School No. 4 feel safe (45 %), and 40 % of the respondents feel rather safely. Only 11 % said they do not feel safe at school, and the smallest percentage of respondents 5 % rather not feel safe. Respondents stated that the improvement of security in the school the most impactful by monitoring in school (29 %), and the organization of various activities on the prevention of violence among minors (25 %). Great importance is also the cooperation of school with the Municipal Police (16 %), putting into agenda by educator's violence and aggression (15 %), organizing meetings with police officers (8 %), and participation in competitions and events prophylactic (5 %). The most interesting answers on how to improve safety in the school were given by the respondents an open question. The largest percentage of respondents (28 %) felt that improving security in school have contribution by doing frequent conversations with teachers about juvenile violence, and the lack of school discos, which according to the respondents are ground for fighting and aggression among minors (6 %). A great importance for the surveyed is organization of additional activities in the framework of development activities for school children, i.e. Trips, competitions, sports (12 %). Respondents felt that a major impact on improving safety at school will have frequent meetings with the Police Officer (6 %), increasing police patrols around the school (6 %) and monitoring (6 %). 6 % of respondents felt that improving safety in schools requires "disruptive" students to be transferred to other schools. According to the respondents in the effective implementation of the prevention program should involve, especially presents of: the police (63 %), city council (21 %) and board of trustees (11 %).

The study shows that posed in the working hypotheses have been fully confirmed, because as shown by the results, a large percentage of of students know the foundation know school program on preventing juvenile delinquency and fully understood the objectives of the program. Primary School No. 4 in Bochnia has presented their program of prevention and respondents assessed it as an attractive and understandable. In addition, young people had actively involved in the implementation of the prevention program through participation during lectures from police, various competitions on the subject of "Safe School", conducted by the Police and the municipality Bochnia.

According to the students after the introduction of prevention program some things have changed for better like school safety, mainly through monitoring, meetings with police officers and frequent discussions on the topics of violence and aggression among minors. The surveyed students in the Primary School No. 4 in Bochnia feel safe.

Respondents indicate the police as an institution responsible in the implementation of effective prevention program. The respondents expressed their willingness to participate in additional classes on topics related to aggression and violence among minors. They demand additional meetings with police officers, frequent conversations with teachers about violence among juveniles.

### **Summary**

One of the conditions for the real child development is to provide him a sense of security, which must ensure that not only the family and the close environment, but also a school where every child, not only gain knowledge and skills, but above all learn how to function in society, particularly disturbing phenomenon occurring in modern school is aggression and violence among children. Nowadays School faces an important task, includes such conduct preventive measures to reduce the negative behaviour's and replace them with positive ones, Another important issue in prevention programs should be lessons about other people's feelings. Learning sensitivity, empathy, tolerance, friendship, responsibility, combined with the activities of pupils based on cooperation and understanding, can be a force to overcome the phenomena identify as aggression.

Friendly attitude to another human being, proper perception of him as an intrinsic value, and promote positive behaviour, may result in an effective, free of aggression, communication, constructive way to deal with conflict or assertive defence of one's point of view.

Actions taken by school which teach collaboration, cooperation, responsibility and involve the largest possible number of school community and give a sense of unity, promoting the development of positive feelings and effectively prevent violence and aggression among peers.

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## КРИТЕРИИ, ПОКАЗАТЕЛИ И УРОВНИ РАЗВИТИЯ МИЛОСЕРДИЯ У МЛАДШИХ ШКОЛЬНИКОВ

### *The Criteria, Indicators and Levels of the Development Compassion of Primary School Children*

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**Abstract.** *The article presents the criteria and the nominate indicators to measure the development levels of compassion primary school children by using a standardized observation of their educational activities. The article contains conceptual characteristics of the levels of development compassion of primary school children.*

*The article is intended for a wide range of readers and those, who are interested in Pedagogy.*

**Keywords:** *compassion of the pupil; the criteria and indicators of development compassion of primary school children; levels of development compassion of primary school children.*

### **Введение** *Introduction*

В настоящее время в педагогической науке заметно сократилось количество исследований, посвящённых воспитательной проблематике. Это объясняется, по мнению профессора И. Ф. Исаева, прежде всего, сложностью организации экспериментальной работы, её трудоёмкостью, отсутствием адекватных методов оценки результатов исследования (Исаев, 2016).

Автор статьи на собственном опыте убедился в правомерности данного вывода. К сожалению, большинство современных методик, рекомендованных для мониторинга духовно-нравственного развития личности младшего школьника, зачастую не позволяют увидеть «полную картину». Как правило, они узко ориентированы лишь на выявление совокупности имеющихся знаний у обучающихся о нормах поведения в обществе, правилах нравственности и пр.

Данное исследование затрагивает одну из сторон духовно-нравственного воспитания обучающихся, а именно, определение критериев, показателей и уровней развития милосердия у младших школьников в образовательной деятельности начальной школы, что, на наш взгляд, представляет собой особую актуальность.

В силу сказанного, цель настоящей статьи заключается в ответе на следующие вопросы:

- Каковы критерии и номинативные показатели для определения уровней развития милосердия у младших школьников в образовательной деятельности?
- Какова содержательная характеристика уровней развития милосердия у младших школьников?

### **Теоретическая основа темы** *The theoretical background*

Теоретико-методологическую основу для определения критериев, показателей и уровней развития милосердия у младших школьников в образовательной деятельности начальной школы составили:

- теоретическая модель категории «милосердие школьника» (Соловьёва & Гусева, 2017);
- цивилизационный, аксиологический и системный подходы к изучению категории «милосердие школьника» (Гусева, 2013-2017);
- исследования в области педагогической диагностики личностного развития младших школьников (Щуркова, 2013; Степанов, Григорьев, Кулешова, 2003 и др.).

Традиционно в педагогических исследованиях понятие «критерий» (греч. *critērion* – средство для суждения; отличительный признак) понимают как признак, на основании которого производится оценка, определение или классификация чего-либо; мерило того или иного педагогического явления (Коджаспирова & Коджаспиров, 2003; Пономарёва, 2009).

Любопытна позиция З. А. Мендубаевой и В. И. Журавлёва, для которых понятие «критерий» является научно обоснованным эталоном, «идеальным образцом», выражающим высшую, совершенную степень изучаемого явления и позволяющим установить уровень достигнутого в развитии и воспитании обучающихся (Мендубаева, 2012; Журавлёв, 1990).

Показатель – это «то, что доступно восприятию, то, что «показывает» наличие чего-либо»; качественная или количественная характеристика каждого признака или свойства (Пидкасистый, 1998: 370).

Двумя отличительными характеристиками понятия «показатель» являются его конкретность и диагностичность, то есть наблюдаемые и поддающиеся фиксации результаты.

Значимым для нашего исследования является диалектическая направленность понятия «уровень», отражающая специфику процесса

развития милосердия у младших школьников во всём многообразии его свойств, связей и отношений.

Уровни развития милосердия у обучающихся начальной школы позволят, на наш взгляд, отображать качественную последовательность организации определённых ступеней, где каждая последующая ступень отличается от предыдущей усложнением её образования.

Таким образом, развитие милосердия у младших школьников есть процесс изменения качественных характеристик его структурных элементов, который осуществляется через ряд промежуточных ступеней, образующих уровни развития милосердия школьника.

Теоретический анализ литературных источников позволил нам спрогнозировать критерии и номинативные показатели для определения уровней развития милосердия у младших школьников, а нестандартизированные наблюдения явились подтверждением выдвинутых положений.

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

В статье представлены материалы, полученные с помощью теоретического анализа литературных источников, нестандартизированного наблюдения за образовательной деятельностью младших школьников, анализа собственного педагогического опыта работы в начальной школе.

Базой исследования явились образовательные учреждения города Пскова (МАОУ «Лицей экономики и основ предпринимательства № 10», МБОУ «Центр образования «Псковский педагогический комплекс», МБОУ «Средняя общеобразовательная школа № 23»).

Эмпирическая часть исследования заключается в презентации критериев, показателей и уровней развития милосердия у младших школьников, полученных в результате наблюдения за их образовательной деятельностью в начальной школе.

### **Результаты исследования** *The results of the research*

В основании нашего размышления на первый поставленный вопрос, «*Каковы критерии и номинативные показатели для определения уровней развития милосердия у младших школьников в образовательной деятельности?*», лежит следующее теоретико-методологическое



положение: «Поведение зримо, материализовано в действиях и предметно оценивается» (Щуркова, 2013: 18).

В силу сказанного, педагогам была предложена совокупность критериев и показателей, которые они могли бы использовать в своей школьной практике для определения уровней развития милосердия у обучающихся первой школьной ступени.

Трактуя «милосердие школьника» как личностную готовность, анализируем её проявления у младших школьников в конкретных ситуациях в начальной школе.

Например, Оля К., полная и неповоротливая девочка, выходя отвечать к доске, зацепилась за рюкзак у парты соседа. В итоге, ученица неуклюже поскользнулась и упала, зацепив и свернув всё, что можно было вокруг неё.

*Критерий «Адекватность реакции (эмоциональной, вербальной, поведенческой) обучающегося на предъявляемую ситуацию».*

A<sub>1</sub> – адекватная реакция.

A<sub>2</sub> – неадекватная реакция.

Адекватная эмоциональная реакция у младшего школьника может быть выражена группой чувств промежуточного класса, доставляющих неудовольствие, таких, как: испуг за девочку, жалость, сострадание по отношению к ней, которые могут подкрепляться вербально соответствующими междометиями («Ой!», «Как же, так!», «Батюшки», «Боже мой!» и др.), мимикой.

Также, на наш взгляд, адекватной вербальной реакцией школьника в данной ситуации являются вопросы, адресованные девочке, уточняющие её состояние («Всё ли в порядке?», «Ты не ушиблась?» и др.), предложения оказания помощи, добрый совет, замечания неадекватно реагирующим одноклассникам («Ей же больно!») и пр.

Непосредственно оказанная девочке помощь подняться с пола, пройти до её парты, протянуть ей руку, поддержать одноклассницу, позаботиться о ней являются примерами адекватной поведенческой реакции младшего школьника в конкретной ситуации.

Примеры неадекватной эмоциональной реакции обучающегося начальной школы на произошедшую ситуацию могут быть представлены группой чувств промежуточного класса, доставляющих удовольствие, например, злорадством, чувством мести, могут сопровождаться смехом и хихиканьем, негативно окрашенными междометиями («Вот те на», «Ну и ну», «Ай-яй-яй!» и др.), соответствующей мимикой.

Неадекватная вербальная реакция может быть продемонстрирована обзываниями, дразнилками, язвительными репликами («Так ей и надо!», «Пора бы похудеть», «Ну, разлегалась! Вставай!»).

Зачастую примером неадекватной поведенческой реакцией является показывание пальцем на упавшую девочку, пренебрежительное прикосновение ногой или любым другим предметом (ручкой, линейкой) к лежавшей на полу однокласснице («тыканье»).

*Критерий «Способность выбрать действенный вариант оказания помощи в конкретной ситуации».*

$C_1$  – способен выбрать действенный вариант оказания помощи в конкретной ситуации.

$C_2$  – частично способен выбрать действенный вариант оказания помощи в конкретной ситуации.

$C_3$  – не способен выбрать действенный вариант оказания помощи в конкретной ситуации.

На примере представленной ситуации действенным способом оказания помощи было помочь девочке встать, спросить «Хорошо ли она себя чувствует», предложить проводить её до места (медпункта) и пр.

Младший школьник частично способен оказать действенную помощь, если он предпринимает попытку косвенно помочь упавшей однокласснице, например, сделать замечание одноклассникам об их неподобающем поведении («Что вы все смеётесь?! Тихо!», «Человеку больно!» и др.), возмутиться их реакцией.

Ученик не способен оказать действенную помощь, например, если он поправляет упавший рюкзак, ставит на место сдвинувшуюся парту, поднимает упавшие канцелярские принадлежности, учебник, тетради и пр.

*Критерий «Своевременность оказания помощи».*

$Св_1$  – способен своевременно оказать посильную помощь.

$Св_2$  – способен оказать посильную помощь, но с некоторой задержкой.

$Св_3$  – способен оказать посильную помощь с сильным запозданием (когда в ней нет необходимости).

$Св_4$  – не способен оказать посильную помощь.

Помощь младшим школьником считается оказанной своевременно (например, дал руку для опоры, чтобы девочка могла встать и пр.), если ученик действовал незамедлительно, в кризисный момент протекания ситуации, то есть, когда нуждающийся находился в бедственном для него положении.

В случае, когда кризисный момент ситуации уже миновал, но в помощи есть ещё необходимость и ученик её предложил, подобное можно считать проявлением второго показателя рассматриваемого критерия. Например, младший школьник подошёл на перемене после инцидента на данном уроке и спросил о самочувствии Оли, предложил ей свою помощь в

приготовлении к следующему уроку или поддержал одноклассницу, например, рассказав подобную историю, произошедшую с ним самим.

Помощь оказана несвоевременно, когда в ней уже нет необходимости, пользы для нуждающегося. Например, на следующий день ученик предложил своим одноклассникам поставить рюкзаки с внутренней стороны парты, чтобы увеличить проход между ними.

*Критерий «Эмпатийность».*

Э<sub>1</sub> – понимает эмоциональное состояние другого (человека, природного объекта, воображаемого героя) и демонстрирует это понимание.

Э<sub>2</sub> – замечает, но неправильно понимает эмоциональное состояние другого (человека, природного объекта, воображаемого героя).

Э<sub>3</sub> – как бы не замечает эмоциональное состояние другого (человека, природного объекта, воображаемого героя), сосредоточен только на себе.

Младший школьник понимает эмоциональное состояние другого человека, природного объекта, воображаемого героя, в том случае, если он жалеет его, сопереживает, сочувствует ему. Ученик демонстрирует понимание эмоционального состояния другого, выражая ему своё сожаление, соболезнование, беспокойство о нём; поддерживая его дружеским объятием, похлопыванием и пр.; воспринимая его боль, переживания, эмоции как свои, зачастую в пантомимическом и вербальном подражании; реагируя слишком эмоционально (слёзы, дрожь в теле), впечатлительно и пр.

Второй показатель наблюдается, когда ученик начальной школы способен заметить изменения в эмоциональном состоянии другого, но испытывает трудности в его понимании. Например, школьник не понял, что однокласснице нужна помощь, так как, вставая после падения, Оля демонстративно засмеялась, проявив защитную реакцию, а данный ученик поддержал её смех, приняв его за «чистую монету».

Примером реакции ученика начальной школы, характерным для третьего показателя, является полное сосредоточение на себе и своих интересах: «Она мне рюкзак помяла!».

*Критерий «Обоснованность социального поведения в предъявляемой ситуации».*

О<sub>1</sub> – безотказно помогает другому, оттесняя собственные интересы, по истинной доброй воле.

О<sub>2</sub> – помогает, ориентируясь на норму взаимности («ты мне – я тебе»).

О<sub>3</sub> – помогает, преследуя сугубо свои интересы, собственную выгоду, ориентируясь на некое вознаграждение (похвала, одобрение, принцип «бумеранга» и пр.).

О<sub>4</sub> – оправдывает своё бездействие.

Первый показатель данного критерия наблюдается в том случае, когда младший школьник жертвенен, безотказно помогает нуждающемуся, возможно, несколько оттеснив собственные интересы, иногда даже в ущерб себе, и совершает данный альтруистический поступок по истинной доброй воле. Например, Оля болела две недели и пропустила трудные темы по математике, в которых не смогла разобраться сама. Об этом она сказала своему товарищу по классу, а он незамедлительно предложил с ней позаниматься за «просто так», не афишируя этого в классе и в ущерб своему свободному от кружков времени.

Второй показатель проявляется у младшего школьника в результате его ориентации на норму взаимности: «ты мне – я тебе». Например, «вчера ты со мной поделился карандашами, поэтому сегодня я поделюсь с тобой», «сейчас я тебе дам запасную ручку, а ты меня выручишь в следующий раз» и пр.

Характеристикой третьего показателя является, в первую очередь, стремление младшего школьника удовлетворить свои эгоистические интересы, предупредить чувство вины, извлечь какую-то выгоду в виде похвалы учителя, одобрения одноклассников, следовать принципу «бумеранга» («я ей помогу, а мне потом зачтётся», «если я ей не помогу сейчас, то окажусь в беде, мне это вернётся», «чтобы совесть не мучала» и пр.). Например, ученик рассказал учительнице, что помогал Оле с выполнением домашнего задания. Потом он демонстративно хвастался одноклассникам, что классный руководитель похвалил его за то, что он помог «отстающей» ученице.

Если ученик ставит свои эгоистические интересы превыше всего, пытается оправдать своё бездействие, то можно говорить о четвёртом показателе данного критерия. Например, «я не могу ей помочь с математикой, потому что сильно занят», «я не могу ей помочь встать с пола, потому что она крупнее и тяжелее меня», «я не могу ей помочь, потому что тогда ребята меня засмеют и перестанут со мной дружить» и пр.

*Критерий «Способность проявить снисхождение и терпимость».*

СП<sub>1</sub> – способен проявить снисхождение и терпимость к нуждающемуся даже если он сам виноват в своём бедственном положении.

СП<sub>2</sub> – способен проявить снисхождение и терпимость к нуждающемуся при условии, если он оказался в этой ситуации под влиянием других (людей, героев и пр.).

СП<sub>3</sub> – способен проявить снисхождение и терпимость к нуждающемуся, если он оказался в этой ситуации из-за непредвиденных обстоятельств.

СП<sub>4</sub> – не способен проявить снисхождение и терпимость к нуждающемуся.

Младший школьник способен проявить снисхождение и терпимость к нуждающемуся в помощи даже в том случае, когда сам бедствующий виноват в своём трудном положении. Например, Оля сама виновата в том, что упала, так как учительница не один раз сказала ей хорошо завязать шнурки. Невзирая на то, что одноклассница упала по своей вине, ученик помог ей встать и даже правильно завязать шнурки.

Второй показатель рассматриваемого критерия характерен для ученика, который способен проявить снисхождение и терпимость к нуждающемуся только при условии, если он оказался в этой ситуации под влиянием других людей и пр. К примеру, на перемене одноклассники небрежно побросали рюкзаки в проход, вместо того, чтобы повесить их аккуратно на крючки, поэтому Оля упала.

Рассмотрим третий показатель данного критерия. Ученик способен проявить снисхождение и терпимость к нуждающемуся только если ситуация возникла из-за непредвиденных обстоятельств, по случайности. Например, «я помог однокласснице, потому что любой на её месте мог бы здесь поскользнуться и упасть».

В случае если обучающийся не способен проявить снисхождение и терпимость к нуждающемуся, он может рассуждать следующим образом: «Сама виновата, что упала. Наверное, её родители бедняки, раз не могут купить ей нормальные кеды, а не на два размера больше», «Она мне так неприятна. У неё всегда такой ужасный внешний вид», «Так ей и надо» и пр.

Зафиксировав результаты наблюдений за младшими школьниками с помощью кодирования, составив и расшифровав протоколы наблюдений, учителя начальных классов смогут оценить уровень развития милосердия у младших школьников в приближении к одному из теоретически возможных уровней.

Отвечая на второй вопрос, «Какова содержательная характеристика уровней развития милосердия у младших школьников?», мы построили уровневые характеристики процесса развития милосердия у младших школьников в теоретической модели.

Нами были выделены следующие уровни развития милосердия у младших школьников: нулевой уровень; 1 уровень – низкий; 2 уровень – ниже среднего; 3 уровень – средний; 4 уровень – выше среднего; 5 уровень – высокий.

*Нулевой уровень* характеризуется отсутствием у обучающегося эмпатических переживаний, каких-либо реакций на предъявляемую ситуацию. Ученик не готов помочь, безразличен, не терпим и взыскателен, сосредоточен только на себе и своих интересах.

*Первый (низкий) уровень* развития милосердия подразумевает наличие неадекватных реакций у младшего школьника на предъявляемую ситуацию. Он как бы не замечает эмоциональное состояние другого (человека, природного объекта, воображаемого героя), не способен выбрать действенный вариант оказания помощи в конкретной ситуации, оправдывает своё бездействие.

На *втором (ниже среднего) уровне* развития милосердия для младшего школьника характерно проявление различных реакций на предъявляемую ситуацию. Он замечает эмоциональное состояние другого (человека, природного объекта, воображаемого героя), но воспринимает его неправильно. Ученик иногда способен выбрать действенный вариант оказания помощи в конкретной ситуации, проявляет снисхождение и терпимость только, если нуждающийся оказался в этой ситуации из-за непредвиденных обстоятельств. Его помощь несвоевременна и оказывается им из собственных интересов и личной выгоды, ориентируясь на некое вознаграждение (похвала, одобрение, принцип «бумеранга» и пр.).

Для *третьего (среднего) уровня* развития милосердия у младшего школьника характерны адекватные вербальные и эмоциональные реакции на предъявляемую ситуацию. Ученик правильно понимает эмоциональное состояние другого (человека, природного объекта, воображаемого героя). Он способен выбрать действенный вариант оказания помощи в конкретной ситуации, но оказывает её с некоторой задержкой, промедлением, ориентируясь на норму взаимности («ты мне – я тебе»). Обучающийся проявляет терпимость и снисходительность к нуждающемуся в помощи только при условии, если подобная ситуация возникла в результате воздействия внешних факторов (и непредвиденных обстоятельств, и из-за других людей и пр.).

*Четвёртый (выше среднего) уровень* развития милосердия характеризуется тем, что у младшего школьника появляются адекватные поведенческие реакции на предъявляемую ситуацию. Своевременно оказывая нуждающемуся помощь, младший школьник демонстрирует ему своё понимание, готовность оттеснить личные интересы ради оказания помощи.

Можно говорить о *пятом (высоком) уровне* развития милосердия у младшего школьника, если ученик безотказно, бескорыстно и своевременно помогает бедствующему, принимает и понимает его, выбирает действенный вариант оказания помощи, даже если нуждающийся сам виноват в своём трудном положении.

## **Обобщение** **Conclusions**

Обобщая вышесказанное, приходим к следующим выводам.

Младший школьник находится на нулевом уровне развития милосердия, если он не проявляет эмпатийности, не оказывает помощи, эгоистичен, не терпим, взыскателен и безразличен.

Развитие милосердия у младшего школьника находится на первом уровне, если ученик реагирует неадекватно на предъявляемую ситуацию, оправдывает своё бездействие.

Обучающийся начальной школы находится на втором уровне развития милосердия, если он ошибочно понимает эмоциональное состояние другого, по-разному (адекватно, неадекватно) реагирует на предъявляемую ситуацию, помогает малодейственно, избирательно, несвоевременно, преследует личную выгоду.

Ученик находится на третьем уровне развития милосердия, если он правильно понимает эмоциональное состояние другого, демонстрирует адекватные эмоциональные и вербальные реакции на предъявляемую ситуацию, оказывает действенную помощь с задержкой, учитывая внешние факторы и ориентируясь на взаимовыгоду.

Младший школьник находится на четвёртом уровне развития милосердия, если у него адекватные реакции (эмоциональная, вербальная и поведенческая) на предъявляемую ситуацию, он оказывает своевременную помощь и поддержку нуждающемуся, оттесняя личные интересы.

Обучающийся начальной школы находится на пятом уровне развития милосердия, если он безотказно, бескорыстно, своевременно и действенно помогает, эмпатичен, терпим и снисходителен.

## **Summary**

The relevance of the article is explained by the contradiction between the complexity of the organization of an experimental work, its complexity, the lack of the adequate methods for assessing the results of the research on educational issues, and the need to monitor the spiritual and moral development of the primary pupil's personality.

This research affects one of the aspects of the spiritual and moral education of pupils, namely, presents the criteria and the nominate indicators to measure the development levels of compassion primary school children by using a standardized observation of their educational activities.

The theoretical significance of the research is to identify and describe the criteria, nominate indicators of the development levels of compassion primary school children, in the construction of a theoretical model of the development levels of compassion primary pupils.

The practical significance of the research results lies in the fact that diagnostic tools have been created to identify the development levels of compassion primary pupils by monitoring

their educational activities; a descriptive description of the manifestations of the various indicators of the compassion development in primary school children.

Present levels of the development compassion of primary school pupils:

The zero level: pupil does not help, not empathic and not patient, selfish, demanding and indifferent.

The 1st level: pupil reacts inappropriately to the requirements of the situation, justifies own inaction.

The 2nd level: pupil misunderstands the emotional state of another, responds different (adequate, inadequate) to the requirements of the situation, helps ineffective, selectively, untimely, pursues the benefit.

The 3rd level: pupil understands the emotional state of another correctly, demonstrates the adequate emotional and verbal reactions to the situation, provides effective assistance with the delay, and takes into account external factors and focusing on the mutual benefit.

The 4th level: pupil has the adequate reactions (emotional, verbal, and behavioral) presented on the situation; it provides timely assistance and support to the needy, abandoning his own interests.

The 5th level: pupil is altruistic, selflessly, promptly and effectively helping, empathic, tolerant and forgiving.

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# PHILOSOPHY OF THE PROFESSION IN THE STRUCTURE OF SCHOOLTEACHER PROFESSIONAL IDENTITY IN LATVIAN AND RUSSIAN SAMPLES

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**Abstract.** *The article presents the results of the international study of the professional identity (PI) of schoolteachers of Russia and Latvia. The six component model of the content of the PI is used in the study. According to this model, the questionnaire “School Teacher Professional Identity” was created and international survey organized in 2017, in which 433 schoolteachers from Latvia and the Smolensk region of Russia participated. The aim of this article is to analyze the data of two national samples for the first component of the schoolteacher PI: Philosophy of the Profession. The data in both samples show very high support for the basic values and beliefs of the profession. The answers of the teachers of the two countries are well agreed, however certain differences in the data of Latvian and Russian teachers are observed. Some problems of the schoolteacher PI are identified that require attention of teachers, school administrators and education officials.*

**Keywords:** *Latvian and Russian schoolteachers, philosophy of profession, professional identity (PI), structural model of the contents of PI.*

## Introduction

Teacher professional identity (TPI) is now accepted as a key determinant of the effectiveness of schoolteacher’s work, motivation and commitment, psychological well-being, and persistence in the profession (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Carrillo et al., 2015; Goodson, 2014; Voinea & Palasan, 2014). Research on the TPI is necessary for better understanding the problems faced by modern schoolteacher, which in turn contributes to the improvement of quality and management of learning/teaching process. An important part of the research on TPI is a study of its contents, using

different approaches (Hsieh, 2015; Li, 2016; Medveckis, 2016; Mikelsone et al., 2014).

The article is devoted to one of the components of TPI contents: philosophy of the teacher profession, which is the ideological and ethical foundation of the profession and concerns professional ethics, goals, beliefs and values (Woo, 2013). According to Remley & Herlihy (2014), it is imperative for a professional to adhere to the certain set of philosophical assumptions in order to achieve a strong professional identity.

This study is a part of Latvian-Russian research project “Professional identity of educators”, ongoing since 2013 and having been implemented by a group of scholars from Riga (Latvia) and Smolensk (Russia) including the authors of this paper. The essence and structure of the contents of pedagogue PI are in the center of the project. The research is based on the assumption that TPI is a psychological phenomenon consisting of several key components, which are influenced not so much by national characteristics, national cultural traditions, state educational standards, personal characteristics of teachers, and the specifics of the subject taught, as by the more general traits: the level of civilizedness of society, its social priorities and direction of social development. The structural model of contents of higher school pedagogue PI was created based on the existing literature on the topic (Bukor, 2015; Emerson, 2010; Healey & Hays, 2011; Woo, 2013). The model includes six major structural components: Philosophy of the Profession, Professional Knowledge, Professional Roles, Professional Attitude to Work, Cooperation with Colleagues, and Professional Engagement Behaviors (Шпона & Сенченко, 2016; Jermolajeva & Bogdanova, 2017). The relevance of the proposed model was confirmed by the data of the international survey “University Teacher Professional Identity” carried out in 2015. This questionnaire was developed on the base of the Professional Identity Scale in Counseling by H.R. Woo for the profession of counselor (Woo 2013) radically modified for testing university pedagogues (the authors were A. Shpona, M. Vidnere, J. Jermolajeva; see: Шпона & Сенченко, 2016).

At the current stage of the project, the same model has been used to study the schoolteacher PI. Based on the experience received in the study of the university teacher PI the questionnaire “Schoolteacher Professional Identity” was created (the authors A. Shpona, M. Vidnere, J. Jermolajeva, T. Bogdanova, S. Silchenkova) and international survey organized in April-May 2017, in which 433 schoolteachers from Latvia and the Smolensk region of Russia took part.

**The aim of the article** is to analyze and compare the data of Latvian and Russian samples of schoolteachers for the PI first component “Philosophy of the Profession”.

The questionnaire contains 6 blocks according to the number of the components of the model; each block consists of 10 statements. The

schoolteachers were asked to evaluate each of the statements by the appropriate rating from the strong disagreement (1 point) to the complete agreement (6 points). The reliability of the questionnaire was tested by the method of Cronbach's alpha; the obtained indicator 0.96 suffices to recognize it as reliable. For each component of PI and for each item mean rates, dispersion, standard deviation, statistical mode, and coefficient of variation (CV) were calculated for the two national samples and for urban and rural teachers separately (CV up to 33 % is considered to be reliable and accurate to draw conclusions – Spirina & Bashina, 2012). Statistically significant differences were checked using the Fisher criterion, and correlation coefficients were defined by means of *Statistica* software.

The data obtained in the survey show very high support for the basic values and beliefs of the profession in both samples of schoolteachers. The answers of teachers of the two countries are well agreed, however certain differences in the data of Latvia and Russia were observed. Some problems of the PI of teachers are identified that require attention of school administrators, education officials and teachers themselves.

## Results

The study involved 433 urban and rural schoolteachers in Latvia and the Smolensk region (Russia), from over 20 schools in each national group. Both samples are representative for the corresponding general population. In Latvia, 231 teachers participated in the survey; the sampling error is 6.4 %. In Russia (202 participants) the sampling error is 6.8 %. In both cases the error is allowable (ЯДОВ, 2012). The characteristics of Latvian and Russian samples are presented in Table 1.

Table 1 Characteristics of Latvian (LV) and Russian (RU) samples

Indicator Group	Quantity of teachers		Age (mean)		Work experience, years (mean)		Education (%)			
	LV	RU	LV	RU	LV	RU	Higher		Specialized secondary	
	LV	RU	LV	RU	LV	RU	LV	RU	LV	RU
Urban schools	179	96	48.3	46.7	22.8	22.8	99.4	97.9	0.6	2.1
Rural schools	52	106	47.9	46.8	22.2	26.5	100	90.6	0	9.4
All	231	202	48.2	47.0	22.7	24.6	99.6	94.0	0.4	5.9

For the block “Philosophy of the Profession”, the respondents evaluated the following statements:

1. The most important thing in my work is to contribute to holistic physical, mental and social development of student’s personality.
2. The professional work of schoolteacher is an important factor in the development of society.
3. The work of schoolteacher is determined not only by the social demand on educational services, but by professional ideals and values as well.
4. In the pedagogical process, it is important to contribute to student’s personal achievements and development of her/his competences.
5. Effective teaching process is based on equitable cooperation between teacher and students.
6. The teacher profession has a significant impact on my own personality.
7. The teacher profession is based on eternal values; frequent upgrades are harmful to it.
8. It is important for schoolteacher to know modern theories of development and education of students.
9. The schoolteacher profession gives opportunities for self-realization.
10. The teaching work makes especially high ethical demands to professional.

The obtained data are presented in the Tables 2–4. The Table 2 shows the statistical indicators of Latvian and Russian samples for each of 10 statements. The other two tables show the same statistical indicators for urban and rural schoolteachers in the Smolensk region (Table 3) and Latvia (Table 4).

**Table 2 Data of the Latvian (LV) and Russian (RU) samples**

Item	Mode		Mean value		Dispersion		Standard deviation		Coefficient of variation (CV, %)	
	LV	RU	LV	RU	LV	RU	LV	RU	LV	RU
<b>1</b>	6	6	5.47	5.52	0.73	0.53	0.85	0.73	15.60	13.80
<b>2</b>	6	6	5.37	5.50	0.57	0.48	0.75	0.69	14.03	12.59
<b>3</b>	6	6	5.40	5.39	0.57	0.86	0.75	0.92	13.93	17.17
<b>4</b>	6	6	5.69	5.61	0.45	0.40	0.67	0.63	11.77	11.26
<b>5</b>	6	6	5.62	5.34	0.47	0.65	0.68	0.81	12.16	15.14
<b>6</b>	5	6	5.00	5.21	0.87	0.69	0.93	0.83	18.64	15.89
<b>7</b>	5	5	3.82	4.53	2.24	1.76	1.5	1.33	39.25	29.28
<b>8</b>	6	6	5.38	5.43	0.63	0.66	0.79	0.82	14.77	15.01
<b>9</b>	5	5	4.94	4.84	0.88	1.24	0.94	1.11	18.95	23.04
<b>10</b>	6	6	5.49	5.54	0.47	0.52	0.69	0.72	12.54	12.98
<b>Component as a whole</b>	6	6	5.22	5.29	1.05	0.88	1.03	0.94	19.67	17.76

According to the Fisher criterion, there is no significant difference in mode between samples for this component of PI (the empirical value of the Fisher criterion  $F_{emp} = 0.52$ , which is much less than the critical value 1.64 for the significance level of 0.05). As in the previous survey on PI of university teachers (Jermolajeva et al., 2017), the rates in this block are the most unanimous (CVs are the lowest) and highest (the average mode is 6) of all the components of PI. Therefore even small fluctuations of mean rates and modes are important in the research.

The statements concerning the obligation of a teacher to society and students received the maximal and unanimous agreement; however, the agreement on the influence of the profession on personality of a teacher was not fully complete: the statements “The teacher profession has a significant impact on my own personality” (6) and “Schoolteacher profession gives opportunities for self-realization” (9) received less support (Table 2). Both rural and urban Latvian subgroups were especially critical about the connection between professional work and personal characteristics (Table 4, item 6: modes 5 and 5, mean values 4.99 and 5.00, respectively). The opinion of urban teachers of the Smolensk region was about the same (Table 3: mode 5, mean value 5.26), but most of Russian rural teachers feel the strongest influence of the teaching profession on their personality (mode 6). If a teacher lives in a rural area, where everyone knows everything about neighbors and most part of population is her/his students or graduates (average work experience is 25.5 years, average age 46.82), she/he can never forget about her/his profession and the professional requirements set by society. The personality of rural teacher in Russia is still inseparable from her/his professional image, which is a powerful incentive for personal development (mode 6 in item 9). On the contrary, the urban teachers of the Smolensk region and the teachers of Latvia do not limit the possibilities of their self-realization exclusively to the professional field (mode 5); beside them, they see other opportunities and incentives for the personal growth.

The certain difference of opinions is observed in items 1 and 2. The statements “The most important thing in my work is to contribute to holistic physical, mental and social development of student’s personality” (1) and “The professional work of schoolteacher is an important factor in the development of society” (2) caused a restrained reaction of urban teachers of the Smolensk region (Table 3) and rural teachers of Latvia (Table 4): the mode in these subgroups is 5. This means that in the Russian sample the urban teachers feel little doubt about the importance of their professional work in the development of society, whereas in Latvia rural teachers do not have complete confidence in the mission of the profession and results of their efforts.

The most controversial reaction was to the statement “The teacher profession is based on eternal values; frequent upgrades are harmful to it” (7). The hypothesis

of the research group that the permanent modernization that has been going in the last decades destabilizes the work of teachers, takes much of their time and energy, and diverts them from the essence of the professional work, was confirmed only partially. In both samples the statement was agreed in general (Table 2: mode 5), but without unconditional support with the mode 6 as it was in many other items. At the same time, the opinions of the urban teachers and their rural colleagues on this item strongly disagreed. In the subgroup of Latvian rural teachers, the mode of answers to this item is 2, i. e. “I do not agree” (the unique case for the whole questionnaire!). It should be noted, however, that great dispersion (2.73) and CV (52.77 %) of responses takes this indicator beyond the confidence zone (Table 4). This means that the answers to this question differed greatly, from full agreement to complete disagreement. However in general the data show that rural teachers in Latvia feel lack of change in the school system and need to accelerate the pace of reforms. The answers of Russian rural teachers (though not as explicitly as the answers of their Latvian colleagues from rural areas) also testify to certain expectation of changes (this item was the only one of the ten statements that obtained mode 5 in this subgroup; all other items obtained mode 6). Thus the reforms that are actively implemented in urban schools are slowed down on the “outskirts” of educational systems of both states; rural teachers signal about the stagnation of reforms in their schools.

**Table 3 Data of urban (U) and rural (R) subgroups (*Russian sample*)**

Item	Mode		Mean value		Dispersion		Standard deviation		Coefficient of variation (CV, %)	
	U	R	U	R	U	R	U	R	U	R
<b>1</b>	5	6	5.28	5.64	0.52	0.50	0.72	0.71	13.66	12.52
<b>2</b>	5	6	5.36	5.53	0.45	0.52	0.67	0.72	12.45	13.02
<b>3</b>	6	6	5.24	5.40	0.71	1.00	0.84	1.00	16.11	18.56
<b>4</b>	6	6	5.43	5.67	0.42	0.39	0.65	0.61	12.00	10.81
<b>5</b>	6	6	5.29	5.42	0.70	0.49	0.84	0.70	15.83	12.96
<b>6</b>	5	6	5.26	5.17	0.44	0.81	0.66	0.90	12.62	17.40
<b>7</b>	5	5	4.62	4.73	1.36	1.63	1.17	1.28	25.26	27.01
<b>8</b>	6	6	5.21	5.57	0.80	0.40	0.89	0.63	17.16	11.37
<b>9</b>	5	6	4.93	4.79	1.08	1.42	1.04	1.19	21.10	24.87
<b>10</b>	6	6	5.45	5.58	0.43	0.46	0.65	0.68	12.00	12.11
<b>Component as a whole</b>	5	6	5.21	5.35	0.74	0.86	0.86	0.93	16.50	17.34

The comparison of modes in urban and rural schools revealed statistically significant difference only in the Smolensk sample. The Fisher criterion was used since the mode for the block “Philosophy of the profession” has only two values

in this sample: 5 and 6. The empirical value of the Fisher criterion  $F_{emp} = 2.07$ , whereas the critical value  $F_{crit} = 1.64$ ; that is, the reliability of the differences in the compared data is 95 %. This means that the answers of teachers from Russian rural schools strongly differ from those of their urban colleagues.

The most essential difference is higher evaluation by the rural teachers of their importance and role in the development of student's personality and the creation of a base for her/his achievements (Table 3, items 1, 4). As many years ago, the Russian rural teacher takes full responsibility for the students' achievements in education and hence their opportunities in career: rural children and their families do not have a wide choice of training courses, they cannot afford highly paid private tutors, the system of distance learning cannot compete with a simple schoolteacher as well. The above mentioned lack of innovations and reforms felt by rural teachers is connected with their much higher evaluation of the knowledge of modern theories of development and education (item 8), compared with their urban colleagues. In this item the maximum difference is achieved between the mean rates in the two subgroups: 0.36. At the same time, the maximum difference in the CV is observed here: the urban teachers are not so unanimous in the assessment of theoretical knowledge; their opinions on this issue differed essentially stronger than the opinions of rural teachers (17, 16 % versus 11.37 %). It should be noted however that the variability of answers (CV) in the subgroup of Russian rural teachers in general is higher than that of their urban compatriots (Table 3: items 3, 6, 7, 9), which is probably connected with the difference in living standards and working conditions in rural areas.

Table 4 Data of urban (U) and rural (R) subgroups (*Latvian sample*)

Item	Mode		Mean value		Dispersion		Standard deviation		Coefficient of variation (CV, %)	
	U	R	U	R	U	R	U	R	U	R
<b>1</b>	6	6	5.46	5.51	0.79	0.52	0.89	0.72	16.29	13.14
<b>2</b>	6	5	5.41	5.25	0.58	0.53	0.76	0.73	14.01	13.94
<b>3</b>	6	6	5.38	5.45	0.59	0.48	0.77	0.70	14.28	12.75
<b>4</b>	6	6	5.65	5.79	0.51	0.21	0.72	0.45	12.69	7.84
<b>5</b>	6	6	5.60	5.70	0.51	0.33	0.71	0.57	12.71	10.08
<b>6</b>	5	5	4.99	5.00	0.93	0.65	0.97	0.81	19.35	16.17
<b>7</b>	5	2	4.02	3.13	1.94	2.73	1.39	1.65	34.67	52.77
<b>8</b>	6	6	5.38	5.38	0.62	0.66	0.79	0.81	14.70	15.14
<b>9</b>	5	5	4.90	5.08	0.92	0.72	0.96	0.85	19.55	16.78
<b>10</b>	6	6	5.51	5.40	0.45	0.55	0.67	0.74	12.17	13.76
<b>Component as a whole</b>	5	6	5.23	5.17	1.00	1.24	1.00	1.12	19.09	21.58

According to the Fisher criterion, there are no significant differences between subgroups of urban and rural teachers in the Latvian sample (Table 4). The only exception is the question on the modernization of educational system (however the data on this item are beyond the reliability zone). This means that in Latvia there is no such gap between urban and rural teachers as observed in Russia.

The statistically significant interdependences within the component are different in two samples. By the number of correlations, the key item for the Smolensk region teachers is the item 10 (Table 5).

Table 5 **Correlations within the block** (*Russian sample*)

<b>Statement</b>	<b>Correlating statements</b>	<b>Pearson coefficient</b>
The teaching work makes especially high ethical demands to professional	The professional work of schoolteacher is an important factor in the development of society	0.47
	The work of schoolteacher is determined not only by the social demand on educational services, but by professional ideals and values as well	<b>0.52</b>
	In the pedagogical process, it is important to contribute to student's personal achievements and development of her/his competences	0.44
	It is important for a schoolteacher to know modern theories of development and education of students	0.47
It is important for a schoolteacher to know modern theories of development and education of students	In the pedagogical process, it is important to contribute to student's personal achievements and development of her/his competences	<b>0.50</b>
	Effective teaching process is based on equitable cooperation between teacher and students	0.46

For the Russian sample, teacher is in the center of the concept of the philosophy of the profession. The teacher profession imposes high ethical requirements closely related to high importance of teacher for the development of the student's personality and thus for the development of society as a whole. Teacher should permanently improve her/his pedagogical skills. Taking into account the social demand, teacher, however, does not follow it blindly because of her/his unshakable humanistic values: equitable cooperation with students in the learning process and priority of the student's personality.



**Table 6 Correlations within the block (Latvian sample)**

Statement	Correlating statements	Pearson coefficient
In the pedagogical process, it is important to contribute to student's personal achievements and development of her/his competences	Effective teaching process is based on equitable cooperation between teacher and students	<b>0.56</b>
	The most important thing in my work is to contribute to holistic physical, mental and social development of student's personality	0.46

According to the data of the Latvian schoolteachers, their concept of the philosophy of the profession focuses on the student (Table 6). The main priorities are similar to those in the other sample: harmonious development of the student's personality and equitable cooperation in the learning process.

**Table 7 Intercomponent correlations in two samples**

Samples	Professional Knowledge	Professional Roles	Professional Attitude to Work	Cooperation with Colleagues	Professional Engagement Behaviors
<b>LV</b>	0.19	<b>0.46</b>	<b>0.44</b>	0.25	0.22
<b>RU</b>	0.37	<b>0.62</b>	<b>0.56</b>	0.38	0.40

The statistically significant interdependences of the component with the other PI components appeared similar but not identical in the samples (Table 7). The closest connections are with the Professional Roles that the schoolteacher performs (teacher, mentor, organizer, etc.) and Professional Attitude toward work. In the Russian sample this connections are moderately strong (the Pearson coefficient is in the range from 0.5 to 0.7) whereas in the Latvian one they are statistically significant (over 0.3 and up 0.5). This means that the analyzed component of PI essentially influences performance and behaviors of teachers.

### **Conclusions**

The Philosophy of the Profession is the most unanimous and approved component of the PI of schoolteachers. There are no statistically significant differences between the Latvian and Smolensk samples, however certain peculiarities in the data of Latvia and Russia are observed.

The statements of the questionnaire about the obligation of teacher to society and students received the maximal and unanimous agreement. However, the agreement on the influence of the profession on teacher personality was not fully

complete. The rural teachers of the Smolensk region feel the strongest influence of the teaching profession on their personality, whereas the urban Russian teachers and the teachers of Latvia do not limit the possibilities of their self-realization exclusively to the professional field, but see other opportunities and incentives for the personal growth as well.

In the Russian sample, the urban teachers feel little doubt about the importance of their professional work for the development of society, whereas in Latvia, the rural teachers lose confidence in the mission of the profession and results of their efforts. In both countries, rural teachers signal the slowdown of educational reforms in their schools. Education officials should pay attention to this signal.

Statistically significant differences between the data of urban and rural teachers were found in the Russian sample. Russian rural teachers evaluate importance and role of teacher in the development and achievements of student higher than their urban colleagues, which is connected with unequal educational opportunities in the urban and rural areas. They attach more significance to new theoretical knowledge; that may indicate to shortcomings of the system of in-service teacher professional development. The variability of answers in the subgroup of Russian rural teachers in general is higher than that of their urban compatriots, which is probably connected with the difference in living standards and working conditions in rural areas.

For the Russian sample, teacher and high moral and ethical requirements imposed on her/him are in the center of the concept of the Philosophy of the Profession, whereas in the center of the Latvian concept is student, harmonious development of her/his personality, and equitable cooperation in the learning process.

There are statistically significant correlations of the Philosophy of the Profession with other PI components; the correlations in the Russian sample are stronger than in Latvian one. In both samples, the closest connections are with the Professional Roles and Professional Attitude toward work, i.e. the analyzed component of PI essentially influences performance and behaviors of teacher.

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# KINESTĒTISKAIS MĀCĪŠANĀS STILS UN TĀ LIETOJUMS MĀCĪBU PROCESĀ PAMATIZGLĪTĪBĀ

## *Kinaesthetic Learning Style and Its Usage in Learning Process in Basic School*

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**Abstract.** *The aim of the research is to explore the possibilities and methodological solutions of using kinaesthetic teaching style in the teaching/learning process in basic school and its impact on pupil involvement in learning activities and attainment of goals. Qualitative and quantitative methods - experienced teacher's survey and student-trainee survey after observation and analysis of lessons at school are used during the study. It is concluded that: 1) the kinesthetic style of learning involves different forms - tactile, movement-based learning, warm-up and relaxation exercises; 2) it is applicable at all stages of education and in teaching/ learning and extra-curricular activities; 3) it is effective during the classroom if it is consistent with the age of the pupils and the learning content. The survey concluded that majority of surveyed teachers positively evaluate the kinesthetic teaching/ learning style and quite often apply it in their lessons according to their competence.*

**Keywords:** *holistic approach, kinaesthetic learning style, sustainable education.*

### Ievads

#### *Introduction*

Izglītības ilgtspējīgai attīstībai un atbildīgas sabiedrības veidošanai perspektīva maina skolotāja lomu no „tradicionālās”, kur skolotājs nodod zināšanas, uz transformatīvo, kur skolotājs skolēnam palīdz attīstīt dažādas prasmes un kompetences kopsaistībā ar vērtību un apguvi (Bell, 2016: 52). Mūsdienu skolotāja loma izglītības/ mācību procesā kļuvusi daudzkārt kompleksāka un sarežģītāka, jo ir mainījusies skolēnu vērtību sistēma, tikumi, izglītības mērķi, tehnoloģiju un informācijas pieejamība. Uzsvars tiek likts uz mācīšanos darbojoties un attīstot daudzveidīgas prasmes, kritisko un radošo domāšanu, līdztekus veicinot konceptuālu zināšanu apguvi, spēju mācīties un darboties komandā, jo *izglītība ir arī cilvēka talantu, emocionālās un sociālās inteliģences un personības attīstības process* (Saeima, 2010: 29).

Taču ikdienā gan skolā un ārpus tās bieži redzam redzam, ka visu vecumu skolēni ir iegrimuši savās viedierīcēs, kuras daudzus gadījumos kļūst par „laika zagļiem” un mazkustīga dzīvesveida veicinātājam, kas izraisa gan veselības

traucējumus un atkarību, gan noslēgšanos sevī, sliktu garastāvokli, nervozitāti un nevēlēšanos mācīties. Tā 2013. gada Rīgas Stradiņa universitātes pētījumā konstatēts, ka gandrīz 50 % skolas vecuma bērnu atzīst, ka ir aizkaitināmi un ar sliktu garastāvokli, 34 % ir nervozitāte, bet par nomāktību sūdzas 26 % bērnu. Vairāk kā viena piektdaļa bērnu un pusaudžu vecumā no 11 - 15 gadiem izjūt izteiktu apgrūtinājumu un spriedzi mācīties gan skolā, gan mājās. Turklāt eksperti vērojot mācību stundas secina, ka dominē pārraidošā pieeja, frontāla mācību darbība un uzdevumi, kas rosina reproducēt (Namsone & Čakāne, 2015). Turklāt pēdējos gados skolotāji maz pievērš uzmanību skolēnam kā individualitātei, kā veselumam, kura fiziskā, psihiskā un sociālā attīstība ir cieši saistīta (Rutka u.c. 2016; Bethere u.c. 2016).

No otras puses raugoties, pēdējās desmitgadēs ir pieaugusi arī skolotāja emocionālā slodze. Latvijas izglītības darbinieku arodbiedrības (LIZDA, 2017) pētījumā minēts, ka 83 % pedagogu ikdienā izjūt stresu un „profesionālo izdegšanu”, un tās galvenie cēloņi ir skolēnu nepietiekamais motivācijas līmenis, pretruna starp skolēna un skolotāja mērķiem, zināšanu, pieredzes vai profesionālo prasmju trūkums. Ilgtermiņā stress un emocionāla spriedze atstāj nelabvēlīgu ietekmi uz skolotāja veselību. Līdz ar to kompleksi jāmeklē risinājumi kā skolotājam rīkoties efektīvāk, lai pēc iespējas lielāks skolēnu skaits motivēti iesaistītos mācību darbībā, kura sniedz gandarījumu ikvienam tās dalībniekam, un rezultātā sasniegtu izvirzītos izglītības mērķus – veicinātu fiziski un emocionāli veselu, zinošu un lietpratīgu jauniešu attīstību.

**Pētījuma mērķis:** Izpētīt situāciju Latvijas pamatskolās par kinestētiskā mācīšanās stila pielietošanu un iespējam mācību procesā pamatskolā un izvērtēt tā ietekmi uz skolēnu iesaistīšanos mācību darbībā.

### **Kinestētiskais mācīšanās stils: teorētiskie aspekti** *Kinesthetic learning style: theoretical background*

Mācīšanās stilu izpēte ir aizsākusies pēc ASV zinātnieka R. Sperijsa (*Roger Sperry*) 20. g.s 60. gados izstrādāto teoriju par smadzeņu pusložu specifiskajām funkcijām un amerikāņu pedagoga un psihologa H. Gārdnera (*Howard Gardner*) 1983. gadā publicētās daudzpusīgā intelekta (*multiple intelligences*) teorijas (DIT). Mācīšanās stils ietver kognitīvās, emocionālās un fizioloģiskās iezīmes, kas kalpo kā relatīvi stabili rādītāji par to, kā subjekti uztver, mijiedarbojas un reaģē uz mācību vidi (Keefe, 1982, citēts pēc Kauchak un Eggen, 1998) un sakņojas konstruktīvisma teorijā.

Psihologi D. Kolbs, B. Makartija, R. Dana ir attīstījuši virkni modeļu, lai sistematizētu dažādos cilvēku mācīšanās veidus (Kolb, 1984; Dunn, 2009). Viens no tiem ir Jaunzēlandes skolotāja un zinātnieka Nīla Fleminga (Neil D. Fleming) veidotais VARK (jeb VAK) modelis, kurā uzsver četras raksturīgās

mācīšanās pieejas – vizuālo, audiālo, lasīšanas un kustību jeb kinestētisko. Mācoties kinestētiski cilvēkiem ir svarīga fiziska aktivitāte un praktiskā darbošanās, kas ļauj informāciju sasaistīt ar realitāti un labāk to uztvert (Fleming & Baume 2006).

Pagājušajā desmitgadē Hārvardas universitātes pētnieki profesora Dž. Rateja (*John J. Ratey*) vadībā ir pētījuši kustību nozīmi no fizioloģiskā skatījuma un secinājuši, ka fiziskās aktivitātes aktivizē smadzeņu darbību, jo kustību rezultātā smadzenēm pienāk arvien vairāk skābekļa un smadzenēs veidojas jaunas nervu šūnas (BDNF - *Brain-derived neurotrophic factor*). Tās uzlabo koncentrēšanās un mācīšanās spējas, uzlabo noskaņojumu un motivāciju, samazina nemiera, agresijas, stresa, panikas un neiecietības izpausmes. Nepietiekama BDNF šūnu koncentrācija veicina depresiju (Yamada K. Nabeshima, 2003). Arī Lentgels un Kutala (Lentgel & Kutzala, 2010), kas ilgstoši pētījuši kustībās bāzēto mācīšanos, ir akcentējuši, tā uzlabo smadzeņu darbību, paaugstina vielmaiņu, un līdz ar to samazina stresu, nodrošina iespēju mācīties netieši un uzlabo īslaicīgo atmiņu, kā arī nodrošina pārtraukumus no mācīšanās. Kustībās bāzētā mācīšanās rada stimulējošu mācību vidi un veicina kognitīvo, fizisko, garīgo, sociālo un emocionālo attīstību. (Kutzala, 2015). Sadarbībā ar citiem kopīgu uzdevumu izpildē vai iesaistotie mācību spēlēs veidojas cilvēka raksturs, ko Č. Fedels, M. Bialika un B. Trilings (2017) līdztekus zināšanām un prasmēm, ierindo kā trešo būtiskāko 21. gs. izglītības satura dimensiju. Viņuprāt, svarīgākās rakstura īpašības ir apzinātība, zinātkāre, drosme, noturība, ētiskums, līderība, kas ir attīstāmas mācību procesā.

Relaksējošie vingrinājumi ir nepieciešami gan skolēnam, gan skolotājam. Japāņu pētnieki atzīmē, ka pozitīva attieksme mācībās ir obligātais nepieciešamais nosacījums, jo pretējā gadījumā laiks, kas pavadīts skolas solā, būs daudz mazāk auglīgs. Smadzeņu spēja apstrādāt informāciju samazinās, cilvēkam atrodies negatīvā attieksmē pret kādu procesu. Fiziskās nodarbības un spēles ar priecīgu fizisku izkustēšanos mācību stundu laikā būtiski uzlabo atmosfēru klasē un mācību procesa kvalitāti, kā arī katra individuālo hormonu aktivitātes balansu (Yamada K. & Nabeshima, 2003).

### **Pētījuma metodoloģija** ***Research methodology***

Pilotpētījumā tika izmantots darbības pētījums (angl. *action research*). Tas ir kvalitatīvā pētījuma dizains ar lietišķu ievirzi, kurā sadarbojas pētnieks(-i) un pētāmie ar mērķi identificēt problēmas un rast to risinājumu (Pipere, 2011). Ievirzi par pētījuma objektu – kinestētisko mācīšanās stilu – un aicinājumu to izmēģināt savā pedagoģiskajā darbā pētījuma respondenti guva gan pedagogu profesionālās pilnveidesursos, gan maģistrantūras studijās 2016. - 2017. gadā.

Apmēram pēc pus gada skolotāji tika aicināti rakstiski izvērtēt savu pieredzi par kinestētisko mācīšanās stilu, atbildot uz 10 anketas jautājumiem.

Tika saņemtas un analizētas 9 skolotāju anketas. Datu apstrādei izmantota kvalitatīvā kontentanalīze (Pipere, 2011: 227). Kā norāda A. Pipere un I. Mičule (2014), interpretīvai fenomenoloģiskai analīzei nav nepieciešams liels dalībnieku skaits. Daži citi pētnieki lietojot šo pētniecisko metodi, bija izmantojuši tikai trīs pētījuma respondentus – atbilstošas jomas profesionāļus (Pipere & Mičule, 2014). Pētījumā iesaistījās dažādu mācību priekšmetu skolotāji, un, kā norāda I. Salīte un citi DU pētnieki (2016) tas, visnotaļ, ir pozitīvi, jo katram skolotājam ir dažāda pieredze, kuru var pārņemt un tālākattīstīt citi skolotāji. Pie tam šāda pieeja veicina trans-disciplinārās kolektīvās domāšanas (Salīte u.c., 2016) izmantošanu, kas ir nepieciešama izglītības pārorientēšanai uz ilgtspējīgumu, un šī problēma ir nepārtraukti risināma caur līdzdalības procesu. Lai gūtu informāciju par mācību procesa norisi Latvijas pamatskolās, tika aptaujāti trīs Latvijas reģionālo augstskolu profesionālo bakalaura un maģistra skolotāju sagatavošanas studiju programmu studenti-praktikanti (N=27) par pedagoģiskās prakses laikā novērotajām mācību stundām (N=33). Studentu - praktikantu aptauja vietnē *docs.google.com* notika 2017. gada decembrī.

### **Pētījuma datu analīze** *Analysis of the results*

#### ***Skolotāju aptaujas datu analīze***

Skolotāju, kuri bija guvuši ieskatu par kinestētiskā mācīšanās stila būtību un pielietojuma mērķiem, aptaujas mērķis bija izzināt: 1) kā ir attīstījusies viņu pieredze par kinestētiskā mācīšanās stila pielietošana mācību procesā; 2) kāda ir skolēnu attieksme pret kinestētiskā mācīšanās stila aktivitātēm; 3) kā kustībās bāzētā mācīšanās ietekmē skolēnus, viņu iesaistīšanos mācībās virzību uz mērķu sasniegšanu t.i. izvērtēt tās efektivitāti.

Visas aptaujātās skolotājas bija sievietes, viņu darba pieredze ir no 5 līdz 32 gadiem, divas no viņām bija sākumskolas skolotājas, divas matemātikas, viena dabaszinību, vēstures un sociālo zinību, bioloģijas un ķīmijas, latviešu valodas un svešvalodu skolotāja.

Aprakstot savu pieredzi par kustību aktivitāšu izmantošanu, skolotāji atzīst, ka mācību stundās tās sākuši izmantot diezgan bieži, tās ir kļuvušas par nepieciešamību praktiski visos mācību priekšmetos sākumskolas un pamatskolas klasēs. Regulāri kustību aktivitātes izmanto 6 (no 9 aptaujātajiem) skolotājiem.

Aptaujātie skolotāji ir norādījuši, ka kustību aktivitātes viņi izmanto gan *iesildīšanās*, gan *atvēršanās* - *nomierināšanās* nolūkā, lai uzlabotu disciplīnu, un lai mācību stunda būtu dinamiskāka, daudzveidīgāka un raitāka. Dažkārt pēc apjomīgāku darbu veikšanas skolotāji piedāvā izvingrināt pirkstus. Kāda

skolotāja notāda, ka ...sākotnēji skolēni to uztvēra kā laiku, kad nekas nav jādara, kā izklaidi, taču ar laiku šādas aktivitātes ir kļuvušas par neatņemamu stundas sastāvdaļu, ko skolēni jau gaida, kam gatavojas un reizēm pat uztver kā balvu par sekmīgu vielas apguvi vai labu uzvedību.

Uz jautājumu: kā skolēni uztvēra kustību un elpošanas vingrinājumus, kad tie tika organizēti pirmo reizi, vairākums aptaujāto skolotāju atzīst, ka viss jaunais, neredzētais, nepiedzīvotais katram skolēniem šķiet interesants. Kustību aktivitātes skolēni uztver pozitīvi, labprāt tajās iesaistās. Skolotājas norāda, ka: kustību aktivitātes skolēniem ļoti patīk. Jā parādās kāda jauna, līdz šim nebijusi kustību aktivitāte, skolēni saskatās, vēro, kā reaģē klasesbiedri. Tomēr vienmēr skolēni tās uztvēruši pozitīvi.

Kāda skolotāja norādīja, ka kustību un elpošanas vingrinājumus esmu izmantojusi audzināmajā klasē, lai mācītos pārvarēt stresu. Skolēni to uztvēra dažādi – daļa un ieinteresēti, daļa – skeptiski.

No skolotāju izteikumiem var secināt, ka skolēniem patīk dažādi, netradicionāli mācīšanās paņēmieni. Kustību aktivitātes biežāk tiek uztvertas kā rotaļa, lai atslābinātos, „pārslēgtu” uzmanību. Skolotāji ir norādījuši gan uz pozitīvajām izmaiņām skolēnu uzvedībā un attieksmē pret mācību darbu, gan uz to, ka dažas klasēs „izkustēšanās” vingrinājumi radīja problēmas:

- *Pēc „iesildīšanās” skolēni darbu veica labprātāk un kārtīgāk.*
- *Skolēni labāk spēja koncentrēties mācību darbam. Ar entuziasmu ķērās pie veicamajiem uzdevumiem.*
- *Skolēni kļuva aktīvāki, nespēja koncentrēties darbam, jo bija jādungo atkal un atkal dzirdētais skaitāmpants.*
- *Ja sākot stundu bērni ir ļoti aktīvi, uzvilkušies - izmantoju nomierinošus paņēmienus, ja flegmātiski – aktivizēju. Ir pozitīvi rezultāti.*
- *Skolēnu uzvedība mainās dažādi: vecākajās klasēs iesildīšanās dara skolēnus možākus, aktīvākus. Jaunākās klases (5. kl.) grūti mobilizēt darbam (nomierināt) - viņiem gribas ilgākas aktivitātes.*
- *Bieži izmantoju vienkāršus pirkstu, plaukstu, roku, plecu, acu, kāju, galvas vingrinājumus, esot savā solā vai pie tā.*
- *Par kustību aktivitāšu nepieciešamību spriežu pēc situācijas un veicamajiem darbiem stundā. Ja redzu, ka skolēni sāk grozīties un nevar nosēdēt, piedāvāju kustību aktivitāti. Ja paveikts grūtāks darbs, kas prasījis piepūli, tad atpūšamies, izmantojot kādu kustību aktivitāti.*

Skolotāju viedokļi saskan ar japāņu pētnieku atzinumiem par to, ka fiziskās nodarbības un spēles ar priecīgu fizisku izkustēšanos mācību stundu laikā būtiski uzlabo atmosfēru klasē un mācību procesa kvalitāti, kā arī katra individuālo hormonu aktivitātes balansu (Yamada K. & Nabeshima, 2003). No



skolotāju izteikumiem var secināt, ka fiziskā izkustēšanās var tikt izmantota arī skolēnu disciplinēšanai, uzmanības pārslēgšanai un noskaņošanai uz intelektuālu darbību. Skolotājam ir jābūt īpaši vērigam, jāspēj uztvert skolēnu „ķermeņa valodu”, lai gan stundas sākumā, gan tās gaitā izvēlētos efektīvāko paņēmieni skolēnu aktivizēšanai vai uzmanības pārslēgšanai. Atsevišķu skolotāju izteikumi liecina, ka mērķtiecīgi strādājot, skolotājs var attīstīt šādu prasmi, kā rezultātā uzlabojas mācību kvalitāte.

Iniciatīva veikt iesildīšanās vingrinājumus dažādās klasēs atšķiras. Tā varētu būt atkarīgi gan no mācību stundas kārtas numura, gan skolēnu vecuma, gan no skolotāja individuālajām rakstura īpašībām, arī no temperamenta.

- *Skolēni jau pēc 1-2 nedēļām paši organizēja un vadīja šīs aktivitātes.*
- *Skolēni labprāt par kustībām atgādina stundas otrajā pusē, kad mācību process ir nedaudz nogurdinājies.*
- *Dažkārt paši skolēni atgādina, citreiz redzu pēc situācijas.*
- *Pārsvarā iniciatore esmu es, bet ir bijuši gadījumi, kad stundas sākumā skolēni pajautā, kad un kā mēs stundā atpūtīsimies. Lūdz noteiktas aktivitātes, kuras viņiem iepatikušās. Kustību aktivitātes jāizmanto biežāk, ja klasē ir bērni ar mācīšanās vai garīgās atpalicības traucējumiem. Arī manā klasē ir tāds skolēns.*

Uz jautājumu: kurās klasēs/ vecuma grupās, Jūsaprāt, „iesildīšanās” ir vēlams, kurās – nav nepieciešama, vairākums aptaujas dalībnieku atzīst, ka šādas aktivitātes būtu vēlams visās pamatskolas klasēs. Tām ir jāatbilst skolēnu vecumam un mācību priekšmeta saturam, aktivitātes vēlams sasaistīt ar apgūstamo tēmu. Daži norāda, ka tās vairāk ir piemērotākas sākumskolas klasēs.

- *Domāju, ka kustību un elpošanas vingrinājumi būtu jāveic regulāri tieši sākumskolas klasēs, jo šajā vecuma grupā skolēniem grūti, pat neiespējami ilgstoši koncentrēties vienveidīgam darbam.*
- *Manuprāt, „iesildīšanās” ir vēlams visās klasēs. Tikai skolotājiem rūpīgi jāizvēlas kustību aktivitātes, kas atbilst skolēnu vecumposmam.*
- *Visās klasēs iesildīšanās būtu vēlams.*

Arī pētnieki (Lengel & Kuczala, 2010: 30) norāda, ka kustību aktivitātes ir piemērotas gan sākumskolas, gan vecāko klašu skolēniem. Viņi norāda, ka iesaistoties fiziskās aktivitātēs, cilvēki visos vecumos izjūtu prieku, jo kustība smadzenēs rada neurotransmiterus (serotonīnu un dopamīnu) un hormonus (endorfīnus un adrenalīnu) kas arī rada prieku un uztraukumu. Gadījumā, ja skolēni pret tām skeptiski, Legels un Kuczala iesaka skolotājiem vispirms noskaidrot cēloņus par motivācijas trūkumu, kas varētu būt: slikta pašsajūta, garastāvoklis, ģimenē radušās problēmas vai citi iemesli.

Skolotāju minētie piemēri liecina, ka kustību aktivitātes viņi dažkārt izmanto mērķtiecīgi, lai dažādotu mācību procesu, piedāvājot apgūstamās tēmas

saturam atbilstošas lomu spēles, dabas un sociālo procesu imitācijas, sacensības, projektus. Piemēram, dabaszinībās tiek piedāvāts modelēt Zemes, Mēness un planētu novietojumu un kustību ap Sauli, dienas un nakts maiņu uz Zemes, Saules un Mēness aptumsumu, ciklonu un anticiklonu veidošanos, siltuma izdalīšanos berzējot rokas vai lokot alumīnija stiepli; matemātikā – ar rokām vai pirkstiem atveidot šaurus, taisnus un platus leņķus, romiešu ciparus; vēsturē – imitēt tautas sapulci (balsošanu) Grieķijā vai patronu un klientu attiecības Romā. Svešvalodas skolotāja 4.-7. klasē izmanto „mēmā šova” metodi, rosinot skolēniem pāros vai individuāli atveidot un minēt jaunus vārdus, cilvēka ķermeņa daļas u.c.

Uz jautājumu: kā skolotāju skatījumā kinestētiskā mācīšanās stila aktivitātes ietekmē skolēnu iesaistīšanos mācību procesā un kā šis mācīšanās stils ietekmē mācību rezultātus, skolotāji norāda, ka:

- *skolēni labprāt iesaistās, ir priecīgi, kļūst atvērtāki un radošāki, nebaidās uzstāties publikas priekšā, viņu attieksme visnotaļ ir pozitīva;*
- *skolēniem ir vieglāk uztvert mācību saturu, sasaistot to ar apkārtējo vidi;*
- *kopā darbojoties skolēni apgūst sadarbības prasmes un kopā darbošanās skolēniem patīk.*

No skolotāju izteikumiem var secināt, ka praktiski darbojoties, dažkārt pat izklaidējoties, skolēniem ir vieglāk uztvert, saprast un iztēloties dabas norises un nonākt līdz jaunām atziņām. Darbojoties kopā, skolēni apgūst sadarbības, pētnieciskās un radošās darbības prasmes.

### ***Studentu- praktikantu aptaujas datu analīze***

Lai izzinātu, cik bieži un efektīvi mācību procesā 1.-6. klasē skolotāji piedāvā skolēniem kustību aktivitātes, trīs Latvijas reģionālo augstskolu studentiem – topošajiem skolotājiem – pedagoģiskās prakses laikā 2017. gadā tika lūgts vērot un vērtēt mācību procesu un aizpildīt aptaujas anketu, kas pieejama vietnē [docs.google.com](https://docs.google.com). Tika analizēti 27 studentu-praktikantu vērtējumi par 33 mācību stundām. Izlase reprezentē visus Latvijas reģionus: 23 pilsētu un lauku skolas. Šajā rakstā apkopotas tikai tās atbildes, kas attiecas uz iesildīšanās aktivitāšu un dinamisko paužu organizēšanu.

No 1. tabulas datiem ir redzams, ka tikai apmēram 21 % skolotāju mācību stundu uzsāk ar kādu fizisku aktivitāti, dinamiskās pauzes mācību stundā saskatīja apmēram puse no pētījuma respondentiem. Tikai trešdaļa skolotāju dinamiskās pauzes lielākā vai mazākā mērā sasaista ar stundā apgūstamo mācību saturu. Skolēni pārsvarā mācās sēžot solos – to norāda vairāk nekā 70 % pētījuma respondentu, un tas nozīmē, ka kinestētiskais mācīšanās stils tiek izmantots samērā reti un vairākums skolotāju ir diezgan konservatīvi. Skolotājs

strādā ar klasi galvenokārt frontāli. To respondenti novērojuši 46 % mācību stundu. Šajās stundās studenti ir atzīmējuši vairākas nepilnības, galvenokārt, skolēnu intereses un motivācijas trūkumu, nespēju fokusēties uz uzdevumu izpildi, kas norāda uz skolotāja profesionalitātes trūkumu, piemēram,

- *klasē vairākums skolēnu ir skaļi, līdz ar to, domāju, ka pārējie nejūtas visai labi, jo daļu no stundas nemaz īsti nedzird;*
- *skolēni nav ieinteresēti. Viņi pavada laiku stundā, kura sastāv, pārsvarā, no grāmatas lasīšanas un uzdevuma izpildes. Nav nekā jauna un interesanta.*

57 % studentu-praktikantu atzīst, ka pēc dinamiskās pauzes skolēni ir organizētāki un labprāt iesaistās uzdevumu izpildē. Pretējo apgalvo apmēram 12 % praktikantu, bet 27 % studentu nespēja sniegt viennozīmīgu vērtējumu.

1.tabula. **Iesildīšanās aktivitāšu un dinamisko paužu īpatsvars (%) 1.-6. klasē novērotajās mācību stundās 23 Latvijas skolās**

*Table 1 Proportion of warm-up activities and dynamic breaks (%) in observed lessons (1-6 class) in 23 schools in Latvia*

<b>Apgalvojums</b>	<b>Jā</b>	<b>Vairāk jā, nekā nē</b>	<b>Vairāk ne, nekā jā</b>	<b>Nē</b>	<b>Grūti pateikt</b>
Mācību stunda sākas ar fizisku aktivitāti: pirkstu izvingrināšanu vai stiepšanās vingrojumus	21	0	12	67	
Skolotājs/a pievērš uzmanību tam, kā bērni sēž, un aizrāda, ja poza nav atbilstoša	33	36	24	6	
Mācību stundā ir dinamiskā pauze atpūtai/relaksācijai/pirkstu, ķermeņa izvingrināšanai	45	6	15	33	
Dinamiskās pauzes saturs ir vismaz daļēji saistīts ar apgūstamo mācību saturu	12	24	15	27	21
Pēc dinamiskās pauzes, Jūsprāt, skolēni ir organizētāki un labprāt iesaistās uzdevumu izpildē	27	30	3	12	27
Visu mācību stundu skolēni pavada sēžot savā solā (neskaitot dinamisko pauzi, ja tāda bija)	55	18	9	15	3

Apkopojot empīriskajā pētījumā gūtās atziņas jāatzīst, ka tradicionāli Latvijas skolās dominē vizuālais un audiālais mācīšanās stils, „iesildīšanās” pārsvarā notiek tikai sporta nodarbībās. Taču dažādus pirkstu, plaukstu, stiepšanās, liekšanās vingrinājumus smadzeņu „iesildīšanas” nolūkā var veikt arī citās mācību stundās – matemātikā, dabaszinībās, valodas apgūvē. Tās ir izklaidējošas un tai pat laikā aktivizē smadzeņu resursus, kas paaugstina vēlmi iesaistīties mācīšanās procesā. Vienveidīgs mācību process skolēnus nogurdina,

tādēļ skolēniem mācību stundā ir nepieciešamas dinamiskās pauzes. To pozitīvo ietekmi uz skolēnu koncentrēšanos turpmākajam mācību darbam norāda vairākums pētījuma respondentu. Kustībās bāzētā mācīšanās iegūst krietni dziļāku jēgu, ja to piepilda ar priekšmeta saturu – rosina izspēlēt lomu spēles, imitēt vai atveidot dabas un sociālos procesus. Virspusēji raugoties, šo procesu atveidošanu skolēns uztver kā jautrās izklaidēs, taču, pašam nemanot, viņš mācās – domā, modelē, risina problēmu, komunicē, sadarbojas, uzklausa un respektē viedokļus. Netradicionāla pieeja, tostarp kustību aktivitātes, rosina iztēli, radošumu un nodrošina visu skolēnu iesaistīšanos, kas, savukārt, noved pie labākiem mācību rezultātiem (Perkins, 2006). Taču skolotāji Latvijas skolās dinamiskās pauzes un kinestētiskās aktivitātes organizē samērā reti, un tas varētu būt saistīts ar koncentrēšanos uz mācību saturu, nevis uz skolēnu kā veselumu, kura skolēna intelektuālā, emocionālā un fiziskā attīstība notiek ciešā mijiedarbībā.

### **Secinājumi** *Conclusions*

Kinestētiskais mācīšanās stils sevī ietver dažādas formas iesildīšanās un relaksācijas vingrinājumus, kustībās bāzēto mācīšanos – lomu spēles, procesu imitāciju, dramatizēšanu, sacensības, projektus. Tas veicina skolēnu kognitīvo, fizisko, garīgo, sociālo un emocionālo attīstību un ir izmantojams visos pamatizglītības posmos un mācību un ārpusstundu aktivitātēs. Mācību stundā kinestētiskais mācīšanās stils ir efektīvs, ja tas atbilst skolēnu vecumam un apgūstamajam mācību saturam.

Latvijas pamatskolās kustībās bāzētā mācīšanās un iesildīšanās aktivitātes mācību stundas sākumā tiek izmantotas samērā reti. Lielāko daļu mācību stundas skolēns pavada sēžot solā, bet skolotājs joprojām bieži strādā ar klasi frontāli. Gan aptaujātie skolotāji, kuri bija guvuši ievirzi un praksē pārbaudījuši kinestētiskā mācīšanas stila pielietošanas iespējas, gan studenti praktikanti, kuri novērojuši mācību procesa norisi klasē, vairums gadījumos ir saskatījuši pozitīvas iezīmes skolēnu uzvedībā un darbībā pēc dinamiskajām pauzēm – skolēni kļūst disciplinētāki, organizētāki, labprāt iesaistās mācību darbībā un koncentrējas uzdevumu izpildei. Kustībās bāzētā mācīšanās veicina skolēnu iesaistīšanos un uzdrīkstēšanos, radošuma un sadarbības prasmju apguvi. Pretruna un pētījumā iesaistīto skolotāju pozitīvajiem izteikumiem par kinestētiskā mācīšanās stila efektivitāti un studentu – praktikantu vērojumos konstatēto par šī stila pielietošanas biežumu mācību procesā pamatizglītībā liek domāt par nepieciešamību skolotājam pilnveidot savu metodisko kompetenci, dažādojot mācīšanās stilus, kā arī spēju uztvert skolēnu „ķermeņa valodu” un

atbilstoši tai pielietot efektīvāko paņēmieni skolēnu aktivizēšanai vai uzmanības pārslēgšanai.

### Summary

The kinaesthetic learning style includes various forms: warming up and relaxation exercises, movement-based learning such as role play, simulating of processes, drama, dance, competition, projects in which learning takes place by the students carrying out physical activities, rather than listening or watching demonstrations. According to Lengel and Kuczala, movement in the classroom provides both teacher and student with stimulating classroom environment, activates brain their activity. It also provides the opportunity for students to grow to grow cognitively, physically, mentally, emotionally and socially (Lengel & Kuczala, 2010).

A qualitative pilot research data from observation of lessons in form 1.-6. by future teachers trainees (N=27), and experiences teacher's (N=9) survey data were analyzed. It is concluded that movement-based learning and warm-up activities at the beginning of the lesson and dynamic pauses in basic school are relatively rarely used. The most of the lessons time students are spent by sitting near the table, but the teacher still often works by using transmitting approach. Teachers (N=9) who have been guided and tested kinaesthetic teaching/ learning style in their practice, quite often apply it in their lessons according to their competence and positively evaluated it. The teacher must be particularly attentive and able to perceive the "body language" of the pupils to react and apply the most effective method to activating or switching pupils' attention. Both the surveyed teachers and the future teacher trainees have seen positive features in pupils' learning activity after dynamic pause. Movement-based learning contributes involvement of students in learning activities, dare, creativity, and cooperation skills.

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## CHARACTERISTICS OF YOUTH CIVIC ENGAGEMENT IN LIEPAJA CITY

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**Abstract.** *Youth civic engagement is an essential precondition for the preservation of democratic values and the existence of civil society. The implementation of the competence approach in the education process in Latvia provides as one of the key priorities of pedagogical work – encourage students' civic engagement and personal responsibility, developing students' thinking and self-initiative, the skills to be accountable to the citizens of society with the development national, historical and civic consciousness and understanding of social processes, as well as to promote their social activity and persistent habits in dealing with their peers to share solving multi-level problems related to the future of the local community and sustainable development. The aim of the research is: on the bases of theoretical research of civic problems and the analysis of the results of the carried out survey (quantitative data processing), to identify expressions of civic engagement of young people (from 9 to 12 grade students) in Liepaja (Latvia) focusing on different categories: (I) self-esteem of civic participation; (II) the willingness of young people to take responsibility; (III) self-realization of youth civic participation (IV) level of awareness among young people; (V) interaction of families and students in the context of the formation of a responsible position. The survey results reflect: relatively high self-esteem of civic engagement of students; low political engagement and political system scores; the untapped potential of young people in the context of civic engagement at school and city level.*

**Keywords:** *Civic Competence, Civic Education, Civic Engagement, Civic Position, Students.*

### Introduction

There is often debate in the society about what school should do; what education system should be like; what is the most effective pedagogical approaches and forms, etc. A public discourse about the desired quality of education is a necessity and, at the same time, an endless process. In addition to the socio-economic, political, cultural changes, the increasing role of information technologies in everyday life and the tendencies of globalization, the issue of preparing the future generation for the existing social reality, as well as thinking about future citizens, school and upbringing in the family, play a crucial role and is becoming more and more topical. A reform of the education system is also

being implemented in Latvia in order to achieve competences-based educational content and approach with the aim of: “A competent student who wants and is able to learn all his/her life, solve the real life challenges, create innovations, develop different personality traits, which help to form a happy and responsible personality” (Valsts Izglītības satura centrs, 2017: 5). The new curriculum concept “School 2030” (Skola, 2030) envisages that students should have a civic position with an active degree of civic engagement – a responsible citizen of the society, who is an active, who is aware of his/her actions and their consequences, thinking about the future of the local community and sustainable development. A similar approach is also highlighted in the research “*Four-Dimensional Education: The Competencies Learners Need to Succeed*”. The authors emphasize that today the aim of the school is to prepare students for life in a diverse world as an active and responsible citizens (Fadel, Trilling, & Bialik, 2015). Based on the need to develop and improve the civic competence of young people, purposeful implementation of the concept of civic education, it is possible to encourage young people's civic engagement. At the same time, it should be noted that the prerequisites of the formation of the youth civic engagement are mainly determined by the social environment in the widest context of this concept. Therefore the process of the formation and promotion of the young people's civic participation is very complex interaction between multifaceted psychological, educational and social set of factors (Jurs, 2015). It is very important to conduct empirical research to identify self-esteem of young people's civic engagement and its multiple manifestations.

The aim of the publication is, basing on theoretical study of the problem of citizenship and the analysis of the results of the organized survey (quantitative data processing), to identify the manifestations of civic participation in Liepaja (Latvia), students from the 9th to 12th grade in several criteria: (I) self-esteem of civic engagement; (II) the willingness of young people to take responsibility; (III) self-realization of youth civic engagement; (IV) level of awareness among young people; (V) interaction of young people, families and school in the context of the formation of a responsible position.

In order to achieve the aim of the publication, the following research methods were used in the study:

1. theoretical research methods – the diverse analysis of scientific and methodological literature of the youth civic engagement, civic education and civic competences;
2. empirical research methods – data mining methods: (surveys, using M. Rozenberg self-esteem scale (Rosenberg, 1965), unfinished sentence method); data processing and analysis methods (quantitative data processing with data mathematical statistical analysis and predictive analytics methods implemented through processing



program); graphical representation of data; qualitative data processing (content analysis, data coding, grouping and processing); quantitative and qualitative data interpretation.

### **Promoting young people's civic engagement through civic education and civic competence**

There is an educational transformation all over the world, because traditional educational approach does not always contribute to the development of necessary competences in the real environment in order to establish a knowledge-based society and achieve sustainable development at local, regional, national and international levels (Kraker, Lansu, & Dam-Mieras, 2007).

Analysis of theoretical literature reveals interpretations of educational approaches and civic competences and civic education based on diverse competences. For example, new ideas and a new product are created through competence-based education (Rivenbark & Jacobson, 2014), at the same time, it's important to be aware of the competency-based approach based on:

- intellectual, emotional and physiological needs of the student;
- universal value system;
- socially responsible attitude;
- independent learning;
- stimulation of independent thinking;
- promotion of academic and professional achievements;
- application of information technologies;
- student as co-organizer of study process;
- quality education service offer;
- the process and result-oriented student, student`s, families`, teacher's versatile cooperation and mutual trust;
- professional competence of teachers;
- providing equal, socially equitable opportunities for all students;
- individual responsibility (Sánchez & Ruiz, 2008).

The introduction of a competency-based learning approach is a time-consuming, multi-level model that requires the involvement of various industry professionals in content development, in order for the new education system to be of a holistic nature, covering the content of education from the kindergarten to the university (Blackburn, Porto, & Thompson, 2016). At the same time, it should be noted that the term “competence” should be applied and used in a pragmatic and contextual way depending on the user context, because there is no absolute truth about the use of the term “competence” (Lassnigg, 2015). One of the competency dimensions that promotes young people's sense of belonging, responsibility, civic

engagement and capacity is civic competence, which can be ensured in the conceptual framework of civic education, with the result of promoting civic participation of young people. Civic education plays a crucial role in fostering civil society and fostering civic engagement at local, regional, national and international levels.

The concept of civic education consists of knowledge of oneself, others, rights and obligations, and the application of knowledge in a particular activity, which is geared towards civic responsibility, taking on co-responsibility. The implementation of civic education consists of a holistically social approach: on the individual level – within the family – within the local society – within the national level – on the regional level – on the global level (Quisumbing, 2002). Within the framework of four cycles of learning and teaching provides: (I) conceptual level – knowledge (for themselves, others, behavior, culture, history, country, etc.); (II) active level of activities – skills (decision making, effective communication, active non-violence; (III) understanding (about yourself and others, concepts, motives, key issues and processes); (IV) evaluation – reflection of experience, acceptance, respect, evaluation of experience (UNESCO, 2002).

The civic education that is carried out within the framework of civic upbringing, forms the civic competence of youth, promotes the support for democratic values and directly promotes civic engagement (Galston, 2004) and increases the social capital (Heggart, 2015) as well as promotes the capacity of democracy (Martens & Gainous, 2012). The elements of civic competence are formed by civic knowledge, civic skills (Abs & Veldhuis, 2006), the use of knowledge, practical activities (Brammer et al., 2013) and attitude (European Commission, 2007). Civic competence promotes civic engagement of students in the long term (Hoskins, Villalba, & Saisana, 2015). Thus giving young people the opportunity to be self-confident and, in the long run, promote the growth of civil society. Civic participation can be characterized as the motivated engagement of an individual within the framework of the available resources that is directed towards political, social and economic processes within the local, regional, national and international level in order to solve common challenges that exist within the society in a democratic way, to influence the existing social order, to improve the quality of life thus implementing the individuals civic position (Jurs & Samuseviča, 2016).

### **Self-esteem of youth civic engagement – data analysis**

The research sample consists of 825 respondents, 9<sup>th</sup> – 12<sup>th</sup> grade students that is 38.35 % of the total number of students in Liepaja (total number of students in the 9<sup>th</sup> – 12<sup>th</sup> grade group: 2151 students), which ensures the reliability and

validity of the study. The average age of respondents is 16 years; the characteristics of respondents' age and gender are described in Figure No. 1.

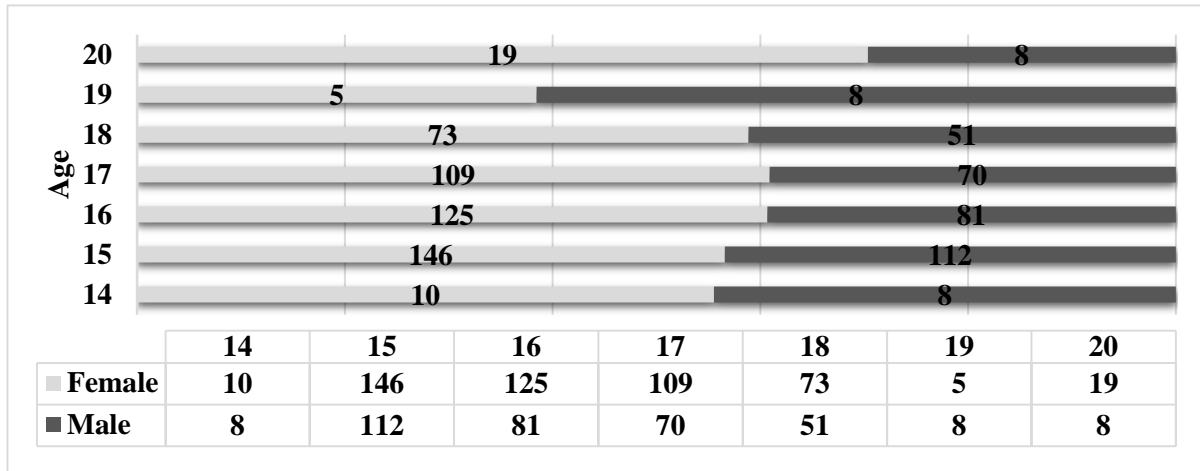


Figure 1. Respondents' characteristics: gender and age (n=825)

Research data gain confirmation ability (Lincoln & Guba, 1985) and the results of the study are valid because they demonstrate accuracy. The survey was carried out in all comprehensive schools of Liepaja (Latvia).

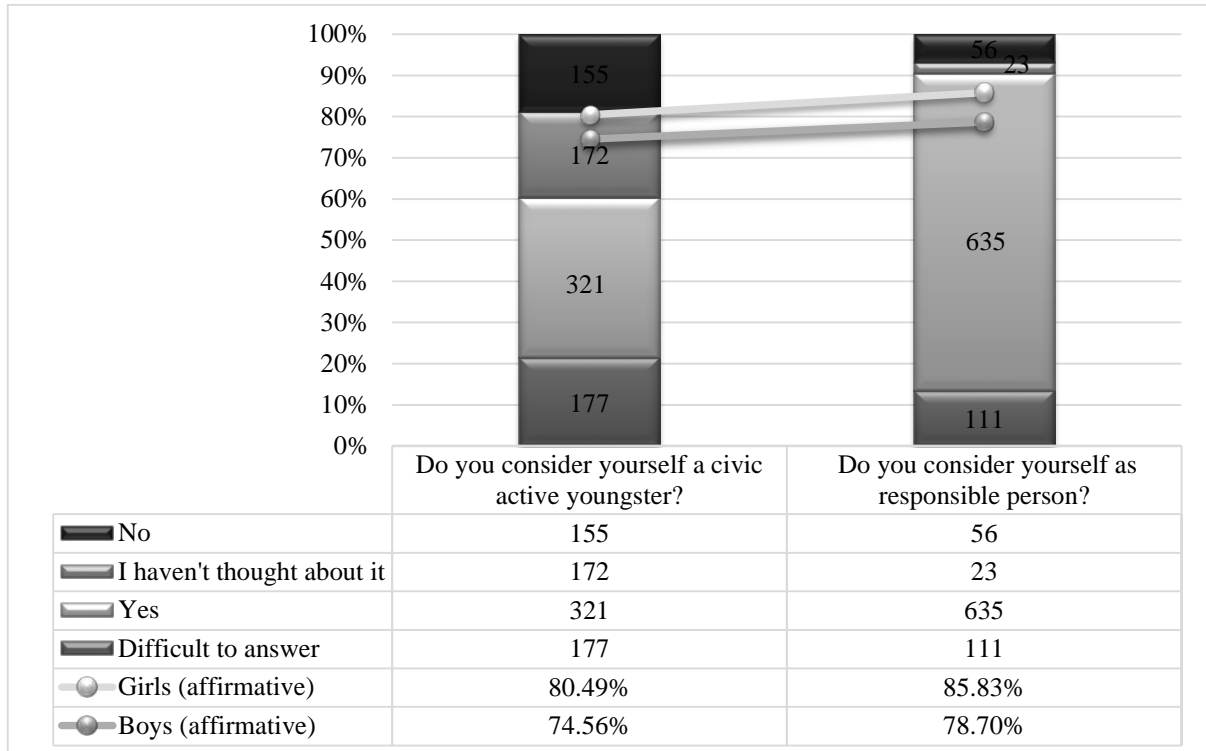


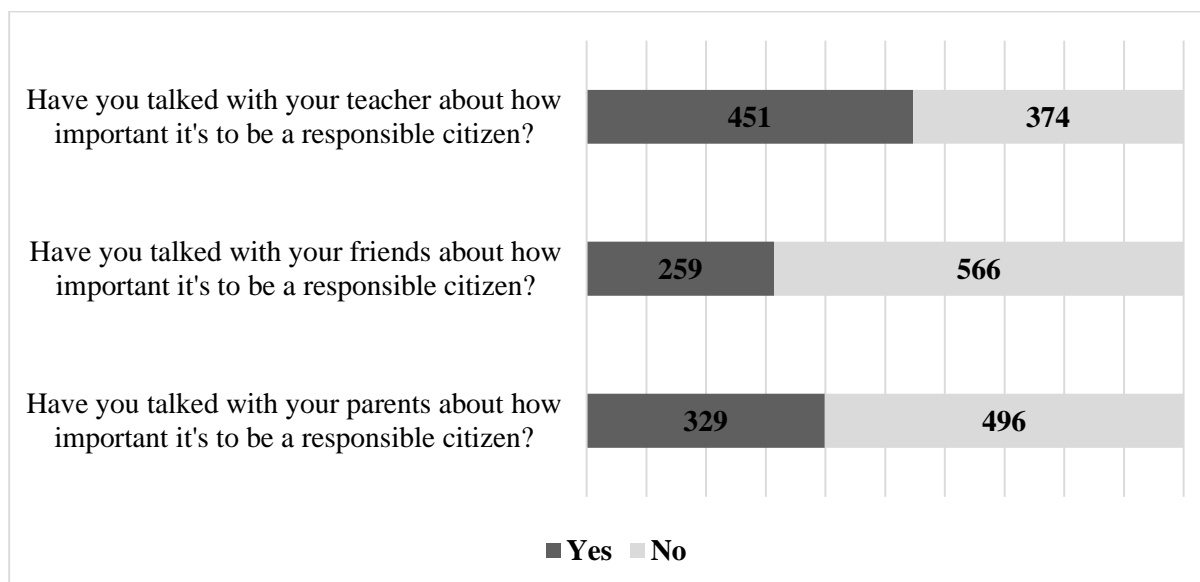
Figure 2. Self-assessment of students' responsibility and civic engagement

Analysis of the study data in Figure 2 shows that:

- 321 (38.91 %) respondents consider themselves as civic active, from them 207 (42.51 %) girls and 114 (33.73 %) boys;
- 155 (18.79 %) respondents consider themselves as civic inactive youth, from them 71 (14.58 %) girls and 84 (24.85 %) boys;
- 635 (76.97 %) respondents consider themselves as responsible, from them 394 (80.9 %) girls and 241 (71.3 %) boys;
- 56 (6.79 %) respondents consider themselves as irresponsible, from them 34 (6.98 %) girls and 22 (6.51 %) boys.

Having identified the willingness of young people to take responsibility and the choices that characterize their responsibilities (Figure 3), it should be noted that in their mutual interaction with teachers, friends and peers, respondents share their experience and discuss the importance of being a responsible citizen:

- 451 (54.67 %) respondent has discussed with teachers how important it is to be a responsible citizen, respectively 374 (45.33 %) respondents has not done it;
- 259 (31.39 %) respondent has discussed with friends how important it is to be a responsible citizen, respectively 566 (68.61 %) respondents has not done it;
- 329 (39.88 %) respondent has discussed with parents how important it is to be a responsible citizen, respectively 496 (60.12 %) respondents has not done it.



**Figure 3. Student' talks with teachers, friends and parents about civic responsibility**

Volunteering is one of the manifestations of civic engagement. As the study data confirms – 351 (42.55 %) respondents are volunteering, in turn 315 (38.18 %) respondents are not volunteering.

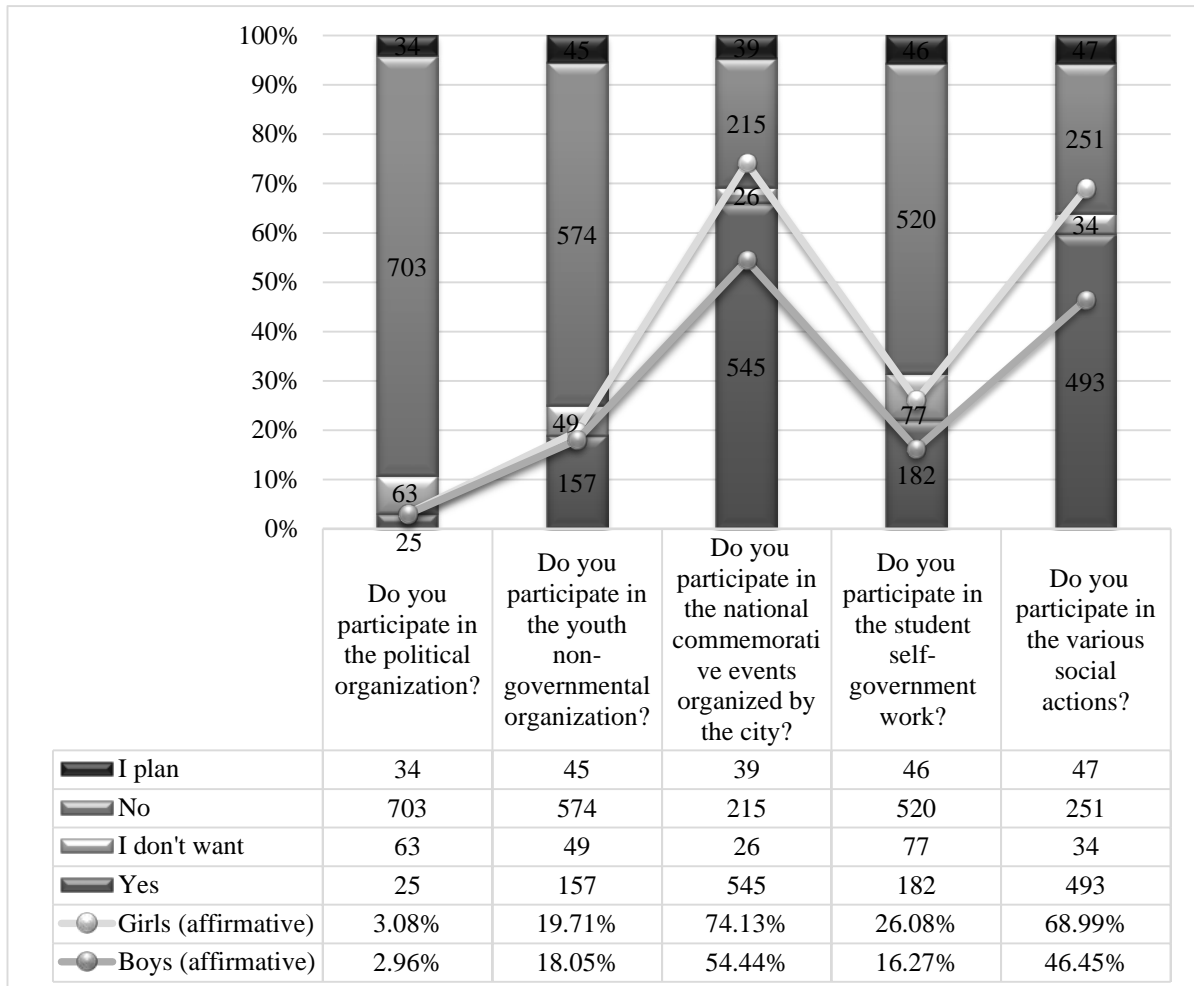


Figure 4. Student' Civic Engagement Expressions

Assessing students' civic engagement in areas such as: participation of young people in the work of school students` self-government, participation in social actions, participation in non-governmental youth and political organizations (Figure 4), it should be noted that:

- 493 (59.76 %) respondents participate in various social actions, while 251 (30.42 %) respondents don't participate;
- 182 (22.06 %) respondents participate in the work of self-government, while 520 (63.03 %) respondents don't participate;
- 545 (66.06 %) respondents participate in state memorial events organized by the city of Liepaja, while 215 (26.06 %) respondents don't participate;

- 157 (19.03 %) respondents participate in non-governmental youth organizations, while 574 (69.58 %) respondents don't participate;
- 25 (3.03 %) respondents participate in political organizations, while 703 (85.21 %) respondents don't participate.

Analysing self-esteem of the youth political trust system (Figure 5) and the students' confidence in the management of the City Council of Liepaja and the Latvian government, it can be noted that:

- 271 (32.85 %) respondents consider themselves as politically active young people, but 554 (67.15 %) students consider themselves as politically inactive;
- the Latvian government is trusted by 208 (25.21 %) respondents, but 617 (74.79 %) respondents don't trust;
- 495 (60 %) respondents trust the management of Liepaja City Council, but 330 (40 %) respondents don't trust;
- 182 (22.06 %) respondents believe that the political system in Latvia works well, while 643 (77.94 %) respondents believe that the functioning of the political system in Latvia doesn't work well.

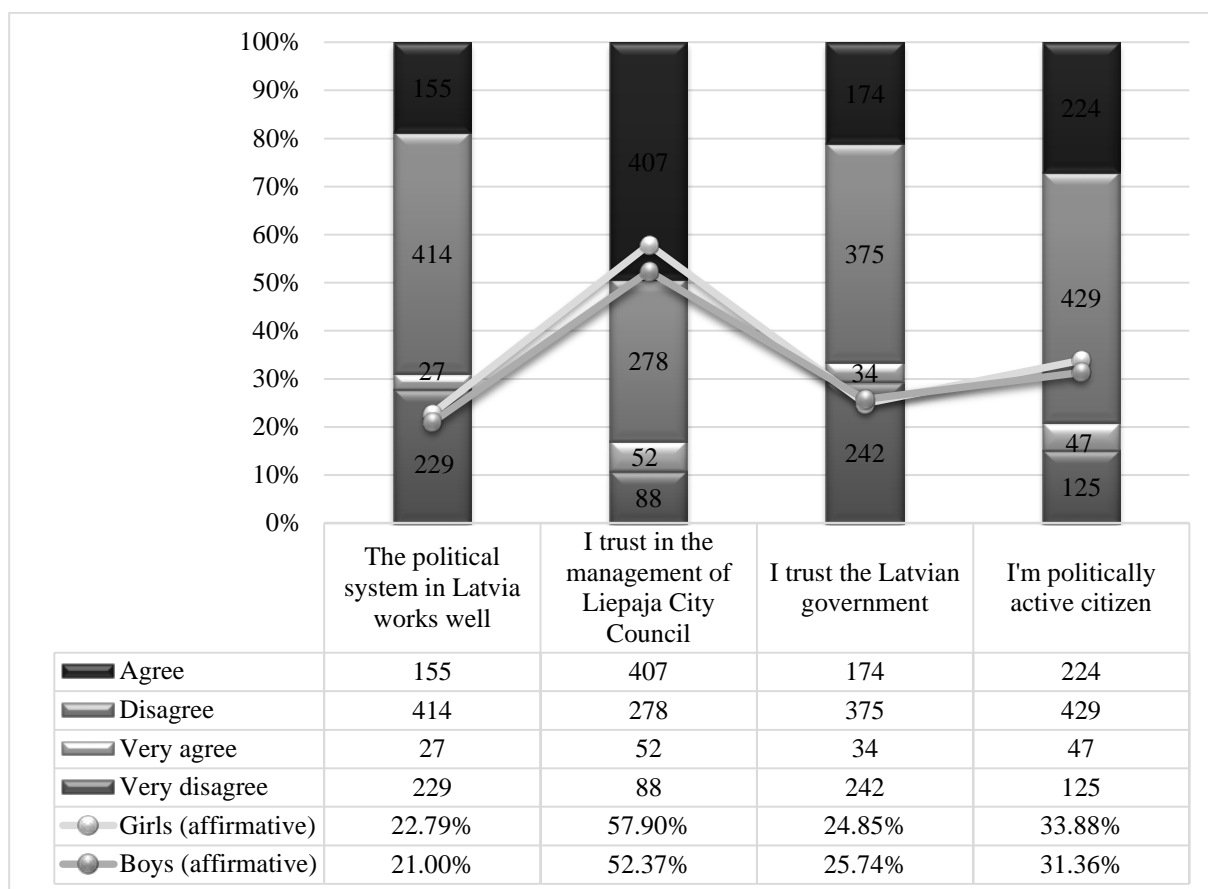


Figure 5. Self-assessment of the students' trust in the political system

Within the framework of the survey respondents were able to write independently, at their own discretion, what they feel responsible in completing the sentence “I feel responsible for ...”. An analysis of survey results reveals that young people are ready to take responsibility:

- for themselves – 367 (44.48 %) respondents, from them 223 (45.79 %) girls and 144 (42.6 %) boys;
- for country – 72 (8.73 %) respondents, from them 44 (9.03 %) girls and 28 (8.28 %) boys;
- for action – 70 (8.48 %) respondents, from them 51 (10.47 %) girls and 19 (5.62 %) boys.

In turn, 27 (3.27 %) respondents could not finish the sentence “I feel responsible for ...”, from them 8 (1.64 %) girls and 19 (5.62 %) boys.

### **Conclusions**

1. The introduction of competency-based curriculum demands a high degree of professional mastery of teachers, providing a holistic approach in the pedagogical process, considering every student's individuality, intellectual, emotional and physiological needs, as well as individual responsibility and the promotion of independent learning – understanding the challenges of the social environment and the trends of a particular age.
2. Recognizing the needs of the student, the challenges of the social environment, the core values of democracy and the content of civic education, promoting civic competence at school can ensure active youth civic engagement, thus contributing to the long-term development of a civic and self-organized society.
3. An analysis of the results of the survey show respondents reveals the high self-esteem of young people's civic engagement and responsibility which significantly affects the individual's civic position, however, in practice young people's responsibilities and civic engagement show low levels of civic activity – as a result, there are significant contradictions between the self-esteem of young people and the model of civic behavior, demonstrating their willingness to take responsibility. At the same time, it should be noted that the low level of young people's confidence in political power may lead to a demotivation attitude in context of civic engagement long-term development.

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## IDENTITY EDUCATION

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**Abstract.** *Family was the basis of socialization in traditional society. Older generation transmitted values to younger generation. Individuals accepted the social roles defined in the society. Nowadays, the socio-cultural conditions changed, which released individuals from the social destiny, but also shook their belief in traditional values. Now, children try to eliminate this loss of sense of identity through interactions with surroundings. However, they always look for more attractive development environment, therefore their interactions concern rather the virtual world than the real one. All personal relationships are weakened in virtual society. The influence of primary environments (family, neighborhood, peers) is marginalized. Thus, it is more and more difficult to achieve relatively stable points of reference – role models – which enable children to find who they want to be. Currently children search them beyond primary social structures, mostly within the scope of virtual communities. Thus, the most important role model for a child is the Internet with its resources, which sometimes does not support normal development. Therefore, defining oneself by the child is more reflexive and subjective. Hence, socialization of children becomes individual, personal and unique. Consequently, there is a need to establish a new space for socialization – the process of identity education. This article is an analytical description of the complex socialization of a child in the contemporary world. Against this background, it attempts to characterize conditions necessary to base this process on identity education as an act of self-knowledge.*

**Keywords:** *children; education; identity; pupil; socialization; society.*

### Introduction

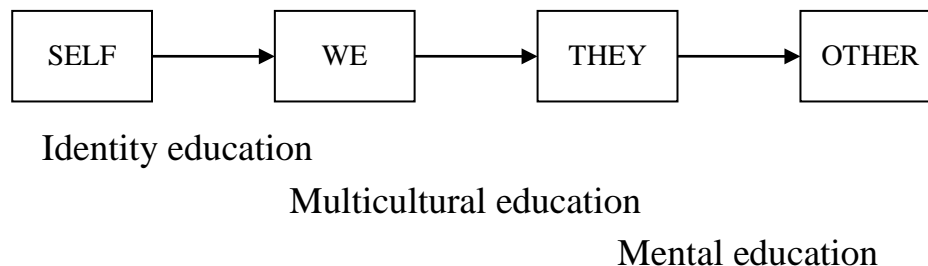
Contemporary processes of globalization bring disharmony between fast civilization development and lack of people's preparation to use its goods. In a traditional society, a child and then a young person inherited a stable hierarchy of values. In this way, the person acquired skills to function properly in the social environment that he or she lived in. Of course, the main basis of socialization was the family. The older generation, as more experienced, transmitted universal system of knowledge, views and values to the younger one. At particular stages of life, an individual adopted designated social roles, for which he or she had been preparing for a long time. Such a process of socialization shaped an unambiguous and clearly defined people, who fully accepted the existing conditions of social functioning and relatively easily found themselves in the society. This way of socialization functioned in the conditions

of stable cultural values and unchanging norms and standards of social life, which were characteristic of a culture called by Margaret Mead (2000) post-figurative. Transformation of technological, social and cultural conditions, which occurred along with the beginning of a new type of culture defined by Mead as pre-figurative, led to releasing individuals from their social destiny. As written by Charles Taylor (2001), now each person can become who he/she wants to be or who he/she can become in these conditions. Pluralization of the systems of values does not always lead to the extension of the scope of accepted diversity and it often brings existential tensions connected with the necessity to make choices, which, consequently, is a reason for closing oneself within the sphere of own, nationalistic cultural area. At the same time, individual's belief in traditional values is shaken, therefore the individual cannot find an objective answer to the questions: What do I want?, What am I like?, Who do I want to be? The identity of the individual is lost and consequently it remains trapped in the social reality characterized by multi-direction and parallelism of the spheres of activity and fulfilled roles, often none of which is dominant. Hence, this transformation of socio-cultural relations determines the need to establish a new level of conscious identity formation, which seems to be the process of socialization. This article is devoted to analytical description of the complexity of the problem of identity and socialization in contemporary times. Against this background, an attempt has been made to characterize the conditions that must be met in order to make this process based on identity education and, in this way, remaining an act of self-knowledge.

### **Building identity - socialization**

The issue of identity has been subject of research for almost one hundred years, that is from the year 1919, when the notion "identity" was introduced for the first time by Croatian psychoanalyst Viktor Tausk. However, intensive interest in this issue started in the sixties of the 20<sup>th</sup> century and was triggered by works of Erik Erikson in the United States. Intensive and multidirectional research has been conducted since that time. Therefore, definition of the concept of identity provides differences in meaning resulting from different theoretical approaches. Currently, it is assumed that individual identity is what is between *biographical self* and *situated self*, or rather what results from their constant coexistence. Human identity forms, of course, during the whole life and it is a continuous process of gradual development of a set of social and cultural features focused on the individual. Relation between identity and awareness of the individual is often emphasized. Thus, identity emerges as sequence of following stages in the process of development of subjective awareness (individual self-knowledge). Acquired social experiences develop structures and

expand area of educational influence in the process of socialization (figure 1). Finally, appropriate socializing education develops humanistic relation SELF – OTHER, which is the base for understanding contemporary world.



**Figure 1. Stages of socializing education**

Source: own studies

Society inevitably shapes an individual through interactive processes, social system and cultural factors, leaving a lot of more or less persistent elements in their personality. The contribution of individuals is also emphasized that they have in transmission of the effects of socialization processes influence. As it is described by Emile Durkheim (2016), on the one hand the individuals owe to the society everything best in them, which differentiate them from other people, their intellectual and moral culture, but on the other hand the society does not exist differently than in the individuals and through them. This processual act of bilingual impact became a basis to define various aspects of society functioning, which leads to great terminological inconsistency. Majority of definitions of socialization refers directly or indirectly to mechanism of emerging and shaping human personality, and through that – identity (Juszczyk-Rygałło, 2016). The notion of socialization is frequently equal, in terms of meaning, to upbringing as the teaching of values and social norm. It is not, however, totally justified because it comprises also undesired and unplanned influences. These accidental influences often become a reason for weakening social structures or even differentiation of social life.

Socialization is a process of formation of human behaviors in the social environment that lasts the whole life. In this process, the system of basic features is defined (somatic, psychical, social and intellectual aspects), which are carried by three levels of personal characteristics: personality, structure of SELF and personal identity. Through them the individual (person) is perceived both by oneself and by other people. Their relational structure is presented in figure 2. Personality is primary structure; it is a system of psychological mechanisms based on biological sphere of a person that defines way of perceiving the world and oneself as well as reacting to challenges of reality.

Biological sphere is connected with instincts, congenital needs and talent. They are primary needs that are initiators of child's behaviors. They determine ecological and axiological horizons necessary to full personal development of a person. Personal attributes based thereon are a kind of generator of individual behaviors and a source of creation of the personal SELF in the psychical sphere. The psychical sphere motivates the individual to undertake actions. It consists of psychical needs such as: need for acceptance, security, emotional reactions, new experiences. It is only through the dynamic structure of SELF, in the background of which personality remains, a personal identity is constructed in the social sphere.

The child's socialization (identity education) takes place through relations between the social environment and all three components of personal characteristics, shown in figure 2. These are the three mechanisms of psychosocial influence on personality, structure of SELF and personal identity.

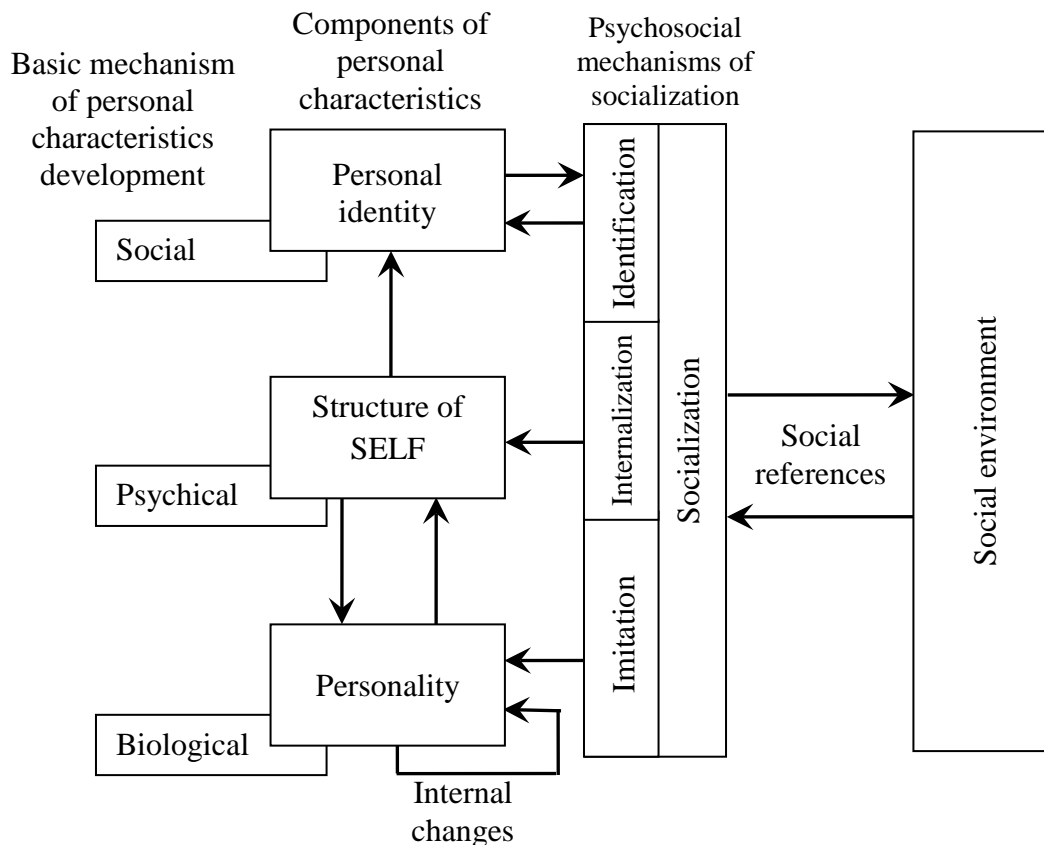


Figure 2. **Relational dependencies: Personality–SELF–Identity in the system of identity education**  
 Source: own studies

These are respectively mechanisms of: imitation, internalization and identification. The mechanism of imitation occurs the earliest and consists in imitating roles borrowed from the world of adults. As a result of this training, it slowly transforms into internalization, which means adopting patterns of behaviors so that they become elements of personality and structure of SELF. Dependence between personality and the structure of SELF is based on the principle of conflict. The field of social interaction is personality itself. Roles that are defined by social features and assigned to an individual in particular community conflict with individuality of SELF, which aimed at sustaining own unique subjectivity. Only the recognition of both as independent of each other or inclusion of a social role in the individuality of SELF eliminates tensions between them. On the other hand, based on the heterogeneous SELF, some dynamic approaches of personal identity arises, which attribute potential heterogeneity and variability to personal identity. The SELF is a supreme category, which means the individual's relationships resulting from interpersonal relations and personal social references constitute identity shaped by the individual. The system of SELF comprises contents and basic processes necessary to enable the individuals to shape and sustain their own identity. Identity is built by existing social order through the mechanism of identification (conscious making choices). To a large extent, the features of identity are developed spontaneously on the conscious level in the process of socialization (not automatically) and are adopted more or less voluntarily. The development of identity depends, above all, on reflexive activity of an individual in the process of identity education, including in later life.

### **Primary and secondary socialization**

We distinguish two basic stages: primary socialization (initial period), which comprises infancy and childhood, and secondary socialization (permanent period), which takes place in longer perspective and includes adolescence and adulthood. Processes taking place in these two periods of individual's life result from the same mechanisms (enhancement, imitation, symbolic message), however they influence identity differently. In the process of primary socialization a child is shaped by social environment. On the other hand, an adult in the process of secondary socialization remains an active participant of social life, takes part in culture and contribute to creation of the patterns of behavior. Of course, the effects of primary socialization are permanent and have impact on the whole life of the individual. Even conscious attempts to reject established norms, values or the patterns of behavior undertaken in the period of secondary socialization usually fail. The area of primary socialization is mainly personality and structure of SELF. Basic dimensions of personality are

congenital, therefore they are stable for the whole life. Other personal characteristics are open to changes and are the consequence of both biological transformation and environmental influences.

The period of infancy, which means the first year of life, is dominated by learning own physicality, but it is also time for development of social identity through establishing close emotional relationships with parents (mainly with mother). At the age of 2-3 years the children build foundations for their own autonomy; then they develop the structure of SELF in following years and on this basis their personal identity is established. In the period of childhood all the characteristics become more and more stable to become totally stable at the age of around 7 years. In the period of adolescence they become highlighted and their invariability is gradually increased till the age of around 30 years. James Marcia (1980) describes this period of identity formation in two stages. First of them is called exploitation. It covers the period from 10-12 to 15-16 years and refers to recognizing social environment through active searching of alternative solutions of occurring problems. The second period, covering years 16-17 to 18-20 is a phase of making commitments, which means taking responsibility for oneself, making choices concerning areas of personal identity and readiness to bear consequences of own actions. The quality of personality achieved in this period determines the quality of the structure of SELF and, consequently, determines personal identity readiness for the superstructure in the form of peripheral identities. During the adult life the content of identity is being enhanced.

Identity develops during primary as well as secondary socialization. In the period of primary socialization, on the basis of conscious SELF, the concept of oneself is built, reflecting various aspects of self-knowledge. In primary socialization of a child, personal identity is determined by two sociogenic personal attributes: subjective self and reflected self. No sooner than in the process of secondary socialization they are supplemented by two further elements, which create, together with the abovementioned ones, social identity: cultural ideal of personality and social roles. Subjective self is determined by the set of images, usually positive, about own identity, uniqueness and own SELF. It is developed under the influence of social environment – first by the parents and other members of the family and then by wider social community. In the course of individual development the subjective self becomes relatively independent on social environment and, finally, it is constituted as a permanent sense of self-acceptance. On the other hand, the reflected self is a set of individual's images about how someone is perceived and assessed by other people. It is created in relations with the social environment on the basis of formulated assessment and behaviors of other people. It can be, of course, a source of positive feelings (for example satisfaction and pride in oneself) as well as

negative ones (for example shame and humiliation). Even finally established, it is a variable component of personal identity, but its transformations are smooth (even crawling) and occur in the longer-term.

The subjective self is not equal to the reflected self in its identity content. Both of them, however, are perceived as the unified product of primary socialization – as personal identity, which is closed and stable construct as it refers to the central aspects in the system of SELF. The product of primary socialization is SELF identity (central) composed of three personality elements. And the supreme component – personal identity – is a basic plane to form social identity in the process of secondary socialization, as a sum of SELF identity (hard) and WE-identity (soft, elastic). Such structure of social identity is shown in figure 3. As far as WE-identity is concerned, its openness to changes, its multilayered and peripheral nature should be emphasized. Thanks to this peripheral-variable component, individual’s identity is not simply something given to an individual as a result of his or her activity, but it is something that must be routinely created and sustained by reflexive activity of the individual (Giddens, 2010).

Open and dynamic <b>SOFT IDENTITY</b>	Professional	Regional	Cultural	National	Ethnic	Group	... other	WE-identity (peripheral)	Social identity								
										Personal identity							
										Structure of SELF							
										Personality							
										SELF identity (central)							
										Closed and static <b>HARD IDENTITY</b>							

Figure 3. **Structure of social identity as a sum of SELF identity and WE-identity**

Source: own studies

Continuous reinterpreting of social identity in the process of secondary socialization takes place through building and rebuilding peripheral components of WE-identity, which is described as soft and dynamic identity (susceptible to changes). However, the central component of identity, anchored in the structure of SELF and developed in the process of primary socialization, remains unchanged. We define it as hard identity (static). An important factor that gives



primary socialization an advantage over processes of secondary socialization is the fact that the first one is of iconic nature and the second one (in general) – is optional (Zduniak, 2013). Therefore mistakes made during socialization of a child can be hardly corrected later (only through modification of reflected self), Even though the correction is possible, it is a long-term process that not always brings positive results.

### **Educational identity formation**

Identity education is a lifelong process. Its significance is different when building primary identity and different in the period of secondary identity formation. Personal characteristics are consequences of biological changes (internal factors) and environmental influences (external experiences). The relations of an individual emerges from interpersonal relations and personal social references and they constitute identity shaped through the mechanism of identification (conscious choice). In this way, through developing own personal social traits, the person simultaneously builds social order because the necessity of existence of social order originates from the biological nature of a human being. Intellectual traits of personality (views and convictions that constitute the picture of oneself) are linked with social context through social features. On the other hand, they result directly also from somatic and psychical features and then they are views, that are developed independently by the individual. They are also more susceptible to changes than views developed in existing social context. In this case individual remains more steadfast in his convictions even when there are no rational arguments.

Constant and unchanging characteristics of identity are developed in the process of primary socialization, created in the process of identity education. Development of secondary identity depends on these characteristics in further life. The main goal should be to use such means and manners of communication that omit these aspects of reality that are unfavorable for the child and emphasize these that are particularly important for appropriate identity formation. The most important task in identity education should be supporting parents, family, relatives and other social structures considered as primary ones. Currently, the tendency is observed that parents give up transmitting their own system of values to children as they do not believe in effectiveness of their actions in the changing world (Delsol, 2005). Child's interactions with the environment refer mostly to virtual world than the real one because the child always look for an attractive environment of development. In the virtual society of alternatives all structures of personal relations are weakened. The influence of primary environments (family, neighbors, peers) is weakened and they are reduced to the private sphere and located on the margin of social life. In this

way, it is more and more difficult to achieve relatively stable points of reference – role models – thanks to which the child can state who he or she wants to be. Nowadays, these role models are searched beyond primary social structures, mainly within the scope of virtual community. Hence, it can be assumed that the Internet becomes the most important role model for a child, however its content does not always support the child's normal development. Therefore, nowadays defining oneself by a child is more and more reflexive and, simultaneously, it is mainly the child's subjective projection. In this way, socialization of the child becomes individually created, unique and personal process. Therefore, there is a need to establish a new surface of socialization that should include modern forms of participation where Internet is a kind of a driving force in the space of public communication. Identity education must look for answers to the questions concerning models of transmitting values adjusted to condition, concept and competencies of the child because the results of primary socialization are noticeable for the whole life of the individual, even when in the course of secondary socialization the person decides to reject some of instilled norms, values or patterns of behavior.

Irrespective of adopted level of socialization, the applied didactic methods should help children to know themselves, stimulate them to self-reflection, which should lead to development of self-knowledge concerning creation of own image. Personal identity is built and sustained as a result of cognitive activity, undertaken initiatives and actions, on the basis of earlier experiences and everyday communication. In the course of all these activities the skills are developed to go beyond oneself, beyond own SELF. Hence, the goals of identity education focus on two areas:

- cognition and understanding of oneself (SELF),
- cognition and understanding of own culture (WE), which open the way to awareness education, comprising two following areas:
- cognition and understanding of other cultural circles (THEY),
- cognition and understanding of representatives of other cultures (OTHER).

Identity education forms primary identity and awareness education is a surface for building secondary education. Such socializing activity eliminates tendencies to close oneself within the sphere of own values (own SELF) and opens way to cooperation and sharing experiencing (with OTHERs). The intermediary in building the relation SELF – OTHER is intercultural education, which builds relations WE – THEY. However, to bring positive results, it must be based on communication leading to mutual understanding without the need to dominate or being driven by prejudices and anxiety.

## Conclusion

As Zygmunt Bauman defined it (1994), identity is not given as a gift or a sentence without right of appeal. It is something that is built and can be built in different ways. It will not occur at all if it is not constructed in some way. Thus, there is a need to use such a method that is a conscious socialization influence, which guarantees the young person will be well prepared to deal with challenges of contemporary worlds. Identity education is such a solution.

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# BĒRNCENTRĒTĀS IZGLĪTĪBAS VIDES MULTIFUNKCIONALITĀTE AUDZINĀŠANAS KONTEKSTĀ

## *The Multifunctionality of Child-Centred Educational Environment in the Upbringing Context*

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**Abstract.** *Education is a means and also a guarantee for the facilitation of society's sustainable development. According to the historical age of the development of society, the dominant paradigms for education had set goals, tasks, out of which resulted also educational functions. Within the educational process, including pedagogical process, there are regularities resulting into conclusive pedagogical axiom: the more human-friendly and meeting his individual needs and interests is educational environment, the more successful is the individual's all-rounded development in such environment. Nowadays upbringing is an important component of educational process. The aim of theoretical research is to substantiate the multifunctionality of child-centred educational environment in the upbringing context. The authors of the article have substantiated the methodological base of theoretical research as well: humanistic approach and ecological approach, including there has been presented the various aspects of the concept 'educational environment'.*

**Keywords:** *child-centred educational environment, ecological approach, humanistic approach, multifunctionality, upbringing.*

### **Ievads**

#### **Introduction**

Izglītība ir sabiedrības ilgtspējīgas attīstības veicināšanas līdzeklis un arī ilgtspējas garants. Kopš jau antīkajiem laikiem izglītībai bija nosprausti savi mērķi, uzdevumi, no kuriem izrietēja arī izglītības funkcijas. Globalizācijas rezultātā izglītības vidē pastāv vairākas izglītības paradigmas, kā rezultātā pastāv viedokļu dažādība par izglītības lomu, mērķiem, uzdevumiem un funkcijām mūsdienu sabiedrībā.

Humānās izglītības paradigmas skatījumā viens no svarīgākajiem izglītības mērķiem ir *audzināšana*, tāpēc mūsdienu izglītības vides svarīgs aspekts ir izglītības iestāde kā audzināšanas vide.

Kopš 20. gadsimta 90. gadu sākuma (kopš neatkarības atgūšanas) Latvijā sākās pārmaiņas visā izglītības sistēmā kopumā, t.sk. audzināšanā. Tā rezultātā ir būtiski mainījusies izpratne par audzināšanas būtību, tās mērķiem, uzdevumiem, funkcijām un pašu audzināšanas saturu. Padomju laika audzināšanas teoriju nomainīja daudzu gadsimtu garumā pārbaudītās humānās pedagoģijas vērtības. Mūsdienās vairs nevienam nav šaubu par to, ka audzināšana ir pedagoģijas pamatjēdziens jeb pamatkategorija, taču pēc Latvijas valsts neatkarības atgūšanas tā nebija. Vārds audzināšana visiem asociējās ar moralizāciju, ideologizāciju un izglītības, t.sk. audzināšanas, satura politizāciju, tāpēc pārmaiņu laikā gandrīz 10 gadus šis jēdziens tika “*apiets*”, to aizvietojo ar jēdzienu vērtībuzglītība, jo Latvijā bija sākusies pedagoģijas teoriju “*revīzija*”. Daudzus procesus ietekmēja arī tas, ka pedagoģijas teorētiķiem un praktiķiem kļuva pieejama rietumvalstu zinātniskā literatūra. Latvijas pedagoģijas leksikā parādījās daudz internacionālismu un pārņemtu terminu no angļu valodas, vairāki termini bez tulkošanas latviešu valodā tika pielāgoti latviešu pedagoģiskajai terminoloģijai.

Gadiem ejot, jēdziens *audzināšana* tika “*rehabilitēts*” un mūsdienās balstās uz humānās izglītības paradigmas filozofiski metodoloģisko bāzi, t.sk. gadsimtos aktualizētām un pārbaudītām humānisma vērtībām pedagoģijā, tāpēc savos teorētiskajos pētījumos balstījāmies uz *humānistisko pieeju*.

Mūsdienās audzināšanai ir liela nozīme. Audzināšana saistās gan ar ģimenes, gan ar izglītības iestādes funkcijām, gan arī ar visas sabiedrības ilgtspējības nodrošinājuma funkcijām un to savstarpējo mijiedarbību.

Izglītības vides funkcijas izriet gan no izglītības mērķiem un uzdevumiem, gan arī no izglītības vides kontekstiem, tāpēc audzināšanas kontekstā ir svarīgi skatīt un pamatot izglītības iestādes kā izglītības vides funkcijas. Šo daudzdimensionālo skatījumu uz izglītības vidi (uz tās kontekstiem jeb dimensijām) un daudzajām funkcijām nodrošina *ekoloģiskās pieejas* respektēšana izglītības pētniecībā. Gan humānistiskā pieeja, gan ekoloģiskā pieeja nav pretrunā viena ar otru, tieši otrādi: tās komplementāri papildina viena otru.

*Pētījumu mērķis* ir pamatot bērncentrētās izglītības vides daudzfunkcionalitāti audzināšanas kontekstā.

## Metodoloģija *Methodology*

*Humānistiskās pieejas* pirmsākumi meklējami jau antīkajā pasaulē, taču īpaši uz humānismu balstītā pedagoģiskā doma sāka attīstīties renesanses laikā,

kad atdzima antīko laiku vērtības. Jēdziens *humanitas* antīkajā pasaulē apzīmēja cilvēka ideālu un tika saistīts ar audzināšanu (paideia) un cilvēka mīlestību (philantropia). Piemēram, vārdu *humanitas* lietoja Cicerons, kas uzskatīja, ka līdzās dižciltīgajiem pēc savas dzimšanas un sociālā stāvokļa, pateicoties izglītībai, parādās dižciltīgie, kuru pozīcijas pamats ir noteikta uzskatu sistēma, tie ir humānistiskie gara aristokrāti (Jurgena, 2002; Rubenis, 1994). Latvijas un ārzemju zinātnieku pētījumi (Anspaks, 2003; Jurgena, 2002; Katane, 2005; Katane, 2006b; Katane, 2006c; Katane, 2007b; Špona, 2001; Špona & Čamane, 2009; Латышина, 2005; Розин, 1992) liecina, ka lielākā daļa pedagoģijas klasiķu jau savā laikā audzināšanas mērķi ir saistījuši ar vispārcilvēciskām vērtībām, ar personības attīstības veicināšanu. No humānās izglītības paradigmas izriet vairāki humānās pedagoģijas pamatprincipi (Katane, 2005; Katane, 2007b): *humanitātes princips, dabatbilstības princips, pašdarbības princips, kultūratbilstības princips, holisma princips*, kas kļūst par pamatprasībām mūsdienu izglītības vides nodrošinājumā, nosakot šīs vides kontekstus un funkcijas.

***Ekoloģiskā pieeja izglītībā*** aktualizējās 20. gs. beigās. Mūsdienās tā tiek pamatota un interpretēta kā:

- pētnieciskās un pedagoģiskās darbības teorija un metodoloģija, cilvēka attīstību veicinošas un vajadzībām atbilstošas vides modelēšanas, izveides un uzturēšanas stratēģija (Сулима, 2012);
- teorijas un tehnoloģijas kopveselums, kas palīdz pētīt un pilnveidot vides sastāvdaļas, prognozēt un modelēt vides pozitīvo un fasilitējošo ietekmi uz cilvēka attīstību, kā arī izvērtēt vides audzinošo potenciālu, jo vide ir mijiedarbības sistēma, kuras subjekts ir cilvēks (Мануйлов, 2002; Мануйлов, 2008);
- izglītības, pedagoģiskā vai mācību/studiju procesa vadības stratēģijas filozofiski metodoloģiskais pamats, kas nosaka, ka, nodrošinot cilvēka attīstībai labvēlīgu, cilvēka interesēm, mērķiem un vajadzībām atbilstošu vidi, var pozitīvi ietekmēt cilvēka personības veidošanos un attīstību; tas ir pedagoģiskās realitātes izziņas, analīzes, izvērtēšanas, kā arī pārveidošanas veids, atklājot un respektējot šajā vidē pastāvošās likumsakarības: mijšakarības un celoņšakarības (cēloņu un seku šakarības), kas palīdz plānot, projektēt un producēt šī mijiedarbības procesa rezultātus (Боровская, 2011);
- konceptuāla pieeja teorijā un praksē, t.sk. pētnieciskā darbībā, kas sevī ietver: *veseluma pieeju* (atsevišķu lietu un parādību uztveri un pētniecību to kopainā, “puzles” efekts), *sistēmpieeju* (sistēmiskā domāšana, kas ļauj saskatīt lietu, parādību mijšakarības un celoņšakarības, sistēmas struktūru un funkcionēšanu laikā un telpā; *daudzdimensionālo/komplekso pieeju* (kas ļauj izziņāt lietas, parādības

dažādos skatījumos/rakursos, veidojot „telpisku”, daudzaspektu skatījumu uz lietu, parādību būtību), tādējādi nodrošinot kopveseluma skatījumu un kopveseluma pieeju izglītības pētniecībā (Katane, 2005; Katane, 2007a).

Izglītības ekoloģiskās paradigmas skatījumā jēdziens *vide* ir viena no galvenajām kategorijām. Pētījumu rezultāti liecina, ka pastāv vairāki jēdziena *vide* interpretējumi (Katane, 2006a; Katane, 2007a; Katane, 2009a; Katane, 2009b), uz kuriem balstoties, var formulēt arī jēdziena *izglītības vide* daudzšķautņainās nozīmes vairākus aspektus. ***Izglītības vide ir:*** 1) izglītības process kā mijiedarbības process; izglītības procesā iesaistīto subjektu un objektu mijiedarbības sistēma; 2) daudzo ārējo faktoru kopums, kuru ietekmes rezultātā veidojas ārējie apstākļi, kas veicina cilvēka izziņu, socializāciju, kulturizāciju un personalizāciju, cilvēka attīstību kopumā; 3) daudzfunkcionāla daudzkomponentu jeb daudzkontekstu vide, kur pedagogs un skolēns/students/pieaugušais, kas mācās, ir integrālas šīs vides sastāvdaļas (pastāv vairākas pieejas vides kontekstu klasifikāciju izstrādē, jo vides kontekstu klasifikācijas ir atkarīgas no pētnieka zinātnes nozares un apakšnozares, pētījuma jomas un pētāmās problēmas, izglītības vides funkcijām, kas tiek pētītas, tātad - no konkrēta skatu punkta, piemēram, izglītības vide kā sociālā vide, kultūrvide, garīgā vide, emocionāli psiholoģiskā vide, informācijas vide, tehnoloģiju vide, cilvēkveidotā fiziskā vide, pedagoģiskā vidē u.c.); 4) daudzlīmeņu vides sistēma, kur izglītības iestādes vide ir mikrolīmeņa vide un vienlaicīgi arī subsistēma novada/reģiona, valsts un pasaules mēroga izglītības vides sistēmā; cilvēks, kas ir iekļāvies izglītības procesā konkrētā izglītības iestādē kā mikrolīmeņa vidē, ir visas šīs daudzlīmeņu izglītības vides sistēmas sastāvdaļa; 5) semantikas lauks; 6) sociālās stratifikācijas līdzeklis un arī rezultāts; 7) reāli pastāvošās izglītības vides “*atspulgs*” cilvēka psihē, kur liela nozīme ir vides subjektīvai uztverei; 8) izglītības iestāde kā pašvērtējoša, pašorganizējoša un pašattīstoša “*dzīva*” sistēma - organisms, kas cenšas izdzīvot mainīgās vides apstākļos un nodrošināt savu ilgtspēju nākotnes perspektīvā u.c.

***Pētījuma metodes:*** zinātniskās literatūras studēšana, analīze un izvērtēšana, pieredzes refleksija.

### **Pētījuma rezultāti** ***Results of Research***

Izglītības procesā, t.sk. pedagoģiskajā procesā, pastāv savas likumsakarības, no kurām izriet neapgājama pedagoģiska aksioma: *jo izglītības vide būs cilvēkam draudzīgāka un atbilstošāka viņa individuālajām vajadzībām, interesēm un spējām, jo veiksmīgāk notiks cilvēka vispusīga attīstība šajā vidē.*

Balstoties uz humānistisko un ekoloģisko pieeju, detalizētāk pamatosim *izglītības iestādes kā bērncentrētās izglītības vides funkcijas audzināšanas kontekstā.*

• **Humanitātes kopšanas funkcija.** Lielākā daļa pedagoģijas klasiķu *audzināšanas mērķi saista ar vispārcilvēciskām vērtībām personības attīstības veicināšanā.* Piemēram, izcilais vācu filozofs Jānis Gotlībs Fihte (Fihte, 1991) uzsvēra domu, ka audzināšanas uzdevums ir noteikti un droši virzīt audzēkņa attīstību *uz īstu cilvēcību un uz cildenu dzīvi.* Audzināšanai jārada nelokāma, nesatricināma un nešaubīga virzība uz labo. Tā kā cilvēks var gribēt tikai to, ko mīl, tad mīlestība ir vienīgā un īstā gribas ierosinātāja un vadītāja jauniešu uzvedībā, kas sagādā iekšēju apmierinājumu un baudu. Arī šveiciešu pedagogs J. H. Pestalocijs (Pestalocijs, 1996), paužot humānisma idejas izglītībā, uzsvēra domu, ka izglītībā jāsasniedz augstākais audzināšanas mērķis - *cilvēcība.* Cilvēkā slēpjas spēki, un audzināšanas uzdevums ir šos spēkus attīstīt un izglītēt. Augstākais audzināšanas mērķis ir vēlme sasniegt iespējami pilnīgu cilvēka attīstību. Humānisma un apgaismības ideju garā veidojās arī vācu pedagoga F. Ā. V. Distervēga (Дистервер, 1956) pasaules uzskats. Viņš uzsvēra domu, ka audzināšanas mērķis ir pieaugušā un bērna savstarpēja cieņa, atbalsts un palīdzība, kas balstās uz cilvēciskumu, t.sk. mīlestību pret cilvēkiem.

Humānisma idejas pedagoģijā un izglītībā ietekmēja arī latviešu izglītības un kultūras darbinieku, pedagoģijas klasiķu domāšanu un darbību. Piemēram, ievērojamais latviešu pedagogs un izglītības darbinieks (viens no Latvijas Republikas brīvvalsts izglītības ministriem) A. Dauge (Dauge, 1928) izvirzīja *humanitātes principu* jaunās paaudzes audzināšanā, uzskatot to par vispārpedagoģisku pamatprincipu, kas virzīts uz *cilvēcību un cilvēciskām vērtībām.*

Mūsdienās humānās pedagoģijas un humānistiskās psiholoģijas ideju paudējs Krievijā un arī ārpus tās ir zinātnieks (akadēmiķis), pedagogs un psihologs, Š. Amonašvili (Амонашвили, 2000; Амонашвили, 2001; Амонашвили, 2003). Viņš uzskata, ka katrs bērns piedzimst ar savu misiju uz šīs Zemes. Katrs bērns, kāpjot pa attīstības kāpnēm, tuvojas savai personības attīstības virsotnei. Pedagogam jāuztur bērnam ticība saviem spēkiem, savām spējām, neradot papildus grūtības un šķēršļus viņa attīstībā. Labestīgums un draudzīga skolotāja attieksme pret bērnu ir veiksmīgas attīstības garants.

Savukārt šveiciešu psihologs un filozofs Ž. Piažē (Пиаже, 1969), rakstot par skolas humanizāciju, uzsvēra domu, ka humanitātes principam jāizpaužas ne tikai bērncentrētā pieejā, bet arī cilvēkcentrētā pieejā, proti, audzināšanas procesā bērnam ne tikai jādāvā mīlestība, bet jāiemāca arī pašam mīlēt un cienīt citus cilvēkus, pretējā gadījumā var izaugt tikai sevi mīlošs, izteikti ego-centrēts indivīds. Bērns no dabas ir jau egocentrisks, un tikai audzināšanas un socializācijas procesā bērns decentrējas no sevis uz citu cilvēku izpratni un



izjūtu (empātiju pret citiem). Tādējādi audzināšana kā bērna cilvēkošana jeb humanizācija balstās uz jēdziena *humanitas* daudzajām nozīmēm un izpausmēm pedagoģijā. No tā izriet secinājums, ka humānā audzināšana, pirmkārt, ir garīga audzināšana, kas balstās uz garīgām, vispārcilvēciskām vērtībām. Šis atziņas tika aktualizētas latviešu zinātnieces. Par šo humanizācijas aspektu raksta arī latviešu zinātniece I. Jurgena (Jurgena, 2002).

• **Sekmēšanas, motivēšanas, atbalsta un iedrošināšanas funkcija.** Daudzi ievērojami latviešu pedagoģi un psiholoģi, piemēram, L. Ausējs, A. Dauge, P. Dāle, E. Pētersons, M. Liepiņa, V. Seile, J. A. Students, O. Svenne u.c. divdesmitā gadsimta 20.-30. gados integrēja psiholoģijas atziņas pedagoģijā, **uzsverot emocionāli psiholoģiskās vides nozīmi skolas pedagoģiskajā procesā** (Anspaks, 2003; Katane, 2005).

Jau 20. gs. sākumā Ļ. Vigotskis rakstīja par *emocionālā pārdzīvojuma* lielo nozīmi bērna mijiedarbībā ar vidi, jo bērns iepazīst pasauli, mijiedarbojas ar to un veido savu dzīves un darbības pieredzi caur saviem *pārdzīvojumiem*. Tieši pārdzīvojumi, emocijas, kas radušās mijiedarbībā ar vidi, kļūst par indikatoriem tam, vai bērns šo vidi uztver par sev draudzīgu vai nedraudzīgu (apdraudošu) jeb naidīgu vidi, vai viņš tajā jūtas droši un komfortabli, vai nē. Ļ. Vigotskis, izvērtējot pozitīvu emocionālo pārdzīvojumu nozīmi bērna apkārtējās pasaules izziņas darbībā, uzsvēra domu, ka pozitīvās emocijas (atklāsmes prieks, patīkams pārsteigums par savu varēšanu, gandarījums par paveikto u.c.) var kļūt par stipriem motīviem, lai to pārdzīvotu vēlreiz. (Выготский, 1996; Выготский, 1999; Выготский, 2000)

Viena no *humanitātes principa* izpausmēm ir **pedagoga ticība bērna varēšanai**, viņa spējām. Jau savā laikā (20. gadsimta otrajā pusē) spilgts humānās pedagoģijas pārstāvis V. Suhomļinskis, kas uzrakstīja grāmatu "*Sirdi atdodu bērniem*", ieviesa jēdzienu *pedagoģiskais optimisms*, paužot pamatideju par ticību bērna varēšanai un veiksmīgai attīstībai. Viņš uzsvēra atziņu, ka to, ko bērns vēl nevar izdarīt šodien, viņš noteikti varēs izdarīt rīt vai parīt, kas sasaucas ar Ļ. Vigotska atziņām, uz kurām lielā mērā balstās viņa *attīstošo mācību teorija*. Individuālās pieejas nepieciešamību humānpedagoģijā uzsver arī Š. Amonašvili, kas ir ieviesis jēdzienu - *bērna reālā tēla papildināšana (piezīmēšana)* domās ar vēl neesošajiem, bet vēlāmajiem raksturotājrādītājiem (krievu val. – "*дорисовывать ребёнка*"), kas arī nes sevī lielu humānismu un ticību bērna spējām un spēkiem gan tagad, gan tuvākajā nākotnē. Š. Amonašvili uzsver, ka pedagoga uzdevums ir, pirmām kārtām, ļaut bērnam noticēt saviem spēkiem un dot zināmu "*kredītu*" viņam ar savu uzticēšanos un cieņu, kas faktiski lielā mērā arī motivē bērnu censties attaisnot pedagoga ticību viņam. Te ir jāmin vēl kāds piemērs. Kādas lielas ASV firmas pētniecības laboratorijā bija izkārtis liels plakāts, kurā bija rakstīts: „Neiespējami!? Pēc aerodinamikas

teorijas kamene nespēj lidot, jo tas nav iespējams. Taču kamene, nezinot zinātniskās patiesības, turpina lidot un vēl paspēj katru dienu saražot kādu mazumu medus". Pirmsskolā vai skolā, neskatoties uz zinātniskiem pieņēmumiem, teorijām, diagnosticējošo darbu un pētījumu rezultātiem, diendienā skolotāji var pārliecināties par to, ka ir noticis brīnums, - kāds bērns atkal ir pārspējis gaidīto, piemēram, attīstījis savu lasītprasmi, spriestspēju, uzlabojis uzvedību, mainījis savu attieksmi pret citiem bērniem vai skolotāju, kļuvis draudzīgāks, fiziski izturīgāks, spēj ilgāk koncentrēties un noturēt savu uzmanību u.tml., kas liecina par viņa intelektuālo, morālo, emocionālo vai kāda cita veida attīstību. Tas lieku reizi liek skolotājam aizdomāties par to, ka nav bezcerīgu bērnu, ir vienkārši bērnu spējām neticīgi skolotāji, skolotāji, kuriem trūkst pedagoģiskās meistarības strādāt ar dažādiem bērniem un katrā no viņiem saskatīt viņa attīstības potenciālu. Ja pedagoģiskajā procesā skolotājs ir ne tikai līdzās saviem audzēkņiem/skolēniem, bet kopā ar viņiem, tad gan skolotāja, gan bērna dzīvē ir daudz tādu mirkļu, kas sniedz patiesu gandarījumu, liksmu apjausmu vai pat patiesu prieku par to, ka pedagoģiskais process dod arī rezultātus. Skolotāja labestība, pacietība, iejūtība un prasme nodrošināt labvēlīgu pedagoģiski psiholoģisko vidi, kas sekmē, motivē, atbalsta un iedrošina, ir tie priekšnoteikumi, kas izglītības vidē bērniem dod ticību saviem spēkiem un ticību skolotājam kā padomdevējam, vecākajam draugam, kompetentam partnerim. (no Katane, 2000; Katane, 2006c; Katane, 2007b; Katane & Kalniņa, 2010).

• **Attīstības veicināšanas funkcija.** Humānisma ideju paudējs pedagoģijā bija J. H. Pestalocijs (Pestalocijs, 1996), kas jau savā laikā uzsvēra domu, ka audzināšanas primārais mērķis ir *harmoniski un vispusīgi izaudzināts, pilnvērtīgs cilvēks*. Viņš uzskatīja, ka audzināšanā vienlaicīgi ir jāstrādā ar bērna *prātu* (intelektuālās attīstības veicināšana), *sirdi* (emocionālās attīstības veicināšana, jūtu audzināšana) un *rokām* (psihomotorās attīstības veicināšana un darbaudzināšana).

W. Brezinka (Brezinka, 1992), dodot jēdziena *audzināšana* definīciju un atsedzot tās būtību, raksta, ka audzināšana tā ir sociālās mijiedarbības sistēma, kurā vieni cilvēki kādā noteiktā aspektā mēģina veicināt citu cilvēku personības attīstību. Tātad var secināt, ka: 1) jēdziens audzināšana nav attiecināms tikai uz bērnu vai jaunieci, bet gan uz cilvēku kopumā; 2) audzināšanas pamatfunkcija ir personības attīstības veicināšana.

A. Špona (Špona, 2001) audzināšanas procesu raksturo kā iedzimtības, vides un dzīves darbības mijšakarību realizācijas vadību, kas sekmē personības pašattīstību, kultūras apguvi un socializāciju. Audzināšana, pēc zinātnieces domām, ir sociāli nozīmīgs un pedagoģiski pamatots, mērķtiecīgi organizēts cilvēku sadarbības process harmoniskas un vispusīgas attīstības sekmēšanai.

I. Jurgena (Jurgena, 2002) audzināšanu definē kā mērķtiecīgu, pakāpenisku savstarpējās mijdarbības procesu, kas sekmē personības pašattīstību un tās integrāciju sabiedrībā, kultūrā un dabā.

ASV zinātnieks U. Bronfenbrenners (Bronfenbrenner, 1996) savā cilvēka attīstības ekoloģijas koncepcijā ir uzsvēris domu, ka bērna attīstība notiks veiksmīgāk, ja notiks sadarbība starp visām bērna dzīvesdarbības vides struktūrām (skolu, ģimeni, interešu izglītības iestādi u.c.), kas kopumā veido bērna attīstības mezovidi, ja tiks saskaņoti bērna attīstību veicināšanas mērķi.

• **Preventīvā funkcija: dzīvību un veselību sargājošā, dziednieciskā un rūpēšanās funkcija.** Ievērojamā latviešu literāte un filozofe Zenta Mauriņa pedagoģu ievērībai akcentēja *dzīvības svētuma kā vērtības nozīmi* pedagoģijā (no Špona, 2001).

Nozīmīgas un joprojām aktuālas ir 20. gs. pirmajā pusē izteiktās J. A. Studenta (Students, 1998a: 179-183) atziņas par audzināšanas pamatfunkcijām, kur viena no trim funkcijām ir *bērna dzīvības kopšanas funkcija*.

Arī mūsdienās audzināšanas funkciju redzējums lielā mērā balstās uz klasiskās pedagoģijas pārstāvju idejām, kas ir humānisma caurstrāvotas. Piemēram, I. Jurgena (Jurgena, 2002: 9) starp audzināšanas pamatfunkcijām ir izdalījusi *preventīvo jeb pasargāšanas funkciju*.

Viens no izglītības vides piemērotības bērnam un atbilstības viņa vajadzībām aspektiem ir tās ekoloģiskums, lai šī vide būtu bērna veselībai un attīstībai draudzīga. Novērojumi liecina, ka bērnu noslodze mācībās, psihiskā un fiziskā spriedze un pārslodze, neergonomiska mācību vide (augumam nepiemēroti soli un krēsli, apgaismojums klasē, bērnam nedraudzīgi mācību līdzekļi (pārāk lielas, biezas un smagas mācību grāmatas, skolas somas), dažāda veida tehnoloģijas u.c.), nelabvēlīga emocionāli psiholoģiskā vide: reizēm pedagoģu neētiska un netaktiska pedagoģiskā darbība, kas aizskar un pat pazemo bērna personību (verbālā, psihoemocionālā vardarbība), daudziem bērniem izsauc visāda veida saslimšanas. Skolotāju nepedagoģiskās, nehumānās, izteikti autoritārās rīcības sekas, kas izpaužas bērnu dažāda veida veselības problēmu veidā, padomju laika pedagoģijā un arī šobrīd Krievijas pedagoģijas zinātnē ir pazīstamas kā *didaktogēnija* (Богданова, 2018; Ложкина, 2004), ko mūsdienās rietumvalstu, t.sk. Latvijas, zinātnē apzīmē ar jēdzienu *psihosomatiskās saslimšanas*.

Ir vēl viens izglītības vides preventīvās funkcijas aspekts, proti, individuālās un diferencētās pieejas nodrošināšana izglītībā, lai mazinātu bērnu spriedzi, pārslodzi un ar tām saistītās veselības problēmas (Maslo, 1995; Соби́на, 2006).

Pedagogs A. Rudītis (Rudītis, 1933) jau 20. gadsimta sākumā atgādināja, ka skolēns aug un attīstās savas individualitātes robežās.

Lai pēc iespējas veiksmīgāk noritētu bērna individualitātes respektēšana un attīstības veicināšana, ir jānodrošina individuālā un diferencētā pieeja gan mācībās, gan audzināšanā.

Izglītības individualizācija un diferenciacija dod iespēju katram bērniem, t.sk. bērnam ar speciālām vajadzībām, nodrošināt atbilstošu izglītības vidi (Guseva, 2011).

*Preventīvā funkcija: dzīvību un veselību sargājošā, dziednieciskā un rūpēšanās funkcija* ir viena no dziednieciskās pedagoģijas pamatfunkcijām. Dziednieciskā pedagoģija ir starpdisciplināra pedagoģijas apakšnozare, kas sevī apvieno, humāno pedagoģiju, speciālo pedagoģiju, attīstības psiholoģiju, evolucionāro pedagoģiju, sevī ietverot filozofiskās idejas, vispārdidaktiskās atziņas, dažādas pieejas, principus, alternatīvās metodikas (Buzikova, 2014; Holm & Simakova, 2008; Дименштейн, 2012; Кёниг, 2009; Климм, 1995; Мастюкова, 1997), t.sk. holistiskās terapijas alternatīvās metodes, kur īpaša vieta ir ierādāma dzīvniekterapijai (Agafoničevs, 2008) un dažāda veida mākslu terapijai (Endrūzs, 2011; Mārtinsons, 2011). Dziednieciskās pedagoģijas pārstāvji lielu vērību pievērš cilvēka kā garīgas būtnes dabai, garīguma dažādiem aspektiem pedagoģijā. Dziednieciskās pedagoģijas viens no pamatprincipiem ir *holisma princips*, nodrošinot kopveseluma skatījumu uz cilvēku kā vienotu veselumu (cilvēka psihe, cilvēka fiziskais veidols (cilvēks kā bioloģiska būtne), cilvēka garīgā dimensija) un viņa attīstību. Dziednieciskā pedagoģija var kalpot par filozofiski metodoloģisko bāzi veselības izglītības, iekļaujošās izglītības, vides izglītības u.c. pamatideju un pamatnostādņu iekļaušanu skolotāju izglītībā, kā arī to realizācijai pirmskolu un skolu praksē. Dziednieciskās pedagoģijas pirmsākumi meklējami M. Montesori (Montessori, 1986) sensitīvās attīstības teorijā un viņas metodikā, R. Šteinerā (Šteiners, 2000) filozofiskajā mācībā par cilvēka būtību un viņa attīstību (antroposofija), L. Vigotska (Выготский, 1996; Выготский, 1999; Выготский, 2000) pētījumos.

• **Socializācijas veicināšanas funkcija.** Tā kā viens no izglītības vides kontekstiem ir sociālā vide, izglītības vide veic arī *socializācijas veicināšanas funkciju*. A. Mudriks (Мудрик, 2003: 23) apgalvo, ka cilvēka attīstību mijiedarbībā ar sociālo vidi var definēt kā viņa socializācijas procesu un rezultātu, t.i., kultūras vērtību un sociālo normu apgūšanu un atjaunošanu, kā arī pašattīstību un pašrealizāciju tajā sabiedrībā, kurā viņš dzīvo. M. Pļavniece, D. Škuškovnika (Pļavniece & Škuškovnika, 2002: 23-26) uzskata, ka socializācija ir process, kurā indivīds apgūst zināšanas, uzvedības modeļus, sociālās normas un vērtības, kas nepieciešamas viņa veiksmīgai eksistencei pastāvošajā sabiedrībā.

Jau 20. gs. sākumā L. Vigotskis (Выготский, 1996; Выготский, 2000) savās publikācijās uzsvēra domu, ka, pateicoties socializācijas procesam, cilvēks piedzimst divreiz: 1) pirmo reizi kā bioloģiska būtne; 2) otrreiz - kā sociāla būtne. Arī pēc Ē. Eriksona domām (Erikson, 1993), cilvēka attīstība ir evolucionārs process, kuru raksturo *indivīda bioloģiskā un sociālā daba*. Attīstība notiek pieredzes gūšanas procesā. Attīstību veido “*pieredžu sērijas, kuras prasa dažādas vides*”.

ASV zinātnieks U. Bronfenbrenners (Bronfenbrenner, 1996) ir izteicis atziņu, ka cilvēka *mijiedarbība ar apkārtējo sociālo vidi* noritēs veiksmīgāk, ja jau bērnībā viņš būs apguvis vairākas sociālās lomas un dažādu saskarsmes pieredzi, būdams vairāku vides apakšstruktūru (ģimenes, skolas, mākslas/mūzikas vai skolas, sporta komandas, baznīcas draudzes, pagalma vienaudžu sociālās grupas u.tml.) neatņemama sastāvdaļa. Arī amerikāņu sociologs N. Smelzers (Смелзер, 1994: 95) uzskata, ka socializācijai ir divi mērķi: 1) pamatojoties uz sociālām lomām, sekmēt cilvēku interakciju; 2) nodrošināt sabiedrības saglabāšanu, pateicoties tam, ka jaunie sabiedrības locekļi apguvuši sabiedrībā pastāvošos uzvedības paraugus un pārlicības.

Pēc Latvijas zinātniece A. Šponas (Špona, 2001) domām, cilvēks pilnvērtīgi var attīstīties tikai sociālajā vidē. Pārņemot apkārtējās sociālās vides pieredzi, tiek apgūtas zināšanas, attieksmes, prasmes, veidojās vērtību orientēta uzvedība, cilvēks apgūst sociālās normas.

• **Kulturizācijas funkcija: kultūrvērtību pārņemšanas un kultūrradīšanas veicināšanas funkcija.** Izglītības iestādes kā izglītības vides svarīgs konteksts ir arī kultūrvide, tāpēc aktuāla ir *kulturizācijas veicināšanas funkcija*, kas ir viena no daudzajām izglītības vides funkcijām.

Pētnieks, pedagoģijas profesors V. Lohs (Loch, 1968), rakstot par kultūru, min kulturizācijas jēdzienu. Ar *kulturizāciju* viņš apzīmē cilvēka ieaugšanu kultūrā, proti: valodas, emocionālās izteiksmes formu, lomu, spēles noteikumu, darba un saimniecības formu, mākslas, reliģijas, tiesību, politikas u.c. apguvi.

Organizētajā izglītības procesā kultūra tās šaurākajā nozīmē tiek mācīta, un šim mērķim kalpo mācību saturs, kas veic kultūrizglītības funkcijas. Tomēr plašākā nozīmē kultūras pārmantošana ir tad, ja tas ir dzīvesveids, proti, izglītības iestāde nodrošina pedagoģisko procesu konkrētajā kultūrvidē, kur skola vai pirmsskola ir šīs kultūrvides integrāla sastāvdaļa. Tādejādi kultūrvidē uzturētās vērtības tiek ne tikai integrētas mācību saturā, kultūrvide kļūst par svarīgu cilvēka attīstības vidi, šīs attīstības veicināšanas svarīgu kontekstu, kopveselu cilvēka attīstības, socializācijas un kulturizācijas veicināšanas sistēmu, kurā veidojas bērna kā personības vērtību un attieksmju sistēmas pret apkārtējo pasauli un sevi tajā. (Katane, 2006c)

Latvijas zinātniece I. Žogla (Žogla, 2001: 151) ir izteikusi šādas atziņas: „*Ja cilvēka attīstība iet no bioloģiski iedzimtā caur kultūrvēsturiski konkrēto uz viņa garīgo pilnību, ir vajadzīga audzināšana kā kultūrvērtību paātrināts un bagātināts apzināšanas nosacījums. Tas piesaka didaktikas audzinošā mērķa nozīmīgumu un satura bagātināšanos*”.

Viena no izglītības nozīmīgākajām funkcijām ir *kultūrradošā funkcija*, kuras būtība izpaužas ne tikai kultūras saglabāšanā, nodošanā, attīstībā, bet arī jaunu vērtību radīšanā, izmantojot dažādus pedagoģiskos līdzekļus. Lai to realizētu, svarīga kļūst kultūras cilvēka audzināšana. Šāda mērķa sasniegšana lielā mērā ir atkarīga no tā, kādā veidā cilvēks tiks piesaistīts kultūras vērtībām, kādas metodes tiek izmantotas (Kuliša, 2010). Piemēram, S. Hesens (Гесен, 1995: 36) kā svarīgākos pedagoģiskās darbības uzdevumus min personības attīstību un iesaistīšanos kultūras procesā. Uz humānistisko pieeju balstīta izglītība nav domājama bez radošas personības attīstības veicināšanas. Izglītības procesā bērni un jaunieši ne tikai apgūst kultūrizglītības saturu, iemācās izvērtēt un patērēt kultūrvērtības, bet arī iesaistās jaunu kultūrvērtību radīšanā, tādējādi papildinot un bagātinot jau esošo kultūrvidi. Tāpēc izglītības uzdevums ir pievērst cilvēku zinātnes, mākslas, tikumības, tiesību un saimnieciskām kultūras vērtībām, veicinot dabas cilvēka tapšanu par kultūras cilvēku, kas pēc savas būtības ir radoša personība.

Jau savā laikā J. A. Students (Students, 1998a: 183) uzskatīja audzināšanu par kultūras darbu. Kultūras audzināšana ir viens no svarīgākajiem mehānismiem, kas sekmē sabiedrības pašsaglabāšanos un pašattīstību. J. A. Students (Students, 1998b: 203) ir pamatojis kultūras un audzināšanas nedalāmību, to savstarpējās saiknes: “*Cilvēks gūst panākumus dzīvē, galvenām kārtām, pateicoties audzināšanai (..) Kā audzināšanas zinātne paidagoģija ir viens no stiprākajiem kultūras balstiem. Kultūru rada, ceļ un veido cilvēks, bet tas cilvēkam iespējams vienīgi tad, ja viņš par cilvēku ir audzināts.*”

• ***Personalizācijas funkcija, t.sk. personības patības un identitātes veidošanās veicināšanas funkcija.*** Savā monogrāfijā „*Pedagoģijas pamatatziņas*” H. Gudjons (Gudjons, 1998: 197 -198) apgalvo, ka *bez kultūras nevar izdzīvot neviens cilvēks*. Viņš norāda, ka izglītības mērķi un uzdevumi ir pakārtoti, lai bērns apgūtu kultūras pamatus. H. Gudjons raksta par kulturizācijas veicināšanu kā virsmērķi skolas darbībā. Uzskatām, ka to var attiecināt arī uz pirmsskolu. Kulturizācijas, socializācijas, audzināšanas un individuācijas (individualizācijas - autoru komentārs) procesi atrodas savstarpējā pakārtotībā un mijiedarbībā. Pēc H. Gudjona domām, ja kulturizācijas process ir komplekss, individualizāciju iekļaujošs process, tad tā rezultātā cilvēks kļūst par ***unikālu indivīdu***.

Bērna kā unikālas personības individuācijas kontekstā ir jāmin A. Šponas (Špona, 2004) atziņa, ka audzināšanā ir svarīga ***personalizācijas funkcija***, kas

sekmē personības harmoniskas attīstības un pilnveidošanās vajadzību, vajadzību veidot pašvērtīgu un sabiedriski nozīmīgu dzīvesdarbību.

Te varētu turpināt domu, ka individuācijas un personalizācijas procesā veidojas *personības identitāte*, kam par pamatu kalpo personības paškonceptija (paštēls, pašapziņa, pašcieņa, pašvērtējums). Izglītības, t.sk. audzināšanas, procesā veidojas dzimumidentitāte, kultūridentitāte, profesionālā identitāte un cita veida identitātes.

• **Profesionālās pašnoteikšanās veicināšanas un karjeras atbalsta funkcija.** Izglītības videi ir arī profesionālās pašnoteikšanās veicināšanas funkcija, kā rezultātā jau skolas gados tiek sekmēta sevis izziņa un nākamās profesijas izvēle (Katane & Kalniņa, 2010; Katane & Penķe, 2007).

20. gadsimta beigās un 21. gadsimta sākuma karjeras attīstības teorijās pašnoteikšanās jēdziens tiek definēts, to sasaistot gan ar personības attīstību, gan ar motivācijas veidošanos, gan ar to, ka tiek attīstītas intereses un spējas, gan arī ar pašapziņas līmeņa paaugstināšanos, pašu profesionālās pašnoteikšanās procesu sasaistot ne tikai ar profesijas izvēli skolas gados, bet arī ar mūžilgu personības pašnoteikšanās un pašrealizācijas procesu (Климов, 1996).

Mūsdienās jēdziens *profesionālā pašnoteikšanās* sevī iekļauj: sevis izzināšanu un izpratni; savu zināšanu, prasmju kompetenču, t.sk. spēju pašizvērtēšanu; nākotnes nodomus un nākotnes mērķus; savas karjeras plānošanu un pašvadību; profesijas un nākotnes karjeras izvēli; lēmumu pieņemšanu; problēmu patstāvīgu risināšanu; izglītību mūža garumā un plašumā, t.sk. pašizglītību; profesionālo virzību un profesionālās identitātes veidošanos; profesionālo pašattīstību.

Vairāki zinātnieki īpašu uzmanību velta profesionālās pašnoteikšanās pedagoģiskajam atbalstam kā svarīgai izglītības vides funkcijai (Деметтьев, 2009; Кибакин, 2002; Олекс, 2007; Улина, 2005). Saistībā ar profesionālās pašnoteikšanās veicināšanas funkciju izglītības vidē, vairāki autori (Athanasou & Van Esbroeck, 2008; Debono et al., 2007; Pudule, 2013; Sears, 1982; Zelloth, 2009) raksta par nepieciešamību izveidot karjeras atbalsta sistēmu skolu un augstskolu izglītības vidē.

## Secinājumi Conclusions

Izglītība ir sabiedrības ilgtspējīgas attīstības veicināšanas līdzeklis un arī garants. Atbilstoši sabiedrības attīstības vēsturiskajam laikmetam, valdošajām paradigmām izglītībai bija nosprausti savi mērķi, uzdevumi, no kuriem izrietēja arī izglītības funkcijas.

Izglītības procesā, t.sk. pedagoģiskajā procesā, pastāv savas likumsakarības, no kurām izriet neapgāžama pedagoģiska aksioma: jo izglītības vide būs cilvēkam draudzīgākā un atbilstošāka viņa individuālajām vajadzībām un interesēm, jo veiksmīgāk notiks cilvēka vispusīga attīstība šajā vidē. Mūsdienās izglītības procesa svarīga sastāvdaļa ir audzināšana. Teorētisko pētījumu mērķis ir pamatot bērncentrētās izglītības vides daudzfunkcionalitāti audzināšanas kontekstā.

Izglītības vides funkciju izdalīšanā, pamatojumā un pētniecībā jābalstās gan uz humānistisko pieeju, gan arī uz ekoloģisko pieeju izglītībā, kas komplimentāri papildina viena otru.

Humānistiskā pieeja, t.sk. vairāki humānās pedagoģijas pamatprincipi, kas kļūst par pamatprasībām mūsdienu izglītības vides raksturojumā un nodrošinājumā, izriet no humānās izglītības paradigmas. Humānās pedagoģijas pamatprincipi: humanitātes princips, dabatbilstības princips, pašdarbības jeb pašaktivitātes princips, kultūratbilstības princips, holisma princips. Savukārt ekoloģiskā pieeja izglītībā izriet no ekoloģiskās paradigmas izglītībā, kas ļauj vidi pētīt un raksturot daudzaspētu skatījumā. Vide ir viena no izglītības ekoloģijas (ecology of education) galvenajām kategorijām. Vairāku vides kontekstu un funkciju izdalīšana ir viena no ekoloģiskās pieejas izpausmēm izglītības vides pētniecībā. Ekoloģiskā pieeja dod iespēju pamatot jēdzienu *izglītības vide* daudzaspētu skatījumā.

Teorētisko pētījumu rezultāti ļauj secināt, ka mūsdienu izglītības iestādei kā bērncentrētai izglītības videi audzināšanas kontekstā ir raksturīgas šādas vairākas funkcijas: personības humanitātes kopšanas funkcija; attīstības veicināšanas funkcija; sekmēšanas, motivēšanas, atbalsta un iedrošināšanas funkcija; preventīvā funkcija: dzīvību un veselību sargājošā, dziednieciskā un rūpēšanās funkcija; socializācijas veicināšanas funkcija, t.sk. adaptācijas un iekļaušanās sociālajā vidē, kā arī vairāku sociālo lomu apguves veicināšanas funkcija; kulturizācijas veicināšanas funkcija (kultūrvērtību saglabāšanas, pārņemšanas un kultūrradīšanas veicināšana); profesionālās pašnoteikšanās veicināšanas un karjeras atbalsta funkcija; personalizācijas veicināšanas funkcija (t.sk. personības patības un identitātes veidošanās veicināšana). Bērncentrētās izglītības vides visu funkciju virsfunkcija ir audzināšana.

### Summary

Education is a means and also a guarantee for the facilitation of society's sustainable development. According to the historical age of the development of society, the dominant paradigms for education had set goals, tasks, out of which resulted also educational functions. Within the educational process, including pedagogical process, there are regularities resulting into conclusive pedagogical axiom: the more human-friendly and meeting his individual needs and interests is educational environment, the more successful is the individual's



acomprehensive development in such environment. Nowadays upbringing is an important component of educational process. *The aim of theoretical research* is to substantiate the multifunctionality of child-centred educational environment in the upbringing context.

The authors of the article have substantiated the methodological base of theoretical research: humanistic approach and ecological approach, including there has been presented the various aspects of the concept '*educational environment*'.

The humanistic educational paradigm is base for humanistic approach in education and several basic principles of humanistic pedagogy, which become the basic requirements for the characterization and ensuring of modern educational environment. They are: *the humanistic principle, the principle of natural adequacy, the self-activity principle, the principle of cultural adequacy, the principle of holism.*

But ecological approach in education enables to study and characterize the *environment* in the various aspects. Environment is one of the main categories of the *Ecology of Education*. The identification of several environmental contexts and functions is one of manifestations of ecological approach in the research of educational environment.

The results of theoretical research enable to draw a conclusion that a modern educational establishment as the child-centred educational environment within the upbringing context is characterized by several functions: the function of the cultivation of personality's humanity; the function of the promotion of development; the function of facilitation, motivating, support and encouragement; the function of protecting life and health, of healing and caring; the function of the facilitation of socialization, including adaptation to and integration into social environment, as well as the function of the facilitation of acquisition several social roles; the function of the facilitation of culturalization (facilitation of adopting of cultural values and creating of new cultural values); the function of the facilitation of professional self-determination and career development support; the function of the facilitation of personalization (including facilitation of personality's self-conception and self-identity formation). The upbringing is over-function or prevailing function of all functions of the child-centred educational environment.

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## **EFFECTIVE SCHOOL DISCIPLINE – THE PRECONDITION FOR SUCCESSFUL TEACHING**

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**Abstract.** *Students and their behaviour at school has been the subject matter of many scientific texts. This article aims to present Croatian and international literature of the past 30 years on the subject of school discipline. School and classroom discipline, or lack thereof, is a problem that troubles many schools around the world. The article discusses the epistemological roots of the term discipline. Looking at discipline from a pedagogical point of view, it is not considered to mean unquestioned obedience, but a requirement for achieving a high quality learning and teaching process. As such, discipline does not represent the objective of the teaching process, but rather a means of ensuring optimal and encouraging circumstances, as well as harmonious cooperation between students and teachers. Working in such conditions is characterized by a high degree of commitment and motivation of all participants of the teaching process. The article presents possible causes of indiscipline, the importance of a teacher's personality in achieving the desired discipline and possible strategies for classroom management. The authors present several suggestions that could help teachers practitioners in establishing and maintaining discipline.*

**Keywords:** *school discipline; students; teachers; teaching.*

### **Introduction**

Students and their behaviour at school are the topic of many scientific texts. The number of students that have problems with discipline is increasing every day. School and classroom discipline, or lack thereof, is a problem that troubles many schools around the world. Even students do not want indiscipline. When observing classroom (in)discipline, we could say that it evolved along with the development of society. Unfortunately, schools have to pay increasingly more attention to discipline, and consequently dedicate less time to education (Shaw & Wood, 2009).

### **An attempt to define the term discipline**

The word discipline originates from Latin, and actually means – *to learn*; it originally referred to the self discipline necessary to complete certain tasks

(Vizek Vidović et al., 2014). When talking about school or classroom discipline, in literature that deals with this pedagogical phenomenon, we can find different definitions. Kyriacou (1997) states that discipline is the order in a classroom required for students to successfully learn. The term discipline also refers to the teacher's behaviour that represents a reaction to student behaviour that disturbs order, safety and the learning process (Vizek Vidović et al., 2014). Eisenbraun (2007) points out that the objective of discipline is to ensure a safe and calm learning environment. The authors include discipline to mean obeying ingrained, agreed upon rules of behaviour, communication and mutual respect.

Therefore, when looking at discipline from a pedagogical point of view, we do not consider it to be unquestioned obedience, but a requirement for achieving a high quality learning and teaching process. As such, discipline does not represent the objective of the teaching process, but rather a means of ensuring optimal and encouraging circumstances, as well as harmonious cooperation between students and teachers. Working in such conditions is characterized by a high degree of commitment and motivation of all participants of the teaching process.

In a pedagogical and didactic context, discipline is defined as achieving the conditions that enable an effective realization of the school's function in a classroom environment. The last thirty years saw an increase in scientific interest for the ways in which teachers interpret and respond to discipline problems that occur in the classroom (Johnston, 1989; Taylor, 1990).

### **Causes of indiscipline**

When we talk about classroom discipline, the question arises as to what can impede it. There are many ways of disrupting classroom discipline, and some of them are: talking during class, interrupting a classmate or the teacher, making offensive and inappropriate remarks, ignoring the teacher's instructions, getting up unnecessarily and walking around the classroom, throwing papers, pieces of rubber or chalk at other students, texting or recording videos with a cell phone, making unnecessary noise, cheating on tests, destroying property, and even physically assaulting and attacking other students or any adult in the school. In scientific literature, there are different ways of classifying the causes of student disobedience. In general, they can be classified into three groups: biological characteristics of children, children's emotional problems and the situation in the school or class (Andrilović & Čudina Obradović, 1996).

In his book *Essential teaching skills*, Kyriacou (1997) devotes a whole chapter to discipline. Discipline is important for novice teachers, but also teachers with many years of classroom teaching experience. The author points

out that in order to establish the required order in the classroom, the art of effective teaching is more important than the attitude towards student disobedience, because a well-designed and implemented lecture leaves little room for the violation of discipline.

Even teaching itself can significantly contribute to the creation of discipline, because engaging ways of teaching, frequent change of activities, using various sources of knowledge, dynamic changes in teaching methods, and introducing unexpected elements in the teaching process will result in the reduction of discipline problems. Changing strategies, methods and procedures aimed at students reduces indiscipline by making work seem less cumbersome and more authentic, and turns students into active participants interested in the teaching process. According to the author, the usual causes of student disobedience are: boredom, long-lasting mental strain, inability to perform an activity, sociability, low academic self-awareness, emotional problems, a negative attitude, lack of negative consequences.

Boredom is certainly one of the most common causes of classroom indiscipline. Götz, Frenzel and Pekrun (2007) point out the alarming fact that students are, on average, bored almost half of the time during almost every period. The situation is not any better in universities. Daniels et al. (2009) cite the experience of first year college students: they say that they are bored during 40 % of the time spent in class.

Glasser (1994) states that children actually love to learn if the content they are learning about meets their needs and interests. They learn until learning becomes boring. "Boring" usually means failure to connect work with life. For example, it is deathly boring to memorize facts that will not be useful to us or anyone we know, except for the school test. The authors suggest defining boredom during class as inadequate or absent stimuli, resulting in students failing to follow the teaching process, and often disrupting it.

Teachers must be aware of this fact and try to make teaching interesting, applicable in everyday life, more diverse, more connected with the experience, interests and abilities of students. They should not ignore the fact that they have students of the third millennium in their class, a new, net-generation. Today's children and teenagers live and grow up with all the advantages (and disadvantages) of new technologies. Teachers must take this into account when preparing teaching materials. Growing up and learning in the new (multi)media learning environment requires different didactic strategies and situations from those who were able to meet the needs (of generations) of students thirty or fifty years ago (Matijević, 2013).

## **The personality of the teacher and classroom discipline**

We must be realistic when considering the personality of teachers, which has great significance in assessing acceptable or unacceptable student behaviour. What will concern or astonish one teacher, others may not even notice it or may consider it to be a child's joke or mischief. Teachers should not be too critical of their student's every step (Previšić, 1999).

The personality of effective teachers is an important field of research. Scientists around the world are investigating the personal characteristics that make teachers effective in the classroom. During the last few decades, over a 1000 research papers focusing on some aspect of the teacher's personality have been written and published (Nussbaum, 1992). Personal traits are relatively stable characteristics that affect the behaviour of individuals in a certain way (Gao & Liu, 2013).

The personality of the teacher is extremely important in creating a positive discipline in the classroom. Students are good at estimating personality traits of teachers. Literature identifies the following desirable characteristics of a good teacher: amiability, fairness, positive attitude, competence, flexibility, objectivity, honesty, accountability, sense of humour, creativity, admitting mistakes, patience, forgiveness, respect, high expectations, compassion and a sense of belonging (Brajša, 1995; Bratanić, 1993; Cruickshank et al., 2003; Eryilmaz, 2014; Gao & Liu, 2013; Glasser, 1999; Irvine, 2001; Kneipp et al., 2010; Kyriacou, 1997; Norton, 2015; Thompson et al., 2004).

Along with the desirable characteristics of teachers, students also cite the undesirable. According to a research study conducted by Eryilmaz (2014), students listed the following undesirable characteristics of teachers: introversion, distrust of others, emotional instability, emotional distance, neglect of students.

This brings up the question of which traits of excellent teachers are more important: affective or cognitive? The best response is – both. All of these personality traits, if used appropriately, become catalysts for optimal student learning and are therefore an indispensable part of the teacher's work, as well as for establishing interaction with students. The teacher's personal traits do are not manifested only when conducting class, but also in the selecting learning activities, materials, classroom management strategies and techniques, and establishing social interaction with students (Henson & Chambers, 2002).

Nobody wants to offend or cause problems for a person they hold in high esteem, so students treat such teachers with respect, recognizing them as competent professionals as well as good people. These teachers manage to create a friendly classroom atmosphere in which work discipline becomes the usual *modus operandi*.



Competent teachers should develop the ability to detect the causes of student disobedience, because only then will they be able to act adequately (Kyriacou, 1997). The authority of the teacher should not be the sole source of power, but a means of directing, organizing and managing which relies on mutual appreciation, trust and respect.

### **Classroom management and classroom discipline**

The first place where future teachers gain insight into classroom management is their personal experience as students. Another place to learn about classroom management are schools where they do their own student training, and the third source of knowledge are college classes, or the learning content of certain courses (Allen, 2010). Teachers often report that they feel inadequately prepared in the field related to classroom management (Clement, 2002; Duck, 2007; Kagan, 1992; Meister & Melnick, 2003; Stoughton, 2007). Furthermore, as another important fact, they mention a poor connection between the program under which they receive their education, and the real classroom environment that awaits them (Clement, 2002; Flores, 2006). Therefore it is not surprising that teachers tend to leave their profession within the first years of their employment, precisely because of problems with classroom discipline, or classroom management (Charles, 1992; Liu & Meyer, 2005).

Scientific literature about class (in)discipline often mentions two concepts: discipline and classroom management. In everyday language, the following terms are often used interchangeably and it is therefore important to stress the difference between them. Marshall (2005) states that the fundamental difference between classroom management and classroom discipline lies in the distribution of responsibility – the teacher is responsible for classroom management, while students are responsible for discipline. However, nowadays teachers are also responsible for the behaviour of students. When teachers take on the role of disciplining students, they deprive them of the opportunity to become more responsible. It is a far more effective approach to let students find ways to redirect their undesirable behaviour on their own. Classroom management, in the narrow sense, refers to the discipline and management of bad student behaviour. However, successful teaching requires much more than controlling bad student behaviour (Allen, 2010).

Rijavec and Miljković (2010: p. 11) state that there are two (positive) models of school discipline: the positive discipline of Jane Nelsen and her associates, and the assertive discipline of Lee Canter and Marianne Canter.

*Positive discipline* is student oriented and emphasizes the development of self discipline and the importance of meeting the students' needs for:

- autonomy – the need to independently choose certain activities and make decisions
- competence – the need to feel successful, and
- good relationships with others – the need for close and safe relationships with other people.

This model opposes the use of awards, praise and punishment and is based on a good relationship between the teacher and the students and their constant negotiation as a way of preventing problems in the classroom (Rijavec & Miljković, 2010: p. 11, 12).

*Assertive discipline* is teacher oriented. It is based on rules and corrective actions in case the specific agreed upon rules are broken. Corrective actions (awards, praise, punishment) are essential to treating and preventing problems, and again, to the development of self-discipline (Rijavec & Miljković, 2010). This approach was developed in order to train teachers to manage student behaviour and is based on the idea that teachers have the right to teach in well-managed classrooms, and, in the same time, that students have the right to learn in a controlled environment. The assumption of assertive discipline is that teachers will design and establish a plan for classroom discipline before the start of the school year, and then to acquaint students with the information about that is expected of them, and what are the consequences in case they fail to comply with the plan. Praise and punishment should be applied fairly to all students. Teachers should set punishment that is appropriate to the age of students and to the classroom situation (Malmgren et al., 2005). In the short term, it seems that assertive discipline is more effective, but positive discipline is a better choice in the long term. (Rijavec & Miljkovic, 2010: p. 13).

Studies have shown that students accept classroom rules if they are delivered in an appropriate and reasonable manner (Woolfolk Hoy & Weinstein, 2006, as cited in de Jong et al., 2014). Classroom rules provide structure and consistency. The rules also allow the teacher to create and maintain a positive classroom environment (Anderson & Spaulding, 2007). There are several characteristics of good classroom rules (Little & Akin-Little, 2003, Rhodeet et al., 1993, as cited in Little & Akin-Little, 2008):

- reduce the number of rules to a minimum (the maximum is 5)
- rules should be expressed as simply as possible
- express rules in positive terms
- rules should be unambiguous and understandable
- rules should describe observable behaviours (with emphasis on those that are measurable)
- rules should be placed on a visible spot in the classroom
- ensure that the rules are linked with consequences.

In order to better and more actively abide by the class rules, students themselves should participate in their creation (Anderson & Spaulding, 2007; Zirkle, 2013). The consequences, or punishment, for breaking the rules should be given fairly and consistently to all students. Mayer and Leone (1999) found that a well-developed awareness of school rules and consequences, as well as an understanding of how they are applied, reduces classroom indiscipline.

The teacher's choice of a model of discipline certainly depends on several factors, some of which are certainly the personality of the teacher, years of work experience, and the classroom in which they teach (Wolfgang, 1999, as cited in Polat, Kaya, & Akdağ, 2013). However, it is also important to note that the teacher's choice of a particular model of discipline depends on the culture and atmosphere of the school as a whole, the impact of the immediate and wider local community, and in general the social order and dominating educational policy.

Teachers differ in their preferred models of discipline. Such research in Croatia is almost nonexistent, so it would certainly be a scientific challenge to examine which disciplinary model is favoured by Croatian teachers.

### **Guidelines for improving classroom discipline**

All students should be educated in safe, tidy and well-disciplined schools (Yell & Rozalski, 2008). The post-modern society that we live in today requires high-quality work at schools and training students for numerous challenges that await them in the future. High-quality work in schools is not something that occurs spontaneously, but must be carefully planned out, and a lot of effort, knowledge and patience must be put in for its realization. One of the conditions for achieving quality work in schools is establishing classroom discipline, or, more precisely, positive discipline, which encourages all students to be active.

Finding strategies to effectively eliminate challenging student behaviour is one of the major concerns of teachers (Van Acker & Wehby, 2000). The teachers are faced with a really difficult and complex task. In fact, there is no universal strategy for classroom management that will provide a positive classroom discipline. A strategy used by one teacher that is effective within their class is not guaranteed to be effective when used in the same class by another teacher. Similarly, the fact that a strategy for classroom management proved to be an excellent choice in one class, does not mean that the same strategy will be as effective in another class (even though it is used by the same teacher).

Therefore, some kind of safe and reliable recipe for establishing a positive classroom discipline doesn't yet exist. Therefore, further in this text, we are going to try to give some guidelines that could help teachers establish a more positive classroom discipline:

- the importance of rules set during the first few days of class play an important role in establishing discipline in the classroom
- addressing students by name has a positive effect on discipline, unlike addressing them with the pronoun “you”.
- addressing students with a calm voice reduces and relieves a tense and undesirable situation
- talking to a student about problems in private (after school, not in front of everyone) shows caring for a person
- appreciating a child’s personality, encouraging students in their effort to abide by the classroom rules and behave pro-socially, and encouraging their persistence and drive to not give up as soon as the first obstacle is encountered
- carefully designing classroom activities that will engage students (give both oral and written instructions)
- a good relationship with parents improves discipline, a relationship of trust and mutual respect.

In order to develop a comprehensive set of skills and strategies that will help teachers stimulate children's social growth and development, and promote prosocial behaviour (and thus establishing a positive classroom discipline), teachers need the help and support of the entire school community (Cartledge & Loe, 2001; Lo et al., 2002). School professional staff can be of great help to teachers In this domain – professionals like educators, psychologists, speech therapists.

### **Conclusion**

The behaviour of today's students is hardly comparable with the behaviour of students twenty or more years ago. Why is that so? Have the students, teachers, parents, society or circumstances changed that much? The answer probably lies in the synergy between all these factors. Regardless of the overall changes in society, schools still have a major role in education, and without proper discipline (not the strict, military one, but the more educational, work discipline) teaching becomes almost impossible or, in a milder form, incomplete and not optimal.

Disciplinary problems should be resolved so that “an atmosphere of love, consistency and integrity is maintained. Students need to know that they are still good people; their behaviour is unacceptable” (Jensen, 2003: p. 282). Students’ self-esteem should constantly be encouraged, and, if necessary, developed. The dignity of students should be kept in mind and the teacher will achieve this by showing understanding, empathy, willingness to forgive, respect for the child's

personality, a friendly approach, giving positive guidelines, not judging the person but the inappropriate act.

Probably one of the greatest challenges of today's educational activity is creating a supportive environment in schools in which all students and all teachers feel dignified and satisfied. Discipline is just one piece that forms this desired (hopefully not utopian) mosaic.

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## SETTING UP BLENDED LEARNING AT SCHOOL: LEADERSHIP PERSPECTIVE

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**Abstract.** *Effective, meaningful and balanced use of information communication technologies (ICT) for teaching and learning is essential for meeting challenges of 21st century; however, practices of blended learning (a combination of face-to-face and online instruction) in Latvia are rather developed by particular teachers than organized as evidence-based policies of ICT integration in teaching and learning at schools. The research is aimed to explore the issues related to setting up blended learning as school policy from leadership perspective, and is designed as the case study by combining: 1) piloting results of the program “Curriculum design for Blended Learning” for leadership teams (5 secondary schools in Latvia); 2) developing the self-evaluation tool for school readiness for blended learning; 3) analysis of the main leadership challenges for setting up blended learning in schools. The study results contribute ongoing processes of introducing blended learning at schools by linking both leadership, management and pedagogical perspectives.*

**Keywords:** *Blended Learning, Leadership at School.*

### Introduction

Widespread use of information communication technologies (further – ICT) in schools requires from teachers not only competent use of technical tools, but also a new kind of understanding of why, how and when technologies support students learning, as, although the value of ICT in education mainly is based on turning classroom processes from instructionism to constructionism (Derry, 2009), UNESCO (2011: 18) reported that “...the vast majority of educational systems, schools and classrooms around the world still participate in the mass production paradigm and technology is rarely used, even when it is readily available”. Reports justify that technology has untapped potential for education, for instance, recent research about internet habits of young people (14-17 years old) in Latvia concludes that “...using the Internet is ‘encapsulated’ in the field of leisure and pleasure, and its use for learning or practical solutions is not a priority”. (Rubene, 2017)



Besides, by acknowledging that “technology is presented as a key component of a strategy for ‘personalizing education’, [...] yet there is little evidence that technology makes a significant difference to learning outcomes and student engagement”, the future school is placed ‘In Between Time’ – between an old education system and emerging systems “which lack specificity and clarity”. (Murgatroyd, 2016: p. 9) Therefore, not just the use of ICT could be the solution for future schooling, but rather strengthening the adaptive capacity and resilience of a school, development of new learning culture that would reduce the gap between the knowledge gained at school and the actual needs of the students. Nowadays children and young people find it natural to be both in the digital (online) reality, and in the actual (offline) reality, and they require education that would embrace both these environments without ignoring any of the important parts of their experience.

The study conceptualizes and explores blended learning in the context of general education of Latvia and uses the meta-analysis of blended learning effects on teaching and learning (Means et al., 2013) to justify its value at school. The study is focussed on reflecting the current situation of blended learning in Latvia and on revealing the main leadership challenges related to setting up blended learning in schools. It is based on the case study of piloting the program “Curriculum design for blended learning” which as a part of the ERASMUS+ supported project (No. 2015-1-LV01-KA201-0013406) was implemented for leadership teams of 5 secondary schools (chosen from different regions) in Latvia during school year 2016/2017. The project aimed to provide resources (Toolkit) and training for school teams of how to transform traditional schooling by combining online and offline teaching-learning experiences. Self-diagnostic tool for assessing readiness of a school for blended learning developed during the project is adapted for analysis and illustration of the process of introducing blended learning in schools after the piloting the program.

The study uses statistical analyses (SPSS) of the results from 3 questionnaires that is developed as self-diagnostic tool (2 questionnaires for teachers,  $n_1=112$ ;  $n_2=66$  and 1 for students,  $n=103$ ) for assessing readiness for blended learning and qualitative analysis of structured interviews with the headteachers of the schools which participated in the piloting nine months after the pilot to unfold leadership challenges for introducing blended learning in their schools.

### **The Concept of Blended Learning for Schools**

There are different blended learning definitions and models. Most popular representation of blended learning is “...a combination of onsite (i.e. face-to-face) with online experiences in order to produce effective, efficient, and flexible

learning.” (Stein & Graham, 2014: p.12) Although this definition is very operational in terms of learning, the concept of blended learning in this study comprises balancing two more dimensions that distinguish the concept from ‘technology rich instruction’ and ‘distance learning’. Blended learning is not only 1) balancing online and onsite learning, but 2) balancing cognitive and social learning, and 3) teacher-led and student-led learning as well.

Firstly, according to the definition, blended learning is often identified just by observing both – online and onsite – modes of learning. However, the idea of construction versus instruction supports introducing ICT in schooling by offering to “...learners the possibility of constructing their own meaning based on their own interests and experiences...”. (Derry, 2009: p.145) The idea of blending learning includes both cognitive and social learning, because “...meaning is a product of a social process...” (Derry, 2009: p.148), and learning that is based on investigation, discussion and knowledge construction is contributed by technology supported personalization. The application of technology without adequate attention to the knowledge domain and simply introducing technology into classroom without changing the approach to learning is senseless: “...the exposure of learners to rich information is insufficient by itself...” (Derry, 2009: p. 153) and “...new technology-enhanced learning environments do not, however, automatically become instruments in teachers’ and students’ joint activities; as mentioned above, transformation of their social practices is also called for...”. (Hakkarainen, 2009: p. 221)

Community of practice is a concept that offers a useful perspective for exploring the idea of blended learning, because it is not linked to any place or formal structure. Having three dimensions – domain, practice and community – it is defined “by people’s potential to learn together” (Wenger et al, 2009: p. 11). Interplay of ICT and community in ‘digital habitats’ unfolds the social potential of blended learning, because collaborative learning with real people is the most crucial aspect in this process. Virtualization does not kill the school as a physical place – this is an opportunity to extend schooling space with new possibilities: multi-modal socialization for learning, personalization, reflection, knowledge construction, etc. “Technology extends and reframes how communities organize and express boundaries and relationships, which changes the dynamics of participation, peripherality, and legitimacy.” (Wenger et al., 2009: p. 11) Teacher’s challenge to be accepted in the learning community of their students, to create and recreate learning habitats for partnering – requires not only pedagogical and technological mastery, but systematic and structured understanding of how are students’ learning progressing in terms of participation in community of practice.

Secondly, as blended learning is focused on active student participation in designing their learning, the balance between student-led and teacher-led learning

requires redefining a teacher's role in education. A partnering pedagogy coined by Marc Prensky is used for exploring the concept of blended learning in this study. In the partnering pedagogy, a teacher has to coach and guide students to use technology for effective learning. "In the 21<sup>st</sup> century, we can no longer succeed by doing things to our students; we have to do everything with them." (Prensky, 2009: p. 189) When researching what today's students want from school, Prensky identified a set of expectations: not to be lectured, but to be respected and trusted; to follow own interests and passions, to create, using the tools of their time; to work, to cooperate and to compete with their peers and share their opinions (in class and around the world); and to learn in real settings. (Prensky, 2010)

Finally, both community of practice and partnering as important aspects of the concept of blended learning lead us to rethink our perceptions about schooling from schools to learning environments, "... to think otherwise about pedagogy – beyond the current ideas on instruction in learning environments." (Simons & Masschelein, 2009: p. 313) Foucault's concept of disciplinary practices (Foucault, 1975) as the main principle for organizing learning is still prevailing at schooling. Space and time in educational contexts are used for controlling students and purposeful organizing their learning according to standard. This reduces the student's own active involvement in learning design.

Referring to Prensky's concluding note "what our students need to learn for the future is, to an enormous degree, different than we are teaching now", (Prensky, 2009: p. 186) and, experiencing significant changes in national standards of general education in Latvia ([www.skola2030.lv](http://www.skola2030.lv)), the curriculum at schools is going to be changed, but the processes – organization of both learning time and space – are under reconsideration. The processes require redesign of teaching practices, supposed to be recreated rather by particular schools than in regulative way; therefore, practicing blended learning for finding effective way for organization of learning time and space is useful exercise and task for every school nowadays. Socialisation remains the one of the most important argument for keeping student learning in real school settings, and the concept of blended learning in this study acknowledges the significance of real learning space; nevertheless, it is focussed on balancing face-to-face and online learning.

The concept of blended learning used in this study is coherent also with that defined by Michael B. Horn and Heather Staker who narrowed the concept, focussing only on formal education, and distinguished as important "...some element of student control over time, place, path and/or pace", learning "...at least in part in a supervised brick-and-mortar location away from home...", and modalities, that "...provide an integrated learning experience". (Horn & Staker, 2015).

Blended approach is likely to emerge as the predominant model of instruction and become far more common than either conventional, purely face-to-face classroom instruction or instruction done entirely online, and is expected to be an enhancement of face-to-face instruction. The overall finding of the meta-analysis is that blended learning on average produces significantly stronger student learning outcomes than learning solely through face-to-face instruction, indicating that the addition of synchronous communication with peers is not a significant moderator of online learning effectiveness. Besides, studies of blended instruction found that purely online learning has been equivalent to face-to-face instruction in effectiveness, and blended approaches have been more effective than instruction offered entirely in face-to-face mode. Findings do not support simply putting an existing course online, but they do support redesigning instruction to incorporate additional learning opportunities online while retaining elements of face-to-face instruction. Meta-analysis shows that these findings are related to both younger and older learners and one of the reasons for using blended learning approaches is to increase the amount of time that students spend engaging with the instructional materials. (Means et al., 2013)

Research also suggests that in blended learning "...student achievement increases as a result of increased engagement, personalization and more effective use of data." (Tucker et al., 2017).

The study uses only the part of blended learning models described in most popular classifications (Rotation, Flex, A La Carte, Enriched virtual models). (Horn & Staker, 2015) It is focussed on learning models that contribute schooling in real school settings and is organized according to commonly accepted forms and norms of general education in Latvia. Therefore, three types of rotation model – Station Rotation, Lab Rotation and Flipped Classroom – are provided for adopting, they are elaborated and used in schools during the introducing blended learning.

### **Current Situation Related to Blended Learning in Latvia**

National Standards of Basic and Secondary education (MK, 2013, 2014), "Guidelines for the Development of Education for 2014-2020" and currently developing competence based education Standard, that are aiming to reconstruct all system of general education in Latvia, are used for the overview of ICT in formal education in this study, and the concept of blended learning is not mentioned in regulative documents of education in Latvia.

However, the main strategy document "Sustainable development strategy of Latvia until 2030" (Latvia, 2030, 2010) defines the benefits of virtualization of the education process and a supporting action plan. The document suggests that by using the benefits of decentralization offered by the use of technology, it is

possible to offer an exciting and interactive curriculum of good quality in the digital environment. This would ensure the differentiation of student needs and introduce new forms of education - for example part of lessons to be held on-site and part in a virtual environment, utilising Internet resources, and online communication with other schools or countries. The document provides 3 aims in the context of virtualization of the education process: 1) To develop an e-lesson concept in order to implement distance learning programmes alongside the traditional model; 2) To virtualize all text-books to be available in virtual environment (until 2020); 3) The digitalization of Latvian schools and libraries will be necessary to implement modern education processes including the use of ICT.

National Standards of primary and secondary education (MK, 2013, 2014) determine compulsory and optional education content in 4 profiles: language; science and technologies; social sciences and humanities; and arts. Computer Science is one of the subjects in the profile of “science and technologies”. It is compulsory subject taught from the 5th till the 7th school year of primary education (and it is 1.2 % out of the total amount of lessons in primary curriculum) as well as in secondary education (3 % out of total amount of lessons of secondary curriculum). Programming is an optional course in the secondary curriculum, which could be chosen at the same amount as Computer Science (3 % out of the total amount of lessons). The National Standards of basic and secondary education provide the indicators for the Computer Science (concepts, practical skills, responsible use of ICT, ecology of the use of ICT, etc.), as well as detailed description of skills that students are expected to acquire (for instance, 80 indicators in primary curriculum). The use of ICT in basic education standard is mentioned in: 1) the general description as one of the main goals for the area of science and technologies: “to foster the basics of research work by observing phenomena and processes of nature, by using maths models and ICT; and 2) describing the aspect of learning and practice as “... a skill of using modern technologies”. (MK, 2014)

Nevertheless, only a few (4 out of 19) other subject descriptions for primary education contains indications for the necessity of the use of ICT: physics and chemistry (“...students use contemporary technologies for obtaining knowledge”), geography (“...students realize national traditions and ethnographic peculiarities of Latvian regions, and are able to describe them using different information technologies”), and craft (“...students are familiar with the ways of gathering information, including the use of ICT...”).

Similar conclusions apply for the standard of secondary education – one of the main goals mentioned in the general description is “...to improve the modern ICT usage skills”. (MK, 2013) The use of ICT is mentioned in: 1) Foreign language standard (“...students use latest ICT” and “...students use contemporary

tools of ICT for solving communicative tasks...”); 2) Mathematics (“...use ICT for gathering, structuring, transformation of information and calculation...” and “...use ICT for gathering and presentation of information”); 3) Sciences (including Physics, Chemistry, Biology: “...use ICT for visualisation of processes and obtaining data” and “...use ICT for testing hypothesis and functional relations”); 4) Philosophy (“...understand contemporary philosophical problems related to the ICT”).

The analysis of the documents leads to conclusion that students have to learn the necessary technical skills how to use ICT but not skills to use ICT within the learning process.

The only place, where the use of online studies is indicated in Standards, is in the Distance learning program (secondary curriculum). However, the online environment is mainly proposed for exchange of information, but not studying. So, Standards determine skills that students are supposed to acquire in the lessons of Computer Science, but this document says nothing about the indicators for use of ICT in organizing teaching-learning process.

The administration of the education system in Latvia is digitalized (for instance, [www.viis.lv](http://www.viis.lv), as well as 2 kinds of learning management systems), and often teachers’ responses about the use of ICT are related to the use of digital administration tools. However, the online learning environment is not used to consider the teaching/learning process that involves students’ active participation.

Although there are several private initiatives (LATSTE, Microsoft, Samsung) for fostering the study and use of ICT they affect rather particular schools and teachers, involved in projects, rather than forming a systemic input. There are several blended learning practices (or rather practices that use the elements of blended learning) developed by individual teachers and applied in general education in Latvia, as well as some municipality level activities that support teachers and schools to introduce blended learning, for instance, the Department of Education of Riga Municipality has provided the study environment, based on MOODLE, and it is available at schools in Riga. The core courses for class 7-12 in science studies and mathematics are developed in this e-learning platform and is open for teachers both for use in the study process as well as for modifying and supplementing them with their own materials. Regardless of wide accessibility, this opportunity is used only by some teachers. This site does not provide the opportunity for development of school e-learning profile, therefore schools do not have any motivation in systemic solutions for the redesign whole curriculum by using these tools. This resource supports individual teachers, not the school in general.

A small survey conducted in 15 schools of Latvia about blended learning in 2015 (27 teachers and 17 members of school leadership teams) showed that more than a half of them are not familiar with the meaning of the blended learning.

Almost all of respondents reported that they don't know any formal training programme for blended learning, and only distance learning and 'evening classes' were mentioned as using blended learning in general education. The survey and the training that was organized during the project "Curriculum design for blended learning" demonstrate gaps in education related to blended learning in Latvia: there is 1) no clear understanding what blended learning is; 2) lack of systemic use of blended learning models; 3) teachers lack skills and experience how to implement blended learning components in everyday work, as well as resources and training.

### **Introducing Blended Learning in Schools**

For introducing blended learning in schools, professional development program (PDP) was implemented during the project "Curriculum design for blended learning", by involving 20 schools in Europe (6 project partners from Latvia, Cyprus, Austria, and UK). This study reports PDP implementation in 5 schools in Latvia from different regions and cities. The aim of PDP was to introduce school leadership teams (4-5 leaders and teachers from each school) to the concept and benefits of blended learning and to support introducing blended learning in schools by providing helpful tools and methodologies: self-diagnostics, learning materials, templates for modelling, management strategies, quality indicators, etc. PDP, implemented in blended way, was organized around 7 units:

1 – Introduction: Introduce school to concept/benefits of BL. School makes an initial diagnostic and formulates a first draft of a vision for blended learning in their context.

2 – Models of Blended Learning: Models of blended learning are shared and discussed; allowing the school to make an assessment on what types of blended learning models are possible in school.

3 – Designing Blended Learning: The unit provides a guide to planning a unit of work using blended learning.

4 – Management of Blended Learning: Schools revisit the vision based on deeper understanding of blended learning and plan the (change) management strategy.

5 – Setting up Blended Learning: School chooses and sets up technological infrastructure; and develops the curriculum with blended learning.

6 – Delivering Blended Learning: The unit focuses on supporting school teams support the implementation of the Toolkit.

7 – Monitoring Blended Learning: Key indicators are identified for assessing implementation of blended learning and tools created to measure them.

Schools in Latvia that participated in the PDP were motivated to introduce blended learning, for instance: “We are looking for introducing blended learning to improve quality of teaching and learning. Results of national exams demonstrate gaps, which have to be overcome, and new, technology enriched, approaches are necessary for meeting needs of students with different aims, intentions and abilities.” (School No. 1, deputy head); “We hope that blended learning not only will help our students to better acquire knowledge, but also will widen their horizon and understanding of real life.” (School No. 2, headteacher); “Blended learning provides the opportunity of personalized learning for students, according their abilities, interests and learning needs.” (School No. 3, headteacher).

### **Readiness for Blended Learning: leadership, teachers, students, community**

Key factors that are considered when assessing the readiness for blended learning displayed in literature are: school culture, staff proficiency, current instructional program and technology infrastructure. (Tucker et al., 2017) Self-diagnostic tool (further – SDT) as a part of the Toolkit was developed during the project “Curriculum design for blended learning” in 3 dimensions – systems, processes and people, and 10 categories: school vision and goals; culture of innovation; technical capacity; community support; 21-st century learning skills in curriculum; existing approaches and particular practices; designing 21st century learning; ICT skills for teaching and learning; motivation for blended learning; professional development routines. For each of the dimensions and categories the set of questions reveals important aspects of school readiness for blended learning, both from teacher and leadership perspective, and they initially were organized in two questionnaires – for teachers (expecting that all the teachers will be engaged in the diagnostics) and for leadership team to focus on the particular aspects relevant for introducing blended learning at schools. The overview of answers from teachers and leadership provide the data for analysis of strengths and weaknesses of a school to create a vision for blended learning. There are no any strong criteria against which capacity of a school could be evaluated, because it depends on various contextual and conceptual issues; therefore, results that come out of the questionnaires (acceptable reliability,  $\alpha = 0.877$ ,  $n_{\text{teachers}}=112$ ; and  $n_{\text{leaders}}=16$ ) are rather illustrative for a school and helpful for designing the vision and taking decisions about the opportunities for blended learning in school than evaluative or prescriptive. They could be visualized and merged in categories and analysed separately. School teams use SDT to assess the readiness of school to deliver blended learning using the self-diagnostic (systems, processes, people) and to use data from SDT to create the draft version of school vision related to blended learning (it should be considered also whether to do this questionnaire



anonymously or not; anonymous results tend to be more accurate and truthful overall, but they do not help with discerning competences or weaknesses for each person individually).

After the PDP piloting both questionnaires (for teachers and leaders) were merged, because the differences between teachers' and leaders' views turned out to be of little value in the context of particular school, and the SDT for assessing the readiness of a school for blended learning is revised ( $\alpha = 0,909$ ) and reused for revealing progress related to introducing blended learning in schools.

SDT is a useful tool for particular school, not for the generalized conclusions; nevertheless, there are some appointments that come out of analysis of the results – there is no significant difference 1) when comparing teachers' motivation for blended learning before and after the pilot; 2) and between motivation for blended learning reflected by teachers for them and for their students. It can be concluded that teachers acknowledge and accept the need for changes, and their overall reasoning has not changed significantly in one year time.

When introducing blended learning in a school, students become active participants of the teaching learning process; therefore, they responses demonstrate readiness of a school for blended learning as well. Questionnaire for students ( $n=103$ ,  $\alpha = 0.799$ ) was developed (using a part of the same categories as for teachers) and used in parallel with the questionnaire for teachers ( $n=28$ ) in one of the pilot schools, which is going to implement blended learning on regular bases.

Results demonstrate that: 1) there are significant differences ( $p<0.01$ ) between student and teacher groups related to motivation for blended learning – more teachers than students (mean difference 0.49) acknowledges importance of blended learning; however, there are no differences between groups of teachers from different schools both in their motivation and acknowledgement of importance of blended learning for their students; 2) motivation of students for blended learning positively correlates ( $p<0.01$ ) with some of ICT skills (related to the use of open education resources), online assessment practices and awareness of availability of support to develop ICT skills in school, as well as ( $p<0.05$ ) with an acknowledgement of appropriateness of school facilities for blended learning; 3) there is no difference between age groups of students (among 12 to 18 years old students) in their readiness for blended learning. The difference of motivation between teachers and students for blended learning can be interpreted by accepting that teachers are aware of why it is needed; at the same time students, who are low motivated for learning in general, perceive blended learning as extra work.

### Leadership Challenges for Setting up Blended Learning in Schools

For analysis of leadership challenges for setting up blended learning in schools, interviews with leaders of pilot schools are organized nine months after the PDP, SDT is repeated in 3 (of 5) schools and SDT for students is adapted and applied in one of the pilot schools. The challenges are different; for instance, the main challenge for School A, which started introducing blended learning with purposefully organized teacher professional development program, is organizing the infrastructure, because when introducing blended learning, the number of users grows and the main problem is the technical ability to provide a high-quality Internet. Another school B (with good technical capacity and skilled teachers) tries to go a step further, and their biggest challenge is the resistance of students and parents to restructuring the teaching process, because as long as the blended learning is used according to the traditional routines of the learning processes at school, there is no resistance from students and parents, but when routines are under reconsideration, there is a lot of arguments against changes, and this is expected, because if to refer to the literature: "...it is easy to engage in activities that are in accordance with the habitus, but very difficult to do anything that substantially diverges from it" (Hakkarainen, 2009: p. 222). Table 1 provides the framework of leadership challenges related to the phase of implementation of blended learning discovered during the introducing blended learning in schools.

Table 1 Leadership challenges related to the phase of implementation of blended learning

No	Phase of implementation	Focus on	The main leadership	
			tasks	challenges
1	Lack of knowledge, ICT, skills and experience related to BL	skills and technologies	To provide teacher professional development To find resources for technologies and infrastructure for use of ICT	Resistance from teachers Financial/resource problems
2	Particular, fragmented BL practices, increasing understanding of BL	processes	To restructure teachers' workload to provide more opportunities for sharing experiences and time for developing BL courses	Teachers do not have enough time for preparing BL courses because of lack of experience and materials (overwork)

3	Increasing use of BL, but organized in traditional classroom management system	infrastructure, methodology	To strengthen technical capacity To develop coherent methodology for applying BL in school according to learning objectives	Increasing number of ICT users and intensity of use of internet challenge infrastructure for use of ICT – raising technical problems
4	Emerging forms of BL that requires remodelling of curriculum and abandonment of traditional forms of study process	system, community, management	Community involvement – to explain and discuss, to provide arguments, to demonstrate capacity of a school	Resistance from students and parents Balancing workload for students, management

By researching uplifting leadership in 15 organizations which improved their performance, Hargreaves, Boyle and Harris identified six interrelated factors that are crucial: dreaming with determination, creativity and counter-flow, collaboration with competition, pushing and pulling, measuring with meaning and sustainable success. (Hargreaves et al., 2014) This perspective demonstrates how effective leaders transform their practices, and inspires to take meaningful actions to overcome the challenges in particular contexts. Nevertheless, research demonstrates that the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students' outcomes. (Robinson et al., 2008) To sum up in conclusion – management, leadership and pedagogy are closely and inseparably linked in the process of introducing blended learning at school.

### **Discussion**

Introducing blended learning at schools could be considered both as emerging individual practices of particular teachers and as institutional transformations involving social, operational and technological implications.

In general, teachers acknowledge the importance of blended learning, and their motivation is rather high in spite of lack of differentiated teaching-learning materials that is meant as one of the most important problems in Latvia. This requires investing time and work in developing blended learning courses. When benefits are not obvious and immediate for teachers and students, when students have to work harder and to take more responsibility for their learning, when there are no clear models how to develop practices, when technologies sometimes fail, when the most advanced teachers are overloaded (and demonstrate very good results in traditional teaching), the confusion and resistance against initiatives related to introducing blended learning are understandable. Besides, teachers in

Latvia are mostly paid accordingly to their contact lessons, not accordingly to number of courses and materials developed or number of students engaged in independent and responsible learning, and although the teacher salary rules allow more autonomy for applying school policies than before, it is still the question of resources hindering decisive choices. Problematics related to introducing blended learning in schools is coherent with problems of introducing a new national competence based curriculum/standard in schools, it is related to ability and desire of teachers to look at the subject or course as a whole and to see how to design 21st century learning that fits to the future needs of our students.

There is still a gap between understanding the benefits of blended learning and doing. Teachers are accustomed to keep their students dependent on their teaching, dependent on provided information by requiring their presence rather than learning, and by demonstrating that learning takes place onsite, in a supervised environment (for instance, by sitting in a classroom and reading a book because students may not read this book without supervision). Teachers hardly accept the responsibility of taking decisions that differ from habitual experience, although "...it is an illusion of being responsible about student results, about their learning..." (from an interview with a deputy head of a pilot school). It is why schools are looking how to rearrange the ways how teachers are working together "...by framing our collaboration for learning in blended way to understand what it means for ourselves..." (from an interview with a deputy head of a pilot school).

This is why communities of blended learning practices emerging both within and around schools that are taking the challenges of introducing blended learning, contribute ongoing processes in schools.

Blended learning practices in pilot schools are gradually developing, including teacher continuous development courses, collaboration, time management changes, facilitation of particular practices, emphasizing benefits and adjusting blended learning to regulations.

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# ПРОБЛЕМЫ ФОРМИРОВАНИЯ ГРАЖДАНСКОЙ ИДЕНТИЧНОСТИ КАК СОЦИАЛЬНО- ПОЛИТИЧЕСКОГО ФЕНОМЕНА ГРАЖДАНСКОГО ОБЩЕСТВА

## *Problems of Formation of Civil Identity as a Socio-Political Phenomenon of Civil Society*

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**Abstract.** *The article presents the material revealing the problems of the formation of civil identity and civic position in children and youth and determining the features of the socio-political development of the individual in the conditions of the educational organization and the family in the period of social transformations. The authors of the article emphasize the development of “activity of the spirit,” that is, the basic value orientations, which should precede the development of “activity of action”, therefore attention to civic-patriotic education in the conditions of educational organizations and family should be a priority.*

**Keywords:** *civil identity, problems of formation of citizenship, civil society, social transformations.*

### **Введение** *Introduction*

Гражданская идентичность является особым социально-политическим феноменом, связывающим жизнедеятельность гражданского общества и государства. В своем зрелом виде она трактуется как осознанный процесс соотносительности или тождественности человека с определенной государственной общностью в конкретном социально-политическом контексте, обеспечивающий политическую стабильность и гражданское согласие.

Особое внимание к проблематике гражданской идентичности должно определяться рядом обстоятельств, прежде всего – раскрепощением и развитием гражданского общества, растущей политизацией общественной жизни, потребностью в действенных механизмах регулирования общественных отношений, что в свою очередь связано с демократизацией

политической системы и ее институтов. Именно гражданская идентичность способствует становлению демократических отношений и достижению политической стабильности. Следует учесть глубокие противоречия и конфликты, возникшие в результате социально-политических изменений и проявившиеся в конфронтации и нарушении гражданского мира, в дезорганизации и радикализме политических требований. Современные общественные науки, на наш взгляд, обязаны исследовать роль гражданской идентичности в функционировании политической системы и ее основных институтов, влияние на формы и методы осуществления власти, политическое участие и взаимоотношения в обществе, процессы политической коммуникации и воспитания.

Актуальность и сложность разработки проблем гражданской идентичности особенно очевидна в условиях современной действительности. Без гражданской идентичности нельзя рассчитывать на демократизацию общества, раскрепощение личности, обретение стабильности и управляемости во всех сферах общественной жизни.

В период трансформаций крайне значимой становится реализация гражданского потенциала всего общества. На что и было направлено наше исследование, опирающиеся на ряд постулатов феноменологической философии. Всемирная глобализация сопровождается отказом или игнорированием многих традиционных ценностей, которая оказала значительное воздействие на идентичность современных граждан. Поэтому перед исследователями встает вопрос о выработке технологий и моделей формирования новой идентичности молодежи, что имеет стратегическое значение для будущего любой страны. Цель исследования: на основе концептуальных идей экзистенциальной феноменологии осмыслить процесс социального становления молодежи в условиях общественных трансформаций для преодоления «кризиса идентификации».

Несомненно, формирование гражданской идентичности – процесс долговременный, но если выстроить целостную систему работы, то результат будет ощутимым. Важное место в этом вопросе отводится сфере образования и семье. Очевидно, что развитие гражданской идентичности личности продолжается всю жизнь, однако наиболее активно личностные качества, чувства и взгляды человека, в том числе и гражданские, его отношение к миру и людям, мотивы поведения формируются в детские годы. И от того, как понимаются личностью гражданственность и патриотизм в этот период становления, во многом зависит её гражданская позиция и социально-политическая активность (Коряковцева & Бугайчук, 2017). Выдающийся представитель русского религиозного экзистенциализма Н. А. Бердяев называл личность духовной сущностью и считал что «активность человеческого духа» должна определять

«активность его действий» (Бердяев, 1994). Данной точки зрения придерживаются и О. А. Коряковцева с Т. В. Бугайчук (Коряковцева & Бугайчук, 2017). Именно на этих философских постулатах мы предлагаем выстраивать технологии формирования гражданственности молодежи.

Известно, что в структуре гражданской идентичности человека присутствуют три компонента: когнитивный, мотивационный и поведенческий. Первые два компонента способствуют формированию «активности духа» молодого поколения: базисных ценностных ориентаций, в том числе - патриотизма, этических, правовых, политических взглядов, системы нравственных норм в виде общественных установок и законов, принятых государством, то есть материальной и духовной культуры общества в целом.

Поведенческий компонент развивает «активность действий»: адекватное поведение личности в конкретной жизненной ситуации, в том числе – политической, её умение выполнять социально-нравственные обязанности и поддерживать общественные ценности в процессе собственной деятельности. И хотя все три компонента тесно взаимосвязаны, очевидно, что развитие «активности духа» должно предшествовать развитию «активности действий», чтобы избежать асоциализации молодых людей и возникновения деструктивных молодежных сообществ. К сожалению, в гражданском обществе сегодня существует неоднозначное понимание и различные трактовки компонентов гражданского самосознания: за красивым «фасадом» слов «патриотизм» и «гражданская идентичность»: часто скрывается индивидуалистическая сущность (Коряковцева & Бугайчук, 2017).

В основе формирования гражданской идентичности лежит развитие нравственных чувств, которое происходит в процессе роста осознанности и устойчивости эмоциональных переживаний. Значит, в дошкольном и младшем школьном возрасте чувства становятся центральной линией, определяющей поступки, выражающей отношение ребенка к миру.

Целью воспитания, считал К. Д. Ушинский, «должно быть воспитание нравственного человека, полезного члена общества». Нравственное воспитание занимает главное место в педагогике К. Д. Ушинского, оно, по его мнению, должно быть неразрывно связано с умственным и трудовым воспитанием детей (Ушинский, 1950). Известный педагог В. А. Сухомлинский подчеркивал, что детство есть каждодневное открытие, поэтому оно должно стать для ребенка временем познания человека и Отечества, их красоты и величия (Сухомлинский, 1971). Л. С. Выготский утверждал, что в развитии ребенка тесно связано естественное созревание и овладение культурными способами поведения и мышления (Выготский, 1991). Следовательно, накопление детьми социального опыта, усвоение



принятых в окружающем их мире детского сада, школы, семьи норм поведения и взаимоотношений, приобщение к культурным традициям можно считать базовым этапом воспитания любви к Родине и гражданственности.

Развитие «активности духа», то есть базисных ценностных ориентаций, должно предшествовать развитию «активности действий», чтобы избежать асоциальности молодых людей и возникновения деструктивных молодежных сообществ. Педагогические просчеты на этом этапе в будущем остаются практически невозполнимыми. Значит, внимание к гражданско-патриотическому воспитанию в условиях образовательных организаций и семьи должно быть приоритетным.

### **Материалы и методы исследования** *Materials and methods*

Научной лабораторией «Изучение гражданской идентичности студенческой молодежи» Ярославского педагогического университета было проведено исследование социально-психологических особенностей и гражданской идентичности студентов – будущих педагогов в возрасте от 18 до 25 лет. В основе исследования лежала серия репрезентативных психологических исследований, анализ статистических данных. Например, при изучении гражданской идентичности использовалась психосемантическая методика «множественной идентификации», при помощи которой проводятся сопоставление ролевых позиций и выявление стоящих за ними идентификаций через описание характерных показателей гражданской идентичности.

Изучение гражданской идентичности за внешними проявлениями политической жизни позволяет обнаружить социальные интересы и потребности людей, их чувства, гражданские позиции, предпочтения и привычки. Они обуславливают содержание политического сознания и поведенческие модели, основные мотивы, механизмы и направленность политических изменений.

Яркой демонстрацией этого является пример небольшого результата, где студенты, оценивая гражданскую идентичность современной молодежи, демонстрируют осознание того, что ей далеко до идеального гражданина страны по все показателям, на рисунке очевидны значимые отличия между обобщенными характеристиками «молодежь сейчас» и «идеальный Гражданин».

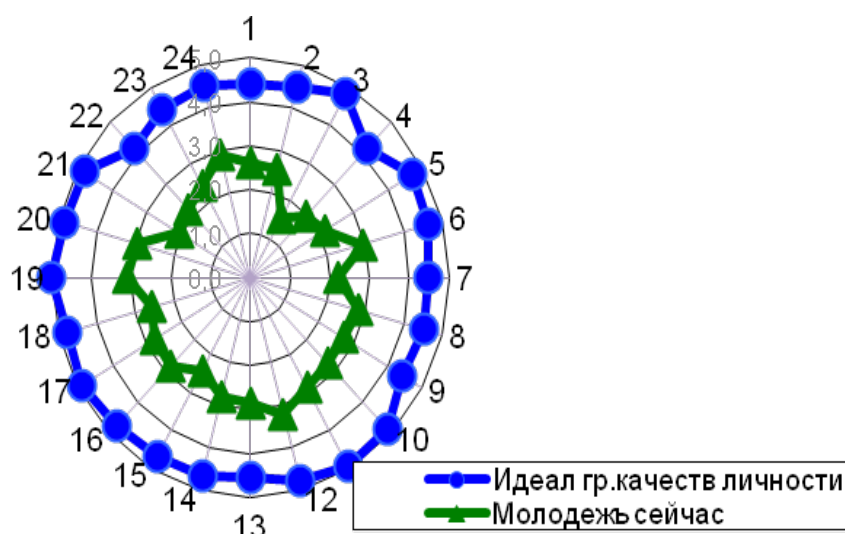


Рис. 1. Представления студентов об идеальном гражданине страны и о современной молодежи

*Fig. 1. The representation relation of students views about youth now and the ideal citizen of the country*

Поэтому, задачи формирования гражданской идентичности у детей должны решаться во всех видах деятельности: на учебных занятиях, в играх, в труде, в быту. Рассматривание иллюстраций, слушание художественных произведений, беседы, а также рисование, экскурсии, игры-путешествия – все это помогает формировать Гражданина страны (Коряковцева & Бугайчук, 2017).

Чувство Родины начинается с восхищения и гордости за то, что видит ребенок вокруг, что вызывает отклик в его душе. Конечно же, это - игра и сказка. Например, известно, что видом деятельности, имеющим большое воспитательное и образовательное значение для дошкольников, является игра. При этом имеются в виду не только игры в собственном смысле слова, но и все виды деятельности, которые носят характер игры (обряды, праздники, ярмарки). Игры способствуют приобщению детей не только к игровой практике народа, но и народной культуре в целом. Радость движения во время игры сочетается с духовным обогащением, у детей формируется уважительное отношение к культуре родной страны, создается эмоционально-положительная основа для развития патриотических чувств, для формирования взаимоотношений со сверстниками и взрослыми.

Знание устного народного творчества и любовь к нему тоже являются аспектом патриотического воспитания. Ведь именно в сказках познаются народные традиции, быт, характер личностных и общественных отношений, воспитываются героизм, любовь к Отечеству. Благодаря сказкам, ребенок познает добро и зло, выбирает для себя любимого героя, оценивая его

личностные качества. Народные сказки - наследие любого народа нашей планеты.

Использование инновационных педагогических технологий открывает новые возможности воспитания и обучения детей. Одной из наиболее эффективных образовательных технологий в наши дни стал метод проектов. Инновационная педагогическая деятельность по формированию гражданской идентичности обучающихся в процессе проектной деятельности является результативным способом развивающего, личностно-ориентированного взаимодействия взрослого и ребенка. Проектная работа обеспечивает развитие творческой инициативы и самостоятельности участников проекта; открывает возможности для формирования собственного жизненного опыта общения с окружающим миром; реализует принцип сотрудничества детей и взрослых. Очевидно, что для всестороннего и гармоничного развития обучающихся педагогам необходимо грамотно организовывать проектную деятельность, включающую: мероприятия, направленные на повышение социальной компетентности, гражданской идентичности посредством беседы, чтения книг, просмотра сюжетных картинок и фильмов, составления самостоятельных рассказов детьми; мероприятия по закреплению полученных знаний на практике: посредством организации совместной деятельности, примеров из собственного опыта и др.; мероприятия по снижению у детей уровня тревожности, агрессии, негативизма, повышению самооценки и уверенности в себе; обучение навыкам взаимодействия со сверстниками и взрослыми с помощью беседы, моделирования ситуаций, проигрывания социальных ролей, способствующее становлению социальной компетентности маленького гражданина страны.

По нашему мнению, формирование гражданской идентичности не несёт идеологической нагрузки и направлено на формирование таких черт личности, как активность, самостоятельность, способность принимать решения, ответственность, инициативность и др. Цель гражданского воспитания – формирование у ребёнка активной гражданской позиции, приобщение его к сознательному, ответственному участию в общественной жизни страны и преобразованию социальной действительности на благо своего народа и Родины.

### **Результаты и их обсуждение** *Results and discussion*

В результате исследований, проведенных лабораторией «Изучение гражданской идентичности студенческой молодежи: сущность, условия развития, перспективы», мы пришли к целому ряду выводов.

Сензитивный возраст для формирования познавательного и мотивационно-ориентированного компонентов в структуре гражданской позиции - это дошкольники и школьники (развитие патриотизма и толерантности, любви к семье и родной природе, освоение нравственных основ и культурных ценностей, представление о деятельности государственных и политических институтов, первые шаги в общественной деятельности и т.п.). Говоря попросту, сегодня подавляющее большинство технологий формирования гражданской активности молодежи направлены именно на развитие «активности действий», причем в основном политического характера. К сожалению, чаще всего мы политизируем молодежь, а не формируем ее гражданскую позицию. При этом не учитывается контекст взросления современной молодежи. Если к этому добавить естественные возрастные реакции оппозиционирования и негативизма миру взрослых, то становится ясным, что направленность на формирование активности действий приводит в первую очередь к проявлению протестной активности. В такой ситуации полноценный диалог власти и общества невозможен.

Становится очевидным, что изначально следует формировать у личности «активность духа», чтобы «активность действий» получила ценностно-смысловую, осознанную адекватную направленность. Самым плодотворным периодом становления такой «гражданской духовности», безусловно, являются дошкольный и школьный возрасты. Особенности этих возрастов заключаются в стремлении к объединению со сверстниками (реакция группирования), к конформизму в референтной группе. Дети и подростки всегда с интересом относятся к тому, что они делают вместе. В этом возрасте действительно комфортно «ходить строем», иметь объединяющие всех цели, знаки отличия, даже форму.

Таким образом, в основу социально-политических технологий формирования «активности духа» подрастающего поколения следует положить технологии объединения, часто игрового характера. Причем данные технологии должны носить массовый характер. Благо исторически данный тип технологий апробирован и доказал свою эффективность.

Всё вышесказанное тем более важно, что в условиях изменения общественной системы всегда особое значение приобретает вопрос о роли молодежи и развитии её гражданственности. Государство в этом отношении выполняет значимую функцию, а государственная молодежная политика оказывает стимулирующее и направляющее влияние.

Современные научные исследования и концепции, на которые мы опирались в своей работе, подчеркивают необходимость организации целенаправленного развития патриотических чувств и гражданской идентичности молодежи посредством учебно-воспитательного процесса,

организации мощного педагогического и гражданского воздействия на субъектизацию личности. Системное формирование гражданского самосознания молодежи является особенно актуальным в связи с осложнениями на международной политической арене, поскольку может оказать прямое влияние на решение таких важных социальных задач, как повышение относительно гомогенного патриотического сознания молодежи, легитимация государственной власти и формирование эффективных институтов гражданского общества.

Таким образом, активное деятельностное отношение человека к миру, то есть общественно-историческая практика, требует в первую очередь формирования у молодежи активности духа, иначе субъективный фактор в истории не работает. В рамках феноменологического подхода мы считаем, что общество развивается усилиями субъектов, но в ходе социальной деятельности меняется и сам Человек и его отношение к обществу. Гражданская деятельность – часть общественной (социальной) практики. Следовательно, сегодня требуется расширение пространства такой социальной практики, в ходе которой молодой человек осознавал бы себя Гражданином.

### **Заключение** *Conclusions*

Время ставит вопрос о настоятельной необходимости разработки технологий и моделей формирования идентичности молодых граждан в постиндустриальном обществе в период трансформаций. А главное – о создании адекватной государственно-общественной системы социализации молодежи с опорой на научные изыскания, которые подтверждают, что основы гражданской идентичности зарождаются в дошкольном возрасте, а наиболее интенсивно развиваются в младшем школьном и подростковом возрастах. Очевидно, что система развития гражданского самосознания у молодого поколения должна быть последовательной, многоступенчатой, многофакторной, комплексной. Но такая система будет эффективна только тогда, когда принята молодежью, в сознании которой возникнет гармония между личностным внутренним миром и внешней средой.

Важно понимать, что приоритетным направлением образования в условиях модернизации является именно развитие гражданской позиции личности, готовой к принятию ответственного выбора и выполнению гражданского долга, к самообразованию и саморазвитию, готовой нести личную ответственность за принятое решение.

### **Summary**

At present, issues of citizenship, citizenship, relationships in the context of “personality - citizen - society - state - world community” are especially important. Their relevance is due to objective historical processes taking place at the global interstate and interstate levels throughout the world. One of the main problems in this area is the emergence of a socially and politically active person who has a sufficient level of legal awareness and an adequate civil position for the further development of civil society and state institutions.

It is obvious that the education of patriotism and the formation of the civil identity of students is an urgent key task of the sociocultural modernization of society and one of the priority areas of modern educational policy.

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# SKOLĒNU KARJERAS ATBALSTA ĪSTENOŠANA LATVIJAS VISPĀRĒJĀS VIDĒJĀS IZGLĪTĪBAS IESTĀDĒS

## *Implementation of Career Guidance for Students in Latvian General Secondary Education Institutions*

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**Abstract.** *Changes shaping the labour market in the 21<sup>st</sup> century mark new guidelines for general education schools. Transformation of the education system of the state is defined by variable social and economic conditions in Latvia, Europe and the world. In that context, it is important to ensure the implementation of career guidance in schools. In various general education schools of Latvia, the implementation of career guidance is distinctly different. The availability of career guidance for students is insufficient, the guidance is not rendered systematically and purposefully, there are differences among city schools and village schools and it is also affected by the number of students in educational institutions and by the availability of various career specialists. The aim of the research is to examine the diversity of career guidance in various general secondary education institutions. The research explores, analyses and evaluates the data acquired from general secondary education schools of Latvia. The results of the research will provide the basis for elaboration of career guidance models, their experimental approbation and implementation in various Latvian schools. Research took place in the framework of European Social Fund 2014-2020 Operational Programme “Growth and Employment”.*

**Keywords:** *career counselling, career education, career guidance in school, career information, career self-management, professional self-determination.*

### **Ievads**

#### ***Introduction***

21. gadsimta pārmaiņas darba tirgū iezīmē jaunas vadlīnijas vispārīzglītojošajās skolās. Mainīgie sociāli ekonomiskie apstākļi Latvijā, Eiropā un visā pasaulē ir saistīti ar izmaiņām izglītības sistēmā valstī. Tāpēc aktuāls ir jautājums par karjeras atbalstu izglītības vidē un par to, kā tajā tiek sekmēta skolēnu profesionālā pašnoteikšanās un attīstītas viņu karjeras pašvadības prasmes, kā šis darbs tiek īstenots, ņemot vērā ikvienas personības intereses,

spējas, individuālās vajadzības, nākotnes nodomus un mērķus, kā arī darba tirgus pieprasījumu un nodarbinātības tendences tuvākā un tālākā nākotnē. Karjeras atbalsts nodrošina skolēniem palīdzību patstāvīgi pieņemt karjeras izvēles lēmumu un būt gatavam dažādās dzīves situācijās savu iepriekšējo lēmumu mainīt un izvēlēties citas iespējas.

Vispārizglītojošajās skolās karjeras atbalsta īstenošanā ir vērojamas atšķirības dažādās Latvijas skolās.

Pieredze liecina, ka karjeras atbalsta pakalpojumu pieejamība skolēniem ir nepietiekama, tā netiek veikta sistemātiski un mērķtiecīgi, tā ir atšķirīga pilsētu un lauku reģionu skolās, kā arī to ietekmē skolēnu skaits izglītības iestādēs un dažādu karjeras speciālistu pieejamība.

**Pētījuma mērķis** ir pētīt karjeras atbalsta daudzveidību dažādās vispārējās vidējās izglītības iestādēs, apzinoties pašreizējo situāciju pirms Eiropas Sociālā un Kohēzijas fonda darbības programmas “*Izaugsme un nodarbinātība*” projekta “*Karjeras atbalstam izglītojamiem vispārējās un profesionālās izglītības iestādēs*” īstenošanas izglītības vidē.

**Pētījuma metodes:** datu ieguvei pētījumā tika izmantota aptaujas (anketēšanas) metode, kā arī personīgās pieredzes refleksija, savukārt datu apstrādē tika izmantota matemātiskā metode aprakstošās statistikas ieguvei. Iegūtie rezultāti ir analizēti un izvērtēti.

## **Metodoloģija** *Methodology*

Tika veikts empīriskais pētījums vairākās Latvijas skolās, kas īsteno vispārējās vidējās izglītības programmu apguvi, apzinot līdzšinējo pieredzi karjeras atbalsta pakalpojumu sniegšanā skolēniem.

Empīriskais pētījums balstījās uz teorētisko pētījumu rezultātiem, kas veikti šādos tematiskajos virzienos:

- **karjeras atbalsts skolā** (Athanasou & Van Esbroeck, 2008; Greenhaus & Callanan, 2006; Debono et al., 2007; Epstein, 1992; Hansen, 2006; Luobikiene, 2015; Miķelsone, 2008; Niles & Harris-Bowlsbe, 2002; Pāvulēns, 2016; Pranča, 2014; Sears, 1982; Sultana, 2004; Whiston & Keller, 2004; Zelloth, 2009; Вязгина, 2017; Дереча, 2005; Газман, 1996; Гончарова, 1987; Димухаметов, 2006; Кузнецов, 2015; Лесовик, 2006; Муратова, 2008; Тоньшева, 2011);
- **karjeras vadība un karjeras pašvadība** (Akkermans et al., 2013; Alhaddad, 2014; Holland, 1997; Hooley et al., 2013; Jaunzeme, 2011; King, 2001; King, 2004; Kossek et al., 1998; Kuijpers, Meijers, & Gundy, 2011; Lengelle et al., 2014; Mackay et al., 2015; Martin et al., 2003; Paradnike, Endruilaitiene, & Bandzeviciene, 2016; Peters,



2002; Pudule, 2013; Raabe, Frese, & Beehr, 2006; Sturges et al., 2005; Watts, 2011);

- **profesionālā pašnoteikšanās** (Thoma, Rogan, & Baker, 2001; Воронина, 2013; Климов, 2010; Мазур, 2006; Предигер, 2013; Пушкина, 2012).

Pētījuma jautājums bija: kāds ir karjeras atbalsta pakalpojumu piedāvājums un kas ir to sniedzēji.

Pētījums notika 2016. - 2017. gadā. Ar Valsts Izglītības satura centra starpniecību elektroniski tika veikta aptauja, izsūtot uzaicinājumu visu pašvaldību atbildīgajiem speciālistiem ar aicinājumu nosūtīt aptaujas anketu visām skolām, kurās īsteno vispārējo vidējo izglītību, tajā skaitā, vakara, neklātienes un tālmācības skolām.

Aptaujai atsaucās un iztvēruma kopu veido 29 vispārējās vidējās izglītības iestādes no dažādiem Latvijas reģioniem: Vidzeme (13 skolas), Zemgale (7 skolas), Kurzeme (6 skolas), Latgale (3 skolas), kurās 2016./2017.m.g. skolēnu skaits 10.-12. klasēs ir attiecīgi: līdz 100 skolēniem (11 skolas), 101 – 200 skolēni (9 skolas), vairāk par 200 skolēniem (1 skola). Pētījuma iesaistītās 8 skolas skolēnu skaitu nebija norādījušas.

### **Pētījuma rezultāti** **Results of Research**

Pētījumā tiek noskaidrots, kādas ir *karjeras atbalsta* (turpmāk tekstā - KA) aktivitātes skolās un kas šo darbu veic.

No pētījumā iesaistītajām 29 skolām 18 skolās jau pirms Eiropas Sociālā fonda projekta “*Karjeras atbalstam izglītojamiem vispārējās un profesionālās izglītības iestādēs*” īstenošanas strādā karjeras speciālists: 1) 14 skolās pedagogs karjeras konsultants (turpmāk tekstā – PKK); 5 skolās karjeras konsultants (turpmāk tekstā – KK), pie kam, vienā no šīm 18 skolām ir abi šie speciālisti (skat. 1.tab.).

Skolās, kurās ir karjeras speciālisti, KA aktivitātes tiek piedāvātas daudzveidīgākas nekā tajās skolās, kurās nav karjeras speciālista, un tiek iesaistīts vairāk dažādu citu speciālistu: gan skolā strādājošie, gan piesaistītie ārpuskolas KA pakalpojumu sniedzēji (skat. 1. tab.).

Nereti praksē vērojams, ka tad, ja skolā nav atbilstošo speciālistu, vai tad, ja skola vēlas paplašināt karjeras pasākumu piedāvājumu, tiek aicināti speciālisti ārpus skolas. Arī pētījuma rezultāti (skat. 2. tab.) liecina, ka skolas karjeras informēšanas, karjeras konsultēšanas un karjeras izglītības īstenošanai uzaicina gan dažādu skolu un dažādu profesiju pārstāvjus, uzņēmējus, gan speciālistus no dažādām iestādēm, organizācijām, biedrībām (tai skaitā skolas absolventus, skolēnu vecākus).

1.tab. Karjeras atbalsta īstenošana skolās (ar skolas speciālistiem)  
Table 1 *Implementation of career guidance in schools (with school specialists)*

KA <sup>1</sup> īstenoņāji skolās CG <sup>2</sup> implementers in schools	Informēšana <i>Information</i>		Konsultēšana <i>Counselling</i>		Karjeras izglītība <i>Career Education</i>	
	Ir KS <sup>3</sup> n=18	Nav KS n=11	Ir KS n=18	Nav KS n=11	Ir KS n=18	Nav KS n=11
	Kopā: 29 (īpatsv. koef. = 1.00)		Kopā: 29 (īpatsv. koef. = 1.00)		Kopā: 29 (īpatsv. koef. = 1.00)	
Karjeras speciālisti	17(0,59)	0	16(0,55)	0	18(0,62)	0
Klašu audzinātāji	17(0,59)	11(0,38)	12(0,41)	7 (0,24)	12(0,41)	9 (0,31)
Mācību priekšmetu skolotāji	14 (0,48)	2 (0,07)	4 (0,14)	0	7 (0,24)	3 (0,10)
Skolas administrācija	5 (0,17)	5 (0,17)	4 (0,14)	8 (0,28)	16 (0,55)	8 (0,28)
Metodiskā darba speciālisti	2 (0,07)	0	0	0	3 (0,10)	0
Atbalsta personāls	3 (0,10)	3 (0,10)	4 (0,14)	3 (0,10)	1 (0,03)	1 (0,03)
Bibliotekārs	2 (0,07)	0	0	0	2 (0,07)	0
Interēšu izglītības pedagogi	0	0	0	0	2 (0,07)	0

Gan skolās, kurās ir karjeras speciālisti (PKK un KK), gan skolās, kurās nav šo speciālistu, informēšanu par karjeras jautājumiem galvenokārt veic klašu audzinātāji (28 skolās). Skolās, kurās ir karjeras speciālisti, par karjeras jautājumiem skolēnus informē šie speciālisti, savā starpā sadalot tēmas, par ko skolēnus informē viņi, par ko – klašu audzinātāji vai mācību priekšmetu skolotāji, īpaši sociālo zinību un ekonomikas skolotāji, (14 skolās), vai direktora vietnieki (5 skolās).

Karjeras atbalsta dažādās aktivitātēs, kas attiecas uz informēšanas funkcijām, tiek mērķtiecīgi iesaistīti tādi speciālisti kā psihologs, bibliotekārs, klašu audzinātāju metodiskās komisijas vadītājs, metodiskās padomes vadītājs vai karjeras koordinators. Tāpat arī informēšanas darbā tiek izmantoti ārpuskolas resursi. Tāpēc šajās skolās skolēni tiek informēti gan par nepieciešamajām zināšanām, prasmēm, interesēm un vajadzībām, gan par profesijām, izglītības

<sup>1</sup>KA – karjeras atbalsts

<sup>2</sup>CG - Career Guidance

<sup>3</sup>KS – karjeras speciālisti (pedagogs karjeras konsultants un/vai karjeras konsultants)

iespējām un izglītības iestāžu piedāvājumu, gan arī par darba tirgus tendencēm, darba un prakses iespējām u.tml.

2.tab. Karjeras atbalsta īstenošana skolās (ar ārpuskolā speciālistiem)

Table 2 *Implementation of career guidance in schools (with outsourced specialists)*

KA īstenoņāji skolās <i>CG implementers in schools</i>	Informēšana <i>Information</i>		Konsultēšana <i>Counselling</i>		Karjeras izglītība <i>Career Education</i>	
	Ir KS n=18	Nav KS n=11	Ir KS n=18	Nav KS n=11	Ir KS n=18	Nav KS n=11
	Kopā: 29 (īpatsv. koef. = 1.00)		Kopā: 29 (īpatsv. koef. = 1.00)		Kopā: 29 (īpatsv. koef. = 1.00)	
Dažādu izglītības iestāžu pārstāvji	5 (0,17)	1 (0,03)	0	0	0	0
NVA speciālisti	4 (0,14)	1 (0,03)	6 (0,21)	2 (0,07)	0	0
Dažādu profesiju pārstāvji, uzņēmēji	4 (0,14)	0	0	0	0	0
Lektori	2	0	2	0	2 (0,07)	1 (0,03)
Vecāki	2	0	0	0	2 (0,07)	0
Absolventi	2	0	0	0	1 (0,03)	0
Uzaicinātie speciālisti	0	0	1 (0,03)	0	1 (0,03)	0
Prakse.lv speciālisti	1 (0,03)	0	0	0	1 (0,03)	0
Jauniešu interešu centrs, NVO	0	0	0	0	2 (0,07)	0
Swedbank speciālisti	0	0	0	0	1 (0,03)	0
IP speciālisti	0	0	0	0	0	0
Pašvaldības speciālisti	0	0	0	0	0	1 (0,03)
Skolēni paši izglītojas	0	0	0	0	1 (0,03)	0
Netiek veikta	0	0	0	1 (0,03)	0	0

Savukārt skolās, kurās nav karjeras speciālistu, par šiem jautājumiem skolēni tik plaši netiek informēti. Piemēram, ir skolas, kurās informēšanas funkcijas karjeras jautājumos savu kompetenču ietvaros veic klases audzinātājs (2 skolās) sadarbībā ar ekonomikas vai citu mācību priekšmetu skolotājiem, sociālo pedagogu, skolas psihologu un skolas administrācijas pārstāvi (5 skolās), tikai 2 skolās tiek piesaistīti speciālisti no Nodarbinātības Valsts aģentūras (turpmāk tekstā - NVA) vai profesionālo un augstāko izglītības iestāžu pārstāvji.

Karjeras konsultēšana skolās tiek īstenota divējādi: grupu un individuālās konsultācijas. Praksē karjeras konsultēšana par karjeras plānošanu, profesionālās

piemērotības noteikšanu, darba meklēšanas un darbā noturēšanas prasmju apguvi, par alternatīvām un lēmuma pieņemšanu pilnā apjomā tiek veikta tikai skolās, kurās ir karjeras konsultanti, mazāk skolās, kurās ir pedagogi karjeras konsultanti. Tikai dažās jomās grupu konsultēšana notiek skolās, kurās nav karjeras speciālistu. Taču pētījums parāda, to ka, lai arī skolās ir karjeras speciālisti, kuri konsultē skolēnus grupās vai individuāli (15 skolās), tomēr šo darbu paralēli veic arī klašu audzinātāji (12 skolās), kā arī NVA karjeras speciālisti (6 skolās) un skolas administrācijas pārstāvji (4 skolās). Skolās, kurās nav karjeras speciālistu, konsultēšana nenotiek vispār (1 skolā) vai notiek tikai dažās jomās, piemēram, par karjeras plānošanu (10 skolās), par profesionālās piemērotības noteikšanu (7 skolās), par darba meklēšanas un darbā noturēšanās prasmju apguvi (2 skolās), par alternatīvām un lēmumu pieņemšanu (2 skolās), ko īsteno klašu audzinātāji (7 skolās), direktora vietnieks (4 skolās), skolas atbalsta personāls (3 skolās) vai NVA speciālisti (2 skolās).

Karjeras izglītību īsteno visās skolās, atšķiras tikai piedāvāto pakalpojumu daudzveidība, oriģinalitāte un piemērotība skolēnu interesēm un vajadzībām. Visās skolās, kurās ir karjeras speciālisti, viņi veic šo darbu (18 skolās) sadarbībā ar skolas administrāciju (16 skolās), ar klašu audzinātājiem (12 skolās), ar mācību priekšmetu, īpaši ekonomikas, skolotājiem (7 skolās), kā arī ar skolas bibliotekāru, interešu izglītības pedagogiem, atbalsta personālu, klašu audzinātāju metodiskās komisijas vadītāju un metodiskās padomes vadītāju, kā arī daudz tiek piesaistīti dažādi speciālisti: lektori, pārstāvji no bankas Swedbank, no SIA Prakse.lv, no nevalstiskajām organizācijām (turpmāk – NVO), no jauniešu interešu centra, tai skaitā absolventi un vecāki. Karjeras izglītības jomā tiek norādīts uz skolēnu pašizglītības aktivitātēm, piedaloties Ēnu dienās, atvērto durvju dienās, veicot vasaras darbu vai brīvprātīgo darbu, praktizējoties uzņēmumos. Skolās, kurās nav karjeras speciālistu, skolēniem tiek piedāvāts mazāk aktivitāšu, un tās ir ar mazāku dažādību. Šajās skolās pārsvarā karjeras izglītība tiek īstenota, organizējot dažādas tikšanās ar skolu, profesiju, uzņēmumu pārstāvjiem (10 skolās), mācību ekskursijas (6 skolās) un piedaloties ēnu dienās (5 skolās), kā arī karjeras nedēļās (3 skolās), izstādē “Skola” (3 skolās), mācību uzņēmumos (2 skolās), semināros (2 skolās), karjeras nodarbībās (2 skolās), lekcijās (1 skolā), informatīvajā pēcpusdienā (1 skolā), karjeras dienās (1 skolā), uzņēmēju nedēļā (1 skolā), projektu nedēļās (1 skolā), informatīvajā stendā (1 skolā), nometnēs (1 skolā), ko organizē klašu audzinātāji (9 skolās), skolas administrācija (8 skolās), arī mācību priekšmetu skolotāji (3 skolās), psihologi, lektori, pašvaldības speciālisti.

No pētījumā iesaistītām skolām 24 skolās karjeras atbalsta pasākumu nodrošināšanā tiek izmantoti gan iekšējie, gan ārējie resursi, bet 5 skolās tikai skolas darbinieki. Kā biežāk minētie skolas iekšējo resursu speciālisti tiek minēti: klašu audzinātāji (27 skolās), mācību priekšmetu skolotāji (25 skolās), direktora

vietnieks audzināšanas darbā (23 skolās) un bibliotekārs (23 skolās), salīdzinoši mazāk tiek minēts pedagogs karjeras konsultants (14 skolās) un karjeras konsultants (5 skolās), tas ir, kopumā karjeras speciālistu pakalpojumi pieejami 18 skolās, jo 1 skolā ir abi šie speciālisti. Tāpat tiek minēti arī dažādu jomu direktora vietnieki, psihologs, sociālais pedagogs, skolēnu vecāki.

Savukārt kā biežākie ārējie resursi minēti: izglītības pārvalžu dažādu jomu speciālisti un metodisko apvienību vadītāji (25 skolās), dažādu izglītības iestāžu pārstāvji (22 skolās), norādīts, ka iepriekšējos gados bijusi labāka sadarbība, bet šobrīd mazāka ar NVA speciālistiem (11 skolās), dažādu NVO pārstāvjiem (9 skolās). Kā sadarbības partneri minēti arī vecāki, studenti – skolas absolventi, uzņēmēji un uzņēmumu, dažādu profesiju pārstāvji, pašvaldība un tās institūcijas, politisko partiju pārstāvji.

Kaut arī skolās ir karjeras speciālisti, joprojām visvairāk karjeras atbalsta īstenošanā iesaistīti klašu audzinātāji, bet pozitīvi ir tas, ka izveidojusies sadarbība starp dažādiem skolas speciālistiem (mācību priekšmetu skolotājiem, administrāciju, atbalsta personālu), ko, iespējams, veicinājusi karjeras speciālistu darbība skolā, veidojot karjeras atbalsta īstenošanas komandas, katram no speciālistiem deleģējot atšķirīgus pienākumus, atbildību, uzdevumus un darbības funkcijas. Pētījumā secināts, ka skolās, kurās nav karjeras speciālistu, vairāk šajā jomā jāstrādā klašu audzinātājiem un skolas administrācijai.

Skolās, kurās strādā karjeras speciālisti, ir aptvertas dažādas karjeras atbalsta pakalpojumu jomas un veidi, plašāki pakalpojumi piedāvājumi, vērojama šo speciālistu un klašu audzinātāju, mācību priekšmetu skolotāju, atbalsta personāla sadarbība, kā arī tiek veidota sociālā sadarbība ar vietējās kopienas pārstāvjiem un citiem sadarbības partneriem. Šāda karjeras atbalsta īstenošana var nodrošināt skolēniem mūsdienīgu un mainīgajai sociāli ekonomiskajai situācijai atbilstošu pieeju, lai sekmētu viņu karjeras izvēli un profesionālo pašnoteikšanos.

### **Secinājumi** *Conclusions*

Karjeras atbalsts skolēniem tiek īstenots, ietverot trīs galvenās jomas: informēšana, karjeras konsultēšana un karjeras izglītība. No pētījumā ietvertajām 29 skolām: 18 skolās karjeras atbalstu koordinē un arī pats veic pedagogs karjeras konsultants un/vai karjeras konsultants, savukārt 11 skolās karjeras speciālistu nav. Karjeras atbalsta aktivitātes šajās izglītības iestādēs tiek piedāvātas daudzveidīgākas un tiek iesaistīti vairāk dažādu speciālistu: gan skolā strādājošie, gan piesaistīti ārpusskolas karjeras atbalsta pakalpojumu sniedzēji.

Gan skolās, kurās ir karjeras speciālisti, gan skolās, kurās to nav, informēšanu par karjeras jautājumiem galvenokārt veic klašu audzinātāji. Skolās, kurās ir karjeras speciālisti, tiek sadalītas tēmas, par ko skolēnus informē viņi, par

ko – klašu audzinātāji vai mācību priekšmetu skolotāji, īpaši sociālo zinību un ekonomikas skolotāji, vai direktora vietnieki.

Praksē karjeras konsultēšana par karjeras plānošanu, profesionālās piemērotības noteikšanu, darba meklēšanas un darbā noturēšanas prasmju apguvi, par alternatīvām un lēmuma pieņemšanu pilnā apjomā tiek veikta tikai skolās, kurās ir karjeras speciālisti, tikai par dažām tēmām grupu konsultēšana notiek arī skolās, kurās šo speciālistu nav, izmantojot ārpuskolā resursus.

Karjeras izglītību īsteno visās skolās, atšķiras tikai piedāvāto pakalpojumu daudzveidība, oriģinalitāte un piemērotība skolēnu interesēm un vajadzībām. Skolās, kurās ir karjeras speciālisti, karjeras izglītību īsteno karjeras speciālisti sadarbībā ar citiem skolas un ārpuskolā speciālistiem, bet skolās, kurās nav karjeras speciālistu, to pārsvarā īsteno klašu audzinātāji un skolas administrācija.

Visvairāk karjeras atbalsta īstenošanā iesaistīti klašu audzinātāji, bet pozitīvi ir tas, ka izveidojusies plašāka sadarbība starp dažādiem skolas speciālistiem (mācību priekšmetu skolotājiem, administrāciju, atbalsta personālu), ko, iespējams, veicinājusi karjeras speciālistu darbība skolā, veidojot karjeras atbalsta īstenošanas komandas, katram no speciālistiem deleģējot atšķirīgus pienākumus, atbildību, uzdevumus un darbības funkcijas.

### **Summary**

An empirical study has been made in a number of Latvian schools implementing the educational activities for acquisition of general secondary education programmes to find out the experience of the preceding years in rendering the career guidance to students in schools.

The study has been made based on the theoretical research results. The study has been conducted in the following theoretical categories: 1) career guidance in schools; 2) career management and self-management; 3) professional self-determination.

The aim of the research was to examine the diversity of career guidance in various general secondary education institutions, including to define what kind of career guidance is available and who are the providers of such guidance.

The research was carried out in 2016-2017. An electronic poll has been made in cooperation with the National Centre for Education. The questionnaire form has been sent to all the responsible specialists of local government, inviting them to send it to all the schools implementing general secondary education, including the evening, part-time and distance learning schools. 29 general secondary education schools from various regions of Latvia participated in the questionnaire: Vidzeme (13 schools), Zemgale (7 schools), Kurzeme (6 schools), Latgale (3 schools).

The results of the research led to important conclusions.

The career guidance for students is implemented in the three main forms: informing, career counselling and career education, performed by a teacher–career counsellor and by a career counsellor (in 18 of 29 schools). These educational institutions offer a wider range of career guidance activities and involve more various specialists – both working in these schools and outsourced career guidance specialists.

In the schools having their own career specialists and in the schools which have no such specialists, the students acquire the information on career matters from their classroom teacher. In schools having their own career specialists, there are certain topics which are covered by the career specialists and the information provided by the classroom teachers, subject teachers, especially by the teachers of social studies and economics, or by deputy directors.

In practice, the full scale of career counselling including career planning, determination of professional suitability, acquisition of job searching and job holding skills, alternatives and decision making is ensured in those schools only which have their own career specialists, but in the schools having no such specialists, career consultations are only available on limited topics by virtue of outsourced specialists.

Career education is implemented in all schools with the only difference in the variety, originality and suitability of the offered services to the interests and needs of the students. In schools having their own career specialists, the career education is implemented by such career specialists in cooperation with other school and outsourced specialists, while in the schools having no career specialists it is mainly implemented by classroom teachers and school administration.

Classroom teachers are involved in the implementation of career guidance the most, but the positive aspect is that cooperation among various school specialists (subject teachers, school administration, support personnel) has expanded, which might have happened thanks to the activity of career specialists in schools by forming the career guidance teams, where certain duties, responsibilities and functions are delegated to each of the specialists.

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# SKOLOTĀJU DARBA NOVĒRTĒJUMS – EKSPEKTĀCIJAS UN REALITĀTE: RĒZEKNES NOVADA GADĪJUMA ANALĪZE

## *Assessment of Teachers' Work – Expectations and Reality: the Case Study of Rezekne*

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**Abstract.** *Teachers play a very important role in the education system, as these people are subject to the requirements, constraints, and changes imposed by the education system and, at the same time, they are responsible for the quality education of pupils. Teachers are most directly confronted with the reality in existing educational institutions (in co-operation with colleagues, local authorities, parents of pupils, employers and acting in accordance with legislation) and with the shortcomings in the education system. The educational system in Latvia faces new challenges: liquidation and reorganization of schools, work in combined classes, the need to adapt and respond to educational system reforms. Teachers' work is subject to constant change; but is it evaluated according to efforts teachers are making? The aim of the article is to investigate the expectations and reality of teachers of primary schools in Rezekne in relation to the assessment of their work. The paper uses a combined research approach: a qualitative research method – semi-structured interviews and a quantitative survey questionnaire. The teachers' expectations regarding job evaluation are related to pay, equity, support, and changes in the education system. Teachers of Rezekne district primary schools are least satisfied with the assessment of the work by the state - teachers are not satisfied with wages and unfairness. The most important thing for teachers is the assessment of pupils, employers and school administrations, as well as parents of pupils.*

**Keywords:** *evaluation of teachers' work, teachers' expectations.*

### **Ievads**

#### ***Introduction***

Izglītības sistēmā ļoti svarīga loma ir skolotājiem, jo šie cilvēki ir pakļauti izglītības sistēmas noteiktajām prasībām, ierobežojumiem un izmaiņām, un, tai pašā laikā, ir arī atbildīgi par skolēnu kvalitatīvu izglītošanu.

Skolotāji savā ikdienas darbībā vistiešāk saskaras ar realitāti izglītības iestādēs (sadarbojoties ar kolēģiem, pašvaldību, skolēnu vecākiem, darba devējiem un darbojoties saskaņā ar likumdošanu) un ar tām nepilnībām, kas ir

izglītības sistēmā. Izglītības sistēmā Latvijā rodas arvien jauni problēmjautājumi – skolu likvidācija, reorganizācija, darbs apvienotās klasēs, nepieciešamība pielāgoties un reaģēt uz izglītības sistēmas reformām. Skolotāja darbs ir pakļauts nemitīgām pārmaiņām, bet vai skolotāji tiek novērtēti atbilstoši ieguldītajam darbam?

Dažādi izglītības jomas pētījumi analizē skolotāju kompetenci, attieksmi, kā arī spēju pielāgoties pārmaiņām, skolotāju gaidas attiecībā pret skolēniem un skolas vadību, ekspektācijas attiecībā uz darba stabilitāti un cienīgiem darba apstākļiem u.c. (Peršēvica, 2013; Geske & Ozola, 2013; Aslanargun, 2015; Rāta, Bite, Nāckalne... 2013; u.c.), taču salīdzinoši reti tiek pētītas skolotāju ekspektācijas par viņu darba novērtējumu.

Raksta mērķis ir izpētīt Rēzeknes novada pamatskolu skolotāju ekspektācijas un realitāti saistībā ar viņu darba novērtējumu.

Empīriskā pētījuma objekts – skolotājs. Šajā rakstā ar jēdzienu skolotājs tiek saprasts – indivīds, kurš ir ieguvis augstāko izglītību un māca vienu vai vairākus mācību priekšmetus pamatizglītības un pirmsskolas izglītības līmenī, organizē grupu un individuālās rotaļas un mācību nodarbības, kas palīdz bērnam fiziski un garīgi attīstīties, iegūt komunikatīvās iemaņas (Noteikumi par profesiju..., 2010).

Rezultātu ieguvei un analīzei tiek izvēlēta gadījuma izpētes pieeja, izmantojot socioloģiskās pētīšanas metodes: kvalitatīvā pētīšanas metode - daļēji strukturētas intervijas un kvantitatīvā pieeja - aptauja ar anketēšanu.

Raksta ietvaros autores meklēs atbildes uz šādiem pētnieciskajiem jautājumiem: 1) kādas ir skolotāju ekspektācijas un reālā situācija saistībā ar viņu darba novērtējumu Rēzeknes novadā?; 2) kāds ir Rēzeknes novada skolotāju viedoklis par problēmām, kas veidojas šo neatbilstību rezultātā un kādi risinājumi būtu nepieciešami?

### **Skolotāju darba novērtējuma teorētiskais skaidrojums** *Theoretical Explanation of Teachers' Work Assessment*

Šīs nodaļas ietvaros autores raksturo skolotāja darba novērtējumu balstot to V. Vruma (Vroom) ekspektāciju un J. S. Adamsa (Adams) taisnīguma teorijas atziņās, kā arī apskatot Latvijā veiktos pētījumus saistībā ar skolotāju apmierinājumu ar darbu.

Ekspektāciju teorija ir balstīta uz ideju par to, ka indivīdi tic, ka savstarpēji ir saistīta darbā ieguldītā piepūle, sasniegumi, kas tiek realizēti pateicoties piepūlei un atlīdzība, kas tiek iegūta par paveikto. Respektīvi, indivīdi sagaida vēlamo novērtējumu par dabā ieguldītajām pūlēm (Lunenburg, 2011). Skolotāju ekspektāciju izpēte ir svarīga, taču līdz šim tās ir salīdzinoši maz pētītas (Papageorge et al., 2016).

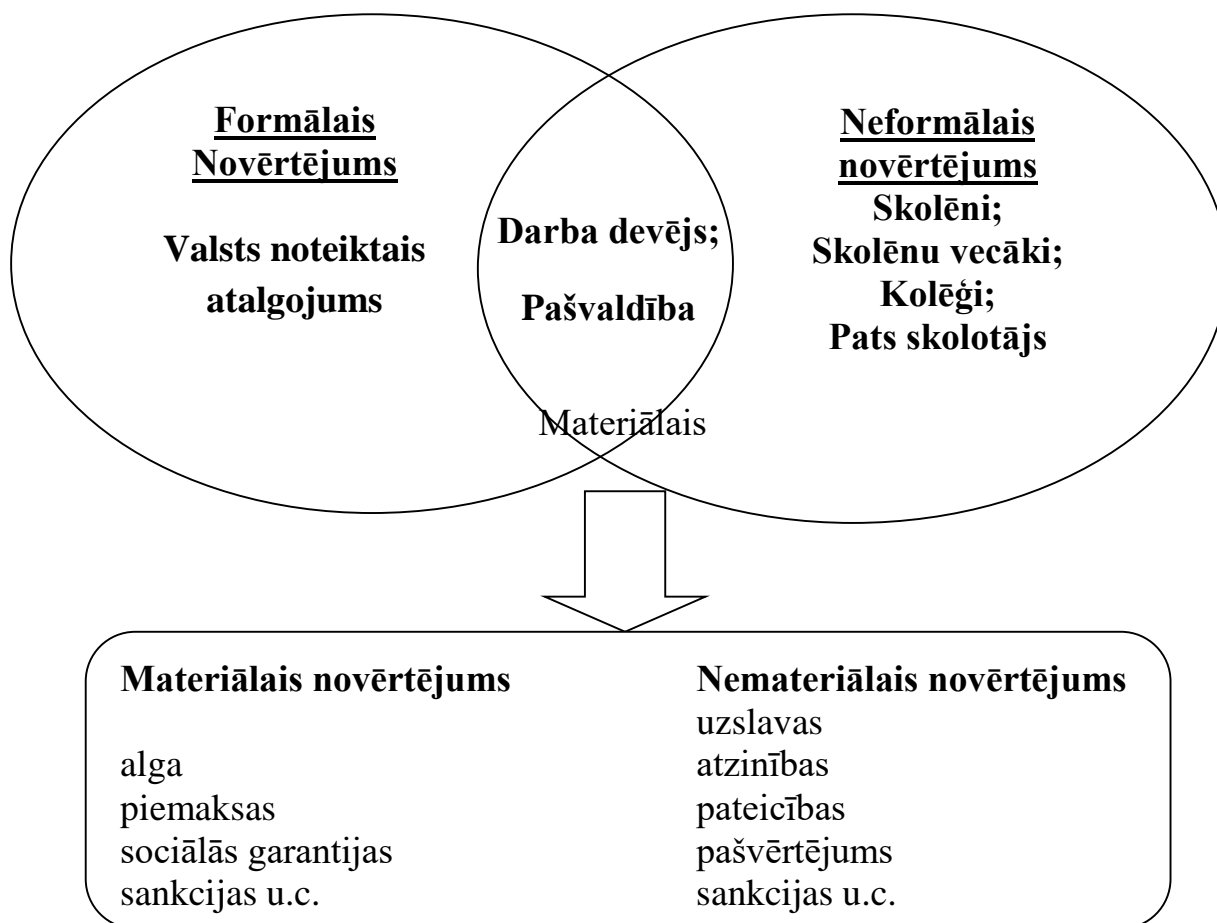
V. Vrums ekspektāciju teoriju balstīja četros pieņēmumos: 1) cilvēki pievienojas organizācijai ar ekspektācijām par viņu vajadzībām, motivāciju un pagātnes pieredzi; 2) indivīda uzvedība ir viņa apzinātu izvēļu rezultāts, proti, indivīds, balstoties uz savām ekspektācijām, var brīvi izvēlēties uzvedību; 3) dažādi indivīdi vēlas dažādas lietas no organizācijas (laba alga, darba drošība, novērtējums, attīstība, izaicinājums); 4) indivīdi var izvēlēties starp dažādām alternatīvām, lai optimizētu personīgo rezultātu (Lunenburg, 2011). V. Vruma ekspektāciju teorijas darba modelis paredz: darbiniekiem ir personīgie mērķi, ko tie vēlētos sasniegt, un šī iemesla dēļ tie iesaistās darba attiecībās un strādā organizācijās, uzņēmumos. Šos personiskos mērķus ir iespējams sasniegt ar darba rezultātiem un atlīdzību. Tādēļ saikne starp darba rezultātiem, atlīdzību un personiskajiem mērķiem ir ļoti nozīmīga, proti, jo pilnīgāk ir iespējams sasniegt personīgos mērķus strādājot konkrētā organizācijā, jo pievilcīgāka un piemērotāka darbiniekam šķiet darba vieta (Parijat & Bagga, 2014). No tā izriet, ka svarīgākais aspekts darba vietā darbiniekam, lai gūtu apmierinātību, ir personisko ekspektāciju apmierināšana saistībā ar darba procesu, atlīdzību un novērtējumu. Tomēr, nereti starp ekspektācijām un realitāti veidojas „plaisa” jeb problēma – tas, ko indivīds bija gaidījis, nepiepildās. Tiek uzskatīts, ka, jo vairāk indivīds ir vēlējis gūt kādu konkrētu iznākumu, jo negatīvākas var būt sekas, ja tas netiek īstenots.

Pastāv vairākas galvenās grupas, uz kurām ir iespējams attiecināt skolotāju ekspektācijas. Pirmkārt, ikvienam skolotājam ir ekspektācijas par izglītojamajiem. Otrkārt, darba vidi un kolektīvu (piederības sajūta, savstarpējās attiecības kolēģu vidū u.c.) un, treškārt, novērtējuma gaidas (Good, 2008). Pētījuma daļā autores analizēs tieši skolotāju ekspektācijas par viņu darba novērtējumu.

Taisnīguma teorijas pamats rodams konfliktu teorijā, kura balstās uz uzskatu, ka sabiedrības attīstības pamatā ir nevienlīdzība un konkurence ierobežoto resursu dēļ (Ravelli & Webber, 2010). J. S. Adamsa (Adams) taisnīguma teorija pamatojas uz ieguldījuma un saņemtā labuma savstarpējo līdzsvaru, proti, diviem cilvēkiem savā starpā ar kaut ko apmainoties, pastāv iespējamība, ka vienam vai pat abiem šī apmaiņa varētu šķist netaisnīga. Adamsa taisnīguma teorija paredz, ka cilvēki, pamatojoties uz savu ieguldījumu, pretī vēlas saņemt objektīvu novērtējumu. Neapmierinātība rodas, ja cilvēks pretī ieguldītajam darbam nesaņem objektīvu vai sev vēlamu novērtējumu (Peršēvica, 2013). Tieši šāds process notiek darbinieka un darba devēja attiecībās izglītības iestādēs, kad darbinieks (skolotājs) apmaiņā pret ieguldīto laiku, zināšanām, spējām un pieredzi pretī no darba devēja sagaida atalgojumu un novērtējumu. Novērtēšana ir process, kura laikā tiek izvērtētas indivīda sniegtās zināšanas, izpratnes un prasmes. Ar jēdzienu novērtējums tiek saprasts visu materiālo un nemateriālo, finansiālo un nefinansiālo vērtību kopums, kuru darbinieks saņem no uzņēmuma par to, ka

strādā tā labā (Vintiša, 2010). Novērtēšanai ir daudz dažādu pielietojumu, un to var iedalīt divās galvenajās kategorijās: izmanto atsevišķiem indivīdiem, un izmanto visai organizācijai kopumā (Guide to Assessment, 2015).

Pēc raksta autoru domām skolotāju darba novērtēšanā nozīmīga loma ir ne tikai darba devējam - skolai, bet arī citiem sociālajiem aģentiem, kurus raksta autore, ņemot vērā literatūrā aprakstītos darba novērtējuma veidus ir apkopojušas 1.attēlā.



1.att. Skolotāja darba novērtējumu sniedzšie aģenti un novērtējuma veidi (autoru veidots)

Figure 1. Teachers' Rating Agencies and Types of Assessment

Apskatot skolotāju darba novērtēšanas veidus, ir iespējams izdalīt divus dominējošos. Pirmkārt, atalgojums naudas izteiksmē ietver: ikmēneša algu, prēmijas un piemaksas, kompensācijas, dažādus labumus (piemēram, balles, kopīga svētku svinēšana). Otrkārt, tiek izcelts atalgojums, kas nav naudas izteiksmē. Tas tiek saistīts ar izaugsmes iespējām, uzslavu, pateicību, atzinību, pašapliecināšanos, drošību utt. (Peršēvica, 2013).

Pētījumi liecina, ka skolotāju apmierinātību ar darbu rada arī pozitīvs sociālais klimats un sociālais atbalsts (Skaalvik & Skaalvik, 2011). Ļoti būtisks faktors, kas ietekmē apmierinātību vai neapmierinātību ar darbu, ir atalgojums (gaidas par algu nesaskan ar iegūto algas apmēru), kā arī taisnīgums un vienlīdzība (algas lieluma salīdzinājums ar personām, kas veic tāda paša apmēra darbu) (Blyton & Jenkins, 2007). Pētot skolotāju ekspektācijas, lielākā daļa atbildes liecināja, ka skolotāji sagaida izpratni un atbalstu. Tāpat tika secināts, ka uz nemateriālām vērtībām balstītai neoficiālai uzvedībai, piemēram, atzinībai, sadarbībai, godīgumam, uzticībai un motivācijai ir liela nozīme (Aslanargun, 2015).

Aija Peršēvica savā promocijas darbā „Vidusskolu skolotāju apmierinātība ar darbu un tās mījsakarības ar izglītības kvalitāti” secina, ka pastāv būtiska saikne starp apmierinātību ar darbu un darba produktivitāti, turklāt apmierinātību ar darbu ietekmē praktiski visi ar darbu saistītie faktori, taču ietekmes intensitāti nosaka indivīda personīgās vajadzības. Pētījuma rezultāti demonstrēja augstu skolotāju apmierinātību ar darbu visos aspektos, izņemot vienu: skolotāji nav apmierināti ar saņemto atalgojumu (Peršēvica, 2013).

2013. gadā veiktajā pētījumā „Skolotāju apmierinātība ar darbu – TALIS 2013” tika secināts, ka ar savu darbu skolotāji ir ievērojami apmierinātāki skolās, kurās ir savstarpēja sadarbība starp skolotājiem, administrāciju, skolēniem un viņu vecākiem. Skolotāji ir vairāk apmierināti ar darbu, ja attiecības ar skolēniem ir labas vai ļoti labas (Geske & Ozola, 2013).

Svarīga loma skolotāja apmierinātībā ar darbu ir arī tam, vai viņa veicamais darbs ir cienīgs – gan darba vides, apstākļu, gan arī atalgojuma jomā. Cienīgs darbs ir tāds, kas paver ceļu plašākai indivīdu, viņu ģimeņu un visas sabiedrības sociālajai un ekonomiskajai attīstībai. Skolotāji puda viedokli, ka cienīgs darbs ir tāds, par ko pienākas un tiek saņemts cienīgs atalgojums, tāds, ko atzīst un novērtē skolēni, viņu vecāki, tuvinieki un sabiedrība kopumā. Tomēr realitāte Latvijas izglītības sistēmā pedagogu skatījumā ievērojami atšķiras no cienīga darba ideāla, jo gandrīz katrā no minētajiem aspektiem ir problēmas. Lielākā neapmierinātība respondentu vidū ir ar atalgojumu – pedagogi uzskata, ka tas nav atbilstošs viņu iegūtajai izglītībai, ieguldītajam darbam un atbildībai (Rāta, Bite, & Nāckalne et al., 2013).

Tas sasaucas ar iepriekš aplūkotajām teorijām par skolotāja darba novērtēšanas aģentiem – jo pozitīvāka sadarbība, attieksme un novērtējums no iesaistītajām pusēm, jo skolotājs jūtas apmierinātāks ar savu veicamo darbu un darba vietu kopumā. Tā rezultātā ieguvējs ir ne tikai skolotājs, bet arī pārējās iesaistītās puses – paaugstinās darba efektivitāte, mācību iestādes rezultāti, skolēnu sasniegumi utt.

## **Skolotāju darba novērtējums: Rēzeknes novada gadījuma analīze** *Analysis of the case of Rēzekne District*

**Pētījuma metodoloģiskais pamats** ir gadījuma izpēte Rēzeknes novadā, kura ietvaros nejausā izlasē tika iekļautas un pētītas (laika posmā no 2017. g. februāra līdz martam) piecas Rēzeknes novada pamatskolas – Sakstagala Jāņa Klīdzēja pamatskola, Rēznas pamatskola, Gaigalavas pamatskola, Audriņu pamatskolas un Rikavas pamatskola. Sākotnēji tika veiktas 5 daļēji strukturētās intervijas (kvalitatīvā pieeja) ar skolotājiem, izmantojot mērķtiecīgi pieejamo izlases principu. Pēc interviju analīzes rezultātiem veidota anketa un veikta skolotāju aptauja. Kopumā aptaujā piedalījās 67 skolotāji (n=67) no izlasē iekļautajām pamatskolām. Kvantitatīvā metode izvēlēta, jo tā paredz, ka respondenti var palikt anonīmi, tas nodrošina respondenta iespēju brīvāk paust viedokli. Savukārt kvalitatīvā metode sniedza iespēju sākotnēji izprast rīcības motīvus, uzskatus, to pamatojumu, uzdot papildus jautājumus, lai dziļāk izprastu respondentu nostāju (Robinson & McCartan, 2016).

**Analizējot pētījumā iegūtos datus**, var secināt, ka respondenti attiecībā uz darba novērtējumu izdala gan materiālo, gan nemateriālo novērtējumu – alga, piemaksas, sabiedrības cieņa, profesijas prestižs, uzslavas, skolēnu pozitīva attieksme u.tml. analizējot sociālo aģentu sniegto novērtējumu, jāsecina, ka visnozīmīgākais skolotājiem ir novērtējums no skolēniem, darba devēja un skolas administrācijas, tālāk seko novērtējums, ko sniedz skolēnu vecāki – tālād sociālajiem aģenti, ar kuriem tiek veidota mijiedarbība skolotāja ikdienas darbā.

Rēzeknes novada vispārizglītojošo pamatskolu skolotāji visapmierinātākie jūtas ar darba nemateriālo novērtējumu, ko sniedz darba devējs un skolas administrācija, kolēģi un paša skolotāja vērtējums. Tomēr visneapmierinātākie skolotāji ir ar darba materiālo novērtējumu – skolotāji izjūt to, ka viss viņu veiktais darbs netiek apmaksāts, un valsts līmenī ir nevienlīdzība, kas saistīta ar šajā profesijā strādājošo algu apmēru. Otrs svarīgākais aspekts, kas tiek uzsvērts – skolotāja profesijas prestižs sabiedrībā un sabiedrības attieksme. Tiek secināts, ka pašreiz skolotāja profesija, raugoties no skolotāja pozīcijas, sabiedrībā nav prestiža, sabiedrība neizprot un nenovērtē skolotāja veikto darbu un tā lielo nozīmi skolēna un visas sabiedrības labā. Kaut arī skolotāju ekspektācijas, kas saistītas ar darba materiālo novērtējumu nesakrīt ar reālo situāciju, skolotāji jūtas daudz apmierinātāki ar darbu, ja tiek saņemts darba nemateriālais novērtējums.

To, ko skolotāji vēlētos sagaidīt saistībā ar viņu darba novērtējumu, nosacīti iespējams iedalīt četrās grupās – atalgojums, taisnīgums, atbalsts un izmaiņas izglītības sistēmā. Papildus jau šobrīd saņemtajam darba novērtējumam, skolotāji vēlētos gūt lielāku atbalstu no sabiedrības, pašvaldības un skolēnu vecākiem, lai



noritētu sekmīgs mācību darbs, skolotāji sagaida lielāku sadarbību un pretimnākšanu no skolēnu ģimenēm.

„Ne tik daudz tas materiālais man varētu nozīmēt, cik tieši kolēģu un bērnu atzišana un atbalsts, un tas, ka es varu gan lepoties ar savu bērnu sasniegumiem, gan tas, ka viņi mani uzskata par daudz maz pozitīvu, pieņemamu skolotāju” - Daiga.

Tāpat Rēzeknes novada skolotāji ierosina veikt izmaiņas izglītības sistēmā (piemēram, atcelt profesionālās kvalitātes pakāpes, atcelt politiku „Nauda seko skolēnam”, dot iespēju profesijas pārstāvjiem iet izdienas pensijā jau no 55 gadiem utt.), kas veicinātu taisnīgāku skolotāju novērtēšanu valstī kopumā. Vēl skolotāji vēlas, lai tiktu veidoti vienoti kritēriji valstī, kas saistīti ar materiālo novērtējumu. Uzsvērtas tiek arī ekspektācijas par algas apmēra palielināšanu, kā arī visa padarītā darba taisnīga apmaksā, jo šobrīd daudzi aspekti netiek novērtēti (piemēram, audzināšanas darbs, gatavošana olimpiādēm, ārpusstundu pasākumi utt.). Rēzeknes novada vispārīzglītojošo pamatskolu skolotāju esošās situācijas un ekspektāciju, kas saistītas ar skolotāju darba novērtējumu, salīdzinājumu apkopotas 1. tabulā.

1.tab. Skolotāju darba novērtējuma esošās situācijas un ekspektāciju salīdzinājums  
Table 1 Comparison of the Current Situation and the Expectations of Teachers' Work Assessment

Esošā situācija, kas saistīta ar darba novērtējumu	Ekspektācijas par darba novērtējumu
Daļa skolotāju jūtas nenovērtēti, jo uzskata, ka joprojām dara darbu, par kuru netiek pilnvērtīgi samaksāts	Lai tiktu apmaksāti visi papildus darbi, ko skolotājam ir jāveic un kas šobrīd netiek apmaksāti. Piemēram, gatavošana olimpiādēm, ārpusstundu pasākumu organizēšana, gatavošanās stundām, pārbaudes darbu labošana u.tml.
Pavisam niecīga daļa respondentu (kopumā 3) pauž viedokli, ka darba samaksa ir adekvāta laika, enerģijas un pūļu patēriņam, savukārt 10 respondenti – ka tā ir pietiekama. Savukārt vairums skolotāju – 54 no 67 aptaujātajiem atzīst, ka darba samaksa viņiem nav adekvāta ieguldītajam darbam	Lai skolotāja profesijā nodarbinātie saņem atalgojumu, kas būtu atbilstošs ieguldītajam dabam

Vairāk kā puse skolotāju (47 no 66) uzskata, ka nesaņem taisnīgu atalgojumu, tikai 5 skolotāji uzskata to par taisnīgu	Jāveido taisnīgs novērtējums, kas atbilstu darba nozīmīgumam. Tiek uzsvērts, ka visas Latvijas teritorijā jābūt vienotai sistēmai, noteiktiem kritērijiem, pēc kuriem tiek vērtēts skolotāja darbs, tā, lai nerastos tik krasas atšķirības starp skolotāju algām Latvijā
Skolēnu vecāki bieži vien nav ieinteresēti mācību procesā un sadarbībā ar skolu un skolotājiem, līdz ar to skolotājs neizjūt sava darba novērtējumu no skolēnu vecākiem	Skolotāji vēlas, lai skolēnu vecāki un ģimenes būtu vairāk ieinteresētas viņu bērnu skolas gaitās, tā, lai skolotāja un vecāku vidū rastos pozitīva attieksme un iespēja maksimāli kvalitatīvi audzināt un skolot bērnu
Skolotāja profesija sabiedrībā tiek vērtēta samērā zemu. Skolotāja darbs netiek novērtēts un netiek uzskatīts par sarežģītu un nozīmīgu	Lai skolotāja profesija sabiedrībā atkal kļūtu prestiža un cienījama, lai rastos izpratne par to, cik grūts un atbildīgs ir skolotāja darbs.

Pārsvārā skolotāji uzskata, ka ir iespējams mainīt šī brīža situāciju skolotāju darba novērtējuma ziņā, un pret iespējamajām pārmaiņām izturas optimistiski.

Vislielāko atbildību par skolotāju reālā novērtējuma atbilstību ekspektācijām, pēc skolotāju domām, būtu jāuzņemas valstij un pašvaldībām, tieši šo sociālo aģentu rīcības maiņu cer sagaidīt Rēzeknes novada vispārīzglītojošo pamatskolu skolotāji. Pirms skolotāju darba novērtēšanas sistēmas izmaiņu veikšanas ir jāuzklausā un jānoskaidro skolotāju viedoklis, jo tieši skolotāji šajā jomā ir kompetenti un spējīgi ierosināt ilgtspējīgas idejas. Respondenti pauž viedokli, ka jāsāk ar problēmu risināšanu valstiskā līmenī, kā arī pašvaldībās, tad secīgi turpinātos izmaiņas arī pārējās jomās. Lai gan respondenti atzīst, ka materiālais atalgojums nav bijis noteicošais faktors profesijas izvēlē, tomēr vērojams, ka lielākā realitātes un ekspektāciju plaisa jeb nesaskaņa ir tieši šajā jomā. Tiek ierosināts veicināt skolotāja profesijas prestiža augšanu sabiedrībā, to iespējams panākt ar masu mediju starpniecību. Šobrīd, pēc skolotāju domām, prese atspoguļo tikai negatīvas ziņas saistībā ar mācību iestādēm un skolotāja profesiju kā tādu. Tomēr atainojot pozitīvu pieredzi, būtu iespējams celt profesijas prestižu sabiedrībā, kā arī skolēnu, skolēnu vecāku un ģimeņu, kā arī visas sabiedrības attieksmi pret skolotāja profesijā strādājošajiem. Skolotāji atzīst – izmaiņas skolotāju darba novērtēšanas sistēmā ir nepieciešamas, tomēr pirms pārmaiņu veikšanas, rūpīgi jāizvērtē kādas būs pozitīvās un negatīvās sekas ilgtermiņā. Pārmaiņas nedrīkst sasteigt, lai no tā neciestu skolotājs, skolēns, kā arī mācību procesa kvalitāte mācību iestādēs.

## **Secinājumi** **Conclusions**

Skolotāju ekspektācijas attiecībā uz darba novērtējumu ir saistāmas ar atalgojumu, taisnīgumu, atbalstu un izmaiņām izglītības sistēmā.

Visnozīmīgākais skolotājiem ir novērtējums no skolēniem, darba devēja un skolas administrācijas, kā arī no skolēnu vecākiem. Visapmierinātākie skolotāji ir ar darba devēja un skolas administrācijas, kolēģu novērtējumu un pašvērtējumu.

Rēzeknes novada pamatskolu skolotāji visneapmierinātākie ir ar darba novērtējumu no valsts puses – skolotājus neapmierina darba samaksa un tās netaisnīgums. Lai gan skolotāji atzīst, ka materiālais atalgojums nav bijis noteicošais faktors profesijas izvēlē, tomēr vērojams, ka lielākā realitātes un ekspektāciju plaša jeb nesaskaņa ir tieši šajā jomā.

Daļai skolotāju svarīgākais ir profesijas aicinājums, jeb darbs ar bērniem, un tas skolotājiem palīdz darbā arī tad, ja atalgojums nav adekvāts un profesijas prestižs sabiedrībā nav īpaši augsts. Tomēr tas nenozīmē, ka skolotāji nevēlētos augstāku savas profesijas prestižu sabiedrībā.

Skolotāji vēlētos, lai viņu darbs tiktu vērtēts augstāk gan no materiālā, gan no nemateriālā aspekta, un pārsvarā skolotāji pret reālām iespējām kaut ko mainīt izturas optimistiski. Tomēr pirms izmaiņu uzsākšanas būtu rūpīgi jāizvērtē, kādas būs pozitīvās un negatīvās sekas ilgtermiņā.

### **Summary**

Various studies in the field of education analyze the quality of education and the necessary changes in the education system, which rather often are associated with teachers' competence, attitude, and ability to adapt to change. Similarly, teachers' expectations with regard to learners and school leadership, decent working conditions, etc. are studied, but studies of teachers' expectations about their job evaluation are relatively rare.

Within the framework of this article, the author bases the evaluation of teacher's work on the Vroom's expectation theory and the ideas of justice by J. S. Adams, as well as studies on teachers' satisfaction with work that have been conducted in Latvia.

The results of the research with respect to teachers' job evaluation agents show that the more positive co-operation, attitude and assessment of the stakeholders, the better teacher feels more about his/her job and the workplace as a whole. As a result, the winner is not only the teacher but also other stakeholders – due to improvements in work efficiency, overall school results, student achievements etc..

The most important thing for teachers in Rezekne district is assessment from pupils, employer and school administration, as well as from pupils' parents. The most satisfied teachers are with the assessment given by the employer and school administration, colleagues, and their self-assessment. In addition to the assessment already received at the moment, teachers would like to receive more support from the community, the municipality and the pupils' parents; in order to conduct successful work teachers expect more cooperation and encouragement from the pupils' families.

What teachers expect in the assessment of their work can be relatively divided into four groups - pay, equity, support and changes in the education system.

Teachers of Rēzekne district primary schools are least satisfied with the assessment of their work by the state: teachers are not satisfied with unfair wages and pay. Although teachers acknowledge that material remuneration was not the most decisive factor in choosing a profession, it must be said that the gap between expectations and the reality or the discrepancy lies precisely in this area. The most important thing of the majority of teachers it is a calling, a chance to help children, which encourages teachers to work even if the remuneration is inadequate and the profession's prestige in society is not very high. Teachers want their work to be valued from both material and non-material aspects, and teachers tend to optimistic about the real possibilities to change something. However, as respondents acknowledge, careful consideration should be given to the long-term positive and negative effects before implementing any changes.

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# CURRICULUM DEVELOPMENT CONSIDERING FORMAL, NON-FORMAL AND INFORMAL EDUCATION

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**Abstract.** Curriculum development for general comprehensive and also vocational schools needs consideration of the context, in which availability of non-formal and informal education (extracurricular activities=EA) plays an important role forming a meaningful whole with formal education. This pilot study attempted to find out what motivates students (aged 13–15) for participation and teachers organizing/supervising these activities. The methods used for data collection were questionnaires for students (n=258), focus groups of students (n=4), and interviews with teachers (n=8) which provided preliminary data for comprehension of the meaning of EA. The data were processed statistically and by content analysis. The results highlighted several important issues which should be considered when selecting and organizing the content for designing subject syllabi for formal learning specified in national curricula (NC) under changed learning environments, especially considering those created by ICT. Students mentioned the following factors: development of students' self-awareness about ones abilities, acquisition of new knowledge and skills, but also new friends and wider social contacts, new experience and satisfaction with creative work. The teachers mentioned students' additional knowledge and skills they can use in their formal studies at school and engagement in activities widening their cultural horizons. EA can also provide material for decision-making for students' potential choices for future education.

**Keywords:** formal, non-formal, informal education, curriculum development, informed decision making, self-awareness, creativity.

## Introduction

Considering the perennial process of national curriculum (NC) development for general comprehensive schools in rapidly changing social, political and cultural environments and ever-increasing amount of knowledge, the very concept of education has become an issue of wide debates. In addition to traditional schooling at different educational institutions, usually specified as formal education, two more concepts – those of non-formal and informal education have

come to the foreground and gained increasing attention for educational policy making, especially after the so-called PISA shock in several European countries (e.g. Germany, Austria, Switzerland, Denmark et al).

However, researchers have paid a lot of attention to the above mentioned terms at different times. George Jones published in 1935 already his “Extra-curriculum activities in relation to the curriculum”, specifying potential support these activities can offer to the mandated curriculum. The research problem for educators responsible for designing national curricula today is, how much the influences of informal and non-formal educational (EA) or additional influences of hidden curriculum should be considered when organizing general education for all the population under the circumstances/context of a particular society. Should the bold statement by Romi & Schmida (2009), according to which non-formal education should be considered a major educational force in the postmodern era, be taken as decisive for organizing education, especially considering new and widely used ICT environments?

### **Interdependence between formal, non-formal and informal education**

Coombs and Ahmed characterized in 1974 three different types of learning as follows: informal education is “the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment”; non-formal education is “any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children”. And finally, the formal education is characterized as “the institutionalized, chronologically graded and hierarchically structured educational system, spanning lower primary school and the upper reaches of the university” (Coombs & Ahmed, 1974: 8). However, analyses and definitions presented by Melnick & Botez (2014: 214–215) can be considered more modern and generalizing the multitude of existing terms.

Accordingly, “formal education corresponds to a system, organized educational model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. Formal education has a well-defined set of features specified by the state” (*ibid*), as it provides systematized knowledge in specialized institutions (schools of different type); students are introduced into the framework of intellectually organized work and schools have to report achievement by exams, etc. Educational effects are projected and positive in character (*ibid*). Non-formal education provides special knowledge, where formative-educative influences correlate with those from the extra school environment, as they are generally

realized outside the school institution, valorizing and making available local possibilities and resources to people of different age groups interested in these activities; educational effects are also projected and positive. Informal education usually does not correspond to organized, systematic or regular activities following a curriculum; activities are decided on the spot and they remain unreported, but still generating interest towards knowledge and providing opportunities for establishing social contacts for spending leisure time. Museum visits, concerts, competitions, media programs, films, festivals, youth clubs and manifestations, meeting interesting people, *etc.* – all events of that kind can provide experience to learn from. Educational effects are non-projected, but can be both positive and negative. (Melnic & Botez, 2014:114–115)

It can be concluded that all additional activities to learning at schools according to specified NC (often specified as extracurricular activities (EA), sometimes also complemented by so-called hidden curriculum, exercised by media and other social processes) have been carefully analysed and considered potentially influential for improvement of students' academic achievement in many countries (BMBF 2003; Mangold & Messerli, 2005; Schupbach, 2015, etc). There have also been several psychological studies related to diverse issues of students' personality development and the above mentioned three types of education (La Belle, 1982; Mahoney, et al 2002; Hansen, Larson, & Dworkin, 2003; Hansen, Skorupski & Arrington 2010; Ivaniushina & Aleksandrov, 2015). When recognizing education as a life-long experience specified by Hilda Taba in 1932 already as a dynamic process "from being to becoming" (Taba, 1932: 218), we also have to accept the fact that the personality of any individual is formed indeed by all the influences and experiences gained, starting with home and kindergarten, but also when participating in formal, non-formal and informal learning activities. All these three forms of education can contribute to humanization, socialization and culturing of young people as well as cohesion and sustainability of a society. For specification of EA there are issues to be monitored and studied, and namely: availability of opportunities for students to participate in non-formal and informal educational activities; participation rate; participants' motivation to be involved in these activities and potential contribution of these activities to development of students personality and desired skills.

Some data can be found in national statistics and there are surveys characterizing the amount of students participating in non-formal and informal educational activities. In Sweden, about 75 percent of pupils aged fourteen are involved in structured extracurricular activities; in Australia the participation rate among school children aged twelve to sixteen is 91 percent (Blomfield & Barber, 2009). In Estonia boys are usually less keen on participating in non-formal education than girls, but in 2017 65 % of boys reported to be involved in some sport activities, whereas the percentage of girls playing sports was only 38 (Valk,



2017: 200). Availability of multiple data characterizing students EA can provide valuable information for curriculum designers, how to use its potential. Researchers have already found a lot of meaningful input to be considered, when designing or updating national curricula. Bloomfield & Barber (2009) have highlighted acquisition of social skills, when participating in non-formal and informal educational activities. Among the most important skills that are developed in particular during extracurricular activities Hansen et al. (2003) identify time management, persistence in achieving goals, independence, ability to build relationships and interact with adults, and an ability to work on a team. Schuepbach (2014) has analysed, how extracurricular activities (all-day schools/Alltagsschulen as a special form of non-formal education organized at schools) and their quality on primary school-age students' achievement in mathematics in Switzerland. EA have attracted attention of educationists in many countries especially in the relationship within their social context.

Our pilot project has focused on the participants' motivation to be involved in EA and potential contribution of these activities to their studies at school, personality development and socialization. The influence of EA on students' development and academic achievement has not been researched so far. Data characterizing the role of EA in education can greatly contribute to informed decision-making about NC and organization of studies.

### **Methods and data collection**

According to Walker & Evers „knowledge about human activities always remain subjective“, as „reality“, at least “social reality”, which is being researched, is a construct itself, as it has been constructed/created as a result of human activity. (1997, 226–227) Edelman *et al* (2012, 74–79) highlight as equals both, text documents and transcriptions of interviews as opportunities for qualitative analyse methods for researching „social phenomena“ and for drawing conclusions.

When collecting data for this study questionnaires and interviews have been used (Cannell & Kahn, 1968; Harris & Brown, 2010). For collection of data from compulsory school students semi-structured questionnaires were used as a widely known and neutral methods especially for the reason that students are accustomed to that when providing feedback about different issues in their everyday school life. (Oppenheim, 1992; Fife-Schaw, 2001) More flexible semi-structured interviews were used with teachers as they allow to better comprehend through their use of language also their competence in the field studied. (Gomm, 2004) As we carried out a pilot study, focus group interviews with students were added to their questionnaires, using the same questions (Patton, 2002; Krueger & Casey,

2009) with the aim to specify the research questions and specify the tasks for the main project in future.

The material collected from students with questionnaires (258) and interviews in focus groups (4) was coded for an analysis, considering the questions asked and accordingly, three (3) main criteria were established. Sub-criteria (8) were specified considering the main tendencies that appeared in the analysis of the data. The answers provided by teachers' interviews (8) were analysed using the same criteria. Some examples of manifested values the teachers have considered relevant for organising their extra-curricular work have been added.

## **Results and discussion**

Results of the analysis will be presented by criteria and sub-criteria as follows. Opinions of students have been marked with G=girl or B =boy, followed by their grade number; F denotes focus group opinions and T that of teachers)

### **1. Participation in hobby groups and other EA**

#### **a. Participate/do not participate**

There were only 11 students, who were not involved in any EA (boys, grades 7–8), there were also 10 students who had marked their participation in too many fields (5–6), which seems unrealistic considering the time available. The majority of students play sports and make music (in many different fields). Surprisingly there were really few students reporting language studies (which used to be really popular a decade ago); only 1 student mentioned learning Spanish (as she wants to talk to her new relatives), 2 students (from a Russian medium school) report learning additionally the state language Estonian, 7 students did not specify, which languages they were learning.

#### **b. Participate in one or more EA group**

About 60 % attend EA in more than one group, but many consider singing in a school choir an EA group as well, although in many Estonian medium school it is a compulsory school subject. All EA fields (sport, art, robotics, theatre, learning languages, choir singing, learning to play musical instruments, musicking in ensembles and bands, other EA) have been mentioned, under the field "Other EA" photography, woodcarving, media, ballroom dancing, robotics, maths, sudoku, *etc.* have been mentioned. Several students mentioned among EA having private teachers supporting them for successful studies at school.

#### **c. Participate in hobby groups of different EA fields or the same field**

It can be said that the combination of EA activities of e.g. different sport events and that of music-art-theatre was often reported, about 40 %. Approximately the same amount of students reported participation in different hobby groups in the same field – e.g. singing in a choir, playing an instrument,

acting in a drama studio or dancing (mainly folk dance groups). In most cases such EA groups worked at schools (mainly at Estonian medium schools); there were also several studios and private clubs (doing karate, ballroom dancing, body building, art studios, etc.) mainly mentioned by students of Russian medium schools.

## **2. Reasons for attending EA groups**

### **a. EA activities are interesting**

This was the main answer (ca 80 %) given by students of all participating in the survey schools. Sometimes the students just said: "I just like it", "It is different from school routines". Maybe they have not specified their motivation more precisely. However, there were answers describing quite clear aims of respondents: *I sing in the school choir, because I want to go to our National Song Festival (Celebrations) (6, G); I attend the drama studio, because I want to become an actor (8, G), sport (football) – I want to be strong and deft, so that I can stand up for myself; I can travel a lot with the team; I can find new friends there. (F, 9, B).*

In addition to arousing students' interest in some kind of EA, teachers have highlighted the opportunity to spend one's afterschool time involved in some meaningful/useful activity (T 1, 4, 7); a chance to represent one's school (T, 2, 3); to develop students talents/potential with the aim to make it a future career or a long term hobby. (T, 7, 8).

### **b. Just spending leisure/free time**

Ca 10 respondents could not specify their more clear reason/motivation, saying: *You have to do something in your free time. (9, G); I have nothing else to do (7, B); I do not want to sit at home all day, etc. (7, G). I sit a lot in the Internet, but sometimes I want to talk to real people. Then I go to the music club and I can play the drums there (9, B).*

### **c. Following somebody's example or desire**

To follow an idol's example or encouragement/invitation of friends (10 %), often attending EA as parents have told them to do so (especially in music and sports). About 30 % of respondents say that choir singing is usually recommended by friends: *I get more friends from among students of parallel grades (4, G); because my friends also sing in this choir (7, G); my good friends just dragged me there (7, B); very cool people attend this group/studio (7, G); parents tell me to attend trainings, so that I could be healthier and physically stronger (6, B); achievement of senior students of our school is a great example for me (F, 9, B); all our family has been singing and playing an instrument, we (parents) expect the same from you.(8, G)*

### 3. Influence of EA on studies at school

#### a. EA support studies

One third of respondents highlight the positive influence of EA on a particular school subject – e.g. music or physical education (most often mentioned subjects). Sometimes those students singing in choirs get good marks for their music education, especially, if the EA are organised by the same teacher at school.

When talking about sports, students say: *it makes you stronger* (8, B); *keeps you fit* (4, G); *makes you mobilize all your skills and capabilities* (4, B); *I want to be healthy* (4, G); *it motivates me also for learning other subjects better; it helps me to achieve at school as well* (4, B); *it helps to reduce school stress* (5, B); *I can use all my unnecessary energy in trainings and after that I can better focus on other things that I have to do* (6, G); *sport makes my brain fresh* (7, B); *sport teaches, how to work in a team* (5, B); *all we do during trainings helps to survive at school and get everything done for a satisfactory „3“ at least* (F, 9, B); *I can better plan my time, so I can manage and get things done in time* (F, 8, B). An extraordinary answer was: *prizes at some competitions are really quite high* (7, B, sports, about golf).

About other hobby groups offering EA the following has been mentioned: *it broadens your horizons* (4, G, music; F, 9, B); *it makes you feel well/satisfied* (5, B, dancing); *I am quite good and skilled at arts and in art lessons I also do well; it helps me also at math to draw graphs. I am good at music, too. It is really pleasant to talk to our hobby group teacher. I have also got some additional good marks for EA, especially in music* (8, G); *robotics teaches you, how to invent and become smart, maybe I will be engineer one day* (6, G); *math circle (hobby group) makes me smarter than other students are* (7, B, math); *I want to make it my future job* (7, G, arts); *it develops my memory and my sense of discipline* (F, 8, B, music).

Teachers said unanimously that everything they do or make in EA comes along into subject lessons at school and broadens students' horizons in different fields of knowledge and skills. *EA provides opportunities to maximize one's efforts not with an aim to get an excellent mark, but for positive emotions, achievement and experience.* (T 4, 7); *EA develop cooperative skills and discipline* (T 5, 8); *children involved in EA can much better plan their time and adequately assess their capabilities and those of others, calculate time needed for doing something; they are more willing to express their ideas and discuss things; they ask good questions; their world outlook is much wider and more adequate than that of students not playing sports or participating in any other EA. They know already quite precisely, what they want to do and/or achieve.* (T 2).

#### b. EA does not support studies at school

However, about two thirds of respondents fail to see potential support of EA, or they have not bothered to word them clearly. They mainly take EA as an opportunity to spend their free time. Quite often the answers were laconic: *I don't*

know; does not support very much; or no answer was given.

Teachers' opinions about values they promote by EA for students and for themselves have offered interesting insights. They have mostly highlighted positive aspects when organising EA. They are sincerely happy about their students' achievement/performance, be it competitions, school concerts or exhibitions of students' work. They also mentioned that they can develop honesty, empathy and joint responsibility (T 3, 4, 7); the value of offering help and support and also receiving it from team-mates (T 1, 2); promote motivation and show personal example that can be followed (T 8). Sometimes socially problematic or neglected children can be helped back to the "right path".

*I am really happy to have developed contacts, which survive long after schoolyears. Years pass, but they still follow the principle "back to my own school". They come to school events, and if invited for help, they are always there.* (T 6)

### Conclusion and recommendations

This pilot study has shown that EA can have a meaningful influence on students' personality development, especially on their increasing self-awareness. EA can greatly contribute to their academic achievement and acquisition of social and cultural skills. Considering the increasing widening of learning environments, both real and virtual, availability of EA should be made wider and involvement of all students in formal and non-formal educational activities should be, if possible, supported. Everything learnt and experienced in EA comes into the classroom enriching the atmosphere of learning and general motivation for achievement. EA are also more flexible than learning activities in formal education. Perhaps in the 21<sup>st</sup> century, meaningful and mutually supportive bridges can be built between formal, informal and non-formal educational experiences, which could also contribute to design of NC as well as to individual aspirations of learners in their multifaceted development. EU Council Recommendations on Key Competences of January 2018 clearly highlight the need to combine formal with non-formal and informal learning and recognise results of all learning experience, which makes research in this field particularly meaningful for the future.

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# THE CONCEPT, MODEL AND HISTORY OF HEALTH PROMOTING SCHOOL IN POLAND

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**Abstract.** *The article presents historical development of the Health Promoting School project in Poland and mentions some events crucial for development of this project. Moreover, the focus on the issue mentioned in the topic is driven by a concern to introduce the concept, strategy and model of Health Promoting School and to indicate how important for the health of society is development and practical implementation of the abovementioned project.*

*The concept of health promoting school is based on the general principles of health promotion. There is no one generally accepted definition of such a school. It is defined as a place where all members of school community undertake common activities to improve their health and well-being by means of changing their health behaviors and creating healthy physical and social environment as well as encourage other people in their environment, in particular parents, to undertake similar activities.*

**Keywords:** *health education, health promotion, health promoting school.*

## Introduction

Pace of civilization transformations and constant change of living conditions force people to adapt to quickly changing reality. To cope with that it is necessary to develop some abilities that improve quality of life and develop healthy attitude and habits. Health and education are closely related to one another. The model worked out by M. Shurcke, C. de Paz Nievies, shows that appropriate condition of health determine significantly achievements and education successes. Better health enables better education. Whereas, education helps people to acquire knowledge and skills necessary to take care of their health (Shurcke & de Paz Nievies, 2011, p. 3).

It poses a new educational and didactic challenge for today's school. Because, as indicated by many researchers, school health education may be an effective tool to take care of healthy population in the future (Williams, 1988; Storn, 1985; Keirle & Thomas, 2000). School is a universal, mass organization, which enables systemic health education of children and their closest environment (Woynarowska, 2000). It makes it possible to reconcile civilization development with human health (Kulik & Szymczuk, 2001). It has been said for long about the need for "education for change", which has an advantage over the traditional



model of education, because it aims at comprehensive changes in the creation of a humanitarian, democratic, healthy and just society. This education takes into account all determinants of the state of human health, among others, behavioral, social, economic and political. It strives to build educational programs that take into account the needs of individuals, communities and society. It uses various strategies to increase the effectiveness of undertaken actions and aims to introduce changes in health policy (Słońska & Misiuna, 1993).

It should be underlined that “basic tasks of modern health education is, above all, supporting conditions for change, in other words, taking efforts for the benefit of increasing competences of individuals and groups (capacity building, empowerment) in the sphere of self-reliant actions for the benefit of health at various levels of social life organization” (Słońska, 1999). These changes are very important in relation to school and pre-school health education because it is a foundation for general system of health promotion in each country. It covers childhood and early youth period when the process of socialization is most intensive. Therefore, school health education may be the most effective way in striving for development of individuals who take care of their health and health of other people. If it is to meet its requirements, it cannot focus only on individuals and their health and behaviors that threaten their health. It is necessary to perceive health in a holistic perspective and strengthen its potential, which means focusing on people and environment. Basic principle of this approach is that people from specific environments participate in identifying own health problems and undertake actions aiming at improvement of the health of individuals and community. Essential principle of this model is constructing and implementing programs of health education in these environments that are especially significant for promoting health, for example school, place of work, important groups such as old, unemployed people or ethnical minorities. (Tannahill, 1990). These assumptions are reflected in the Health Promoting School project, which was born in Europe in the middle of the eighties and was implemented since 1991 – it was the second after “Healthy cities” program of health promotion. At the beginning it was entitled “Healthy school”.

### **Concept and model of Health Promoting School**

Particular models of Health Promoting School<sup>1</sup> in various countries differ a little bit, but all of them aimed at making health promotion an integral part of health policy of the state with the use of experience of particular country. Concept and model of health promoting school evolved and was modified with years, but

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<sup>1</sup> For the transparency and non-duplication of the name Health Promoting School in the article, the abbreviation HPS will be used.

its essence is whole school approach to health promotion, that is much wider than realization of educational programs concerning various aspects of health.

Concept of HPS is connected with principles of health promotion presented in Ottawa Charter, according to which it is a process that enable people to control their health for the purpose of their improvement. From the point of view of realization of HPS project, it is important to be aware that undertaken actions are a long-term process. Realized undertakings are neither a one-time events nor a single actions. Moreover, their goal is to increase control over one's health, which is connected with increasing awareness of health (defining own health problems), making decision and undertaking actions to improve the health.

We distinguish two main pillars that HPS is based on. These are habitat approach and approach "from people to the problem". The first one assumes that school is a habitat, where many people learn and work, and specific obligations, rules and norm apply there. At the same time, the school is part of a system in which other habitats are located, such as, for example, church, workplaces, various organizations operating in particular area, which should support and complement each other's actions for the benefit of health. In this approach, the object of intervention is the habitat of people (social systems), not a single person. The approach "from people to the problem" peoples' values, attitudes and interests are in the center of interest. In this approach people identify their own problems, choose those that are priority and take actions to solve them. The external environment supports these solutions, but does not impose any methods of implementation (Woynarowska 2000: p. 444).

At the beginning, literature defined three main feature of HPS: health education as directive part of teaching program; ethos of health in school treated as hidden program of the school; all elements of the physical and social environment as well as the policy and organization of school life that support healthy lifestyle and good well-being of the school community, as well as broadly understood health education. HPS was considered to be created at three levels: class, school, parents and local community. These elements complement each other creating a health-friendly environment (Woynarowska, 2000: p. 444-445).

In the document of the European Network of Health Promoting Schools it was written that priority goal of HPS is healthy lifestyle of all members of school community. To achieve this goal the school:

- “won a good reputation as a sound investment to safeguard and promote the health and safety of young people;
- provided the right framework for addressing health promotion needs of schools' teaching and non-teaching staff;
- resulted in a more democratic style of management and teaching in schools;

- inspired teachers to find new teaching methods that reflect this new democratic spirit;
- helped to build consensus and cooperation at a European level, generating an important sense of unity; and
- began to set the agenda for education and health promotion” (Stewart Burgher, Barnekow Rasmussen, & Rivett, 2000: p.8).

Summing up, according to Woynarowska HPS means „a school that in cooperation with pupils’ parents and local society: creates social and physical environment systematically and according to plan, which supports health and good well-being of school community; supports development of pupils’ competences and competences of employees within the scope of taking care of health for the whole life” (Woynarowska, 2015: p. 12.).

Poland adopted a model of health promoting school worked out by professor B. Woynarowska (which was also modified due to necessity to include changes in the system of education and recommendation of Schools for Health in Europe).

The basis for HPS model were conditions that should be created to make the actions effective. Then main directions of activity and expected results were defined. The model was a foundation to prepare standards, methods and tools to examine the degree of achievements. Important elements of HPS actions included in the new model is taking into consideration activities for the benefit of health and well-being of teachers together with other members of school staff. Good health and well-being of teachers, administration employees and other employees is connected with good functioning of school and achieving better results of teaching. Moreover it influences economic and social aspects – lower rate of sick leave. It increases employees’ involvement, their efficiency and satisfaction from work. Promoting health of the employees is distinguishing feature of HPS (Woynarowska-Soldan, 2016).

Creation and development of HPS is a long processes that requires changes in all spheres of school life and involvement of the whole school community along with support of external institutions. Positive changes are often visible no sooner than after several years. Implemented transformation may cause various behaviors in some spheres of school functioning (e.g. resistance expressing in various form, lack of interest) and emotions (positive and negative) of members of the school community.

It is possible to distinguish some most important factors that determine effectiveness of HPS project realization:

- Knowing and understanding of health promoting school concept.
- Participation and involvement of school community.
- Activity of school coordinator of health promotion and health promotion team.

- Planning actions and their evaluation.
- Attempting to combine actions within the scope of health promotion with basic goals and tasks of the school.
- Cooperation with local community and other schools.

Important element of health promoting school is the work of school coordinator of health promotion and school health promotion team, which comprises all representatives of school community (pupils, teachers, parents, support staff). The coordinator of health promotion should be a person with features that support implementation of changes (such as strategic and creative thinking, readiness to develop and undertaking new initiatives) and should be committed to the idea of HPS and motivated to undertake actions for it. Moreover, the person should have a partner relationship with people and communication skills, be a good team player and be able to manage and motivate a team.

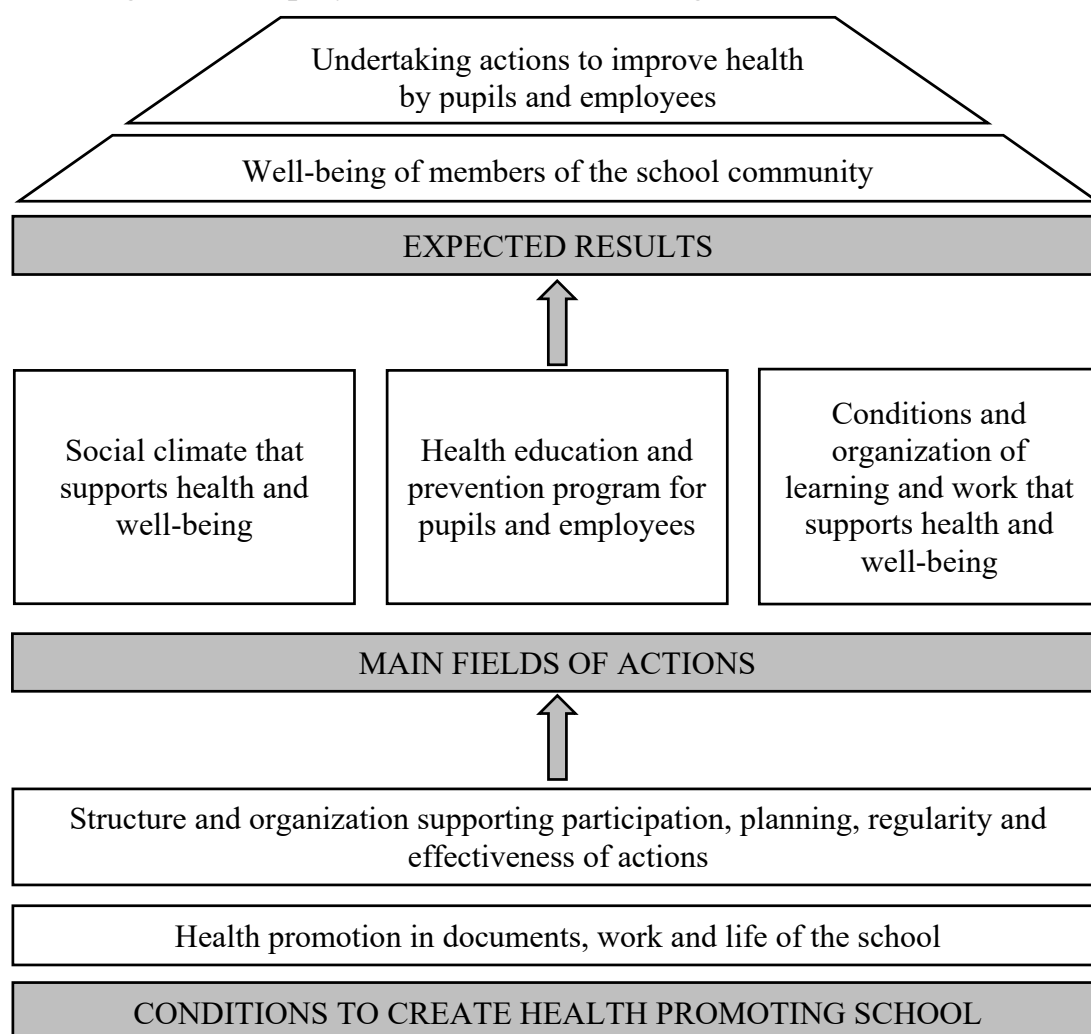


Figure 1. Model of Health Promoting School in Poland (Wojnarowska, 2016: p. 12)

Following standards of a health promoting school were also defined:

1. Concept of the school work, its structure and organization supports participation of the school community in performing tasks within the scope of health promotion and effectiveness and sustainability of these actions.
2. Social climate of the school supports health and well-being of pupils, teachers and other employees of the school as well as the pupils' parents.
3. The school carries out health education and prevention program for pupils, teachers and other employees of the school and attempts to improve effectiveness of the actions within this scope.
4. Conditions and organization of learning and work support health and well-being of pupils, teachers and other employees and help to cooperate with parents (Wojnarowska, 2015)

A specific feature of HPS is regular planning activities and their evaluation. All undertaken actions result from diagnosis comprising various spheres of school life and all members of the school community. Based on the result of the research appropriate actions are planned, which are adjusted to needs and possibilities of particular school environment.

### **History of Health Promoting School development in Poland**

HPS project was being developed in Poland for the first 15 years within the framework of European Network of Health Promoting Schools, which was established in 1992 as a result of agreement between WHO, the Council of Europe and the European Commission. Since the 1<sup>st</sup> of January 2008 the European Network of Health Promoting Schools was transformed into Schools for Health in Europe SHE ([www.schools-for-health.eu/shenetwork](http://www.schools-for-health.eu/shenetwork)). Poland is a member of this network along with other 45 countries.

Concept of "Health Promoting School" was born in Europe in the eighties. Its genesis originates from actions undertaken at international conferences about „Health Promoting School”. First one took place in 1984 in England, second in 1985 in Belgium, following ones in 1986 in Scotland. Another important event was publication of the report „Healthy school” written by I. Young and T. Williams. In Polish literature, the first publication about health promoting school appeared in the year 1989: T. Williams „Health promoting school – Reality and Myths”

From the initiative of the World Health Organization Regional Office for Europe, Poland was offered in 1991 (same as Czech Republic, Slovakia, Hungary, which was starting their political transformation) to participate in the project entitled initially “Healthy School”. In the year 1992 the European Network of

Health Promoting Schools (ENHPS) was established by WHO/EURO, European Commission, Council of Europe and World Health Organization, which Poland joined under the leadership of professor Barbara Woynarowska. At that time an agreement of the Minister of National Education and Health was concluded on project realization (1992-1995) and Polish Committee was established for Health Promoting School project in Mother and Child Institute. Among 382 schools that applied for the project only 14 school were selected to start realization of three-year Health Promoting School project. These schools were characterized by activity, enthusiasm, openness to people and looking for new solutions (Woynarowska, 2000: p. 453). In 1992 the first network of Health Promoting Schools was established in Ciechanów. This project had its own organization structure both at the national as well as school level. As it was mentioned before, a coordinator of health promotion operated in each school together with health promoting team that included teachers, parents and pupils (Woynarowska, 2000: p. 453).

At that time numerous publications written by domestic experts was published: Z. Cendrowski, B. Wonyarowska, M. Kawecki, and by foreign ones: H. McDonald (WHO), H. Scicluna (Council of Europe), T. Williams, N. Wetton, G. Gray, K. Weare (University of Southampton), L. Barič (University of Salford). They concerned health promotion and health education in school. Experience of the schools that promoted health became popularized, among others, by the magazine „Lider”, and in the year 2000 a new magazine was published entitled “Health Education and Health Promotion in School”.

In the year 1995, the first 3-year long HPS project was completed. Then 23 voivodship networks of Health Promoting Schools were operating, which included around 350 school and preschools. Also actions at universities started to be undertaken and two-year postgraduate studies entitled “Health Promoting School” were organized in cooperation Institute of Psychology at the University in Poznań. In 1996 first national conference Health Promoting School took place in Leszczyna and the second one took place in 1998 in Gdańsk. At that time there were 31 HPS networks operating in voivodships, which comprised more than 600 schools and preschools and regional networks were established. In addition, annual “summer schools” were organized for members of voivodship teams for health promotion, which have been organized up to now.

In 1999 change in voivodship network of HPS took place due to reorganization of administrative structure of Poland, which decreased number of voivodships to 16. Simultaneously, the Studio of Health Education and Health Promotion was established in National Centre for Supporting Vocational Education (coordinating center in the resort of education). In the year 2000, an agreement is concluded for the years 2000-2002 between Minister of National Education and Health (2000-2002) on supporting health education in schools and

development of the network of health promoting schools. In 2009 status of health education changed; for the first time its importance was clearly underlined in the preamble of Core Curriculum for elementary schools, gymnasiums upper secondary schools, where it was written as follows: “Important task of school is also health education realized by teachers of many subjects, whose aim is to develop in pupils the ability to take care of their own and other people’s health” (Regulation of the Minister of National Education of 23<sup>rd</sup> December 2008 on the core curricula for pre-school education and general education in individual types of schools (Journal of Laws as of 2009, No. 4, item 17)

In the curriculum that is currently binding (Regulation by the Minister of National Education of the 14<sup>th</sup> February 2017 on the core curricula for pre-school education and general education in individual types of schools; Journal of Laws as of 24<sup>th</sup> February 2017, item 356) this regulation has been changed and replaced by the following: “Important role in teaching and education of pupils in elementary school is played by health education. The task of school is to develop pro-health attitudes of pupils, including formation of hygienic behaviors that are safe for their and other people’s health and to consolidate knowledge about healthy diet, benefits of physical activity and prevention”. Just at the stage of pre-school education children are gradually introduced in the world of values, which health surely belongs to. The basis formed in preschool will surely have a positive impact on adulthood. (Nazaruk, 2017).

One of the elements influencing efficiency of health education process is establishing education law regulation that are as good as possible and enable effective realization of health education in preschools and schools. Pedagogic activity must be conducted in intentional and planned way and according to the curriculum. The core curriculum is a set of teaching contents that is compulsory at particular stage of education, which specifies skills that have to be included in the teaching program and enables to establish criteria for school grades and examination requirements. Therefore it is justified that health should receive respectable place. It is justified to include such educational aims and contents in the core curriculum that can reflect educational needs of children within this scope. It is also necessary to precise which competences within the discussed scope should be possessed by children completing particular stages of education (A. Leszcz-Krysiak, p. 66).

Since the year 2006, the “National Certificate of Health Promoting School” has been established, which is awarded by the Minister of National Education as a prestigious title for a school. The goal of this certificate is, among others, to recognize and appreciate the long-term systemic activity of schools, according to the concept and standards accepted in Poland, as well as to popularize experience and achievements of HPS and examples of good practices at the whole territory of Poland and to initiate cooperation between schools within this scope. Its goal

is also to support HPS program in Poland as an important element of state policy and bottom-up actions for improvement of quality of education, state of people's health and building of a democratic society (The procedure for granting National Certificate of Health Promoting School)

Currently voivodship HPS networks are present in all 16 voivodships; they include around 3500 schools of various types with the majority of elementary schools. In most voivodship networks there are also health promoting preschools. Currently national certificate of HPS has been obtained by 246.

In the year 2017, M. Woynarowska-Sołdan and B. Woynarowska worked out a model, definition and standards of health promoting preschool (Guidelines for preschools and people supporting their activity within the scope of health promotion "Health promoting preschool" M. Woynarowska-Sołdan & B. Woynarowska)

### **Practical aspects of Health Promoting School project implementation**

In practice, joining the network of HPS requires extensive documentation, which often makes it difficult and discourages teachers from realizing the project. School/preschool activities are coordinated by voivodship leaders for health promotion who usually work in, so-called, voivodship teacher training centers. All activities are supported by the Center for Education Development in Warsaw. Implementation of HPS project is monitored by voivodship coordinators in accordance with their principles and needs. Therefore, research results concerning project implementation are mostly qualitative. There are no research results collected by means of standardized tools on the national level. On the way to achieve national certificate of HPS we can distinguish three periods.

The first candidacy period, which lasts 6 months, is the time when the school director appoints a team and a coordinator of health promotion (the leader). The next step is application prepared by the director to include the school/center in the voivodship network of HPS. Then workshop (training) concerning the project is organized for the teachers' board. The teachers' board has consultations and classes with pupils and parents informing about principles of HPS project. Health promotion team performs a diagnosis on the basis of which the program of health promotion is created for the school, which is then realized, monitored and evaluated.

The second candidacy period (it lasts 1 year) is the time when the school submits following documents to voivodship coordinator: school program of health promotion, schedule of the program implementation, written declaration of accession to the HPS project. After the candidacy period and after a visit (observations) of voivodship coordinator of health promotion and submitting all



requested documents, the school receives the certificate of voivodship network of HPS.

After minimum three years of possessing voivodship certificate of HPS, the school can apply, after self-evaluation, for National Certificate of HPS. The aim of self-evaluation is to check to which extent the school achieves its goals specified in the Polish concept of Health Promoting School. The data achieved in the course of self-evaluation should serve as a basis for reflection and planning further actions for the development of HPS and selection of further priority issues. The certificate is granted for the period of 5 years. After this time the school can apply for it again.

The analysis of 37 applications for National Certificate of HPS submitted in the school year 2016/2017 to the Center for Education Development reveals that the most frequent (recurring) priority problems which are diagnosed by schools are as follows: verbal aggression among pupils during breaks between lessons and improper (unsatisfactory) interpersonal relations between some pupils, communication disturbances in a group and noise in the school during break times. Moreover, the issue is: lack of adjustment of the health classes to the needs and interests of the pupils, breaking principles of healthy diet, low physical activity of members of school community, too few actions promoting health of employees who are not teachers, atmosphere and cooperation among teachers.

To solve the diagnosed priority problems, the schools most often undertake actions focused on: organization of health promoting workshops for all members of school community, culinary workshops for pupils, common breakfasts and dinners for pupils and teachers, additional movement-related exercises, active breaks between lessons, organization of hikes and cycle tours and other actions to promote health according to the needs and possibilities of particular school community.

### **Conclusions and recommendations**

The concept of health promoting school is based on general principles of health promotion. There is no one, generally adopted definition of such a school. It is defined as a place, where all groups of school society undertake common actions to improve their health and well-being by changing their health behaviors and creating healthy physical and social environment as well as encourage other people, in particular parents, to similar actions. Summing up, the HPS project gives school broad autonomy, creates its own vision and strives for it. Actions are focused on individual priorities of schools, which are based on the diagnosis of the need of pupils and whole school community. It is an approach from people to the problem. Achieved educational results are regularly evaluated, which allows to define changes and determine ways of modifying the activities. Action plan and

school preventive-educational program is coherent with principles of HPS. Realization of school program of health education is to be based on active methods of work that involve all members of school and local community. It may be helpful for this purpose to use, for example, the project method and other pupil-activating methods. The whole process is supervised by the coordinator of health promotion.

Following achievements can be noticed in this field: stability of school interest in HPS, development of bottom-up movement of the schools, continuation of activities, establishing in the Ministry of Education at the central and voivodship level some structures that support health education and health promotion in schools. Achieved results of the evaluation indicate the project has been successful and many positive changes have been taken place in school health promotion. In Poland the concept of health promoting school is constantly being developed and modified to meet the requirements of changing social and economic reality and be able to cope with current health problems.

Among various aspects of human life, health seems to be one of the most important. It impacts quality of human life, physical and mental fitness and is subject to constant external and internal influence. Health is the greatest human capital. Bearing in mind the results of research on the relations between education and health, the priority task for each country should be establishing coherent health protection and care policy both at central, regional and local levels. The discussed Health Promoting School project is a response for social needs and expectations within this scope.

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## ИЗМЕРЕНИЕ И АНАЛИЗ КАЧЕСТВА ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЕЙ

### *Measurement and Analysis of Teachers' Professional Performance*

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**Abstract.** *The relevance of the measurement and analysis of teachers' professional performance is based on the fact that teachers largely determine the quality of education at schools. The measurement of the latent variable "teacher's professional performance" is done within the framework of the theory of latent variables based on the Rasch model. It was shown that the set of indicators has a high differentiating ability. The results of the measurement of this latent variable are used to compare the quality of professional activities of teachers of mathematics, history, Russian language, and literature as well as primary school teachers. No statistically significant differences were found between the professional performance of teachers of mathematics, history, and primary school teachers. The quality of professional activity of teachers of Russian language and literature is lower. The results of the measurement of teachers' professional performance were used for comparison of schools. As one would expect, the highest quality of professional performance of teachers is in high schools and lowest in the primary schools; secondary schools occupy an intermediate position. Teachers' professional performance is defined operationally, using a set of indicators. This set of indicators can be adjusted to clarify the content of the latent variable "teacher's professional performance".*

**Keywords:** *teacher professional performance; latent variable; measurement; Rasch model.*

### Введение

#### *Introduction*

**Объектом исследования** является качество профессиональной деятельности учителя. Этой тематике посвящены многие работы (Beach & Reinhartz 1984; Ingvarson & Rowe, 2008; Martinez et al., 2016; Milanowski, 2011; Маслак et al., 2009). Актуальность этого исследования объясняется тем, что качество профессиональной деятельности учителя в значительной степени определяет качество образования в школе. Например, Ingvarson & Rowe (2008) подчеркивают, что "recent research highlights the importance of teacher quality in improving students' academic performances and experiences of

schooling”. Milanowski (2011) отмечает также, что “moving from our current haphazard system of teacher evaluation to a more systematic approach to evaluation is a cohesive strategy for improving the performance of our schools”. Одним из важных аспектов измерения качества профессиональной деятельности учителя является операциональное определение этой латентной переменной через набор индикаторов “a key question facing teacher evaluation systems is how to combine multiple measures of complex constructs into composite indicators of performance” (Martínez et al., 2016). Важность этого подхода была отмечена еще в 1984 году “after determining what good teaching is, list the criteria that will be used to judge how teachers perform in their classrooms” (Beach & Reinhartz, 1984). В России этой тематике посвящен целый цикл работ (Байдакова & Маслак, 2016; Леус & Маслак, 2016а; Леус & Маслак, 2016b; Леус, 2017).

Необходимо отметить, что в данной работе качество профессиональной деятельности учителя рассматривается как латентная переменная, которая определяется операционально – через набор индикаторов (показателей) деятельности учителя. Каждый индикатор характеризует один из аспектов качества профессиональной деятельности учителя.

**Цель работы** состоит в измерении и анализе латентной переменной «качество профессиональной деятельности учителя». Эта латентная переменная необходима для сравнительного анализа качества работы учителей математики, истории, русского языка и литературы, а также учителей начальных классов. Кроме того, эта латентная переменная используется для сравнения школ на основе качества работы учителей этих предметов, а также для сравнения видов школ – основных общеобразовательных школ, средних общеобразовательных школ и лицеев.

Для достижения поставленной цели необходимо решить следующие задачи.

1. Оценить качество опросника как измерительного инструмента для оценки профессиональной деятельности учителей.
2. Провести анализ функционирования индикаторов опросника.
3. Измерить качество профессиональной деятельности учителей на основе опросника.
4. Сравнить общеобразовательные школы на основе качества профессиональной деятельности учителей.

### **Данные** *Data*

В исследовании приняли учителя математики, истории, русского языка и литературы, и начальных классов всех 36 общеобразовательных школ

Славянского района Краснодарского края (Россия), всего 509 учителей. Для измерения качества профессиональной деятельности учителя использовалось разработанное портфолио.

### **Методология исследования** ***Research Methodology***

Качество профессиональной деятельности учителя измеряется в рамках теории латентных переменных на основе модели Раша (Rasch, 1980). Наиболее полно на русском языке эта теория представлена в монографии (Маслак, 2016). Выбор этой теории обусловлен следующим.

1. Качество профессиональной деятельности учителя измеряется на линейной шкале, что необходимо для дальнейшего сравнительного анализа и мониторинга этой латентной переменной.
2. Измерение этой латентной переменной необходимо для более точного уяснения ее содержания, в данном случае что такое «качество профессиональной деятельности учителя». Кроме того, эта теория оказалась эффективной при измерении самых разных латентных переменных в социальных системах (Maslak et al., 2005; Maslak et al., 2015; Маслак et al., 2017).
3. В качестве измерительного инструмента использован набор индикаторов, разработанный и апробирован в работах.

Для обработки данных использовалась диалоговая система «Измерение латентных переменных», разработанная в Лаборатории объективных измерений Кубанского государственного университета (Маслак, 2016).

### **Результаты** ***Results***

Проведенный статистический анализ на основе модели Раша показал, что используемый набор индикаторов обладает высокой разрешающей способностью, индекс сепарабельности равен 0,831.

В качестве иллюстрации рассмотрим наиболее отличительные индикаторы:

- индикатор, который лучше других дифференцирует учителей с высоким качеством профессиональной деятельности;
- индикатор, который лучше других дифференцирует учителей с низким качеством профессиональной деятельности.

На рис. 1 представлена характеристическая кривая индикатора, который лучше других дифференцирует учителей с высоким качеством профессиональной деятельности.

Номер: 21 Индикатор: 21 Оценка: 4,406 Хи-кв.: 3,066 P(Хи-кв.): 0,216 N=495

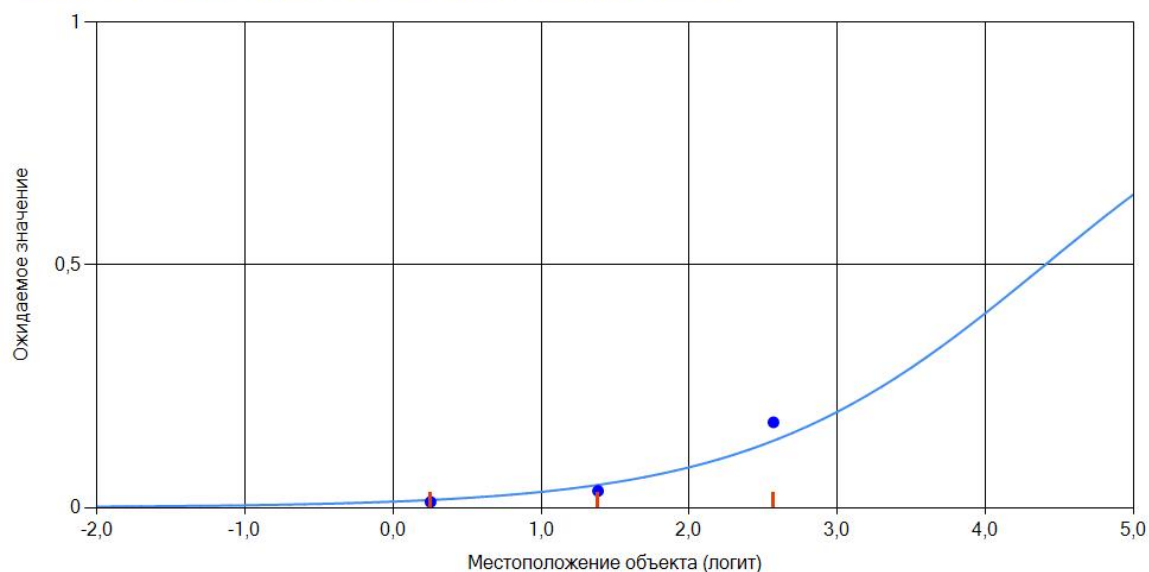


Рисунок 1. Характеристическая кривая индикатора «Написание рукописи кандидатской или докторской диссертации»

Fig. 1 Item characteristic curve for indicator "Manuscript of master's or doctoral thesis"

Данный рисунок имеют следующую структуру. На оси абсцисс отложены значения латентной переменной, в данном случае «качество профессиональной деятельности учителя» (в логитах). На оси ординат отмечены ожидаемые значения индикатора.

В верхней части рисунка содержится следующая информация:

- порядковый номер индикатора (Номер 21);
- название индикатора, в данном случае название индикатора выбрано по умолчанию (Индикатор 21);
- местоположение индикатора на шкале, измеряемой латентной переменной (Оценка = 4,406);
- значение статистики Хи-квадрат (Хи-кв. = 3,066);
- уровень значимости статистики Хи-квадрат P (Хи-кв. = 0,216);
- объем выборки учителей для данного индикатора (N = 495).

Этот индикатор лучше других дифференцирует учителей с высоким качеством профессиональной деятельности, поскольку характеристическая кривая имеет наибольшую крутизну в области высоких значений латентной переменной.

На рис. 2 представлена характеристическая кривая индикатора «Наличие дидактического и раздаточного материала», который лучше других дифференцирует учителей с низким качеством профессиональной деятельности.

Номер: 31 Индикатор: 31 Оценка: -3,587 Хи-кв.: 3,194 P(Хи-кв.): 0,203 N=508

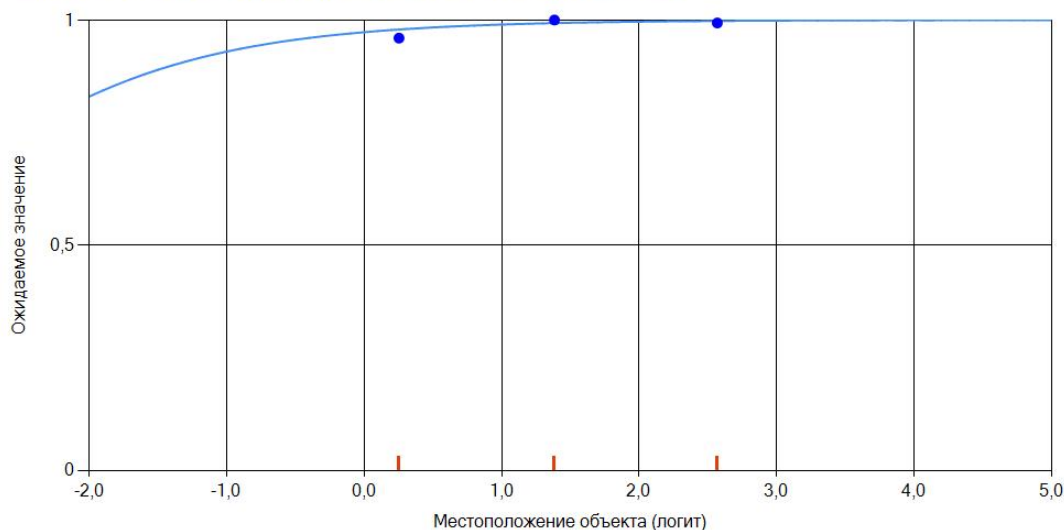


Рисунок 2. Характеристическая кривая индикатора «Наличие дидактического и раздаточного материала»

Fig. 2 Item characteristic curve for indicator "Availability of didactic materials and handouts"

То, что этот индикатор лучше других дифференцирует учителей с низким качеством профессиональной деятельности, свидетельствует то, что эта характеристическая кривая имеет наибольшую крутизну в области низких значений латентной переменной.

Результаты измерения качества профессиональной деятельности учителей математики, истории, русского языка и литературы, а также учителей начальных классов представлены на рис. 3.

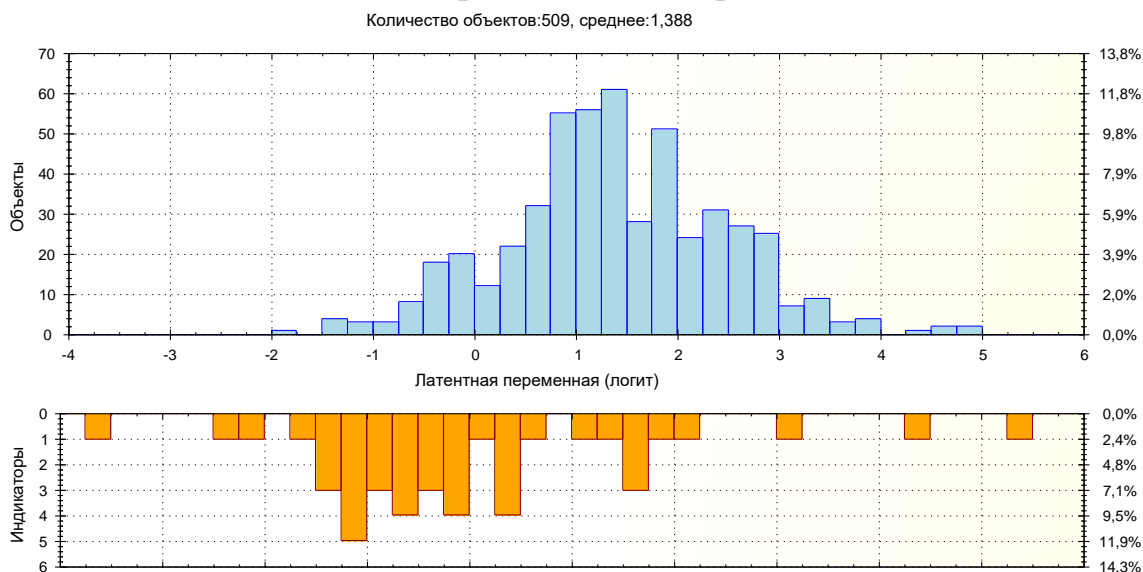


Рисунок 3. Оценки качества профессиональной деятельности учителей  
Fig. 3. Estimates of teachers' professional performance



В верхней части рис. 3 находится гистограмма, показывающая распределение оценок качества профессиональной деятельности учителей, в нижней части рисунка показано распределение оценок индикаторов на той же самой шкале. Здесь объекты соответствуют учителям.

Исходя из представленной на этом рисунке информации, можно сделать следующие выводы:

- диапазон варьирования оценок качества профессиональной деятельности учителей очень большой и равен 7 логит (от -2,0 до +5,0 логит), что и обуславливает высокое значение индекса сепарабельности 0,831. Это свидетельствует о том, что учителя очень сильно различаются по качеству своей профессиональной деятельности, т.е. набор индикаторов хорошо дифференцирует учителей по качеству их работы;
- оценки индикаторов варьируются в еще большем диапазоне – 9 логит (от -4,0 до +5,0 логит), что обеспечивает высокую точность измерения на всем диапазоне варьирования латентной переменной;
- между двумя этими наборами оценок (учителями и индикаторными) существует смещение – различие между соответствующими средними равно 1,388 логит. Это означает, что качество профессиональной деятельности учителей несколько выше, чем предполагает набор индикаторов.

В соответствие с целью исследования проведено сравнение видов общеобразовательных учреждений, – лицеев, средних общеобразовательных школ (СОШ) и основных общеобразовательных школ (ООШ), – по качеству профессиональной деятельности их учителей по рассматриваемым предметам. Поскольку школа является качественным фактором, то в качестве метода обработки использован дисперсионный анализ. Результаты дисперсионного анализа представлены в табл. 1.

Таблица 1. Дисперсионный анализ качества профессиональной деятельности учителей в зависимости от вида школ

*Table 1 ANOVA table for teachers' professional performance depending on the type of school*

Источник дисперсии	Сумма квадратов	Степени свободы	Средний квадрат	F <sub>эсп</sub>	p
Школа	155,737	35	4,450	4,743	<0,001
Ошибка	443,714	473	0,938		
Всего	599,451	508			

Таблица 2. Средние оценки качества профессиональной деятельности учителей в школах

Table 2 The average estimates of quality of professional performance of teachers in schools

Номер школы	Вид школы	Число учителей	Среднее значение	Стандартная ошибка	95 % доверительный интервал	
					Нижняя граница	Верхняя граница
1	Лицей	38	1,676	0,157	1,368	1,985
3	СОШ	26	1,133	0,190	0,760	1,506
4	Лицей	29	1,748	0,180	1,394	2,101
5	СОШ	26	1,079	0,190	0,706	1,453
6	СОШ	13	1,155	0,269	0,627	1,683
7	ООШ	9	0,710	0,323	0,076	1,345
8	ООШ	10	1,813	0,306	1,211	2,415
9	ООШ	8	1,707	0,342	1,034	2,380
10	СОШ	9	0,836	0,323	0,202	1,471
11	ООШ	9	2,051	0,323	1,417	2,686
14	ООШ	8	1,206	0,342	0,533	1,879
16	СОШ	31	2,276	0,174	1,934	2,618
17	СОШ	28	1,068	0,183	0,708	1,427
18	СОШ	16	1,487	0,242	1,011	1,963
19	СОШ	14	1,263	0,259	0,755	1,772
20	СОШ	9	1,275	0,323	0,641	1,909
21	СОШ	10	0,857	0,306	0,255	1,459
22	ООШ	5	0,572	0,433	-0,279	1,423
23	ООШ	9	0,699	0,323	0,065	1,334
25	СОШ	25	1,627	0,194	1,247	2,008
28	СОШ	20	1,017	0,217	0,591	1,443
29	СОШ	27	0,903	0,186	0,536	1,269
30	СОШ	9	0,444	0,323	-0,190	1,079
31	ООШ	14	1,824	0,259	1,315	2,332
38	ООШ	9	1,158	0,323	0,524	1,793
39	СОШ	14	1,516	0,259	1,008	2,025
43	СОШ	14	3,305	0,259	2,796	3,814
44	ООШ	7	2,008	0,366	1,289	2,728
46	ООШ	8	1,631	0,342	0,958	2,304
48	СОШ	16	1,181	0,242	0,705	1,657
49	ООШ	5	0,289	0,433	-0,562	1,140
50	ООШ	6	0,988	0,395	0,211	1,765
51	СОШ	8	1,580	0,342	0,907	2,253
52	ООШ	4	1,031	0,484	0,079	1,982
54	ООШ	6	0,576	0,395	-0,201	1,353
56	СОШ	10	0,838	0,306	0,236	1,440

Дисперсионный анализ показал, что школы на очень высоком уровне статистической значимости  $p < 0,001$  отличаются друг от друга по качеству профессиональной деятельности их учителей. Оценки школ в зависимости от качества профессиональной деятельности учителей представлены в табл. 2.

Интересно отметить, что наибольшее качество профессиональной деятельности учителей в среднем по рассматриваемым четырём предметам наблюдается в СОШ № 43 (3,305 логит). Кроме того, как видно из табл. 2 в некоторых СОШ (№№ 16 и 43) среднее значение качества профессиональной деятельности учителей выше, чем, например, в лицее № 1. Более того, в некоторых ООШ (№№ 9, 11 и 44) среднее значение качества профессиональной деятельности учителей математики также выше, чем в лицее № 1.

Представляет интерес не только сравнение школ, но и видов школ – лицеев, средних общеобразовательных учреждений и основных образовательных учреждений. Результаты дисперсионного анализа приведены в табл. 3.

Таблица 3. Дисперсионный анализ качества профессиональной деятельности учителей в зависимости от вида школы

*Table 3 ANOVA table for teachers' professional performance depending on the type of school*

Источник дисперсии	Сумма квадратов	Степени свободы	Средний квадрат	$F_{\text{экс}}$	$p$
Вид школы	9,058	2	4,529	3,881	0,021
Ошибка	590,394	506	1,167		
Всего	599,451	508			

Дисперсионный анализ показал, что виды школ статистически значимо  $p = 0,021$  отличаются друг от друга по качеству профессиональной деятельности их учителей (табл. 4). Как и следовало ожидать, в среднем наивысшее качество профессиональной деятельности учителей в лицеях (1,707 логит), наименьшее - в основных образовательных учреждениях (1,258 логит). Средние общеобразовательные учреждения занимают промежуточное положение (1,373 логит).

Таблица 4. Средние оценки качества профессиональной деятельности учителей в зависимости от вида школы

*Table 4 The average estimates of professional performance of teachers depending on the type of school*

Вид школы	Среднее значение	Число учителей	Стандартная ошибка	95% доверительный интервал	
				Нижняя граница	Верхняя граница
Лицей	1,707	67	0,132	1,448	1,967
СОШ	1,373	315	0,061	1,254	1,493
ООШ	1,258	127	0,096	1,069	1,446

Представляет интерес оценить качество профессиональной деятельности учителей в зависимости от преподаваемых учебных предметов. Результаты дисперсионного анализа приведены в табл. 5.

Таблица 5. Дисперсионный анализ качества профессиональной деятельности учителей в зависимости от преподаваемых учебных предметов

*Table 5 ANOVA table for teachers' professional performance depending on teaching subjects*

Источник дисперсии	Сумма квадратов	Степени свободы	Средний квадрат	F <sub>эксп</sub>	p
Предмет	156,562	3	52,187	59,506	<0,001
Ошибка	442,890	505	0,877		
Всего	599,451	508			

Дисперсионный анализ показал, что есть статистически значимые различия  $p < 0,001$  между качеством профессиональной деятельности учителей преподающих разные учебные предметы. Результаты оценивания приведены в табл. 6.

Таблица 6. Качество профессиональной деятельности учителей в зависимости от преподаваемых учебных предметов

*Table 6 Professional performance of teachers depending on teaching subjects*

Учебный предмет	Среднее значение	Число учителей	Стандартная ошибка	95 % доверительный интервал	
				Нижняя граница	Верхняя граница
Математика	1,641	97	0,095	1,455	1,828
История	1,676	69	0,113	1,455	1,898
Русский язык и лит.	0,301	105	0,091	0,121	0,480
Начальные классы	1,682	238	0,061	1,562	1,801

Полученные результаты свидетельствуют о том, что качество профессиональной деятельности учителей математики (1,641 логит), учителей истории (1,676 логит) и учителей начальных классов (1,682 логит) примерно одинаковое. Однако качество преподавания русского языка и литературы значительно ниже (0,301 логит). Эта информация является важной для принятия оптимальных управленческих решений не только на уровне школы, но и на уровне района.

### **Выводы** *Conclusions*

Проведено измерение латентной переменной «качество профессиональной деятельности учителя» в рамках теории латентных переменных. Показано, что используемый набор индикаторов обладает высокой дифференцирующей способностью. Оценки этой латентной переменной использованы для сравнения качества профессиональной деятельности учителей математики, истории, русского языка и литературы, а также учителей начальных классов. Оказалось, что нет статистически значимого различия между качеством профессиональной деятельности учителей математики, истории и учителей начальных классов. Качество профессиональной деятельности учителей русского языка и литературы ниже. Оценки качества профессиональной деятельности учителей использованы также для сравнения школ на основе качества работы учителей по рассматриваемым предметам. Как и следовало ожидать наибольшее качество профессиональной деятельности учителей в лицах, наименьшее в основных общеобразовательных школах, средние общеобразовательные школы занимают промежуточное положение.

Необходимо подчеркнуть, что качество профессиональной деятельности учителя определяется операционально, через набор индикаторов. Используемые в работе набор индикаторов можно корректировать и таким образом уточнять содержание латентной переменной «качество профессиональной деятельности учителя».

### **Summary**

Measurement of the latent variable “teacher professional performance” was conducted within the framework of the theory of latent variables. It was shown that the set of indicators has a high differentiating ability. Estimation of this latent variable is used to compare the professional performance of teachers of mathematics, history, Russian language and literature as well as primary school teachers. The investigation demonstrated that there are no statistically significant differences between the quality of professional performance of teachers of mathematics, history and primary school teachers. The quality of professional activity of

teachers of Russian language and literature is lower. Estimation of teachers' professional performance was used for comparison of schools. As one would expect, the highest quality of professional performance of teachers is in high schools and lowest in primary schools, while secondary schools occupy an intermediate position.

It should be emphasized that teacher professional performance is defined operationally, based on the set of indicators. This set of indicators can be adjusted to clarify the content of the latent variable "teacher professional performance".

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# EVALUATION OF THE PROSPECTS OF EDUCATIONAL AVAILABILITY IN LITHUANIAN DISTRICTS IN THE CONTEXT OF THE SOCIAL DEVELOPMENT OF THE COUNTRY'S TERRITORIES

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**Abstract.** *Scientists, national politicians and specialists from Lithuania and other countries identified the main determinants of the social development of the territories of Lithuania, the problems of the society, which have been influenced by this development, and possible trends of change. Although the social development of Lithuanian territories is determined by a “bundle” of social problems, the focus of the article is on those that may affect the availability of education in the most sparsely populated districts of Lithuania. The aim of this article is to reveal the prospects of education availability in the most sparsely populated areas of Lithuania in the context of the social development of the country's territories. The main problem question related to this is what prospects for the availability of education in the most sparsely populated areas of the country presuppose the social development of Lithuania's territories. In order to achieve the aim of the article, the design of the research was based on the theoretical analysis of the problem raised and a secondary analysis of the data in the field. The main findings of the research reflect the situation in the field of study, and the conclusions of the research drawn on the basis of them provide an assessment of the prospects of education accessibility in the most sparsely populated areas of Lithuania.*

**Keywords:** *welfare state, social policy, social justice, social development of territories, sparsely populated areas, accessibility of education.*

## **Introduction**

The analysis of the scientific research of Lithuanian and foreign scientists revealed the rapid decrease in the number of inhabitants in Lithuania, simultaneously having a growing number of the elderly people in this population, and social development of the territories is noticeable with some of them turning into sparsely or the most sparsely populated areas (SPA). According to the researchers, sparsely populated areas are those where the density of the rural population does not exceed 12.5 inhabitants / km<sup>2</sup>, while in the most sparsely populated areas the population density is less than 7.5 inhabitants / km<sup>2</sup> (Kriaučiūnas, E. & Daugirdas, V., 2013). Therefore, in these territories, villages



disappear every year, many of them become villages without inhabitants, while at the same time the number of educational institutions of various levels decreases. Therefore, there is a very urgent problem of the access to education, ranging from general education to higher education. This substantiates the relevance of this article, the essence of which is expressed by the problem question: what are the prospects for the availability of education in the most sparsely populated areas of Lithuania as determined by the social development of the country's territories? The main aim of the article was to reveal the prospects of accessibility of education in the most sparsely populated areas of Lithuania in the context of the social development of the country's territories. To achieve the aim, the following objectives were addressed: to reveal the links between the accessibility of education and the social development of Lithuania's territories on the basis of theoretical analysis; to justify the links between the accessibility of education and the social development of the districts of Lithuania based on the results of statistical analysis. The relevance of the topic is related to the search for links between the accessibility of education and the social development of the territories of Lithuania, because the analysis of scientific works revealed the insufficiency of such research, as mainly only separate fields of the research topic were analyzed. The main research methods are the analysis of the scientific literature and secondary data analysis.

### **Theoretical Insights on the Links between Education Accessibility and Social Development in the Territories of Lithuania**

In order to reveal the first objective of the article, the chosen strategy is to provide scientific research on the main topic and sub-themes.

**The first important aspect of the theoretical analysis is the concept of accessibility of education.** It is becoming commonplace in Lithuania to look at the educational organization as an organization providing educational and social services. Therefore, educational institutions should provide quality services that meet the needs and expectations of the users, i.e. children and parents, and gain their trust. (Trakšelys & Martišauskienė, 2016). Based on the scientific analysis, it can be argued that a large number of researchers associate the availability of education with social justice. According to Trakšelys (2015), research literature and studies usually focus on the physical accessibility of the school as the main aspect of access to education when the economic and social aspects of education are under-researched. It relates to social justice as the fundamental human right. According to Leonavičius (1993 p. 230), social justice can be presented as a normative notion describing the social situation as proper, corresponding to the essence and rights of a person. From the Bieliauskaitė's point of view (2009), in the context of primary equality, when the society distributes the general resources,

a person must be entitled to a share of the resources corresponding to his motivated lifestyle choice. The employment of this insight into education can lead to the assumption that the state should provide support to those members of the society who are motivated to seek knowledge, professional competence or research capacities in relevant educational and scientific institutions. Access to education is closely linked to the structural and institutional delivery of education, depending on the different forms of organization of education systems in general and the specific organizational arrangements in schools and other institutions. Therefore, discussing the issue of accessibility to education, one of the most important aspects is related to the social inequalities and disadvantages that the education system sustains or mitigates (Parreira do Amaral et al., 2015). Comparing the experience of welfare states in evaluating the implementation of the social justice principle in education in Sweden, Scotland, and Germany, Aidukaitė (2010) observes that while the EU requires to comply to the same requirements for the education system, the member states bring specific national education goals, because the level of the development of countries (welfare) determines the peculiarities of organizing social policy and education system. This insight of the author can also be applied to Lithuania. *In summary it can be stated that access to education is usually understood as access to the state-provided education services. Their availability for service users (mostly children of school age) in the course of economic and social development of the territories can be problematic.*

**The second aspect of theoretical analysis is the availability of education in the context of a welfare state mission.** Accessibility of education can be related to the state's obligations to its citizens, while maintaining a certain minimum level of prosperity, and such states are perceived as welfare states (Aidukaitė et al., 2012: p. 16). Despite the fact that the Constitution of the Republic of Lithuania establishes the obligations of the state for its citizens on the issues of learning and studying in various formal education institutions, the discussions in the public space and the works of scientists reveal transformations in the education system that presuppose the need for reforms (Luobikienė, 2016). Without focusing on a comprehensive analysis of the welfare state's concept and its change, this particular research is limited to the works of those authors who best fit the subject of this article and help to understand the content of the key terms and the context of the phenomenon under consideration. Hega & Hokenmaier (2002) highlighted the links between social and educational policies in advanced industrial societies, and this approach can be important in interpreting the accessibility of education not only in the context of social development of territories, but also in the context of social policy measures. Smalskys (2005), who presented a critical attitude to the problems of welfare state and the most suitable reforms of the social policy subsystems, noted that the implementation of social

policy is often linked to districtal policy, as districtal policy mainly includes policies for the development of small businesses and medium-sized enterprises, and job creation which is the basis of social policy. As regards the relation to the topic of the article, it can be argued that creating equal opportunities for all the regions would facilitate their social infrastructure development and improve the accessibility of education in the districts. Sonda (2014), presenting the conception of the welfare state and the creation of a state of modern welfare on the basis of Scandinavian welfare states, states that the international economic crisis has become the cause of the Scandinavian welfare states crisis and the cause of transformation, because the costly social welfare has exacerbated the effects of the crisis and hindered economic development, and eventually their recovery. The significance and relevance of social policy is particularly evident in the current period of observing the adverse demographic and economic changes that are characteristic of both Lithuania and other EU member states, such as declining birth rates, rising retirement age population, increasing numbers of people experiencing poverty and social exclusion, either individual or group, the rate of unemployment, and the extent of emigration (Davulis, 2012). Guogis (2004), based on the analysis of the preconditions for the formation of social inequality in the Baltic States, stated that the forms of social security of the Baltic States were sufficient and institutional progress was evident in them, but there was a great lack of content. This insight leads to the presupposition that social exclusion remains a major problem in Lithuania, and this may be one of the prerequisites for non-availability of education in remote rural areas. *To sum up, it can be argued that the analysis of the research work of the welfare state has highlighted the rigidity of social policy as a public policy field, and this may affect the problems of access to education in sparsely inhabited districts of Lithuania.*

**Another important area of theoretical analysis of the article is the social development of the territories and their turning into sparsely inhabited.** It is worth noting that Lithuanian scientists are investigating not only the issues of the current Lithuanian territory, but also the differences in the territorial distribution of eastern and western Lithuania in the Middle and Late Centuries, as well as the development of the territory of Lithuania in the 1<sup>st</sup> – 12<sup>th</sup> centuries (Tučas, 2008). The issues of social development of territories were also interesting for the scientists in the Soviet period. Ragalevičius (1966: pp. 5-6), when exploring the tendencies of urban development, saw the impact of the demographic situation of Lithuania on migration of people from villages to cities. According to this scientist, if in 1939 in Lithuanian cities lived 23 % of the population of the country, then in 1965 their population grew to 44.3 %. Predicting the result of the development of the territories and the population of the country's cities and villages, Ragalevičius (1966:, pp.) argued that, after several decades, the displacement of the country's population from rural to urban areas would increase

(in cities living up to 60 % of the country's population) as a result of the industrial concentration in cities and the rise of mechanization in villages. Kriauciūnas (2013), analysing the peculiarities of the change in the network of rural settlements in Lithuania during the period of 1989 – 2011, determined that there was a necessity to form a national political, economic, social, etc. set of measures that would regulate the further development of the rural settlements in the territorial network, as that led to inefficient use of finance of the state's and self-government institutions, social exclusion among the population, and the formation of unattractive rural areas. By examining the social development of contemporary Lithuanian territories, Lithuanian scientists regard it as a permanent process, which is inseparable from social welfare, that is a conglomerate of different indicators in society, which helps to achieve a more complete and more spiritually, socially, economically well-equipped life (Šabanovas & Gruževskis, 2014; Šabanovas, 2016). It can also be linked to education-friendly districts, making them accessible to all groups of the population, and in particular to children and young people. Sparsely populated territories (areas) are formed on the basis of socio-economic development of the districts. According to Kriauciūnas and Daugirdas (2013), in such areas the rural population density does not exceed 12.5 inhabitants / km<sup>2</sup>, and in the most sparsely populated areas the population density is less than 7.5 inhabitants / km<sup>2</sup>. Daugirdas et al. (2003) revealed that the socio-economic status of SPA, and in particular its outlook, is strongly influenced by the high population aging processes, in some SPA subdivisions in 2003 the working-age population represented just one-third of the people living there. Scientists have observed another significant problem of SPA, i.e. the disappearance of social institutions in the network, which results in the gradual closure of social and cultural institutions (libraries, schools, medical centers, etc.), that simultaneously reduces the level of their services (Daugirdas et al., 2003). Daugirdas & Baubinas (2008) found that the problem of SPA was probably the aging population: at the time of the analysis in the sparsely populated areas the population of the retirement age was about 30 %, and the number of children under the age of 15 was slightly over 14 %, and in some areas (Marcinkonys, Labanoras, etc.) children made up only 6 % of the inhabitants of the territories. This suggests that children living in these areas are forced to look for schools in other areas. The research works of Kriauciūnas & Daugirdas (2013) and Kriauciūnas, et al. (2014) are important for further analysis of the development of the network of sparsely inhabited Lithuanian areas and its links with the availability of education in such areas. Their research works enrich the results of the previous research on the development of SPA and the trends of potential change. An important finding is that the SPA network is rapidly expanding in Lithuania, and in comparison with 2001, when such areas occupied about 28 % of the territory of the country, in 2011 the network of the most sparsely

inhabited areas in Lithuania grew to 45 % (Kriaučiūnas & Daugirdas, 2013). The research of Kriaučiūnas, et al. (2014) revealed that in the outlying peripheral Lithuanian municipalities the decline in the population of most rural settlements was more intense than in more densely populated areas. From the point of view of these scholars, the result of the territorial redistribution of rural residents taking place in Lithuania is the concentration of people closer to the cities, which has led the Lithuanian economy to become more “urban”. In the aspect of access to education in sparsely populated areas there is an important fact that the more sparsely populated the area is, the greater the proportion of rural population in that category live in smaller villages. For example, villages with more than 500 inhabitants cover only 10.5 % of the SPA population, while in densely populated areas about 39 % of the population lives in such settlements. In the aspect of the development of territories, individual case studies, which highlight their specificity, are important. Such as the Butkutė's (2013) study, which revealed the uniqueness of the Labanor subdistrict, whose settlements are located in wooded areas.

*The analysis of the scientific literature research has created the preconditions for the assertion that the growing tendencies of the development of the territories of Lithuania, i.e. the development of rural areas into the sparsely / most sparsely populated areas and the decline of general education schools, may raise more and more difficulties in meeting the educational needs of children in these areas. Therefore, the problem of access to education of children living in the sparsely populated areas of Lithuania is becoming more and more relevant.*

### **Justification of the links between education accessibility and socio-economic development of Lithuanian territories with statistical data**

**Research organization and sources.** In order to support the link between education accessibility and socio-economic development in the territories of Lithuania on the basis of statistical data, the following logical sequence of research organization was chosen: the **comparison** of the number of general education schools and pupils in the counties of Lithuania in the period of 2012 – 2013 and 2016 – 2017; the **determination** of the municipalities in which the population density of inhabitants / km<sup>2</sup> at the beginning of 2017 was the sparsest by county; the **selection** of the most sparsely inhabited areas with the status of the administrative center in those municipalities, indicating the percentage of the inhabitants of the subdistrict living in the area in percent; the **determination** whether there is a general education school in the area and its previous status. The main research method is secondary data analysis. The limitation of the research is due to the fact that not all the most recent research data is available. Also, despite the fact that access to education is relevant not only to children of school age, the

availability of higher education in this article is not directly addressed due to the restructuring of the network of higher education. Data sources are the data from the Department of Statistics of the Republic of Lithuania, i.e. the Results of the 2011 Population and Housing Census of the Republic of Lithuania, and the data from later years, according to the individual indicators of the groups, the data of the researchers who studied the peculiarities of the settlement network of the most sparsely populated Lithuanian territories (Kriaučiūnas & Daugirdas, 2013).

**Research results and their analysis.** According to the data of the Lithuanian Department of Statistics since 2012 the number of general schools and pupils has been decreasing annually in Lithuania. In 2016 – 2017, compared to 2012 – 2013, the number of general education schools in Lithuania decreased from 1242 to 1151, i.e. by 91 school, and the number of pupils in the corresponding period decreased from 373 874 to 330 869, i.e. by 43 005 pupils. The number of schools has decreased in all counties, but most of all this is felt in the counties where the number of schools has decreased by more than 10 %: Tauragė (decreased by more than 16 %), Utena (decreased by 13 %) and Šiauliai (decreased by 11 %) counties, whereas the number of schools in the Vilnius county decreased by only 2 %. In the analyzed period, the decrease in the number of general school pupils in the counties is evidenced by the following figures: pupils in Tauragė and Utena counties dropped by about one fifth, while in Alytus, Marijampolė, Panevėžys and Telšiai counties by about 18 %, in Šiauliai county by 17 %, and Kaunas by more than 11 %. The number of pupils grew only in Vilnius county (by 1.7 %), while in Klaipėda county, although during the analyzed period the number of pupils decreased by almost 8 %, but a slight increase in the number of pupils was observed: in 2016 – 2017, in comparison with the previous school year, the number of pupils in this county increased by 48 pupils.

In carrying out the research plan, on the ground of the Lithuanian Department of Statistics data about resident population, area and population density, 13 municipalities of 7 Lithuanian counties were selected for further analysis, in which the population density in 2017 at the beginning of the year did not exceed 25 inhabitants / km<sup>2</sup>, as well as 19 administrative centres of the most sparsely populated among them: 1 area in Alytus county – Varėna district municipality, in Telšiai county – Rietavas district municipality, in Panevėžys county – Rokiškis district municipality, and in Tauragė county – Šilalė district municipality, 4 areas in Šiauliai county – Joniškis, Radviliškis, Šiauliai and Akmenė district municipalities, 5 areas in Vilnius county – Švenčionys and Šalčininkai district municipalities, and 6 areas in Utena county – Ignalina, Zarasai and Anykščiai district municipalities. (According to Kriaučiūnas and Daugirdas (2013), in the sparsely populated areas the rural population density does not exceed 12.5 inhabitants / km<sup>2</sup>, and in the most sparsely populated areas this indicator is less than 7.5 inhabitants / km<sup>2</sup>). It is worth noting that the most

sparsely populated areas are located in Šiauliai, Vilnius and Utena counties, although in 2017 at the beginning of the year, the lowest population density, i.e. 10.1 inhabitants / km<sup>2</sup>, was in Alytus district Varėna municipality. The analysis of the selected areas as municipal centers varies from town, small town to village, and the proportion of the inhabitants living in them ranges from 81.4 % (Baltoji Vokė, Šalčininkai district municipality) to 20.3 % (Labanoras, Švenčionys district municipality) of municipal population. Of the 19 districts, schools of general education work in 14 districts, in some of them there are a few schools: this applies to the towns of Švenčionėliai and Pabradė (Švenčionys district municipality) and the town of Baltoji Vokė (Šalčininkai district municipality), in which most of the inhabitants are Lithuanian, Polish, and Russians. Of the 19 schools in the analyzed areas, the schools that did not change their status were in 4 districts, i.e. the schools in Salakas (Zarasai district municipality), Švenčionėliai, and Pabradė (Švenčionys municipality) and the town of Baltoji Vokė. In the course of the reorganization of the school network, secondary schools or gymnasium units operating in 5 locations were reorganized into main schools, gymnasiums in other areas or removed in general: Marcinkonys village (Varėna district municipality), Kruopiai town (Akmenė district municipality), Dūkštas town, Rimšė village, and Kazitiškis village (Ignalina municipality) schools. The position of the main schools has lost the status of Gaižaičiai village (Joniškis district municipality), Šaukotas village (Radviliškis municipality), Medingėnai village (Rietavas municipality), Kazliškis village (Rokiškis district municipality), Raudėnai village (Šiauliai municipality), and Didkiemis rural (Šilalė district municipality) schools: after the reorganization the children of these areas attend gymnasium units or multifunctional centers operating in the same and other areas. In the absence of the necessary number of pupils, schools disappeared in 6 districts: in Rimšės and Kazitiškis villages (Ignalina district municipality), Kaltanėnai and Labanoras townships (Švenčionys district municipality), Andrioniškis town (Anykščiai district municipality), and Degučiai village (Zarasai district municipality). The summarized analysis of the data is presented in the following Table 1

**Table 1 Some indicators of the most sparsely populated areas associated with the accessibility of education**

Municipality	Population density at the beginning of 2017 (inhabitants / km <sup>2</sup> )	SPA location with the status of the administrative centre	The proportion of the population in the area (in the total number of municipality population in %)	School in the area	Previous school status
Varėna district municipality	10.1	Marcinkonys	46.1	Lower Secondary School	Secondary School

Ignalina district municipality	11.0	Dūkštas	52.1	Gymnasium (in the other area) Unit	Secondary School
Ignalina district municipality	11.0	Rimšė	23.7	No School	Secondary School Unit
Ignalina district municipality	11.0	Kazitiškis	33.9	No School	Gymnasium Unit
Zarasai district municipality	12.1	Salakas	51.9	Salakas Lower Secondary School	Hasn't changed
Zarasai district municipality	12.1	Degučiai	28.5	No School	Primary School Unit
Rietavas district municipality	13.2	Medingėnai	61.4	Gymnasium Unit	Lower Secondary School
Anykščiai district municipality	14.2	Andrioniškis	44.0	No School	Primary School Unit
Švenčioniai district municipality	14.5	Kaltanėnai	45.5	No School	Lower Secondary School
Švenčioniai district municipality	14.5	Labanoras	20.3	No School	Primary School
Švenčioniai district municipality	14.5	Švenčionėliai	78.7	Gymnasium & Progymnasium	Hasn't changed
Švenčioniai district municipality	14.5	Pabradė	77.5	Gymnasium (Lithuanian); Gymnasium (Polish & Russian)	Hasn't changed
Rokiškis district municipality	16.9	Kazliškis	25.5	Primary School Unit	Lower Secondary School
Joniškis district municipality	19.5	Gaižaičiai	45.5	Gymnasium Unit	Lower Secondary School
Šilalė district municipality	20.0	Didkiemis	74.3	Gymnasium Unit	Lower Secondary School
Šalčininkai district municipality	21.3	Baltoji Vokė	81.4	Gymnasium (Lithuanian); Gymnasium (Polish)	Hasn't changed
Radviliškis district municipality	22.7	Šaukotas	44.6	Gymnasium Unit	Lower Secondary School



Šiauliai district municipality	22.9	Raudėnai	30.6	School-Multifunctional Centre	Lower Secondary School
Akmenė district municipality	23.9	Kruopiai	53.5	Lower Secondary School	Secondary School

## Conclusions

The analysis of the scientific research on the development of Lithuanian territories has revealed that in the 21st century the tendency of the development of territories is becoming more and more evident in Lithuania: the development of rural areas into sparsely / most sparsely populated. With an increasing number of villages with a low population (up to 10 inhabitants), and families with children among them, there may emerge increasing difficulties in meeting the educational needs of children. All the more so, due to the decline in the number of population, more and more schools are closed each year. Therefore, the problem of access to education is becoming more and more urgent for children living in sparsely populated areas of Lithuania.

The analysis of statistical data has highlighted that the social development of Lithuanian districts affects the availability of education for children living in sparsely populated areas of Lithuania. The density of population in districts reveals the decreasing number of general education schools and pupils, especially in less urbanized counties of Lithuania. For example, the comparison of the years 2016 – 2017 and 2012 – 2013 reveals that the number of schools in three of the 10 counties of Lithuania (Šiauliai, Tauragė, and Utena) decreased by more than 10 %, while the number of pupils during the analyzed period did not decrease only in Vilnius County, whereas the number of pupils in seven counties decreased from 17 to 20 %. Therefore, it can be stated that the availability of education for children of school age living in sparsely populated areas of Lithuania is becoming a problem not only at the level of self-government institutions but also at the level of the state.

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## VAI OTRGADNIECĪBA IR EFEKTĪVA LATVIJAS PAMATIZGLĪTĪBĀ?

### *Is the Repeat a Year Practice Effective in Latvian Basic Education?*

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**Abstract.** Each country has pupils, who are not able to meet certain educational requirements (according, their health, behavior, social or other problems). One of the solutions of these problems is the repeat a year. The number of pupils remaining for the second year at the same grade in Latvia is 1 % of total number of pupils. However, in Latvia have not been taken researches of the repeat a year on basic education, its causes and the activities of educational institutions. Therefore, it is not clear whether the repeat a year is effective in Latvia?

The article presents the results of a comprehensive repeat a year survey, conducted in 2016, covering 70 Latvian educational institutions that implement basic education programs. The purpose of the research is to determine the causes of repeat a year phenomenon and the activities of educational institutions to prevent it in basic education in Latvia, ascertaining whether the repeat a year is effective in solving learning and behavioral problems of pupils.

Methods of research – questionnaires and interviews with directors of educational institutions and other responsible persons (vice-directors of educational institutions, support staff – social pedagogues, speech therapists, etc.), who daily work with pupils remaining for the second year at the same grade.

The survey has made it clear that the repeat a year is effective if the educational institution identifies its possible causes as quickly as possible and implements targeted and planned activities to prevent and implement it (including involving municipality and other specialists), as well as the interest of the pupil and their parents is cooperation in solving problems.

**Keywords:** repeat a year, pupils remaining for the second year at the same grade, educational institution, basic education.

### **Ievads**

#### ***Introduction***

Katrā valstī ir izglītojamie, kuri savu veselības, uzvedības, sociālo, ģimenes vai citu problēmu dēļ nav spējīgi izpildīt noteiktas prasības izglītībā. Viens no minēto problēmu risinājumiem un vienlaikus arī viens no izglītojamā īpaša atbalsta veidiem, nosakot papildu mācību pasākumus visa mācību gada laikā un

nodrošinot viņam papildu iespējas apgūt nepieciešamu mācību vielu, ir otrgadniecība / otrgadība.

Otrgadnieku skaits Latvijā sastāda nedaudz vairāk kā 1 % no izglītojamo skaita (plašāk sk. Mācību gada atkārtošana obligātās izglītības posmā Eiropā: normatīvais regulējums un statistika, 2011). Tas nozīmē, ka otrgadniecības īstenošana un nodrošināšana prasa ievērojamus finanšu un cilvēkresursus, kā arī “uzliek” pedagogiem papildus pienākumus – būt sagatavotiem un spētu ņemt vērā otrgadnieku specifiku savā ikdienas pedagoģiskajā darbībā.

Tomēr līdz šim Latvijā nav veikti aptveroši pētījumi par otrgadniecību, tās iemesliem un izglītības iestāžu īstenojamiem pasākumiem tās novēršanai. Līdz ar to nav arī skaidrs, vai otrgadniecība Latvijā ir efektīva?

Pētījuma mērķis – apzināt otrgadniecības cēloņus un izglītības iestāžu rīcību tās novēršanai vispārējā pamatizglītībā Latvijā, noskaidrojot, vai otrgadniecība ir efektīva mācību un uzvedības problēmu risināšanai.

Pētījuma metodes – anketēšana (tika izdalītas un iegūtas 70 anketas) un 100 daļēji strukturētās intervijas ar izglītības iestāžu direktoriem un citām personām (izglītības iestāžu direktora vietnieki, atbalsta personāls – sociālie pedagogi, logopēdi u.c.), kuras ikdienā strādā ar otrgadniekiem. Pētījums tika veikts 70 Latvijas izglītības iestādēs, kuras īsteno pamatizglītības programmas (t.i., apt. 10 % no izglītības iestādēm, kuras īstenoja pamatizglītības programmas).

Iegūtie dati tika analizēti, izmantojot MS Excel.

Rakstā ir atspoguļota daļa no 2016. gadā veiktā apkopojošā otrgadniecības pētījuma rezultātiem, īpašu uzmanību pievēršot otrgadnieku skaitam, otrgadniecības iemesliem un izglītības iestāžu rīcības otrgadniecības novēršanai izvērtējumam (daļa no pētījuma ir publicēta – Otrgadniecība izglītības iestādēs, kas īsteno vispārējās pamatizglītības programmas Latvijā, 2016).

### **Otrgadnieku skaits Latvijas Republikā**

#### ***The number of pupils remaining for the second year at the same grade at the Republic of Latvia***

Uzsākot pētījumu, 2016. gada sākumā tika konstatēts, ka saskaņā ar Centrālās Statistikas pārvaldes datiem 2015. gadā Latvijas Republikā pamatizglītībā bija 2094 otrgadnieku un trešgadnieku. Vislielākais otrgadnieku skaits ir novērojams 1. klasē – 363, 8. un 9.klasē – attiecīgi 375 un 604 otrgadnieki (Centrālā statistikas pārvalde, 2016)).

Vērtējot minēto informāciju, ir jānorāda, ka saskaņā ar spēkā esošo normatīvo regulējumu izglītojamo vispārējās pamatizglītības programmā 1. – 8. klasē ir tiesības atstāt uz otru mācību gadu tajā pašā klasē tikai vienu reizi (t.i., trešgadniecība Latvijā nav pieļaujama (kaut arī izpētes laikā tika konstatēti vismaz 28 trešgadniecības gadījumu, pārsvarā skaidrojot to ar apstākli, ka izglītojamais

izglītības iestādi neapmeklē vispār un viņam nav nevienas atzīmes), savukārt izglītojamajam, kurš par vispārējās pamatizglītības programmas apguvi ir saņēmis liecību, ir tiesības mācīties 9. klasē atkārtoti (līdz pilngadības sasniegšanai, kas arī izskaidro tik augstu otrgadnieku un atsevišķos gadījumos faktisko trešgadnieku skaitu 9. klasē) (Ministru kabineta 2015. gada 13. oktobra noteikumi Nr. 591 “Kārtība, kādā izglītojamie tiek uzņemti vispārējās izglītības iestādēs un speciālajās pirmsskolas izglītības grupās un atskaitīti no tām, kā arī pārcelti uz nākamo klasi”).

Centrālās statistikas pārvaldes dati liecina, ka otrgadnieku skaits Latvijā ir būtiski samazinājies pēdējo 10 gadu laikā (kas faktiski ir izskaidrojams gan ar izglītojamo skaita samazināšanos, gan ar faktisko trešgadniecības (atkārtotās otrgadniecības) aizliegumu).

Salīdzinot ar situāciju, kas fiksēta 2008. gadā publicētajā ziņojumā, 2006./2007. mācību gadā vispārējā izglītībā dienas skolās vidēji ir bijis 3,5 % otrgadnieku, t.sk.: 1. klasē – 5 %, 9.klasē – 3,8 %, bet 7.klasē pat 5,5 % izglītojamo, kuri pamatizglītības programmu apguvuši otro vai trešo gadu (Informatīvais ziņojums par pasākumiem, lai samazinātu skolēnu ar zemiem mācību sasniegumiem daudzumu vispārējā izglītībā, 2008).

Savukārt 2012. gada ziņojumā par skolēnu sekmību konstatēts, ka valstī vispārējā vidējā izglītībā ik gadu uz otro vai pat trešo reizi tajā pašā klasē paliek 2 – 2,5 % izglītojamo, bet vislielākais otrgadnieku skaits ir bijis 1. klasē un 9. klasē (šī tendence ir palikusi nemainīga arī 2016. gadā). Pie tam zēnu – otrgadnieku ir ievērojami vairāk nekā meiteņu – otrgadnieču (Informatīvais ziņojums “Par situāciju skolēnu sekmībā vispārējā izglītībā”, 2012).

Minētais ļauj apgalvot, ka otrgadnieku skaits ir pakāpeniski samazinājies salīdzinājumā ar iepriekšējiem gadiem. 2016. gadā lielākais otrgadnieku skaits pārsvarā visās skolu grupās ir 7. – 9. klašu grupā, bet mazākais – 2. – 4. klašu grupā. Salīdzinoši daudz otrgadnieku joprojām ir 1. klasē.

Salīdzinājumā ar 2011. gada un 2008. gada statistiskajiem datiem mazāk otrgadnieku ir 9. klasē, kas tostarp saistīts ar to, ka daļa nepietiekamus vērtējumus saņēmušo izglītojamo mācības ir pārtraukuši, sasniedzot pilngadību, vai izmantojuši iespēju turpināt mācīties vakarskolās vai tālmācības skolās, kā arī profesionālās izglītības iestādēs. Tas savukārt izskaidro faktu, ka liels otrgadnieku skaits ir vakara, vakara (maiņu), neklātienes, un tālmācības skolās, kur otrgadniecības īpatsvars sastāda līdz pat 27 – 30 % no kopējā izglītojamo skaita. Turklāt samērā bieži izglītības iestādes otrgadniekus pēc 18 gadu vecuma sasniegšanas neatskaita.

Kopumā ir jākonstatē, ka Latvijas Republikā joprojām ir vērojamas problēmas ar precīza otrgadnieku (un arī trešgadnieku) skaita noteikšanu, kas rada tiešus zaudējumus valstij, kura finansē otrgadnieku mācības.

Vienlaikus otrgadniecība aktualizē jautājumu par iekļaušanas un atbalsta problēmām izglītības sistēmā, tostarp par vienlīdzīgu pieeju dažādiem izglītības resursiem un ģimenes sociāli ekonomiskā stāvokļa (SES) ietekmes mazināšanu uz izglītojamo (Overcoming Exclusion through Inclusive Approaches in Education Conceptual Paper A Challenge & A Vision, 2003; Ястребов, Бессуднов, Пинская, & Косаревский, 2013).

### **Otrgadniecības iemesli** *The reasons of repeat a year practice*

Lai noskaidrotu, vai otrgadniecība kā īpašs izglītojamā atbalsta veids ir efektīva, ir jāapzina tās iemesli. Protams, ka katrā individuālā gadījumā šie iemesli būs atšķirīgi un katra konkrētā izglītojamā otrgadniecību noteiks savdabīga iemeslu kombinācija (kas tostarp būs saistīta arī ar izglītojama vecumu un klasi). Vienlaikus anketēšanas un interviju rezultāti ļāva apzināt tos dominējošos iemeslus, kas ir otrgadniecības pamatā attiecīgajā vecuma / klases grupā.

*Otrgadniecību 1. klasē* (un samērā bieži arī 2. un 3. klasē) nosaka vāja vispārējā sagatavotība skolai (īpaši ja bērns vispār nav apmeklējis pirmsskolas izglītības iestādi vai pirmsskolas izglītības iestādē viņam nav sniegts atbilstošs atbalsts) un bērna veselības problēmas (tostarp, piemēram, slēpta šizofrēnija, disleksija, disgrāfija), par kurām salīdzinoši bieži skolas nav savlaicīgi informētas. Savlaicīgi nerisinātas (slēptas) veselības problēmas ir pamats tam, ka izvēlētajā izglītības programmas / izglītības iestāde nav atbilstoša bērna spējām un tajā nav speciālistu, kuri varētu nodrošināt nepieciešamo atbalstu. Tas nozīmē, ka vecāki nav izvērtējuši iespēju izvēlēties savam bērnam speciālās izglītības programmu. Samērā bieži otrgadniecības iemesls šajā posmā ir zināšanu trūkums tādos mācību priekšmetos, ka dzimtā valoda, matemātika, arī angļu valoda.

Tāpat starp dominējošiem otrgadniecības iemesliem ir jāmin uzvedības traucējumi (t.s. sociālās uzvedības novirzes), kas nenoliedzami ietekmē izglītojamā spējas mācīties, t.i., vāja lasītprasme un nespēja ilgstoši koncentrēties viena veida darbībai, lasīšanas grūtības un teksta uztveres problēmas to klausoties.

Būtiski, ka samērā bieži tiek konstatēta arī vecāku nevēlēšanās un neprasme iesaistīties sava bērna audzināšanā un izglītošanā. Turklāt vecāku emocionālais stāvoklis, nabadzība, bezdarbs, vecāku veselības un sociālās problēmas, kā arī vecāki prombūtnē – ārzemēs pietiekami bieži ietekmē mācības. Savukārt aptaujātie pedagogi atzīst, ka vecāku atbalsts, iesaistīšanās, interese par sava bērna mācībām ir ļoti būtiska visos skolas gados, īpaši, ja bērnam ir mācību, uzvedības vai saskarsmes problēmas.

Samērā reti ir konstatējamas iekļaušanās problēmas, kad bērns pilnībā nav spējīgs komunicēt ar klases biedriem un iekļauties klasē (lai gan attiecību

problēmu ietekme uz otrgadniecību nav noliedzama, tomēr šajā posmā tā nav dominējoša).

Ievērojot mācību satura specifiku un salīdzinoši elementāro raksturu, kā arī tradicionāli īstenoto klases audzinātājas – bērnu sadarbības modeli šajā izglītības posmā, jākonstatē, ka, ja bērns ir sagatavots un spēj kaut minimālā līmenī apgūt 1. klases mācību vielu, iekļauties klases / skolas kolektīvā, tad ar retiem izņēmumiem viņš spēs mācīties arī 2. un 3. klasē (kas arī izskaidro tik zemu otrgadnieku skaitu šajās klasēs).

Izvērtējot sniegtās atbildes par mācību priekšmetiem, kas skolēniem sagādā lielākās grūtības, konstatēts, ka: pirmajā vietā viennozīmīgi visās klašu grupās tā ir dzimtā valoda un literatūra, otrajā – matemātika, trešajā – svešvalodas (angļu valoda un krievu vai vācu valoda kā otrā svešvaloda).

*Otrgadniecību no 5. līdz 9. klasei* (ja vien neskaita dažādas veselības problēmas, kuru pamatā var būt gan traumas, gan arī iedzimtība) ietekmē stundu kavējumi (gan attaisnoti, gan neattaisnoti), kā rezultātā skolēnam ir arvien grūtāk uztvert / sekot mācību vielai, kuras sarežģītības pakāpe pieaug. Tādēļ samērā bieži otrgadniecības iemesls šajā klašu posmā ir zināšanu trūkums tādos mācību priekšmetos kā matemātika, fiziska, ķīmija, dabaszinības, arī svešvaloda, retāk Latvijas un pasaules vēsture, sociālās zinības.

Kā otrgadniecības iemesli 5.-9. klašu grupā tiek minēti: sociālās problēmas ģimenē (tostarp nepieciešamība pieskatīt brāļus un māšas, vēlme / nepieciešamība pelnīt iztiku), izglītojamo uzvedības problēmas, kuras bieži determinē audzināšanas un ģimenes sociālās problēmas) un konflikti ar klases / skolas biedriem, kā arī salīdzinošs pedagoga kontroles samazinājums, pārejot uz sistēmu, kad katru mācību priekšmetu māca cits pedagogs. Vienlaikus tas apliecina arī atsevišķu izglītojamo vājās paškontroles un pašorganizācijas prasmes.

Atsevišķiem izglītojamajiem par otrgadniecības iemeslu kļūst pārslodze, mācības skolā apvienojot ar ārpus skolas dzīvi (mākslas, sporta, mūzikas skolas, dažāda veida vaļasprieki un nodarbes, īpaši sports).

Vienlaikus pedagogu intervijās tika aktualizēts vēl viens būtiskais apstāklis, t.i., izglītojamie, kuri tiek atstāti uz otru gadu, zina, ka pēc gada tiks pārcelti uz nākamo klasi "tāpat vien" (jo trešgadniecība taču ir aizliegta), kas nebūt nemotivē mācīties.

Kopumā pētījums ir ļāvis konstatēt trīs dominējošos otrgadniecības iemeslus visās klasēs: izglītojamā veselības problēmas, ģimenes SES (kas novērojams arī citās valstīs) (Skolēnu labklājība Latvijā starptautiskā salīdzinājumā – OECD PISA 2015 jaunākie rezultāti un secinājumi, 2017) un izglītojamo mācību un audzināšanas / uzvedības problēmas, kas atbildoši aktualizē jautājumu par savlaicīgiem un efektīviem izglītojamo atbalsta mehānismiem.



## Otrgadniecības īstenošana *The implementation of repeat a year practice*

Kā jau tika norādīts, tad izglītojamais tiek atstāts uz otru gadu, ja savu mācību, uzvedības vai citu problēmu dēļ nav spējīgs apgūt mācību saturu, tātad ir nesekmīgs (plašāk sk. Ministru kabineta 2015. gada 13. oktobra noteikumi Nr. 591 “Kārtība, kādā izglītojamie tiek uzņemti vispārējās izglītības iestādēs un speciālajās pirmsskolas izglītības grupās un atskaitīti no tām, kā arī pārcelti uz nākamo klasi”). Tas nozīmē, ka atkārtoti mācoties tajā pašā klasē, izglītojamajam būtu jāspēj apgūt noteiktu mācību saturu un kļūt sekmīgam. Tas ir iespējams, ja bērnam vai pusaudzim tiek nodrošināts nepieciešamais atbalsts un vismaz daļēji ir pārvarētas / mazinātas konstatētas problēmas. Minētais apstākļu kopums nosaka otrgadniecības efektivitāti, tātad to, vai atkārtotas mācības tajā pašā klasē ir lietderīgas un vai ir izdevies “tikt galā ar tiem izaicinājumiem”, kuru dēļ izglītojamais ir nesekmīgs.

Ir skaidrs, ka izglītības iestāde viena pati nespēj atrisināt izglītojamā veselības vai ģimenes SES problēmas. Situāciju sarežģī gadījumi, kad izglītojamā vecāki nevēlās vai nav spējīgi sadarboties ar skolu (Jāatzīmē, ka sadarbību ar vecākiem kā pirmo prioritāti darbā ar esošo otrgadnieku atzīmē 28 % aptaujāto skolu, savukārt 72 % skolu par prioritāru atzīst darbu ar pašu bērnu – pie nosacījuma, ka vecāki ir nodrošinājuši bērna ierašanos skolā. Aptuveni puse skolu puda viedokli, ka tieši otrgadnieku vecāki ir tie, kuri (..) *pārāk maz interesējas vai vispār neinteresējas par sava bērna gaitām (sekmēm, kavējumiem uzvedību), izvairās no atbildības un nav vērsti uz sadarbību*”).

Līdz ar to, kā liecina pētījuma rezultāti, būtiska nozīme ir pašvaldību iesaistei un starpinstitucionālajai sadarbībai. Tās tiesiskā nostiprināšana ir notikusi tikai 2017. gada septembrī (Ministru kabineta 2017. gada 12. septembra noteikumi Nr. 545 “Noteikumi par institūciju sadarbību bērnu tiesību aizsardzībā”). Tomēr joprojām ir aktuāls jautājums par normatīvā regulējuma iedzīvināšanu, speciālistu un citu resursu pieejamību, kā arī savlaicīgu informācijas apmaiņu, lai ne tikai novērstu otrgadniecības iemeslus, bet arī strādātu preventīvi. Vienlaikus situāciju apgrūtina apstākļi, ka vairākos gadījumos, izglītojamais ir deklarēts vienā pašvaldībā, mācās citā, bet dzīvo trešajā pašvaldībā. Arī izglītojamā vecāki bieži vien ir deklarēti dažādās pašvaldībās (gan savstarpēji, gan ar savu bērnu).

Pētījuma rezultāti liecina, ka, ja netiek risinātas (vismaz minimālā līmenī) bērna veselības un ģimenes SES problēmas, tad otrgadniecība nesasniedz savu mērķi, jo, piemēram, izglītojamais turpina bieži slimot vai finanšu līdzekļu vai vecāku uzmanības trūkuma dēļ bieži neapmeklē skolu.

Pētījumā laikā sadarbību ar pašvaldībām kā veiksmīgu vērtēja 39 % skolu, 33 % skolu atzīmēja – lai saņemtu atbalstu, nepieciešama pārliecinoša

argumentācija un “...tas nenākas viegli”, 28 % skolu sadarbību ar pašvaldību vērtēja kā smagnēju vai vāju.

Skolas pamatuzdevums, nodrošinot atkārtotas bērna mācības tajā pašā klasē, ir likvidēt / mazināt robus zināšanās, kuru dēļ bērns ir nesekmīgs. Kā liecina skolu prakse, jo vecākā klasē mācās otrgadnieks, jo lielākas ir zināšanu plaisas un jo grūtāk ir šos robus mazināt. Šajā gadījumā ievērojama nozīme otrgadniecības mazināšanā ir ne tikai pedagogu un cita atbalsta personāla sniegtajam atbalstam, bet arī ģimenes attieksmei.

Lielākā daļa pētījumā iesaistīto skolu (66 %) norādīja, ka izstrādā individuālā atbalsta plānus un savas iekšējās kārtības, kā strādāt ar izglītojamiem, kuriem ir mācīšanās un uzvedības grūtības (sociālās uzvedības novirzes). Pasākumi, kas apliecinājuši rezultativitāti, ir šādi: individuālie mācību plāni, apņemšanās “soli pa soli” (īpaši ja izglītojamais ir vērsts uz sadarbību), īstermiņa darbības, kas mērāmas ar konkrētu rezultātu, papildkonsultāciju pieejamība, pedagoga rakstisks novērtējums pēc stundas par darbu tajā, pamudinājums, uzslava, atgādņu izmantošana mācību stundās u.tml.

Tāpat diezgan plaši tiek izmantotas papildu mācību iespējas, pagarinot mācību gadu, t.i., 43 izglītības iestādes norādīja, ka pārsvarā pagarināto mācību gadu praktizē mācību gada noslēgumā (jūnijā) un tikai īpašos gadījumos gala vērtējumu skolēnam izliek augustā, savukārt 27 izglītības iestādes pagarināto mācību gadu regulāri īsteno arī augusta beigās, uzskatot, ka zināšanu nostiprināšana pirms jaunā mācību gada uzsākšanas ir mērķtiecīgāka.

Izglītības iestādes cenšas savlaicīgi apzināt katra izglītojamā problēmu loku un “vājās vietas” izglītības saturā, taču tām bieži vien pietrūkst cilvēkresursu (īpaši atbalsta personāla – psihologs, speciālais pedagogs, logopēds, psihologs, sociālais pedagogs) un zināšanu / metodiskā atbalsta, lai problēmas risinātu. Turklāt atbalsta personāla pakalpojumi bieži ir nepieciešami ne tikai pašam izglītojamajam, bet arī viņa vecākiem / vecvecākiem.

### **Nobeigums** **Conclusions**

Veiktais pētījums liecina, ka šobrīd otrgadniecība Latvijas pamatizglītības iestādēs nav efektīva (vidēji tā sasniedz savu mērķi tikai katrā trešajā gadījumā, pie tam tās efektivitāte mazinās, pieaugot izglītojamo vecumam / klasei).

Otrgadniecība nav efektīva, ja netiek atrisinātas konstatētās problēmas un nav pietiekams nepieciešamais atbalsts. Tas nozīmē, ka otrgadniecība var un bieži vien sasniedz pretēju efektu plānotajam. T.i., otrgadnieki, kas nav motivēti mācīties, nesadarbojas ar pedagogiem un atbalsta personālu (tāpat kā viņu vecāki), nākamajā gadā skolu bieži neapmeklē, aizbildinās, ka vairākus mācību priekšmetus ir jau apguvuši, faktiski regresē savās zināšanās un prasmēs, samērā

bieži tiek pārcelti uz nākamo klasi ar sliktākiem mācību sasniegumiem (zināšanām), nekā tie ir bijuši iepriekšējā reizē.

Atkārtotu mācību sekmīgumu tajā pašā klasē, ievērojot pētījuma rezultātus, pie nosacījuma, ja izglītojamais regulāri apmeklē izglītības iestādi, nosaka pieci komponenti (ar nelieliem individuāliem izņēmumiem), no kuriem tiešā veidā ir atkarīga otrgadniecības efektivitāte. Tie ir: izglītojamā veselība, salīdzinoši labvēlīgs ģimenes SES, vecāku iesaistīšanās un atbalsts saviem bērniem, izglītojamā interesē / motivācija un laba komunikācija ar pedagogiem, nepieciešamo speciālistu esamība skolā, kuri ir gatavi un ir zinoši, lai strādātu ar otrgadnieku. Tas nozīmē, ka gandrīz katras otrgadniecības gadījumā skolai sadarbībā ar pašvaldību / citu kompetentu institūciju būtu jāatrisina problēmas, kas iespēju robežās aptver visus minētos komponentus (neskaitot specifiskus apstākļus). Vienlaikus minētais aktualizē jautājumu par līdztiesīgu pieeju izglītībai, iespējami minimizējot nelabvēlīgo komponentu ietekmi uz bērna mācībām.

Pētījuma rezultāti liecina, ka šobrīd resursu trūkums, lai otrgadniecība būtu efektīva, ir vērojams ne tikai skolās, bet arī pašvaldībās. Pamatā trūkst speciālistu, kā arī ģimeņu, bet ja bērns ir jau pietiekami pieaudzis (piemēram, 14 un vairāk gadi) – tad arī bērnu ietekmēšanas iespēju, lai bērns regulāri apmeklētu skolu. Tieši tādēļ 48 % pētīto skolu pauda viedokli, ka situācijās, kad otrgadniecība ir vecāku klajas bezatbildības rezultāts, iesaistīt otrgadnieka pamatizglītības finansēšanā ģimeni. Tas gan ir visnotaļ diskutējams jautājums, jo tādējādi tiek tieši skarta ģimenes un paša bērna atbildība par mācībām.

### **Summary**

Each country has pupils, who are not able to meet certain educational requirements (according, their health, behavior, social or other problems). One of the solutions of these problems is the repeat a year practice. The number of pupils remaining for the second year at the same grade in Latvia is 1 % of total number of pupils. However, in Latvia have not been taken researches of the repeat a year practice on basic education, its causes and the activities of educational institutions. Therefore, it is not clear whether the repeat a year is effective in Latvian basic education?

The article presents the results of a comprehensive repeat a year survey, conducted in 2016, covering 70 Latvian educational institutions that implement basic education programs. The purpose of the research is to determine the causes of repeat a year phenomenon and the activities of educational institutions to prevent it in basic education in Latvia, ascertaining whether the repeat a year is effective in solving learning and behavioral problems of pupils.

Methods of research – questionnaires and interviews with directors of educational institutions and other responsible persons (vice-directors of educational institutions, support staff – social pedagogues, speech therapists, etc.), who daily work with pupils remaining for the second year at the same grade.

The survey has made it clear that the repeat a year practice in Latvian is not so effective (on average, it achieves its target only in every third case, but its efficiency will decrease as the age / class of learners grows). Sometimes it would be effective if the educational institution identifies its possible causes as quickly as possible and implements targeted and planned activities to prevent and implement it (including involving municipality and other specialists), as well as the interest of the pupil and their parents is cooperation in solving problems.

The repeat a year practice is not effective if the problems identified in school are not solved and the necessary support is not sufficient. This means that this practice can and often achieve the opposite effect to the intended one. That is, pupils remaining for the second year at the same grade, if they not motivated to study, do not cooperate with teachers and support staff (just like their parents), do not attend the school, are not interested in studies, because several subjects have already been studied, therefore it would be the regress in their knowledges and skills. They are often moved to the next class with lesser learning outcomes (knowledge) than they had before.

The success of repeat learning in the same class, according to the results of the study, is determined on the condition that the pupil regularly attends an educational institution, with five components (with minor individual exceptions), on which the effectiveness of the repeat a year practice is directly dependent. They are: health of pupil, relatively favorable family socio-economic status, involvement of parents and support for their children, interest of the pupils / motivation to continue studies and good communication with the teachers / support staff, the presence of the necessary specialists in the school who are ready and knowledgeable to work with the pupil remaining for the second year at the same grade. This means that the school should work with the municipality / other competent institution to solve the problems that cover these components (apart from the specific circumstances).

At the same time, the results of the research show that at present, lack of resources in order to make the repeat a year practice effective, is observed not only in schools, but also in municipalities.

Basically, there is a shortage of specialists as well as families, but if the child has already grown sufficiently (for example, 14 years or more) and a child influencing possibilities to promote a regular school attendance. That is why 48 % of the schools made a point that in a situation where the repeat a year practice is the result of an irresponsibility of parents (family), it would be necessary to involve a family in basic education funding (which is a very questionable issue, directly affecting the family and the child responsibility for training).

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# CRITICAL THINKING AS AN EDUCATIONAL OBJECTIVE IN A GLOBAL INFORMATION SOCIETY

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**Abstract.** *Critical thinking is defined as the competency for the future, which is crucial for every its member responsible participation in the global information society. Today, possessing this competence often determines how one perceives the reality and responds appropriately to the stimuli of the surrounding world. This competency should be shaped (created) by teachers, especially within the process of formal education. Teachers should choose specific methods and forms of work, the aim of which is to develop the components of the competency to think critically. The paper is a presentation of the results of research that aimed to examine the methods and forms of teachers' effort and work that create the critical thinking competency in students at the third (junior high school) and the fourth (high school) stages of education. Throughout the study, the authors sought an answer to the question: what methods and forms of education are used by teachers at the third and fourth stages of education to shape the critical thinking competency? The research was carried out using the quantitative approach. The research method was a survey and convenience sampling was used to select subjects. 337 Polish teachers participated in the study. The analysis of the results of the research suggests that Polish teachers are not sufficiently prepared to develop the critical thinking competency in their students. They lack methodological competencies at an appropriate level and are not even aware of the need for developing critical thinking in many cases.*

**Keywords:** *critical thinking, teacher, methods of teaching, organizational forms of teaching.*

## Introduction

Modern complex social, ethical, political, economic, or educational issues people have to face need to be approached with reflection, in-depth analysis, and multiple perspectives. This category of problems: multi-context, multi-faceted, open, complex, and ambivalent problems is the central interest of advocates of critical thinking teaching. It is clear the judgments made about such problems may be contrasting because they may be approached with different assumptions, goals, understanding of ideas, or even different systems of values. Critical thinkers

should understand and take into consideration this complexity and interdependence of various factors. What is more, they should reach their judgments by themselves (Wasilewska-Kamińska, 2016: 95).

In her analysis of the notion of *critical thinking* in the cognitive setting, Iwona Czaja-Chudyba found it to be a type of realistic thinking aimed to thoroughly evaluate significant aspects of human intellectual activity in the form of a metacognitive process (Czaja-Chudyba, 2013: 26). Richard Paul and Linda Edler defined critical thinking in a similar manner. They considered it an art of analysing and evaluating thinking in order to improve it. Krystyna Górniak-Kocikowska believed that *Critical thinking is an intellectually disciplined process of active and competent conceptualisation, application, analysis, synthesis, and/or evaluation of information collected or created through observation, experience, deliberation, thinking, or communication that acts as a guide for beliefs and actions. Its model prototype is based on universal intellectual values that [...] surpass academic divisions* (Górniak-Kocikowska, 2014: 20–23).

In his search for neurobiological bases of critical thinking, Stefan Florek noted that from the evolutionary perspective, the areas of the cortex linked to critical thinking are a relatively new addition to the neuronal portfolio of *Homo sapiens*. The ability to think rationally has developed as a form of adaptation to solving problems typical of the natural and social living environment of hunter-gatherers. Thus, it often fails in technologically modified environments. This phenomenon is referred to as the evolutionary lag (Florek, 2012: 130). This means that the care for the development of critical thinking competencies, in particular in young people, becomes an especially important issue in light of the omnipresence of technology.

Richard Paul and his Critical thinking Movement fellows propose to define critical thinking as a progressive process whereby an individual continually and dynamically improves their reasoning through the application and self-imposition of intellectual standards (active and appropriate conceptualisation, application, analysis, synthesis, and evaluation of information derived from observation, experience, reflection, reasoning, and communicating as a method of activity). According to the Critical Thinking Movement, critical thinking is a deliberate, rational, and well-directed reasoning whereby the probability of reaching the intended result is increased by using cognitive skills or strategies. This type of thinking should be clear, precise, accurate, in-depth, open, logical, meaningful, objective, and not lacking in intellectual integrity of every-day life. It is a self-directing, self-monitoring, self-disciplining, and self-correcting mode of thinking. It is a process where one poses questions about oneself and the surroundings (Czaja-Chudyba, 2013: 47). Paul and Edler argue that critical thinkers make effort to live rationally, reasonably, and empathically. They are sensitive to the unpredictable nature of human thinking, which is often unconscious. They strive

to reduce the force of their egocentric and sociocentric habits and employ intellectual tools from the critical thinking toolbox: notions and principles that let them analyse, evaluate, and improve the way they think. They work hard to develop their intellectual virtues such as integrity, humility, kindness, empathy, sense of justice, and trust in reason. They are aware that however skilled thinkers they are, they can always improve their logical thinking skills and they sometimes may fall prey to fallacies, human irrationality, bias, cognitive distortions, disruptions, slavish following of social principles and taboos, or self-interest. Critical thinkers wish to improve the world in order to contribute to the construction of a more rational and civilised society while recognising the complexity of problems they tackle. They try to avoid simplification and strive for determination of real rights and needs of other people. They share Socrates's belief: 'The unexamined life is not worth living' because they know that a world where people lead unexamined lives is an uncritical, unjust, dangerous world (Paul & Edler, 2006).

Joanne Kurfiss noted that critical thinking is a method of problem-solving and the main difference between the two is that the critical thinking competency means reasoning concerned with problems that are open, complex, and unspecific, for which there is no single solution. Therefore, the objective of critical analysis is not to find and apply a specific solution but to present a problem and then develop, and share a reliable and acceptable stance through argumentation (Paul & Edler, 2006).

Critical and independent thinking competencies can be learned only through giving up on the traditional, adaptive approach to the educational process (Muchacka, 2007: 31). It is, therefore, necessary to change the expository approach to teaching into the constructivist or connectivist methods. In the constructivist model, the learning motivation comes from the innate curiosity of every student and the satisfaction is related to solved problems or the search for solutions itself. The reward the behaviourists stress is just an addition. From the point of view of the cognitive concept, the appropriate methods are problem-solving and active learning. Moreover, to implement the constructivist and connectivist methods, the school has to provide appropriate equipment with the right teaching aids, including media available to students (Strykowski, 2007: 31-37). Constructivism involves providing students with appropriate conditions for independent learning: posing questions, providing sources of information, and managing knowledge. The teacher shares the responsibility for effects of the education with the student (Dylak, 2009: 41). In the constructivist teaching process, the role of teacher, who should have reflective and critical competencies, is important. The constructivist, critical discussion is based on a prior assessment by the teacher of the discrepancy between student's knowledge and the official knowledge in the syllabus. The task of the teacher in the constructivist approach



is to find out what the student finds interesting and develop ways to use it to stimulate student's cognitive activity, for example, through untypical questions, unstructured information, inspiration to formulate and verify hypotheses, fostering independence; to allow students to assume responsibility, introduce them into the world of contradictions through situations and experience that negate past assumptions of the students (Czaja-Chudyba, 2013: 43–44).

Words of Ewa Wasilewska-Kamińska are a precise summary of the critical thinking competency, which is an *intentional, self-regulating judgement resulting in the interpretation, evaluation, and conclusions. It is further an explanation of proof, notions, methods, context, or criteria the judgement was based on. [...] [It is] the key tool for investigation and as such it is an empowering force in the educational process and an abundant source in the personal civil life of an individual. [...] The model critical thinker: is inquisitive and well-informed, trusts the reason, is open-minded, flexible, unbiased, and careful in judgement, and aware of own bias, ready to reconsider issues, clear, thorough in searching for reliable information, reasonable in the selection of criteria, focused in investigation, and strives to achieve results adequate to the matter and circumstances* (Wasilewska-Kamińska, 2016: 101).

Education of critical thinkers entails effort aimed to achieve this ideal. To this end, teachers should employ active-learning and problem-solving methods because the competency is acquired and developed in action and through action.

The purpose of the article is to present research results. The main goal of the study was to explore and to describe educational methods and forms which Polish teachers use to create the competence of critical thinking. The method of the survey was used during the research (quantitative research in nomothetic paradigm).

### **Methodological assumptions of own research**

The research employed the quantitative paradigm. Its objective was to explore- and describe (Babbie, 2013) teaching methods and forms used by teachers at the third (junior high school) and the fourth (high school) stages of education in order to support acquisition and development (shaping) of critical thinking competencies in students. The research focused on educational methods and forms used by teachers that they believe shape critical thinking.

The primary problem is the: question what educational methods and forms teachers use to shape critical thinking in their students? Data for the research was collected using a poll. The survey employed a survey questionnaire prepared by the authors.

The sample was selected by convenience sampling (Christensen & Johnson, 2012). The study involved 337 teachers of core courses.

### Critical thinking as an educational objective based on a survey result analysis

As the analysis of the research showed, the educational method most often used by the subjects to shape critical thinking was *brainstorming*. The total of 46 % subjects used it with 35 % using it very often. Relatively often used methods included *text work* (used very often by 19 %), *talk* (very often: 17.8 %), *curriculum discussion* (very often: 16.9 %), *problem-focused lecture* (very often: 16.3 %), *traditional problem method* (very often: 15.1 %), and *practical classes* (very often 15.1 %). Other methods were used by less than 20 % of the subjects. The least often used methods were *planning methods and techniques*, *laboratory method*, *Webquest*, and *performing arts*. They were indicated by less than 4 % of the subjects.

**Table 1 Educational methods most often used by the subjects to create critical thinking competencies**

Methods employed to create critical thinking	very often		sometimes		occasionally		not used		total	
	N	%	N	%	N	%	N	%	N	%
Description	11	3.26	5	1.48	3	89	318	94.37	337	100
Story	13	3.86	6	1.78	7	2.09	311	92.27	337	100
Talk	60	17.80	25	7.42	8	2.37	244	72.41	337	100
Formal lecture	29	8.61	6	1.78	5	1.48	297	88.13	337	100
Problem-focused lecture	55	16.32	22	6.53	14	4.15	246	73.00	337	100
Explanation	19	5.64	7	2.08	8	2.37	303	89.91	337	100
Text work	64	18.99	27	8.01	11	3.26	235	69.74	337	100
Traditional problem method	51	15.14	18	5.34	12	3.56	256	75.96	337	100
Brainstorming	118	35.01	27	8.01	10	2.97	182	54.01	337	100
Case method	20	5.93	21	6.23	10	2.97	286	84.87	337	100
Simulation	13	3.86	23	6.82	10	2.97	291	86.35	337	100
Enactment	9	2.67	13	3.86	10	2.97	305	90.50	337	100
Curriculum discussion	57	16.91	32	9.50	15	4.45	233	69.14	337	100
Research method	17	5.04	12	3.56	12	3.56	296	87.84	337	100
Drama	12	3.56	9	2.67	15	4.45	301	89.	337	100
Performing arts	0	0.00	2	59	9	2.67	326	96.73	337	100
Exhibition	1	30	6	1.78	8	2.37	322	95.55	337	100
Display/film	17	5.04	26	7.72	20	5.93	274	81.31	337	100
Practical classes	51	15.13	13	3.86	5	1.48	268	79.53	337	100
Laboratory method	10	2.97	1	30	1	30	325	96.43	337	100

Measurement	3	89	6	1.78	7	2.08	321	95.24	337	100
Guiding text method	8	2.37	8	2.37	3	89	318	94.36	337	100
Individual project	15	4.45	21	6.23	6	1.78	295	87.54	337	100
Group project	9	2.67	27	8.01	18	5.34	283	83.98	337	100
Integration methods	3	89	10	2.97	7	2.08	317	94.05	337	100
Creative problem solving	30	8.90	17	5.05	11	3.26	279	82.79	337	100
Planning methods and techniques	6	1.78	3	89	4	1.18	324	96.14	337	100
Hierarchisation methods	11	3.26	16	4.75	4	1.19	306	90.80	337	100
Evaluation methods	8	2.37	13	3.86	6	1.78	310	91.99	337	100
Cooperation-based methods	13	3.86	14	4.15	0	0.00	310	91.99	337	100
Joint decision-making	5	1.48	8	2.37	3	89	321	95.25	337	100
Creating and defining notions	13	3.86	8	2.37	7	2.08	309	91.69	337	100
Diagnostic methods and techniques	14	4.15	2	59	10	2.97	311	92.28	337	100
Creative thinking development	25	7.42	21	6.23	9	2.67	282	83.68	337	100
Webquest	2	0.59	4	1.19	6	1.78	325	96.44	337	100
Portfolio / E-portfolio	0	0.00	4	1.19	11	3.26	322	95.55	337	100
SWOT analysis	14	4.15	23	6.82	25	7.43	275	81.60	337	100
Mindmap	23	6.83	11	3.26	8	2.37	295	87.54	337	100
Educational project	9	2.67	16	4.75	19	5.64	293	86.94	337	100
Metaplan	9	2.67	14	4.15	7	2.08	307	91.10	337	100

An analysis of the results has shown that the selection of educational methods aimed at developing critical thinking is influenced the most by the particular subject taught (Fig. 1.). Polish language teachers most often selected *brainstorming* (46.67 %), then *text work* (31.67 %), *curriculum discussion* (30 %), and *traditional problem method* (21.67 %). These are problem-based methods. When used right, they may shape the critical thinking competency. It is, however, disturbing that many teachers indicated *talk* as a method of developing critical thinking (18.33 %). Teachers of the Polish language rarely use active-learning methods to create this competency. The most often indicated active-learning

method was *creative problem solving* (only 8.33 %), which is very valuable for critical thinking. It is also surprising that they do not use exhibition methods to create this competency. The *drama* was used very often by only 11 % and often by 8.33 %. Other exhibition methods were used by less than 6 % of the subjects in aggregate. Similarly, less than 12 % of the subjects indicated the frequent use of *SWOT analysis* as a method for shaping critical thinking. Note that Polish language teachers have the greatest number of teaching hours per week (5 or more) and the factual content of the subject is very broad. They could be expected to demonstrate the greatest variety of methods used to develop critical thinking.

Similar results were obtained for teachers of humanities and social subjects. Less than 20 % of history, civics, culture studies, and entrepreneurship teachers declared using *talk* as a method of developing critical thinking. About 15 % of the subjects use *curriculum discussion* to this end (14.93 %). The teachers did not use exhibition methods and rarely used active-learning methods (like Polish language teachers, they use mainly *creative problem solving*, 8.96 % very often).

Among foreign language teachers, just as with Polish language teachers and humanities and social studies teachers, the dominant method for shaping critical thinking was *brainstorming* (35.14 % of cases). It is alarming that a little over 20 % of them declared *talk* as the method they use to develop critical thinking in their students. This group of teachers favours *text work* and *practical classes* (16.22 %) probably due to the nature of foreign language teaching. It should be added that these teachers may choose texts and exercises rather freely. The right selection can develop critical thinking in students and help the teacher build knowledge and attitudes favouring sustainable development. Similarly to Polish language teachers and other humanities teachers, they did not employ active-learning and exhibition methods with the exception of *creative problem solving*, which was used often by only 8.11 % of the subjects.

Results for mathematicians are different. Owing to the specific nature of teaching mathematics, they used the *traditional problem method* (30.56 %), *problem-focused lecture* (27.78 %) and *practical classes* (27.78 %) more often than humanities teachers. Still, *talk* (25 %) and *brainstorming* (30.56 %) are popular in this group as well.

Teachers of science subjects most often used *brainstorming* (27.91 %), *curriculum discussion* (16.28 %), *problem-focused lecture* (15.12 %), and the *traditional problem method* (13.95 %).

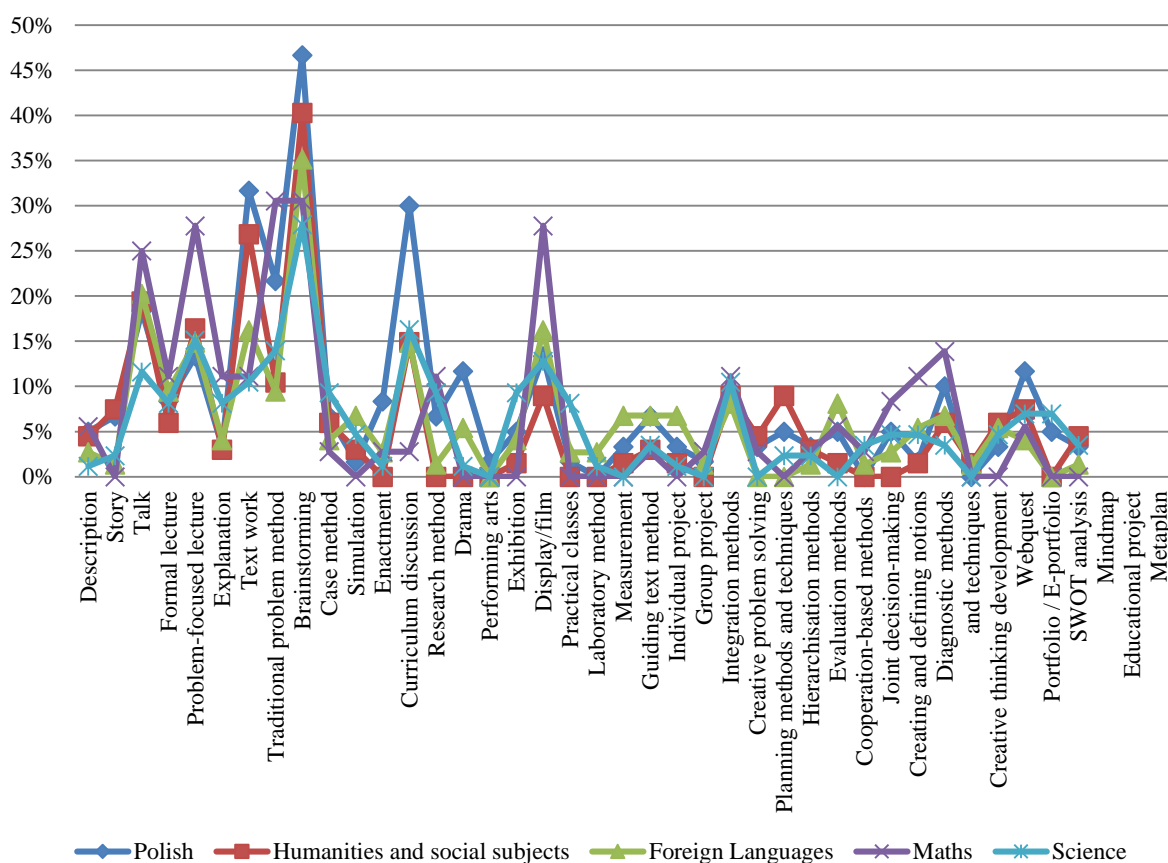
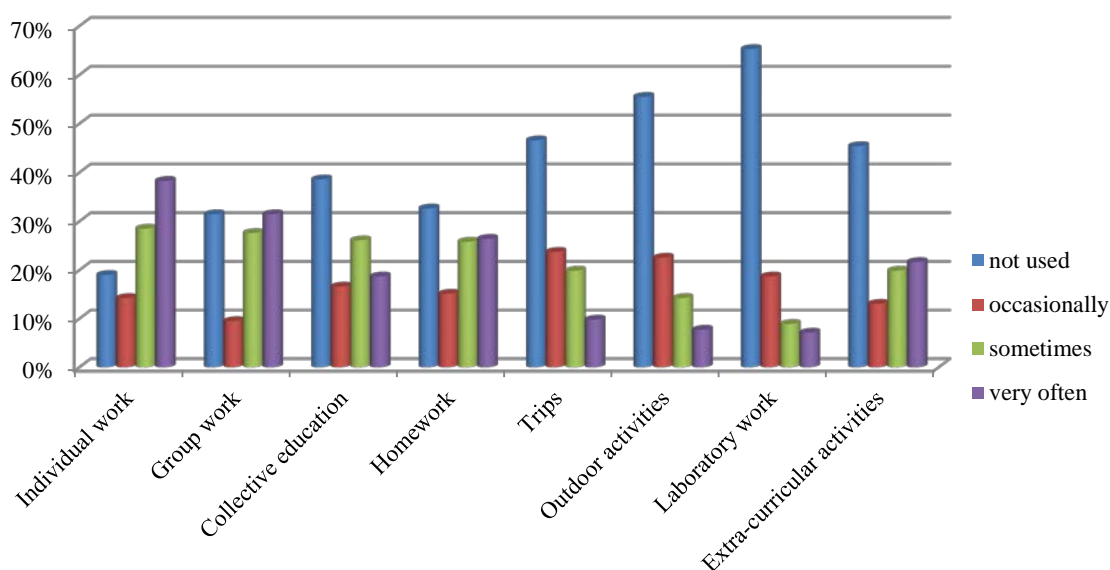


Figure 1. Educational methods most often used by teachers of individual subjects to create critical thinking competencies

To sum up, the teachers preferred traditional methods of instruction from the expository and problem groups of methods to create critical thinking in their students. They did not use active-learning, exhibitory, or modern methods such as Webquest or mind map. They avoided projects, both individual and group ones. What is more, they did not carry out educational projects, which may develop critical thinking in students. The analysis of the results has demonstrated that the selected methods for developing the critical thinking competency did not depend on the place of work, type of school, professional experience, or rank of the teacher.

The most often used educational forms aimed to shape critical thinking were *individual work* and *group work* (Fig. 2). *Individual work* was used very often by 38.3 % of the subjects. It was also the form that was the least often indicated as not used. *Workgroup* was very often used by 31.5 % of the subjects. The third most often employed form was *homework*. It was often used to create critical thinking by 26.4 % of the subjects. Moreover, one-fifth of the teachers very often developed critical thinking during extracurricular classes.



**Figure 2. Educational forms most often used by teachers to create the critical thinking competency**

### **Conclusions and recommendations**

The analysis included in the research has demonstrated that teachers in Poland are not prepared sufficiently to shape the critical thinking competency in their students. They fail to take full advantage of the potential of the problem and active-learning methods that enhance independent student activity and develop their competencies. What is more, the teachers used most often only two basic educational forms, individual work and group work and did not employ projects or extramural student activities. Over half of the subjects declared they never held classes outside. Note that competencies are shaped in action and through action. That is why it is so important to empower students to work independently at school and out of school.

In order to ensure that teachers shape the critical thinking competency in students effectively, it is necessary to:

- make teachers aware that in the modern society, the critical thinking competency is indispensable (key) for active and responsible action taking;
- improve methodical competencies of teachers so that they know what educational forms and methods to use in order to develop the critical thinking competency;
- provide students aspiring to become teachers with appropriate training as regards the effective development of the critical thinking competency;

- encourage teachers to offer extramural activities and employ diverse educational forms;
- include media content in curricula so that young members of the global information society are able to critically evaluate and appropriately react to media information.

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# KARJERAS IZGLĪTĪBA VISPĀRĒJĀS IZGLĪTĪBAS IESTĀDĒS

## *Career Education in General Education Institutions*

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**Abstract.** *The aim of the research is to find out the problems and solutions of career education in primary and secondary education institutions of Zemgale planning region (ZPR). In order to achieve the aim, the following research questions were set: 1) what are the functions of career education in primary and secondary education institutions; 2) how career education is implemented in ZPR; 3) what factors positively and negatively affect implementation of career education, and 4) what are the outcomes of career education. The theoretical review of the study is based on functional structuralism and document analysis about career education. Empirical data were obtained during semi-structured interviews with representatives of schools where career education is offered. It was concluded that the core idea of the career education is to help students to develop and realize their skills, interests and abilities, as well as to choose future profession and the most suitable educational institution. Problems related to implementation of career education are lack of time, difficulty to organize multiple events, difficulties to plan events so they do not interfere with school work, many students are not interested in the event they have to participate in, the lack of financial resources and also the lack of career specialists in schools.*

**Keywords:** *Career, Career Education, General Education Institutions, Zemgale region.*

### **Ievads**

#### ***Introduction***

Mūsdienu dinamiskajā sabiedrībā indivīdam jāspēj nepārtraukti mainīties un pilnveidoties, apgūt jaunas kompetences, attīstīt savu personību, lai būtu sociāli aktīvs un iekļautos darba tirgū. Jaunieši savu dzīves ceļu un profesiju bieži izvēlas tieši skolas laikā, taču nereti tas nav viegli, ja nav pārlicības par savām spējām un talantiem, ir dažādas intereses vai gluži pretēji - to trūkst. Lai indivīdam palīdzētu izvēlēties piemērotāko izglītības ceļu vai nodarbošanos, karjeras izglītība nodrošina atbalstu gan informējot, gan konsultējot (Vanovska, 2009). Labi īstenoti karjeras izglītības pasākumi vispārējās izglītības iestādēs ne tikai sniedz atbalstu jauniešiem sekmīgākā viņu dzīves ceļa izvēlē, bet var palīdzēt risināt problēmu, ar ko saskaras Latvijas augstskolas un arī profesionālās



izglītības iestādes - liels studējošo atbirums. Bieži tas notiek tādēļ, ka jaunieši nav pratuši izvēlēties atbilstošāko studiju virzienu un profesiju. Arī Eurydice 2014. gada ziņojumā par augstākās izglītības modernizāciju Eiropā uzsvērtā tendence ES valstīs risināt studentu atbiruma problēmu (European Commission/EACEA/Eurydice, 2014). Karjeras izglītība un karjeras atbalsta pasākumi jau vispārējās izglītības posmā ir nozīmīgs priekšnosacījums jauniešu apzinātai izglītības un karjeras izvēlei, jo tie vairo arī jauniešu motivāciju iekļauties izglītības procesos un iegūt kvalifikāciju (Par Izglītības attīstības..., 2014). Latvijā šajā kontekstā tiek īstenoti tādi pasākumi kā, piemēram, “Karjeras nedēļa”, “Ēnu dienas”, ekskursijas uzņēmumos “Uzņēmumu atvērto durvju nedēļa” laikā, “Atvērto durvju dienas”, izglītības izstāde “Skola”. Izglītības iestādēs papildus šīm aktivitātēm iespēju robežās tiek organizēti arī konkursi un spēles, ekskursijas, vieslekcijas un citi pasākumi. Diemžēl ne visās vispārējās izglītības iestādēs ir pieejami karjeras konsultanta pakalpojumi, karjeras izglītība var tikt īstenota formāli, nerasniedzot iecerētos rezultātus. Tādēļ pētījuma mērķis ir noskaidrot karjeras izglītības īstenošanas problēmas vispārējās izglītības iestādēs Zemgales plānošanas reģionā (ZPR) un to risinājumus. Empīriskajā pētījumā izmantota kvalitatīvā pētnieciskā pieeja: veikts iepriekš veikto pētījumu apskats, veikta dokumentu analīze (izmantoti attīstības plānošanas un izglītības politikas dokumenti) un veiktas daļēji strukturētās intervijas ar karjeras īstenošanā iesaistītajiem pedagogiem un citiem speciālistiem.

### **Karjeras izglītības jēdziena konceptualizācija** *Interpretation of the career education*

Karjera ir cilvēka resursu efektīva izmantošana dzīves mērķu sasniegšanai, cilvēka mērķtiecīga darbība savu kompetenču pilnveidei un izpausmei visa mūža garumā. Tas ir nepārtraukts mācīšanās un attīstības process, tā ir cilvēka virzība visa mūža garumā gan sociālajā, gan profesionālajā jomā (Karjeras izglītība skolā, 2009). Saskaņā ar Izglītības likumu, karjeras izglītība ir izglītības procesā integrēti pasākumi, lai nodrošinātu izglītojamo karjeras vadības prasmju apguvi un attīstīšanu, kas ietver savu interešu, spēju un iespēju apzināšanos tālākās izglītības un profesionālās karjeras virziena izvēlei (Izglītības likums, 1999). Sākotnēji karjeras jēdzienu asociēja ar sekmīgu profesionālo darbību kādā jomā, kur ir iespējama izvirzīšanās, popularitātes un slavas sasniegšana. Sevišķi 19. gs. ar jēdzienu „karjera” raksturoja cilvēka dzīves gaitu (Frigerio & McCash, 2013). Mūsdienās karjeras jēdziena saturs ir paplašinājies, un ar to saprot ne tikai izaugsmi profesionālajā jomā, bet arī likumsakarīgu personības izaugsmi un nodarbošanās secīgu maiņu visas dzīves garumā; karjeru konceptualizē kā “dzīvesplašu” un “dzīvesilgu” parādību (Karjeras izglītība skolā, 2009; Frigerio & McCash, 2013:56). Karjeras veidošana ir nepārtraukts process, kurā cilvēks

izmanto informāciju gan par sevi, gan apkārtējo pasauli, lai izvēlētos savu nodarbošanās jomu un profesiju.

Karjeras veidošanu var analizēt gan indivīda līmenī, domājot par katra jaunieša profesionālo attīstību un vietu sabiedrības struktūrā, gan sabiedrības līmenī, valstī kopumā domājot par sistēmisku pieeju jaunās paaudzes un nākotnes darbaspēka izglītošanā, lai indivīdi rastu iespējas mērķtiecīgāk izmantot savus talantus, tādejādi dodot savu ieguldījumu sabiedrības labā. Izmantojot strukturālā funkcionālisma pieeju, ir iespējams analizēt karjeras izglītības funkcijas sociālā sistēmā. Šī pieeja apskata sabiedrību kā sistēmu, kur tās atsevišķās daļas (apakšsistēmas) mijiedarbojas un pilda noteiktas funkcijas, lai sasniegtu sistēmas stabilitāti. T. Pārsonss, strukturālā funkcionālisma pamatlicējs, par karjeras izglītības nozīmīgumu savos darbos rakstīja jau 20. gadsimta vidū (Parsons, 1951). Viņš raudzījās uz izglītības sistēmu kā svarīgu mehānismu indivīdu atlasei viņu nākotnes lomām sabiedrībā. Tādējādi skolas, izvērtējot un novērojot skolēnus, pielāgo viņu talantus, iemaņas, prasmes un spējas profesijām, kas viņiem visvairāk atbilst, savukārt jauniešiem ir iespējas sevi dziļāk iepazīt un atklāt savu potenciālu (Welde et al., 2016; Haralambos & Heald, 1980:176). Izglītība kā viena no sabiedrības apakšsistēmām veic būtiskas funkcijas, īstenojot socializāciju, profesionālo apmācību, sociālo kontroli (latentā funkcija), un sagatavojot jauniešus pieaugušo dzīvei (Andersen & Taylor, 2008:425; Haralambos & Heald, 1980:175).

Saskaņā ar Izglītības likumu, karjeras izglītības nodrošināšana Latvijā ir pašvaldību pienākums (Izglītības likums, 1999). Valsts izglītības standarti Latvijā nosaka, ka viens no izglītības mērķiem ir sagatavot jauniešus pieņemt atbildīgu lēmumu, izvēloties sev profesiju. Karjeras izglītība jāintegrē visā izglītības procesā un tās uzdevumi ir, pirmkārt, palīdzēt skolēniem pašattīstīties, otrkārt, motivēt un palīdzēt izpētīt dažādas karjeras iespējas un, treškārt, palīdzēt plānot un vadīt savu karjeru (Karjeras izglītība skolā, 2009). Lai skolēnus maksimāli sagatavotu pārejai no skolas dzīves uz pieaugušo darba dzīvi, skolām ir jānodrošina saviem skolēniem aizvien daudzveidīgāks un lielāks mācīšanās pieredžu skaits. Viens no veidiem, kā var sekmīgi realizēt karjeras izglītības īstenošanu skolās, ir partnerību jeb sadarbības veidošana (Pudule, 2012), kas var nodrošināt dinamiskāku karjeras izglītības īstenošanas procesu. Veidojot karjeras izglītības programmas, kas ir pakārtotas skolas vīzijai, attīstības prioritātēm un mērķiem, kas savukārt saskan ar pašvaldības prioritātēm izglītībā, ir viena no iespējām, kā veiksmīgi integrēt karjeras izglītību visā izglītības procesā – gan formālajā, gan neformālajā izglītībā. Būtiska ir arī vecāku iesaiste šajos procesos (Oomen, 2016). G. Pudule secina, ka skolās, kurās īsteno karjeras izglītību, skolēni ir vairāk informēti arī par Nodarbinātības valsts aģentūru un vairāk uzmanības tiek veltīts sevis iepazīšanai klases audzināšanas stundās un savu sasniegumu izvērtēšanai karjeras izglītībā, arī tiek vairāk strādāts pie skolēnu

prasmju, zināšanu, kas ir nepieciešamas karjeras izpētei, veidošanas un arī tām prasmēm, kas nepieciešamas karjeras izvēlei un karjeras plānošanai (Pudule, 2013). Taču tika arī secināts, ka kopumā skolās nepietiekama uzmanība tiek veltīta karjeras vadībai nepieciešamo pamatprasmju apguvei, piemēram, laika plānošanai, problēmu risināšanai, lēmumu pieņemšanai un konfliktu risināšanai. Maz uzmanības arī tiek veltīts to prasmju veidošanai, kas nepieciešamas sevis izpētei ilgtermiņā un izvērtēšanai. Arī citos pētījumos secināts, ka visaptverošas karjeras izglītības programmas ieviešana skolā ir rūpīgi jāplāno (Welde et al., 2016; Karjeras izglītība skolā, 2009; Wolffe, 1999). Karjeras izglītības pasākumus var integrēt mācību priekšmetu stundās, klases audzināšanas stundās un ārpusklases pasākumos. Karjeras izglītībai būtu jākoncentrējas uz izglītības saturu, skolēnu attīstību un kritisko domāšanu (McCash, 2008; Barnes et al., 2010). Latvijā karjeras attīstības atbalsta sistēma ietver informācijas nodrošināšanas un karjeras konsultāciju pakalpojumus izglītības un nodarbinātības sektoros.

### **Pētījuma metodoloģija un rezultātu analīze** *Research methodology and analysis of the results*

Empīriskajā pētījumā, kas norisinājās 2017. gadā no marta līdz maijam, tika veikta dokumentu analīze un deviņas daļēji strukturētās intervijas ar ZPR ekspertu izglītības jautājumos, *prakse.lv* pārstāvi un reģiona izglītības iestāžu pedagogiem, kuru kompetencē ir karjeras izglītības jautājumi. Vispirms tika analizēti izglītības politikas un ZPR attīstības plānošanas dokumenti, lai konstatētu, vai un kā tajos atspoguļota karjeras izglītības loma un īstenošanas instrumenti vispārējās izglītības iestādēs. Tika analizētas arī izraudzīto izglītības iestāžu karjeras izglītības programmas un plāni. Dokumentu analīze bija pamats, lai veidotu daļēji strukturēto interviju jautājumu vadlīnijas. Interviju jautājumi tika formulēti tematiskos blokos par to, kādas ir karjeras izglītības funkcijas un uzdevumi, kāda ir karjeras izglītības programma izglītības iestādē un ko tā ietver, kādi ir karjeras atbalsta pasākumi, kādi faktori ietekmē karjeras izglītības īstenošanu un ar kādām grūtībām iestādes saskaras.

Respondentu izlasē tika iekļautas septiņas ZPR pilsētu (Jēkabpils, Jelgavas, Bauskas un Dobeles) vispārējās izglītības iestādes, kurās tiek īstenota karjeras izglītība. Pētījumā izvirzīti šādi pētnieciskie jautājumi:

1. Kādas ir karjeras izglītības funkcijas vispārējās izglītības iestādēs?
2. Kā karjeras izglītība tiek īstenota ZPR?
3. Kādi faktori karjeras izglītības īstenošanu ietekmē pozitīvi un negatīvi?
4. Kādi ir karjeras izglītības rezultāti ZPR?

Šajā rakstā tiek atspoguļoti interviju rezultāti, kuri analizēti atbilstoši pētnieciskajiem jautājumiem.

Par **karjeras izglītības funkcijām vispārējās izglītības iestādēs** informanti pauda līdzīgas atbildes: karjeras izglītība palīdz izglītojamiem un viņu vecākiem apzināties bērnu spējas, prasmes un intereses, lai atbilstoši tām varētu izvēlēties sev piemērotu profesiju un tālāko izglītības iestādi. Pedagogi un karjeras konsultanti savukārt palīdz skolēnam izvēlēties turpmāko dzīves ceļu, ņemot vērā katra skolēna individualitāti. Interviju laikā tas tika minēts kā viena no svarīgākajām karjeras izglītības funkcijām. ZPR eksperts atzīmēja, ka karjeras izglītība skolās ir viens no instrumentiem, kas palīdz valsts mērogā risināt nodarbinātības jautājumus: ja šis instruments nav attīstīts un labi nedarbojas, nav pilnvērtīgi iespējams panākt reģionam un pašvaldībām nepieciešamo speciālistu nodrošinājumu. Karjeras izglītība veic manifestās funkcijas: jauniešu interešu, spēju un iespēju apzināšanos, karjeras mērķu izvirzīšanu, savas karjeras vadīšanu, zināšanu un izpratnes iegūšanu par darba pasauli, tās saikni ar izglītību, par karjeras plānošanu un tālākizglītības iespējām. Respondentu viedokļi atklāj arī karjeras izglītības latento funkciju: karjeras izglītība ir instruments, kuru var izmantot, plānojot speciālistu sagatavošanu un nodarbinātību reģionos. Intervijās tika norādīts uz to, ka ne tikai skolām jāveicina jauniešu interese un zināšanas par atbilstošas profesijas izvēli, bet šajā procesā mērķtiecīgi jāiesaistās arī citām ieinteresētajām pusēm, piemēram, darba devējiem, pašvaldībām un tām izglītības iestādēm, kur jaunieši turpina mācības.

**Karjeras izglītības īstenošana ZPR** pārsvarā ir pašu izglītības iestāžu ziņā. Karjeras izglītība tiek vadīta, izmantojot speciāli izveidotas karjeras izglītības programmas vai plānus izglītības iestādēs. Piemēram, vienā no Jēkabpili pētītajām izglītības iestādēm karjeras plānošanas pasākumus klases līmenī plāno klašu audzinātāji un saistībā ar skolas plānu, izmantojot Eiropas Sociālā fonda metodiskos līdzekļus karjeras izglītībai. Arī Bauskā pētītajā izglītības iestādē ir plāns, kuru īsteno, karjeras izglītību integrējot gan mācību priekšmetu tematiskajos plānos, gan uz tikšanās ar jauniešiem aicinot dažādu jomu speciālistus un izglītības iestādes absolventus. Līdzīgi tas notiek arī citās pētītajās izglītības iestādēs. Intervijās tika atzīmēts, ka ierastā prakse ir karjeras izglītību integrēt visos mācību priekšmetos saistībā ar apgūstamo tēmu un mācību priekšmetu programmām. Karjeras izglītības integrēšanas intensitāte mācību priekšmetos ir atkarīga no pašiem skolotājiem. Viens no intervētajiem pedagogiem Dobelē norāda: „*Mēs patiešām skrupulozi izpētījām katra mācību priekšmeta standartu un programmu, kura tēma [...] sasaucas arī ar karjeras izglītības jautājumiem. [...] ar katru priekšmeta jomas skolotāju mēs šo pārrunājām, [...] un katrs skolotājs sava priekšmeta mācīšanas programmā ir arī ielicis, realizēt skolas karjeras izglītības programmu.*” Kādas ģimnāzijas karjeras konsultants Jelgavā atzīmē, ka karjeras izglītība “*visintensīvāk tiek integrēta audzināšanas stundās, sociālo zinību stundās, latviešu valodā, komerczinībās,*

*bioloģijā, ķīmijā un citos. Principā, jebkurā stundā tas ir izdarāms, ja mācību procesam pieiet radoši”.*

Karjeras izglītības īstenošanā nozīmīgu atbalstu sniedz pašvaldības, līdzdarbojoties mācību ekskursiju organizēšanā, pasākumu rīkošanā. Visas pētītās izglītības iestādes piedalās valsts mēroga rīkotajos pasākumos, piemēram, izstādē “Skola”, “Ēnu diena”, “Karjeras nedēļa”, kā arī skolas karjeras izglītību integrē mācību priekšmetos, aicina dažādus speciālistus un savu izglītības iestāžu absolventus, dodas ekskursijās uz uzņēmumiem. Pārējie ar karjeras izglītību saistītie pasākumi un aktivitātes pētījumā iesaistītajām izglītības iestādēm atšķiras. Atsevišķās skolās notiek jauniešu iesaiste Zemgales reģiona Kompetenču attīstības centra un Nodarbinātības valsts aģentūras piedāvātajos pasākumos, tiek īstenotas jauniešu apmaiņas programmas, projektu nedēļas, notiek sadarbība ar augstskolām un koledžām, tiek iesaistīti izglītojamo vecāki, kuri nāk stāstīt par savām profesijām, notiek iesaiste uzņēmumu atvērto durvju dienās. Informanti norādīja dažādus sadarbības partnerus, taču var secināt, ka sadarbība netiek koordinēta reģiona līmenī. Vairāki pedagogi intervijās norādīja, ka karjeras izglītībā efektīvs paņēmieni ir darbs ar interešu grupām. Tā vietā, lai organizētu klases ekskursijas uz vietām, kuras visiem izglītojamiem nešķiet saistošas, ir novadi, kur tiek organizētas karjeras dienas, un skolēniem tiek piedāvāts, piemēram, ieskats dažādās profesijās ar iespēju darboties tādās interešu grupās, kāda profesija jauniešus interesē.

**Karjeras izglītības īstenošanu ietekmē** dažādi faktori. Pozitīvie faktori ir jauniešu interese par izraudzītajām nākotnes profesijām, sekmīga sadarbība pašvaldībās starp uzņēmējiem un izglītības iestādēm, kā arī aktīvu karjeras speciālistu esamība skolās. Ar jauniešiem ļoti daudz tiek strādāts individuāli, īpaši, ja paši bērni izrāda tādu interesi. Diemžēl visās ZPR izglītības iestādēs karjeras konsultanti nedarbojas vai arī karjeras izglītības speciālista pienākumi tiek veikti amatu savienošanas kārtībā. Respondenti atzīst, ka izglītības iestādē galvenais ir mācību darbs, un karjeras pasākumus, kas ir ārpus klases darba forma, pēc stundām ir ļoti grūti organizēt, jo izglītojamie pārsvarā jau ir aizņemti katrs savās ārpus skolas aktivitātēs. Pētījumā tika noskaidrots, ka resursu trūkums nereti traucē izglītojamiem iesaistīties piedāvātajās aktivitātēs; tas mazina karjeras izglītības pieejamību. Karjeras izglītības īstenošanu apgrūtina dažāda līmeņa faktori. Tie apkopoti 1. tabulā.

1.tab. **Karjeras izglītības īstenošanu kavējošie faktori**  
 Table 1 *Hindering factors affecting implementation of career education*

Līmenis	Kavējošie faktori
<b>Izglītojamie</b>	<ul style="list-style-type: none"> <li>- jauniešu noslogotība</li> <li>- grūtības izvēlēties atbilstošas aktivitātes</li> <li>- intereses trūkums</li> <li>- pārāk liels informācijas daudzums</li> <li>- finansiālie apsvērumi (līdzekļu trūkums ģimenē)</li> </ul>
<b>Izglītības iestāde</b>	<ul style="list-style-type: none"> <li>- grūtības saplānot pasākumus ārpusstundu laikā tā, lai netiktu traucēts mācību darbu</li> <li>- karjeras izglītības speciālista trūkums</li> </ul>
<b>Sadarbības partneri</b> (valsts institūcijas, pašvaldības, darba devēji, citas izglītības iestādes, vecāki u.c.)	<ul style="list-style-type: none"> <li>- uzņēmumu ieinteresētības un/vai atbalsta trūkums izglītības iestāžu piedāvājumiem un/vai aicinājumiem</li> <li>- koordinētas sadarbības trūkums</li> <li>- redzējuma trūkums valstī kopumā par to, kādas profesijas būs nepieciešamas nākotnē (profesiju monitoringa trūkums) un uz ko virzīt karjeras izglītību</li> </ul>

Šajā pētījumā tika identificēti vairāki izaicinājumi jeb problēmas, ar ko saskaras izglītības iestādes, īstenojot karjeras izglītību. Galvenās problēmas un to iespējamie risinājumi apkopoti 2. tabulā. Viena no tām ir karjeras izglītības speciālistu trūkums, kuru nodrošināšana tomēr būtu pašvaldību atbildība, taču tas ir saistīts ar papildus resursu nepieciešamību. Kā problēmu respondenti uzsver arī to, ka karjeras izglītība ir katras pašvaldības un izglītības iestādes atbildība; diemžēl nav vienotas sistēmas reģionā un valstī, lai arī pastāv Karjeras izglītības īstenošanas plāns 2015.-2020. gadam valsts un pašvaldību vispārējās un profesionālās izglītības iestādēs (Par Karjeras izglītības..., 2016). Karjeras izglītības pasākumi netiek vienmērīgi un sistēmiski nodrošināti visā reģionā, tādēļ ir svarīgi, lai ne tikai katrā skolā tiktu izstrādāts un īstenots sistemātisks un secīgs karjeras izglītības īstenošanas un karjeras attīstības atbalsta pasākumu plāns, bet tāds koordinēti un sadarbībā ar partneriem darbotos arī reģiona un valsts mērogā. Problēmas rada tas, ka skolas un izglītojamie ir noslogoti mācību darbā un ārpusskolas aktivitātēs, tādēļ kolektīviem karjeras izglītības pasākumiem bieži nav laika. Risinājums būtu karjeras izglītības ietvaros organizēt pasākumus interešu grupās ne tikai izglītības iestāžu, bet arī pašvaldības un valsts mērogā, lai katrs izglītojamais rastu iespēju iegūt sev interesējošu informāciju un pieredzi.

Atsevišķi respondenti atzīst, ka ZPR līmenī karjeras izglītība tomēr ir diezgan haotiski organizēta. Tiek saskatītas arī sistēmiskas problēmas vispārējās izglītības līmenī valstī kopumā, kuras atrisinot skolām būtu vairāk laika un iespēju pilnvērtīgāk īstenot karjeras izglītību. Piemēram, respondenti norāda, ka vairākos mācību priekšmetos dublējas mācību saturs, kura apguve prasa laiku, taču, izvērtējot un sakārtojot mācību saturu, varētu rast vairāk iespēju karjeras izglītības

pasākumiem. Jācer, ka tas tiks īstenots jaunajā kompetenču pieejā balstītajā mācību saturā.

2.tab. **Karjeras izglītības īstenošanas problēmas un to iespējamie risinājumi**  
*Table 2 Problems in implementation of career education and their possible solutions*

<b>Problēmas</b>	<b>Risinājumi</b>
Karjeras izglītības speciālistu trūkums izglītības iestādēs	Pašvaldībām rast līdzekļus karjeras izglītības speciālista nodrošināšanai katrā izglītības iestādē
Nepietiekama karjeras izglītības pasākumu koordinēšana reģiona līmenī	Lai karjeras izglītības aktivitātes būtu mērķtiecīgākas, tās koordinēt ZPR līmenī, sadarbojoties iespējami vairākām ieinteresētajām pusēm (izglītības iestādes, pašvaldības, nevalstiskā, privātā un valsts sektora instiūcijas)
Izglītojamo intereses trūkums un zema motivācija un/vai iesaiste karjeras izglītības pasākumos	Pašvaldību un reģiona mērogā veicināt karjeras izglītības pasākumu organizēšanu interešu grupās
Liela izglītojamo noslodze ārpus skolas aktivitātēs, kas apgrūtina karjeras izglītības pasākumu plānošanu	

Izvērtēt **karjeras izglītības rezultātus** nav vienkāršs uzdevums, jo tie pārsvarā nav saskatāmi īstermiņā. Respondenti norāda, ka izglītības iestādes seko līdzīgu absolventu tālākās izglītības gaitām: tiek analizēts, cik daudz jauniešu turpina izglītību vidējā izglītības posmā un augstskolās, kādas profesijas tiek apgūtas, kādas studiju programmas tiek izvēlētas, vai mācības notiek Latvijā vai ārzemēs, vai jaunieši studijas pabeidz sekmīgi. Atsevišķās izglītības iestādēs novērots, ka ir milzīga interese par karjeras konsultanta individuālo konsultāciju iespējām. Arī to respondenti uzskata par karjeras izglītības rezultātu, ja jaunieši apzinās savu izvēlu ietekmi uz viņu turpmāko izglītības ceļu un profesionālo darba dzīvi.

## **Diskusija** *Discussion*

Ir būtiski nodrošināt daudzveidīgu karjeras izvēles pasākumu kompleksu visiem izglītojamajiem Latvijā, iesaistot plašu sadarbības partneru kopumu: nozaru profesionālās organizācijas, valsts un pašvaldību institūcijas, uzņēmumus, kā arī izglītības iestādes dažādās izglītības pakāpēs. Citu valstu pētījumi liecina, ka papildus karjeras izglītības programmu izvērtējumiem būtu jāpēta arī tas, kādā pakāpē karjeras izglītības programmas atbalsta jauniešus pārejā no skolas uz darba dzīvi (piemēram, Landine, 2013). Jaunzēlandē uzskata, ka karjeras izglītība un tās vadība ir neatņemams daudzveidīgas un sabalansētas izglītības

nodrošināšanas elements katrā skolā (Sewell, 2009). Tur veiktā pētījumā noskaidrots, ka lielākām skolām bieži vien ir pieejams vairāk resursu un karjeras speciālistu nekā mazākām skolām, līdz ar to lielākas skolas vairāk veido karjeras attīstības stratēģijas, programmas un pasākumus, bet mazākas skolas īsteno tikai konsultanta tikšanos ar izglītojamiem (Furbish & Reid, 2013). To pierāda arī šajā rakstā atspoguļotais autoru pētījums – karjeras speciālistu trūkums ierobežo piedāvāto pasākumu kopumu un konsultāciju pieejamību. Lietuvā, analizējot karjeras vadības sistēmas esamību izglītības iestādēs un karjeras attīstības pakalpojumu pieejamību, secināts, ka trūkst kvalificēta personāla karjeras vadībā, ir problēmas ar darbību koordināciju starp dažādām iestādēm (Luobikiene, 2015). Pētījumā piedāvāts veikt procesu monitoringu un elastīgi reaģēt uz mūsdienu izaicinājumiem darba tirgū, lai karjeras izglītības rezultātā indivīdi izvairītos no sociāli pievilcīgu, bet darba tirgū nepieprasītu profesiju apgūšanas (Luobikiene, 2015). Arī pētījums ZPR liecina par nepieciešamību vairāk koordinēt karjeras izglītību gan pašvaldību, gan reģiona līmenī, sekmējot ciešāku un mērķtiecīgāku sadarbību starp iesaistītajām pusēm. Jāpiebilst, ka arī vecākiem mēdz būt liela nozīme jauniešu karjeras izvēlē, tādēļ pētījumos tiek analizēta un pamatota lielāka vecāku iesaiste karjeras izglītībā (piemēram, Oomen, 2016). Tam var noteikti piekrist, jo situācijās, kad jaunieši šaubās vai ir dzīves ceļa meklējumos, līdztekus karjeras izglītībai, vecāku pieredze un viedoklis ir nozīmīgs ietekmējošs faktors.

Latvijā iepriekšējā analīze rāda, ka kvalitatīvas karjeras izglītības īstenošanai izglītības sistēmā pedagogiem ir nepietiekamas profesionālās kompetences karjeras pasākumu īstenošanā, tajā skaitā komunikācijā, informācijas apstrādē un darbā ar informācijas un komunikācijas tehnoloģijām (Par Izglītības attīstības..., 2014). Karjeras izglītība un karjeras atbalsta pasākumi ir nozīmīgs priekšnosacījums jauniešu apzinātai izglītības un karjeras izvēlei, nodrošinot jauniešiem iespēju apzināt savas zināšanas, prasmes un intereses, kā arī iespēju iepazīties ar dažādu profesiju specifiku. Tās ir galvenās karjeras izglītības funkcijas.

## **Secinājumi**

### ***Conclusions***

1. Mūsdienu strauji mainīgajā sabiedrībā indivīdam nepieciešamas prasmes būt elastīgam, mērķtiecīgi izvēlēties nodarbošanos, pielāgoties un plānot savu personīgo un profesionālo izaugsmi, tādēļ karjeras izglītība ir būtiska vispārējās izglītības daļa.
2. Karjeras izglītības īstenošana vispārējās izglītības iestādēs ir katras pašvaldības un izglītības iestādes kompetence. ZPR tā tiek īstenota pastāvīgi un parasti pēc noteiktā plāna, izglītojamiem tiek piedāvāti daudzveidīgi nacionāla, reģionāla un lokāla mēroga pasākumi un aktivitātes. Tomēr



mērķtiecīgākai karjeras izglītības īstenošanai nepieciešama ciešāka un koordinētāka sadarbība starp iesaistītajām pusēm reģiona mērogā, kā arī pašvaldību ietvaros starp izglītības iestādēm dažādos izglītības posmos, darba devējiem un valsts institūcijām.

3. Karjeras izglītības īstenošanu ietekmē dažādi faktori gan indivīda līmenī, gan izglītības iestādes un pašvaldības līmenī. Koordinētāka sadarbība starp iesaistītajām pusēm un pārskatīts mācību priekšmetu saturs, novēršot lieku dublēšanos, rastu vairāk laika un iespēju karjeras izglītības pasākumiem.

### Summary

Young people often choose their future profession during the school period; therefore career education in primary and secondary education institutions is crucial. Well-established career education which is integrated in the education system can decrease students' dropout number as well as lead towards more informed decisions about future careers. In Latvia, within a framework of career education a variety of activities is organized at national level, for example, the "Career Week", the "Shadow Days", visits to enterprises during the "Open Doors Week", exhibition "School". Schools and municipalities also organize local activities and consultations. Thus the aim of the research is to find out the problems and solutions of career education in general education institutions of Zemgale planning region (ZPR). Empirical data were obtained in 2017 from March to May. Document analysis and nine semi-structured interviews with representatives of ZPR, *prakse.lv* and teachers from seven schools of the region were conducted.

The main function of career education is to help students and their parents to discover talents, skills and interests in order to choose the most suitable future profession and educational institution. Well organized and purposeful career education is also contribution in finding solutions for current labour market problems: mismatch of labour force demand and supply, lack or overproduction of specialists in different industries.

In Zemgale planning region, career education is implemented according to specially designed programmes and plans in each educational institution. There is a trend to integrate career education into a curriculum: various activities are offered to students such as meetings with entrepreneurs, employees, and graduates of the schools, discussions with parents on their professions, excursions, competitions, project weeks, and many others. The degree of integration depends on interest and involvement of particular subject teacher. Counsellors provide individual consultations.

Municipalities are significant partners in career education as well as local employees. However, respondents admitted that coordinated cooperation network should be developed more and it should be strengthened. Teachers acknowledged that interest groups is a very effective tool in career education because students can involve in activities according to their specific interests and demands.

Implementation of career education is affected by a number of factors. Fostering factors are students' interest in their future professional life, well established cooperation between municipalities, entrepreneurs and educational institutions, and availability of a professional counsellor in schools. Unfortunately, every school cannot afford a counsellor. Organizing common events often becomes a challenging task because students are very busy in their studies and activities after school. The hindering factors in career education are lack of students'

interest and time, lack of a counsellor, insufficient interest from the side of employees. To ensure availability of the career consultants is the responsibility of municipalities as they are founders of schools. Some respondents emphasized poor coordination between social agents of a career education in ZPR. They also stressed problems in the system of education: a curriculum of the programmes should be revised in order to find more time and resources for effective integration of career education in the education system.

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## OPPORTUNITIES OF THE DEVELOPMENT OF VALUES IN THE INTEREST-RELATED EDUCATION OF ADOLESCENTS

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**Abstract.** *Many schools and different educational institutions offer a wide range of out-of-class activities that promote the development of adolescents for a world in which people need to collaborate, to trust each other, to respect other people, different views and traditions. These activities deepen the knowledge acquired in the class in different school subjects, music, art, the use of modern technologies and in other fields. Interest-related education (out-of-class) activities support school teachers and parents in the process of the development of skills, abilities and personal traits, values for life. The task of any teacher in schools and out-of-school activities is to integrate the development of values in their daily activities. The teachers become the managers of the process of the development of values. A small-scale research was carried out with the aim to learn the priority values of teachers working in interest related education and the opportunities of interest-related education in the development of values of adolescents. The questionnaires were used to reach the aim of the research.*

**Keywords:** *development of values, interest-related education, values.*

### Introduction

All over the world, the tendencies inherent to global time of change are reflected: population movement, economy crises, disparity between overpopulated and less populated regions, disproportion in distribution of wealth, technologies, knowledge. This time is characterised by searching for new standards of living, verifying values, seeking for the new understanding of centuries old phenomena: knowledge, teaching and education, virtues, work and profession, values orientation. (Kūle, 2016) The future of this world will be created by nowadays children and junior-youth, especially junior-youth. Intellectual curiosity, expanding boundaries, implementation of innovations that often contradict the existing models, which are convenient for their parents, teachers and other adults, are characteristic to their age. Junior-youth and youth usually support changes, however their values orientation is inconsistent and is influenced by the environment (Круглов, 1989), nevertheless in this context, for grasping what kind of the world we might see in the middle of the 21<sup>st</sup> century, it is important to investigate what is happening in the minds of modern junior-youth.

The aim of the article is to reveal the opportunities of the development of values in interest – related education and priority values of teachers working in interest related education. The questionnaires were used to reach the aim.

### **Theoretical Framework**

Values and value orientation is under discussion for centuries. Many researchers (Spranger, 1928; Rokeach, 1973; Schwartz, 1992, 1994; Karpova, 1994; Milts, 1999; Šteinberga & Tunne, 1999; Aspin, 2000; Allport et al., 1951; Lasmane, 2004) have viewed value and value orientation from the different points of you. Values and value orientation are understood as a complex phenomenon.

Formation of the values orientation is related to psychological processes; its content and hierarchy are studied in sociology and philosophy (Круглов, 1989). Within the framework of this study the values orientation of junior-youth is being recognized, analysed and linked to attitudes, decisions and, in particular cases, actions of principals of institutions, teachers of interest-related education and adolescents, with the aim of understanding the education management factors that can influence values orientation development.

Substantial aspect of values orientation (what are adolescent's goals in life, what they want to achieve or obtain, whether they place a priority on personal or social interests, etc.) helps understand whether the adolescent's values match the interests of the society. Each person may have their own values structure and in this structure all values are arranged in definite hierarchic relations (Круглов, 1989).

Value orientation by Oxford dictionary is explained as “the direction given to a person's attitudes and thinking by his or her beliefs or standards; an instance of this”. The explanatory dictionary of Pedagogy terms interrelates the attitude, behaviour and values orientation (Pedagoģijas., 2000): “The nature of person's attitude is determined by their (subjective) values orientation from which they derive their behaviour norms. Individuals values orientation and experience mutually determine one another.”

Values orientation reveals person's conscious and concerned attitude towards social reality. It plays a central role in creating motivation, behaviour and it influences all spheres of life. Values orientation is a foundation and necessary condition for “child” at the beginning of junior-youth years to grow into “youth” at their end. Substantial aspect of values orientation (what are adolescent's goals in life, what they want to achieve or obtain, whether they place a priority on personal or social interests, etc.) helps to understand whether the adolescent's values match the interests of the society.

Values orientation is

- path, focus, goal of values;
- impact of humans behaviour.

René Clarijs emphasizes that interest-related education helps to develop competences and skills. He mentions various competences, for example, personal, educational, health, physical, social, professional, artistic, and civil. Among the skills the following are listed: leadership, communication, language proficiency, active listening, planning, teamwork, empathy, conflict solving, critical thinking, self-awareness, discipline, responsibility, emotional development, sensibility. These skills are reflected in definite behaviours and attitudes, for example, respect, tolerance, community spirit, responsibility, independence, confidence, self-esteem, nonviolent behaviour, sense of belonging, open-mindedness. (Clarijs, 2008)

In the author's opinion, values orientation is a foundation and a necessary condition for "child" at the beginning of junior-youth years to grow into "youth" at their end. Values orientation reveals person's conscious and concerned attitude towards social reality. It plays a central role in creating motivation, behaviour and it influences all spheres of life.

However, a society has the notion of which values and which attitudes the adolescent should have, therefore there is social demand for it. In Latvia since 2016 such social demand has been embodied in writing and formalized in legislation by means of Regulations of the Cabinet of Ministers (Ministru..., 2016); in the process of development non-governmental organisations, education establishments, experts in philosophy and pedagogy were involved. In the new educational reform, which concerns with the content and form of education, special attention is paid to creating of attitudes.

This research considers junior-youth in the age group from 11 to 16. This is the age, when limitations of childhood begin to have less influence over young people, and slowly emerges feeling of freedom essential for youth. At the adolescence the independence, feeling of justice, desire to understand the essence of things, tendency for active performance, realizing their talents and abilities through definite action are the most pronounced. Behaviour of junior-youth, compared to children, is less influenced by position of adults (parents and teachers), but more by the treatment and attitude of peers and youth.

At the final stage of adolescence, about the age of 15-16, they become youth, whose personality traits, attitudes, behaviour and values will determine their further lives. Changing, correcting them at later stages of life will require much more personal effort and willpower. Therefore, the adolescence is particularly important time for developing individuality. At the same time, it is one of the most complicated stages in human life, because during this time the abilities of mind, self-confidence, self-esteem and independence are developing, the circle of

contacts expands, with whom adolescents have to communicate and coordinate their behaviour, as well as the body of adolescents undergoes substantial physiological changes. It is characteristic of adolescents to form groups of friends of the similar age, with one a little bit more experienced youth, that inspire and guide them. Junior-youth individually and collectively solve issues about their growth, inner and outer changes of their body, rights of being independent from adults, interrelation problems, future plans, various events, interests, leisure time activities and educational achievements. They become interested in existential questions: what the purpose of life is, how to find one's place in the society, how to choose trade and profession, why there are contradictions between moral standards and conduct of adults. (Ruhi Institute, 2017)

This general description of the group proves that there are common qualities of the age group, however the age bracket is defined and each individual expresses them differently. Individual personality traits are bound to psychological and physiological features, character, general level of development; they influence experiences in family, school, other social group, including the interest-related education in the institutions.

Interest-related education is a part of non-formal education of Latvia and is defined in the Education Law (Saeima, 1998). It ensures realisation of individual educational needs and wishes regardless of age. Traditionally, interest-related education is meant for the age group ranging from 2 up to 25 years. Interest-related education is optional

Interest-related education does not require previous education or special skills and abilities. However, some clubs are so popular that competitions for applicants are held.

Interest-related education institutions play an important role in the educational system of Latvia. They ensure not only interest-related education, but also services for purposeful leisure activities. During these activities students learn to act together, to live together, to respect each other and to use the time in common interests.

As opposed to general education schools, the interest-related education programmes are held continuously from September to August. Club activities are usually held once or twice a week after school hours and at weekends, as well as during school holidays (Kalniņa et al., 2012). It means that there is again an opportunity to be in contacts with friends to learn to communicate, to help each other, to support each other.

Programs of interest-related education are implemented in 5 fields (Kalniņa et al., 2012):

- Cultural Education (e.g., dancing, music, visual and plastic arts, theatre, folklore);

- Sports Education (e.g., chess, checkers, orienteering, sport dance, rhythmic gymnastics, badminton);
- Technical Creativity (e.g., car modelling, rocket modelling, electronics, programming, photo, and video);
- Environmental Education (e.g. Environmental Research, Ecology, Botany, Zoology);
- other educational programmes (e.g. youth work, journalism, creative writing, local history).

Every field has its specific content that promotes the development of attitudes, behaviour and beliefs, interests that are the components of value orientation.

Coordinators of the club assess the work performed and train participants of the club to assess and be responsible for their own performance. The results analysis stage overlaps with implementation stage because it is necessary to analyse collectively obtained results, to assess all achievements and setbacks. The quality of the subsequent work depends on the previously made analysis. (Kalniņa et al., 2012)

Atmosphere in the group is generally relaxed and friendly. This condition encourages the students learn to listen and cooperate. By doing this they strengthen one another's self-esteem, decrease inattention and help avoid inferiority complex.

Work of the clubs is organized on the basis of the initiative of their participants. Children with similar interests come to clubs. They are not afraid of sharing their ideas and opinions because they are accepted without criticism and mockery. Work in the clubs provides an opportunity for close cooperation and communication between students of different ages, who meet in favourable emotional atmosphere grounded in common interests and needs. (Kalniņa et al., 2012)

Interest-related education is offered in several forms: activities in clubs, teams and bands, individual work, interest-related clubs, camps, events, competitions, contests, as well as participation in different projects, etc.

A teacher is a very important actor in interest related education. The teacher has to act as a real professional with different age groups, the offered programme has to be attractive and value developing for adolescents. The teacher has to know how to cooperate with parents and society. The teacher becomes the facilitator, coordinator, collaborator and leader in his/her field. If teacher himself/herself has high values, expectations then he/she will be able to support the development of values in the students.

It allows to do the conclusion that all these above mentioned forms, the content of different fields, the collaborative work of teachers, parents and



neighbouring society, teacher's personal traits, values and skills give the input in the development of value orientation in interest related education.

## **Research Results**

The research work was carried out with the aim to learn the priority values of teachers working in interest related education and the opportunities of interest-related education in the development of values of adolescents. The questionnaires were used to reach the aim of the research.

For the research the survey on the internet was used, which enabled access to information on the interest related education institutions all over Latvia. The author realises that administration and teachers who are not confident enough in their technological proficiency could refuse to participate in the research. The questions in the questionnaire divided into several groups that covered general questions about the respondent and institution, statistical information and resources of the institution and teachers, about aims, strategy and management, about interest-related education programmes, about students and cooperation with their parents, about values education in the institution. Questions for this research were adjusted for institutions of the interest-related education from the questionnaires in the field of education (International., 2015a; International., 2015b; OECD., 2011) and values (Baltic., 2001; Valsts., 2011), as well as some questions from the author were added. Reliability analysis was verified using Cronbach's Alpha, which for teachers' questionnaires was 0.643 (acceptable), and for principals' questionnaires 0.794 (good).

Within the framework of the research, information was received from 178 principals and 310 teachers. They represent a cross-section of all regions of Latvia. In both groups nearly 90 % of respondents are from state and municipal institutions, and the rest – from private institutions; gender-wise – nearly 85 % of respondents are female. The latter static reflects gender imbalance in educational institutions of Latvia.

One of questions for principals of institutions was about availability of institutions of similar kind in the neighbourhood. 71.3 % of respondents answered that there is at least one institution of similar kind in the neighbourhood. In the big cities, competition among institutions is very high; two or more institutions are available in 71.4 % of cases. But in rural areas this number is only 37.8 %.

Principals of institutions answered which interest-related education programmes are available in their institutions. Cultural Education is the most represented (156 institutions or 87.6 %), it is followed by Sports (127; 71.3 %), Environmental Education (78; 43.8 %) and Technical Creativity (72; 40.4 %). Principals of 64 institutions (36.0 %) noted that they have other interest-related education programs.

Principals were asked how many programmes of interest-related education are realized in their institution. Number of programmes in the institution can be divided into three major groups:

- Small number of programmes (5 and less programmes) – 31.5 % of institutions;
- Medium number of programmes (6 to 11 programmes) – 33.1 %;
- Large number of programmes (12 and more programmes) – 35.4 %.

Most principals in the category of Cultural Education and Sports indicated that they do not lack or slightly lack qualified teachers. Three fields of interest-related education where the lack of teachers influences work are Technical Creativity (49.4 %), Other Educational Programmes (33.7 %) and Environmental Education (21.4 %). It was earlier established that less programs are being implemented in these fields and, possibly, the reason for this is lack of experienced teachers. It allows to make the conclusion that the offer is big and the students and their parents can choose the adequate field for child s interest.

Separate group of questions was related to number of participating students. The first question was about the total number of students in the institution, the second about the number of students in the interest-related education programmes, and the third, about the number of 11-16-year-old participants in the interest-related education programmes. Total number of students in institution varies very much from 4 to 3,583 students.

According to information gathered, 178 institutions of different profile represent 56,664 students of various age (51.3 % girls), of which 42,808 students (55.5 % girls) take part in the interest-related education programmes in the same institution, of which 20,382 are 11-16-year-old adolescents (56.4 % girls). The number of participants in interest related education demonstrates the interest in it and use the offered opportunities.

Only qualified teachers can support the development of values by working out an attractive programme and implementing it. Because of that the author analysed the composition of staff in interest related education. A person who has Higher Teacher Education or has completed a professional development education program in teaching, can work as a teacher of interest-related education. (Ministru., 2014) More than 60 % of teachers with Teacher Education work in institutions of interest-related education. However, at least one third of them are teachers with education in other fields. This is because interest-related education require specific competencies, for example, artistic or athletic skills. Interest-related education is typically implemented by professionals, for example, professional artists, dancers, actors, scientists, motocross riders, etc.

Teachers were asked to comment on four forms of educational activities:

- Entire group together;

- Students are divided in smaller groups;
- Individually;
- Students work independently according to given plan or goal.

In terms of frequency, teachers use the following forms of educational work: “Entire group together” (72.1 %), “Individually” (62.6 %), “Students work independently according to given plan or goal” (43.9 %), “Students are divided in smaller groups” (32.3 %). So teachers in interest-related education not so often use methods that facilitate student cooperation and develop their ability to solve problems.

However, collaboration of educational institution and parents, and the general public, is necessary for successful support in interest related education. Index “Parents' involvement into the life of institution” is based on the answers of principals about parents' involvement in educational and social activities in the institution. High level of parent involvement is observed in primary school and elementary school; at that first stage of education parents pay special attention to children, following both their studies and participation in the interest-related education clubs. At the later stages, beginning with junior-youth years, parents shift responsibility from adolescents' studies and free time activities onto their younger children. According to place of residence, parents in rural area are more involved in life and events of institution. In author's opinion, it can be explained by the fact that in the countryside the only places for purposeful leisure activities for adults are educational institutions, libraries or clubs.

Another index about parent involvement is based on the ways how the institution organises collaboration with parents. This index assessed activities held by the institution for building collaboration with parents or for encouraging parents to take part in events. High level of collaboration of the institution with students' parents is especially usual in general education schools, private institutions, as well as in institutions with medium number of education programmes in small towns or in countryside.

Principals of institutions were asked about collaboration with society as a whole. Low level of collaboration with society is common for non-educational institutions that work in neighbourhoods with several similar institutions. The same applies to private institutions, in cities, and for institutions with small number of interest-related programmes. High level of collaboration with the society is more often met in interest-related education institutions for children and youth, secondary schools and grammar schools, state institutions, in small towns, in institutions with medium and high number of interest-related programmes.

As opposed to general education, interest-related education programmes are not standardised, they are easy to adjust and to change according to student's wishes and needs. When learning in an informal environment both children, and

youth, have an opportunity to understand, what do they want, what do they like, what will they continue doing and what activities are not suitable for them. Index of students' behaviour is based on the questions about respect and behaviour of students. Generally, teachers of the interest-related education give a high rating to students' behaviour. Teachers from interest-related education institutions for children and youth in 90 % of cases consider that students' behaviour is at a high level, they respect each other.

Index "Teachers' focus on education of students" is based on the replies of principals about teachers' attitude towards moral, social and emotional development. Teachers with high focus on education of students are especially common in private institutions and in Riga region.

One question in the segment of values education was about personality traits to which the institution pays special attention for helping students with their development. Both principals and teachers were asked this question. For both respondent groups highest and lowest values coincide. (Table 1) Differences are seen only in the median range of rating. Top 5 qualities are as follows: sense of responsibility, tolerance, honesty, diligence and good behaviour.

Table 1 **Personality traits to which the institution pays special attention**

	<i>Personality traits to which the institution pays special attention (institution)</i>			<i>Personality traits to which the institution pays special attention (teachers)</i>		
	<i>Responses</i>		<i>Percent of Cases</i>	<i>Responses</i>		<i>Percent of Cases</i>
	<i>N</i>	<i>Percent</i>		<i>N</i>	<i>Percent</i>	
<i>Sense of responsibility</i>	138	14.7%	79.3%	254	16.4%	81.9%
<i>Tolerance</i>	119	12.7%	68.4%	197	12.7%	63.5%
<i>Honesty</i>	110	11.7%	63.2%	179	11.5%	57.7%
<i>Diligence</i>	90	9.6%	51.7%	165	10.6%	53.2%
<i>Good behaviour</i>	86	9.1%	49.4%	139	9.0%	44.8%
<i>Truthfulness</i>	64	6.8%	36.8%	98	6.3%	31.6%
<i>Courage</i>	57	6.1%	32.8%	71	4.6%	22.9%
<i>Solidarity</i>	38	4.0%	21.8%	52	3.4%	16.8%
<i>Imagination</i>	36	3.8%	20.7%	62	4.0%	20.0%
<i>Cleverness</i>	36	3.8%	20.7%	61	3.9%	19.7%
<i>Independence</i>	35	3.7%	20.1%	63	4.1%	20.3%
<i>Compassion</i>	35	3.7%	20.1%	44	2.8%	14.2%
<i>Composure</i>	29	3.1%	16.7%	34	2.2%	11.0%
<i>Determination</i>	26	2.8%	14.9%	62	4.0%	20.0%
<i>Thrift</i>	15	1.6%	8.6%	30	1.9%	9.7%
<i>Moderation</i>	10	1.1%	5.7%	7	0.5%	2.3%
<i>Obedience</i>	9	1.0%	5.2%	19	1.2%	6.1%
<i>Religious belief</i>	5	0.5%	2.9%	4	0.3%	1.3%
<i>Selflessness</i>	2	0.2%	1.1%	9	0.6%	2.9%
<i>Total</i>	940	100.0%	540.2%	1550	100.0%	500.0%

Teachers were asked how important in their life are ten qualities based on a scale from one to four. Comparing the results average values, for teachers the most important values are: family (3.87), work (3.58) belonging to Latvia (3.48), in the median range are work (3.37), culture (3.25), free time (2.98) and friends and acquaintances (2.94). Considered less important by teachers are religion and philosophy of life (2.51), sports (2.50) and politics (2.05). The first three values and “friends” none of the teachers marked “Not important”. It means that these qualities are important to every teacher, but degree of importance varies.

## **Conclusions**

This research considers adolescents in the age group from 11 to 16. This is the age when limitations of childhood begin to have less influence over young people, and when feeling of freedom-essential to youth-slowly emerges. During junior-youth years independence, feeling of justice, desire to understand the essence of things, tendency for active performance, realizing their talents and abilities through definite action are the most pronounced. Behaviour of adolescents, compared to children is less influenced by position of adults (parents and teachers), but more by the treatment and attitude of peers and youth. It is characteristic of adolescents to form groups of friends of the similar age.

Interest-related education plays an important role in awakening children and youth’s cognitive interest-related inclination and motivating them. Children and youth spend several hours a week at the interest-related education activities. It gives opportunity for creating situations of success for each child and youth. Leisure and educational work overlap in interest-related education. Children and youth activities in different interest-related education fields stimulate self-realisation and creativity. Social adjustment of children and youth is enhanced by interest-related education. This social adjustment leads to development of orientation towards system of humanistic values. The task of any teacher in school and out-of-school activities is to integrate the development of values in their daily activities. The teachers become the facilitators of the process of the development of values.

During the period of preparation to adulthood, it is very important to develop skills and abilities of collaboration and problem solving. In case adolescents lack these skills, they run the risk of inefficient development. (Karpova, 1994) The research shows that, despite this fact, teachers in interest related education prefer using frontal teaching instead of methods that encourage collaboration and problem solving.

The research results demonstrate that there is a big offer for students to be involved in different fields of interest related education. The diverse content, use of different forms, improving the professionalism of teachers, cooperation with

parents and society could give an impact on the development of values of adolescents in the interest related education.

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# SNIEGUMA VĒRTĒŠANA DABASZINĀTŅU VALSTS LĪMEŅĀ DIAGNOSTICĒJOŠOS DARBOS

## *Performance Assessment in Science National Level Diagnostic Tests*

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**Abstract.** National Centre of Education of the Republic of Latvia in 2016 launched national project of the renewal of the curriculum for education funded by the European Social Fund. One of the key priorities of successful implementation of the new education curriculum is transforming national level assessment system.

Assessment system measuring student performance must meet different requirements from the traditional measurement instrument assessing content knowledge.

Analysing 2017 national level science assessment diagnostic tests of 15-16 years old students, it is impossible to discriminate student different level of performance. Student, demonstrating singly stored pieces of knowledge, integrating pieces of knowledge into a coherent system, deriving general principle or transferring understanding to new situations, are assessed the same.

The research goal is to analyse 9<sup>th</sup> grade student performance in national level science diagnostic testing, which measures conceptual understanding by explaining natural phenomena scientifically. This paper describes developing and calibrating measuring instrument assessing student performance according to the cycles of cognitive growth and taxonomy of observed learning outcomes.

**Keywords:** explain natural phenomena scientifically, performance assessment, national level diagnostic testing.

### **Ievads**

#### **Introduction**

Valsts izglītības satura centra projekta “Kompetenču pieeja mācību saturā” ietvaros 2016. gadā ir uzsākta mācību satura reforma visos vispārējās izglītības posmos sākot no pirmsskolas līdz 12. klasei. Mainoties atbilstošo izglītības posmu mērķiem, svarīgi paralēli nodrošināt arī vērtēšanas sistēmas izmaiņas, kas ļautu pēc iespējas precīzāk vērtēt kompleksu sniegumu jeb kompetenci. Skolēna izpratne jebkurā mācību jomā ir daudzdimensionāls rezultāts, kas var izpausties dažādos veidos, piemēram, spējā skaidrot, interpretēt, pielietot, ieraudzīt no dažāda veida perspektīvām, demonstrēt empātiju un



pašizziņu (McTighe & Wiggins, 2004). Kritiski svarīga kļūst testelementa jeb katra pārbaudāmā testa jautājuma atlase un vērtēšanas instrumenta derīgums. Šajā pētījumā ar vērtēšanas instrumentu tiek saprasts veids, kas ļauj pēc iespējas precīzāk saistīt skolēna snieguma novērojumus (manifestējošais mainīgais) ar to, ko mēs gribam vērtēt, kas ir daļa no teorētiskā mainīgā (latentais mainīgais) (Wilson, 2005).

Iepriekšējā pētījumā (Pestovs & Namsone, 2017) analizējot Valsts izglītības satura centra (VISC) 2017. gada 9. klases diagnosticējošo darbu dabaszinātnēs, bija atlasīti testelementi, kuri vērtēja skolēna prasmi skaidrot. Pētījumā secināts, ka skolēni demonstrē atšķirīgu snieguma kognitīvo dziļumu, bet atbilstoši vērtēšanas kritērijiem, sniegums tiek vērtēts dihotomajās kategorijās: pareizi vai nepareizi jeb 1 vai 0. Tas noved pie tā, ka informācija, kas ir pieejama, netiek mērķtiecīgi izmantota, lai tiešām diagnosticētu skolēnu izpratni un prasmes.

Šajā pētījumā autori piedāvā, izmantojot kognitīvās attīstības teorētisko modeli un pieejamos datus no 2017. gada 9. klases diagnosticējošā darba, veidot snieguma aprakstus līmeņos, atbilstoši skolēna snieguma kognitīvam līmenim un kalibrēt aprakstus līmeņos atbilstoši skolēna atbildēm.

Pētījuma mērķis ir izvērtēt skolēnu sniegtās atbildes 2017. gada 9. klases diagnosticējošajā darbā, atlasot testelementus, kuros skolēns demonstrē savu konceptuālo izpratni, skaidrojot parādības. Izveidot snieguma aprakstus līmeņos, atbilstoši diviem izpratnes cikliem konkrēti simboliskajā kognitīvās attīstības stadijā, izmantojot SOLO (*Structure of Observed Learning Outcomes*) teorētisko modeli.

Pētījumā izvirzītie jautājumi:

1. Kas raksturīgs atlasītiem testelementiem, kuros skolēniem ir iespēja demonstrēt konceptuālo izpratni skaidrojot?
2. Vai ir iespējams skolēnu sniegtās atbildes kategorizēt atbilstoši diviem izpratnes cikliem konkrēti simboliskajā kognitīvās attīstības stadijā, izmantojot SOLO teorētisko modeli?

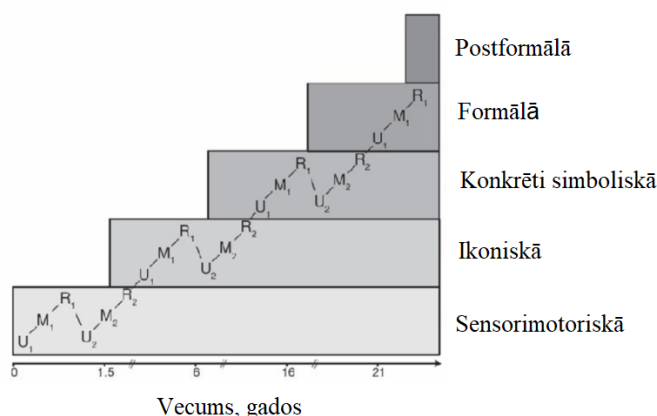
### **Pētījuma teorētiskais pamatojums** ***Research theoretical background***

Pārsvārā literatūrā kognitīvās attīstības teorijas tiek klasificētas divos veidos (Pegg, 2003). Teorētiskie modeļi, kuri apraksta ilgtermiņa kognitīvo attīstību un lokālie izaugsmes teorētiskie modeļi, kuri apraksta konceptuālo kognitīvo izaugsmi konkrētajā jomā. Pastāv teorētiskie modeļi, kuri apvieno abus veidus, piemēram, paplašinātais SOLO teorētiskais modelis. Ilgtermiņa SOLO kognitīvās attīstības modelis, tiek apkopots 1. tabulā (Pegg, 2003).

1. tab. Ilgtermiņa SOLO kognitīvās attīstības modeļa stadiju raksturojums (Pegg, 2003)  
 Table 1 Description of Modes in SOLO Model (Pegg, 2003)

Stadijas nosaukums	Stadijas raksturojums
Sensorimotoriskā ( <i>Sensori motor</i> ) (drīz pēc piedzimšanas)	Reaģē uz fizisko vidi. Mazi bērni, tieši šajā stadijā iegūst motorās prasmes. Tās ietekmē nākotnes prasmes, piemēram, dažādos sporta veidos.
Ikoniskā ( <i>Ikonic</i> ) (no 2 gadiem)	Internalizē darbības vizuālajos tēlos. Šādā veidā mazs bērns attīsta vārdus un tēlus, kuri atspoguļo noteiktus notikumus un objektus. Pieaugušam šī stadija palīdz, piemēram, vērtēt mūziku un veidot pieredzes bāzi, kas tiek definēta kā intuīcija.
Konkrēti simboliskā ( <i>Concrete symbolic</i> ) (no 6 vai 7 gadiem)	Domā, izmantojot simboliskas sistēmas - rakstveida valodu, skaitļu sistēmas. Šī ir viszināmākā stadija, kas tiek izmantota/lietota mācību laikā.
Formālā ( <i>Formal</i> ) (no 15 vai 16 gadiem)	Spēj izmantot vairākus abstraktus konceptus. Tie tiek aprakstīti kā "principi" un "teorijas". Domāšanu vairs neierobežo konkrēti gadījumi, situācijas. Formālās stadijas augstākajā līmenī tiek attīstītas zināšanu sistēmas (disciplīnas jeb zinātņu lauki).
Postformālā ( <i>Post formal</i> ) (iespējami ap 22 gadiem)	Spēj kritiski spriest par zinātnes nozaru fundamentālām struktūrām.

Vairākos pētījumos tiek piedāvāts modelis, kurā jaunās kognitīvās attīstības stadijas spējas, aizvieto iepriekšējās stadijas spējas (Pegg, 2002). Atbilstoši SOLO teorētiskajam modelim dažādu attīstības stadiju spējas ir pieejamas izmantošanai vienlaicīgi (Pegg, 2002).

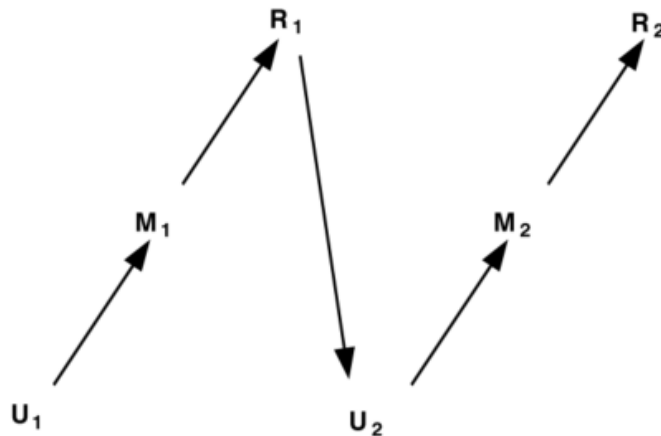


1. att. Ilgtermiņa SOLO kognitīvās attīstības stadijas (Pegg, 1992)  
 Fig. 1. Diagrammatic representation of levels associated with SOLO thinking modes (Pegg, 1992)

Katrā no ilgtermiņa attīstības stadijām ir iespējami vairāki lokālie izpratnes cikli, kuri atšķiras ar elementu skaitu un elementu organizācijas līmeni. Elementi ir datu vienības, kuri ir nepieciešami, lai demonstrētu izpratni par konceptu. Arī lokālajos izpratnes ciklos snieguma aprakstiem līmeņos tiek izmantots SOLO

(Biggs & Collis, 1982) teorētiskais modelis: sniegtajā atbildē nav struktūras (P), ir viens struktūrelements (U), ir vairāki nesaistīti struktūrelementi (M), struktūrelementi ir saistīti savā starpā (R). Atsevišķi jāizdala SOLO līmenis, kas tiek saukts par paplašināto abstrakciju - atbildē struktūrelementi ir vispārināti vai saistīti ar vairākiem konceptiem. Paplašinātas abstrakcijas līmenis ir saistīts ar nākamo ilgtermiņa kognitīvās attīstības stadiju (Quinn, Pegg, & Panizzon, 2009).

Vairāki pētnieki norāda uz to, ka lai veidotu drošus snieguma aprakstus līmeņos, nepietiek ar vienu izpratnes līmeni ilgtermiņa kognitīvajā attīstības stadijā. Tiek piedāvāts izdalīt divu līmeņu (2. attēls) izpratnes ciklus (Pegg & Tall, 2005). Pirmajā izpratnes ciklā skolēni savās atbildēs parāda makroskopiskas idejas par koncepta izpratni. Atbildēs iekļautie struktūrelementi balstīti vizuālajos tēlos, skolēni ir pieredzējuši aprakstītus struktūrelementus, dominē piemēri no reālas pasaules, parādās arī maldīgi priekšstati, kurus skolēns laika gaitā ir sev uzkonstruējis (Pegg & Tall, 2005).



2. att. Divu līmeņu izpratnes cikli SOLO ilgtermiņa kognitīvās attīstības stadijā  
(Panizzon, 2003)

*Fig. 2. Two cycles of understanding within a SOLO long-term growth mode*  
(Panizzon, 2003)

Otrais izpratnes cikls būtiski atšķiras no iepriekšēja, ar to, ka atbildēs struktūrelementi ir fokusēti uz sakarību starp iespējamiem cēloņiem un sekām.

## **Metodoloģija** ***Research Methodology***

Pētījums ir veikts, kā turpinājums jau iesāktam pētījuma virzienam, kurā ir konstatēta skolēnu atbilžu nekonekventa vērtēšana, nepietiekams drošums un kā rezultāts - arī neprecīza informācija par skolēna izpratnes līmeni dabaszinātņu jomā.

1. Pētījumam par skolēnu snieguma analīzi izvēlēti valsts diagnosticējošie darbi dabaszinātnēs 9. klasei 2017. gadā. Diagnosticējošo darbu

- dabaszinātnēs 9. klasei 2017. gadā veido 15 strukturētie uzdevumi, kurus veido 35 testelementi. Darbā maksimāli ir iespējams iegūt 35 punktus. Darbs ir pieejams divās valodās latviešu valodā un mazākumtautību – krievu valodā. Darbs tiek piedāvāts divos variantos, kuros uzdevumi ir identiski, bet atšķiras ar izkārtojuma secību. Darbus labo skolotāji skolās, ievadot atbilstošos punktus Valsts pārbaudījumu informācijas sistēmā (VPIS).
2. Padziļināti analizēti 230 darbi no 8 vispārējās izglītības iestādēm. Darbu kopa nepārstāv reprezentatīvo darbu kopu attiecībā pret 9. klašu skolēniem. Tie tika atlasīti pēc izglītības iestādes piekrišanas piedalīties pētījumā. Darbam ir atlasīti testelementi, kuros skolēns demonstrē izpratni, skaidrojot. Testelementi bija atlasīti atbilstoši iespējai demonstrēt dabaszinātnisko izpratni, sniedzot paplašinātu atbildi. Atbilstoši aprakstītai metodoloģijai no 2017. gada diagnosticējošā darba dabaszinātnēs 9. klasei ir izvēlēti četri testelementi 1.2., 4.3., 12.1. un 12.2. (2. tab.). Testelementiem ir noteikta grūtības pakāpe un izšķirtspējas koeficients, izmantojot klasisko testa teoriju (*classical test theory*). Izmantojot testelementa-atbildes teoriju (*item-response theory*) ir noteikts testelementu grūtības parametrs ar 50 % varbūtību un attiecīgā parametra standartklūda.
  3. Izmantojot SOLO teorētisko modeli, ir izveidoti snieguma apraksti līmeņos, kuri tika kalibrēti, izmantojot skolēnu atbildes.

## Rezultāti

### Results

1. Atbilstoši klasiskajai testa teorijai, atlasītie testelementi (4. tab.) uzrāda pieņemamu grūtības pakāpi un izšķirtspējas koeficientu (Wu, Tam, & Jen, 2016). Atbilstoši testelementa-atbildes teorijai vidējā skolēnu varbūtība atbildēt uz testelementu 4.3., 1.2. un 12.2 ir lielāka par 50 %, bet varbūtība atbildēt uz uzdevumu 12.1. ir mazāka par 50 %.

2. tab. Diagnosticējošā darba atlasītie testelementi  
Table 2 Diagnostic national level test testelements

Nr.	Testelementi
1.2.	Kāpēc Saules starojums, kas nokļūst līdz Zemes virsmai, samazinās pēc vulkāna izvirduma?
4.3.	Skolēns, veicot pētījumu, vienlaikus ievietoja tikpat lielu marmora gabaliņu arī destilētajā (dejonizētajā) ūdenī. Kāpēc skolēns iekļāva šo soli savā pētījumā?
12.1.	Istabā kļuvis karsti. Kāpēc, atverot ledusskapja durvis, nevar ilgstoši atdzesēt istabu?
12.2.	Uz atklātas liesmas papīra glāzītē var uzvārīt ūdeni. Kāpēc papīra glāzīte neaizdegas?

**3. tab. Atlasīto testelementu vērtēšanas kritēriji 2017. gada diagnosticējošajam darbam dabaszinātnēs**

*Table 3 National level science test selected testelements with assessment criteria*

Nr.	Standarta prasība	Prasme	Kritērijs	Tēma	Izziņas līmenis (Blūma taksonomija)
1.2.	Ģ. 8.11. Raksturo dabas parādību (vulkāni, zemestrīces) izraisītos postījumus un vērtē to ietekmi uz dabas procesiem un cilvēku dzīvi	1.1. Saskata un skaidro dabas likumsakarības un vielas pārvērtības, lieto atbilstošus modeļus	Zinātniski izskaidro parādību, izmantojot dabas likumsakarības	Zemes dabas sistēmas	II
4.3.	Ķ. 9.16. Izprot “skābā lietūs” veidošanos un apzinās tā ietekmi uz vidi; OECD, 2000	1.2. Apraksta parādības un procesus, pareizi lietojot atbilstošus dabaszinātņu pamatjēdzienus, formulas, vienādojumus, terminus un apzīmējumus, un paredz iespējamās pārmaiņas	Pēc eksperimenta gaitas prognozē eksperimenta rezultātus, lietojot dabaszinātņu atziņas	Vielas un pārvērtības	III
12.1.	F. 7.9. Izskaidro enerģijas veidu maiņu mehāniskajos, siltuma un elektriskajos procesos	1.2. Apraksta parādības un procesus, pareizi lietojot atbilstošus dabaszinātņu pamatjēdzienus, formulas, vienādojumus, terminus un apzīmējumus, un paredz iespējamās pārmaiņas	Analizē uzdevumā doto situāciju, izprot saldētavas darbības principu	Fizikālās parādības un procesi	II
12.2.	F. 7.2. Izprot un pareizi lieto skaņu, gaismu, siltumu; raksturojošos jēdzienus – ... siltuma vadīšana, konvekcija, ...	1.2. Apraksta parādības un procesus, pareizi lietojot atbilstošus dabaszinātņu pamatjēdzienus, formulas, vienādojumus, terminus un apzīmējumus, un paredz iespējamās pārmaiņas	Analizē doto situāciju, izdara secinājumu par siltuma līdzsvaru	Fizikālās parādības un procesi	III

4. tab. Izvēlēto testelementu raksturojošie parametri, atbilstoši klasiskās testa un testelementa-atbildes teorijai

Table 4 Characterisation of selected testelements according to classic-test and item-response theory

Nr.	Grūtība, %	Izšķirtspējas indekss	Skolēnu procenti, ar zemām spējām	Skolēnu procenti, ar augstām spējām	Grūtības parametra atbildes-testelementa teorijā	Grūtības parametra atbildes-testelementa teorijā standartklūda	Uzdevuma numurs
1.	63	0,37	43	80	-1,046	0,017	4.3.
2.	57	0,52	30	82	-0,773	0,017	1.2.
3.	36	0,29	21	50	0,193	0,017	12.1.
4.	46	0,31	29	60	-0,264	0,017	12.2.

Padziļināti vērtējot skolēna sniegtās atbildes, tikai viens testelements 12.1. ir derīgs snieguma aprakstu kalibrēšanai, pārējos testelementos skolēni demonstrē līdzīgas atbildes, un atbildes nav iespējams izmantot snieguma aprakstu kalibrēšanai.

Izveidotie snieguma apraksti līmeņos, atbilstoši SOLO teorētiskajam modelim apkopoti 5. tabulā un skolēnu atbilžu piemēri ir iekļauti 6. tabulā.

5. tab. Snieguma apraksti līmeņos, atbilstoši diviem SOLO izpratnes cikliem

Table 5 Performance rubrics according to SOLO two cycles of understanding

	SOLO	Apzīmējums	Atbildes apraksts
	-	9	Nemēģina risināt uzdevumu.
	P	0	Pārraksta testelementa nosacījumus vai sniedz ar jautājumu nesaistītu informāciju.
Pirmais cikls	U1	1	Apraksta <b>vienu faktu, ideju, pieredzi sadzīviskā valodā</b> par to, kāpēc, atverot ledusskapja durvis, nevar ilgstoši atdzēsēt istabu.
	M1	2	Apraksta <b>vairākus faktus, idejas, pieredzi sadzīviskā valodā</b> par to, kāpēc, atverot ledusskapja durvis, nevar ilgstoši atdzēsēt istabu.
	R1	3	<b>Savstarpēji sasaista vairākus faktus, idejas, pieredzi sadzīviskā valodā</b> , par to, kāpēc, atverot ledusskapja durvis, nevar ilgstoši atdzēsēt istabu.
Otrais cikls	U2	4	Apraksta <b>vienu faktu, ideju, izmantojot zinātniskus jēdzienus</b> par to, kāpēc, atverot ledusskapja durvis, nevar ilgstoši atdzēsēt istabu.
	M2	5	Sniedz <b>vairākus zinātniskus faktus vai izmanto zinātnisku modeli</b> , kas ir saistīts ar to kāpēc, atverot ledusskapja durvis, nevar ilgstoši atdzēsēt istabu
	R2	6	Skaidro neiespējamību atdzēsēt istabu ilgtermiņā, ja atver ledusskapja durvis, saistot vairākus zinātniskus faktus, pamatojumus par ledusskapja darbības principu, siltuma procesiem.

6. tab. **Skolēna atbilžu piemēri, atbilstoši snieguma aprakstiem līmeņos**  
*Table 6 Student response examples according to rubric*

	SOLO	Apzīmējums	Atbildes apraksts
	P	0	<i>Nav iespējams atdzēsēt</i>
Pirmais cikls	U1	1	<i>Jo ledusskapis pats ātri sasilst, jo tas nav paredzēts istabas atdzēsēšanai Jo istaba ir lielāka nekā ledusskapis un siltais gaiss drīzāk sasildīs ledusskapi Tāpēc ka to tilpums ir lielāks, nekā ledusskapja tilpums.</i>
	M1	2	<i>Ledusskapja funkcija to neparedz, un produkti kuri tur atradīsies sabojāsies, ledusskapis vienkārši sabojāsies Ledusskapī temperatūra palielināsies, tāpēc var sabojāties produkti. Jo ledusskapja tilpums ir mazāks par istabas tilpumu, tāpēc siltā gaisa ir vairāk un ledusskapis piepildīsies ar siltu gaisu</i>
	R1	3	<i>Lai atdzēsētu gaisu, nepieciešams lai silts gaiss pilnībā nomainītos ar aukstu gaisu, šajā gadījumā aukstā gaisa ir par maz un ledusskapis sasildīsies.</i>
Otrais cikls	U2	4	<i>Ledusskapja motors nav tik jaudīgs, lai pazeminātu temperatūru lielam gaisa tilpumam Ledusskapim ir maza jauda, viņš nav tam paredzēts.</i>
	M2	5	<i>Tāpēc, ka ledusskapis dzesē gaisu, bet pats uzsildās, jo motoram vairāk jāstrādā</i>
	R2	6	<i>Tāpēc, ka atdzišanās pamatā ir gaisa saspišanās un izplešanās, dzesējot ledusskapja iekšpusi, siltums tiek novadīts ārpus ledusskapja iekšpusēs, respektīvi istabā. Atverot durvis, notiek siltā un aukstā gaisa apmaiņa. Ledusskapja motors vairāk strādā, vairāk siltuma istabā.</i>

## **Diskusija** *Discussion*

Stenforda universitātes pētnieki, analizējot testelementu atlasīto dabaszinātņu vērtēšanas darbos kā **kritērijus** izvirza: skolēnu atbilžu veidus; dabaszinātņu Lielās idejas; prasmes dabaszinātnēs un inženierzinātnēs; starpdisciplināritāti; izziņas līmeni (Wertheim, Holthuis, & Schultz, 2016). Diagnosticējot skolēnu konceptuālo izpratni dabaszinātnēs, noteikti, jāpievērš uzmanība šiem kritērijiem.

Pētījumā svarīgi apzināties **ierobežojumus**, izmantojot datus, attiecībā uz skolotāju vērtētiem darbiem un piešķirtiem punktiem testelementos. Ir vairāki pierādījumi tam, ka secinājumi ir iespējami tikai par tendenci (Kools & Organisation for Economic Co-operation and Development, 2016).

Būtu ieteicams ieviest **aprobācijas procedūru**, kurā diagnosticējošo darbu autoriem ir iespēja strukturētā intervijā analizēt skolēnu risinājuma gaitu, precīzāk

aprakstot, kas tiek vērtēts konkrētajā testelementā. Lai sasniegtu mērķi - vērtēt komplekso sniegumu daudz lielāku uzmanību nepieciešams veltīt tieši testelementu veidošanai un izvērtēšanai. Nepieciešams palielināt atvērta tipa jautājumus par nozīmīgiem dabaszinātnes konceptuāliem jautājumiem un piedāvāt sniegumu vērtēt līmeņos, nevis dihotomajās kategorijās. Snieguma aprakstu veidošana līmeņos ir sarežģīts un laika ietilpīgs process, kuru grūti realizēt, izmantojot tikai empīriskus datus. Pētījumā tiek aprobēts veids, kurā snieguma apraksti līmeņos tiek veidoti, izmantojot SOLO teorētisko modeli.

### **Secinājumi** **Conclusions**

1. Lai skolotāji varētu vērtēt komplekso sniegumu un interpretēt iegūtos datus, kritiski svarīgi ir piedāvāt vērtēšanas instrumentu ar snieguma aprakstiem līmeņos, kalibrējot šos līmeņus ar skolēna atbildēm.
2. Valsts līmeņa diagnosticējošos darbos svarīgi iekļaut testelementus, kuri skolēnam ļauj demonstrēt savu izpratni par nozīmīgiem dabaszinātņu konceptiem.
3. Snieguma aprakstus līmeņos ir iespējams veidot, izmantojot SOLO divu līmeņu izpratnes ciklus konkrēti simboliskajā attīstības stadijā un aprakstus līmeņos kalibrēt, izmantojot skolēnu sniegtās atbildes.

### **Summary**

The aim of study was to develop assessment rubric in order to assess student performance, using Structure of Observed Learning Outcomes (SOLO) theoretical model. Student responses were categorized according to two cycle development in concrete symbolic mode, using response element number and relations between elements. It is out of most importance to develop questions of conceptual student understanding in science national level tests and develop assessment rubric in order to teacher use this instrument in interpreting data.

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## ROLES OF AGRITOURISM IN UPBRINGING AND EDUCATING CHILDREN AND YOUTH

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**Abstract.** *Agritourism is one of the most popular forms of tourism practised in rural areas. It fulfils a number of functions, including economic, social, health-related and educational one. Agritourism offer is addressed to all age and social groups. Among children and youth agritourism above all serves an educational and training purpose. In these two processes agritourism farms within the All-Polish Network of Educational Homesteads are particularly important. Educational programmes implemented as part of “Educational Homesteads” are held in the forms of educational and practical classes. The subjects of the classes addressed to children and youth include issues related to regional history and tradition, environment protection, ecology, plant and animal breeding, cuisine, (herbal) medicine, geography, geology and the educational cycle entitled vanishing professions.*

**Keywords:** *agritourism, education, upbringing, educational homestead, children, youth.*

### Introduction

Tourism according to the terminology of the United Nations World Tourism Organization is “all activities of people who travel and for leisure, business or other reasons continuously stay for up to one year outside of their everyday environment, with the exception of trips whose main purpose is economic activity remunerated in the visited town” (Kurek, 2008: 12). Tourism is a widespread phenomenon fulfilling a range of functions. Individual forms and types of tourism cause certain effects on participants in the tourist traffic. For example: Therapeutic tourism shapes health-promoting behaviour making it possible to combine leisure with different kinds of health and beauty treatments (Boruszczak, 2010). Dark tourism influences its participants in the way that puts educational and cognitive functions together and is a form of paying tribute and commemorating human tragedies (Płomiński & Bakota, 2017). Religious and pilgrimage tourism allows for combining the sacred with cognitive and educational elements (Panasiuk, 2011). Ecotourism raises awareness among its participants of threats posed by tourism to the natural environment (Zaręba,

2006). It is also agritourism which falls within this vast array of positive impact on participants of the tourist traffic. It performs a number of functions including economic, social, health and education-related, and its offer is addressed to all age and social groups.

### **Materials and methods**

The aim of this paper is to present the role of agritourism in upbringing and educating children and youth. The area of research has covered the territory of the Republic of Poland. The source basis for preparation of this work has been printed sources and reference books related to tourism, especially to rural tourism and agritourism. As part of preparation of this study the following research methods have been used: analysis, synthesis, induction, deduction and a comparative method. The paper addresses research issues which have been put forward in the following questions:

1. What role do “Educational Homesteads” play in educating children and youth?
2. What educational programmes intended for children and youth are implemented on agritourism farms?

### **Results and discussion**

The development of agritourism in Europe, and especially in the European Union states and the countries associated with it, is connected with the reform of the Common Agricultural Policy from the early 1990s. In 1992 on the initiative of the then Commissioner for Agriculture Ray MacSharry a package of changes was introduced, which, among other things, was to diversify agricultural areas towards creating non-agricultural jobs (alternative sources of income for the rural population which was to prevent the process of depopulation of rural areas), for example through establishing agritourism and forest farms (Tomczak, 2009). It must be emphasized that the development of agritourism is not only a European but a universal trend noticeable in all regions of the world (Yang, 2012; Veeck et al., 2006). Agritourism is a special form of rural tourism. Agritourism on farms is treated as an activity bringing income other than that coming from plant and livestock production. As part of agritourism farms educational services are provided through the so-called “Educational Homesteads”. In Poland, in the second decade of the 21st century there were on average about 9,000 (annually) agricultural farms offering tourist services. Out of this number approximately 3 % of agritourism farms participated in the project of “Educational Homesteads”.

An educational homestead is a project carried out by country dwellers in rural areas, where at least the two learning objectives from the following are pursued:

- education in the field of crop production;
- education in the field of livestock production;
- education in the field of agricultural processing;
- education in the field of ecological and consumer awareness;
- education in the field of material cultural heritage of rural areas, traditional professions, crafts and folk art (Małolepszy et al., 2017).

A facility should have livestock or agricultural crops to be presented to groups of children and youth entertained as part of school programmes or to be made available as a tourist attraction to families with children and adults travelling individually. It should have conditions to carry out educational activities, including at least one roofed room for conducting classes and toilets for the participants of these classes (Raciborski, 2011).

In order to facilitate the activity of Educational Homesteads the All-Polish Network of Educational Homesteads was established, run by the Centre for Agricultural Consulting in Brwinów, branch in Kraków. The network serves to popularize the idea of education on the farm and to promote the activity of educational farms. The participants in the Network have their offer promoted in the all-Polish internet system and obtain consulting and training assistance and also the opportunity for mutual exchange of experiences.

An Educational Homestead is a proposal to learn about and experience a farmer's work in direct contact with the everyday rhythm of the farm, range of colours, shapes, sounds, smells and tastes of the country. The offer includes active shows and workshops, engaging both children and adults in the activities, mostly during one-day visits. A very interesting educational offer has been presented by the agritourism farm „Ostoja Dworska, W gościnie u Chłopa Świętokrzyskiego” [“Manor Shelter, Visting a Peasant from Świętokrzyskie Region] - an Educational Homestead in Leśnica in the commune of Małogoszcz (province of Świętokrzyskie). The offer is implemented throughout the school year and the summer holiday period and covers the following topics:

- in September, “Tree a man's benefactor for ages”;
- in October, “Pickling cabbage, traditions, rituals and customs”;
- in November, “Old customs and habits on the St.Martin's, St. Catherine's, St. Andrew's day”;
- in December, “Cultivating old traditions of Christmas”, St. Nicholas' Day in the Manor Shelter;
- in January, “Winter trackers in the Manor Shelter learning proper feeding of animals”;

- in February, “Be eco by playing with an eco toy, make it yourself with natural and recycled materials”;
- in March and April, “Amphibians from our neighbourhood”, “Cultivating old traditions of Easter”, “Earth Day in the Manor Shelter entitled “You can protect the landscape when shopping””;
- in May, “Honey gift of nature - man's benefactor for ages”;
- in June, “Assessing the landscape, learning and protecting the picture of our Little Homeland”;
- throughout the year, “The image of the country woven with fragrant hay”, “Cultural landscape as a spectrum of natural and cultural values”.

The implementation of educational services on a farm creates new benefits for a farmer, including the possibility of obtaining additional income; promoting farm products; incentive and attracting new customers to direct purchases; the pleasure of working with people, mainly children and school youth (Kmita-Dziasek, 2011).

**Table 1 Number of educational homesteads in Poland by provinces (2017)**

	<b>Province</b>	<b>Number of homesteads</b>	<b>Selected educational programmes</b>
1.	dolnośląskie [Lower Silesia]	29	History of bee-keeping; Spice herbs of Polish cuisine; Organic cultivation of plants; Vanishing professions - blacksmithing; Handmade paper decorated with herbs; Ecology on a daily basis.
2.	kujawsko-pomorskie [Kuyavia-Pomerania]	9	Healthy food and lifestyle; From grain to loaf; How people travelled when there were no cars; Eco-culinary workshops: goose feast.
3.	lubelskie	11	How oil was beaten in the olden days, The language of horses, the language of people - communication is possible; Warniki, pielmieni, maultaschen or time for pierogi!; Making things in an eco-style – do it yourself; Secrets of honey; Traditional and healthy cuisine -vegetables playing the lead role.
4.	lubuskie	7	Medicinal herb and fruit tinctures; Ecology at home and in the homestead; Regional cuisine - traditional, borderland, German, Polish; Classes in folk and artistic handicraft, From milk to cheese - cheese-making workshops.
5.	łódzkie	10	How do windmills and mills work?; How long have trees been growing?; Vanishing professions - wickerwork; Food storage in the old village; Biology of the pond and the river; Children's duties in an old village of Łowicz region (making twine, hygiene in the countryside).

6.	małopolskie [Lesser Poland]	25	The olden days, Workshops in old methods of baking bread and traditional pies in the bread oven; Eco-friendly garden - fresh food from the garden; Good knowledge of herbs, Herbs in dishes; Health-promoting properties of herbal plants.
7.	mazowieckie [Mazovia]	24	Culinary traditions in Kurpie region; Agriculture and activities on a farm, The importance of bees in nature and for people; Protecting the natural environment around us.
8.	opolskie	12	Hotel for insects; The secrets of a drop of honey; Renewable energy sources and energy-efficient life; Tradition is worth knowing - vanishing professions.
9.	podkarpackie [Subcarpathia]	15	The pot is not so black as it is painted. Ecology and environmental protection - protecting nature; Horse in olden times and now, Burning grass as degradation of life.
10.	podlaskie	10	Countryside game - travel following fox tracks; House in the country; Exercise is health and happiness; In one day "Towards history and nature".
11.	pomorskie [Pomerania]	20	Educational activities in the forest maze, including bread baking; Vegetables and their use; Regional lesson of Kaszuby region, Toys in the village - workshops in making toys of hay and straw mats; the rural Olympics, Meeting with history and nature of Kaszuby region.
12.	śląskie [Silesia]	16	Learning about the activity of the farm and the ostrich farm; What animals talk about, Life of peasants - 19th century village; Old country gardens; Light blue gold or the history of flax; Cooked in hot water - workshops in making country egg pasta.
13.	świętokrzyskie	17	Vanishing professions: blacksmithing and artistic metalwork; The world of fish on the farm of Mr and Mrs Guz - from eggs to large fish; Animal husbandry in the manor and park complexes on the territory of Poland; Mushrooms in a hundred ways; Healthy soil and field - health at home and on the table.
14.	warmińsko-mazurskie [Warmia and Masuria]	14	Herbs closed in glass; Art workshops with elements of ecology and recycling; Gardening workshop - My garden in a pot; How flats and houses were heated in the olden days - furnaces and tile making in Mazuria; Food produced on an organic farm; From sheep to cap – where wool comes from.
15.	wielkopolskie [Greater Poland]	12	Life in the country homestead; Fields and its benefits; Little zoo: curiosities about animals on our farm, their origin and habits; Home use of herbs - tinctures, teas, juices, vinegars, macerates and incense; Medicinal properties of vegetables and fruit; Wickerwork - folk art.
16.	zachodniopomorskie [Western Pomerania]	7	In the land of bees; Bee-keeping and bee products; Colourful apiary on a farm; Herb and edible garden; Wild herbs and fruit.

An educational programme usually lasts from one, two to a few hours. An offer may assume an all-day stay, covering sports and recreation activities, outdoor activities and catering services (Kmita-Dziasek, 2011)

### **Education in the field of crop production**

Education on a farm is based on direct participation in diverse, agricultural and economic activities depending on the season. An important factor is the cycle of visits to the farm for the same group of students – in spring children can learn to prepare the ground for growing in the garden, plant seeds. During the next visits to the farm they can observe plants growing until the harvest (Kmita-Dziasek, 2011). In this learning path there are, among others, educational classes within the scope of farming: production of compost, fertilizing, ploughing, harrowing, sowing grains (sowing grains by hand), planting potatoes, harvest, crop of potatoes and beets, recognizing types of cereal crops, treatments, traditional and modern farming methods; within the scope of gardening: recognizing vegetables, herbs, pickling cabbage and cucumbers; agriculture: exhibition of agricultural machinery and equipment, an overview of methods of their use.

### **Education in the field of livestock production**

An essential part of this educational path is direct contact with animals. Children and school youth should be provided with knowledge of every animal on the farm. In addition, they should have the opportunity to experience the immediate presence of animals on the farm by watching, stroking, listening to the sounds, and learning about smells. Watching activities related to work with livestock, among others feeding, tidying up, milking, cleaning. Activities consist of learning about animal life, including their use and life functions, breeding systems, e.g. of horses, cattle, pigs, sheep, goats; learning about the breeds of animals. Visiting livestock housing, e.g. henhouse, stable, cowshed, barn. Learning about the tools and equipment necessary for livestock production. An educational programme in the field of livestock production should be adapted to the age of children and youth (Kmita-Dziasek, 2011).

### **Education in the field of agricultural processing**

The path refers to the organization of processing workshops and demonstrations, including dairy products, meat, cereals and seasonal fruits and vegetables. In classes children and youth complete the way from the production and collection of raw materials to the final product. They learn about different

methods of processing a product, gain experience in production, up to the final product. An example educational path in the subject “From grain to loaf” consists in carrying out the following activities: “discussion of the types of cereals, description of tools and machines for cropping of the field, threshing cereals, grinding cereals, preparing dough for bread, forming breads by children, history ovens - baking formed pieces of dough.”

### **Education in the field of ecological and consumer awareness**

Ecology, environmental protection and consumer awareness occupy a very important place in the programmes of Educational Homesteads. During educational activities conducted on agritourism farms children learn about the importance of ecology and environmental protection in human life. They learn responsibility for the condition of nature as a common good. The specificity of an agritourism farm helps to understand a lot of aspects related to ecology. Some behaviour on the farms is naturally environmentally friendly, e.g. waste management (e.g. feeding animals organic waste, composting organic matter), efficient water management (e.g. the use of rain for watering the garden). Educational activities on the farm build awareness of the origin and nutritional value of farm products, teach how to distinguish natural products from highly processed industrial ones and shape consumer habits. An example path promoting ecology is an educational programme entitled “Renewable energy sources and energy saving life” implemented in the Demonstration Ecological Farm “Ekostyl.” Participants in the activities gain knowledge on environmental management, especially related to the use of renewable energy and other environmentally friendly solutions which make a positive impact on the environment (Wnęk, 2016).

### **Education in the field of material cultural heritage of rural areas, traditional professions, crafts and folk art**

Educational classes are conducted by the hosts, who, by sharing their passion with the participants, not only show the process of creating crafts, but also provide knowledge of regional education and daily life of a farmer for a better understanding of the country and to inspire respect for human work. An example path of material culture heritage of rural areas is presented by E. Kmita-Dziasek, on the example of an agritourism farm “Pod Skalką” in Przybynów, province of Silesia, where a “Mini-Heritage Park of the Jurassic Village” was created, where activities entitled “Rescuing from oblivion” are conducted. The heritage park consists of a homestead with an original farm cottage from the turn of the 19th and 20th century, equipped with old utensils of



daily use, stove, household tools, agricultural machinery, and illustrates the life of fathers, grandparents and great-grandparents, retaining a memory of a piece of history and tradition. During the activities in the homestead students learn about the most important traditions associated with the life in the country (Kmita-Dziasek, 2015).

## **Conclusion**

An important role in the implementation of rural tourism is played by agritourism. On some agritourism farms the programme of “Educational Homesteads” is carried out. For children and school youth, activities implemented as part of “Educational Homesteads” serve an educational function. An Educational Homestead is a proposal to learn about and experience a farmer's work in direct contact with the everyday rhythm of the farm, range of colours, shapes, sounds, smells and tastes of the country. It is worth mentioning that this offer is mainly addressed to children and school youth from cities and small-town communities. As part of Educational Homesteads educational paths are carried out in the field of plant production, livestock production, agricultural processing, ecological and consumer awareness, and in the field of material cultural heritage of rural areas, traditional professions, crafts and folk art.

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# TEACHER'S MUSIC ACTIVITIES IN THE CLASSROOM AS A PREREQUISITE FOR IMPROVEMENT OF MUSIC EDUCATION

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**Abstract.** *The relevance of the research is realized through the search for the music teacher's activities that help to improve the process of music education while fostering the learner's aesthetic and meaningful relationship to music. The object of the research is a music teacher's activity of teaching music in general education school. The aim of the research is to analyse the improvement opportunities of a music teacher's activity during music lessons in seventh-eighth grades in general education schools. The methods of the research include the analysis of scientific literature and documents of education; semi-structured interviews with music teachers; a written survey; quantitative and qualitative data analysis. According to the collected data, a variety of musical activities helps to develop learners' inborn musical abilities, provide a favourable learning environment with an opportunity to develop the learners' musicianship and presuppose their transferable skills. In this context, teachers' active and creative musical involvement helps the learner to experience more positive emotions. Such a personal involvement and cooperation serve as a major condition for the improvement of the teachers' musical activity. An inappropriate choice of the activities can lead to dissatisfaction and be the main reason for failure. The teachers' participation in musical activities could encompass a number of music modes, which could create a more attractive and productive activity in the lesson: a teacher – a performer – a listener – a facilitator – a leader.*

**Keywords:** *music education, music teacher, musical activities.*

## Introduction

Globalisation trends uniting Europe, as well as tendencies of social integration and harmonisation create new possibilities for the social development of individuals and school learners. A person's self-dependence, his/her moral maturity and multifaceted contemporary competence as a positive socialisation occupies a specific place in this context. Therefore, when setting educational goals, it is important to take into consideration all the factors, which may have influence on attaining them and maintaining the relation of the learners themselves with the familiar reality. In such a context, initial music education taught in an attractive activity may contribute to the development of learners' value-based attitudes, abilities, knowledge and understanding in the integral

process of education (General Curricula of Primary and Basic Education of Lithuania, 2009).

Nowadays, education is a prerequisite for an individual's success in life, whereas learning is acknowledged as a key factor in an individual's improvement. Learners of seventh-eighth grades face many challenges and opportunities, mainly due to the complex period that they experience. Adolescents face both physical and mental change. As a result, they cultivate a good manner of thinking and appreciation, by cause of a vital period which can absorb many new things (Strakšienė, 2009; Balčytis, 2012; Liu, 2012; Juvonen, Ruismaki, & Lehtonen, 2012; Wang, 2012; Mantie, 2013; Yang, 2013; Mark & Madera, 2014; Zhao, 2015; Rauduvaitė, 2016; and others). Due to the increasing change in the society, music education needs to be advanced and reflect modern accomplishments, as well as it needs to enhance the aesthetic ability in the meantime. Therefore, it demonstrates a teacher's educational area which is an important part not only for the school learners' classes, but also affects adolescents' daily life. The promotion of the development of music education in the classroom is mainly based on the foundation of the most needed elements in the teaching process, by applying it to the classroom through the use of music activities, improving students' interests and music ability.

Teaching of music in ordinary school music activities has an indispensable position. Throughout the analysis, we discover that feedback is an important part of music activities, it can help teachers to complete a higher level of educational goals in the classroom. A music teacher's activity should have vivid and intuitive features in order to stimulate the learners' interests and enthusiasm in learning music, which is the key difference between the music discipline and other disciplines. Teachers should provide more chances for the learners, allow them to experience and create themselves. Providing a more convenient approach to achieve the ultimate goal of music education can intensify the capability of music comprehension. *The problem of the research defines the question* – music itself is of a creative nature; therefore, the relevance of the research is realised through the search of the kind of a music teacher's activity, which helps to improve the process of music education while fostering the learner's aesthetic and meaningful relationship to music.

**The object of the research** is a music teacher's activity of teaching music in general education school.

**The aim of the research** is to analyse the improvement opportunities of a music teacher's activity in music lessons in the seventh-eighth grades in general education schools.

**The methods of the research:** analysis of scientific literature and documents of education; semi-structured interviews with music teachers; a written survey; quantitative and qualitative data analysis.

### **Data collection and data analysis**

Semi-structured interviews with music teachers (15 music teachers participated in the research, 8 Lithuanian and 7 Chinese teachers) and a written survey compiled on the basis of D. Strakšienė's (2009) method were used in the research. The questionnaire survey (closed-ended questions) was compiled on the basis of theoretical conceptions and the modelling of a music teacher's activity. Two groups of students participated in the written survey – 60 Chinese and 40 Lithuanian future music teachers, who studied at the Lithuanian University of Educational Sciences. The analysis of qualitative data was applied in the transcription of texts and creation of categories (Žydžiūnaitė & Sabaliauskas, 2017).

### **Results**

During the research, it was important to highlight the significance of the goals of music education at the stage of basic education by asking future music teachers to rank the indicated goals from most to least important. It goes without saying that all the aforesaid goals are essential; therefore, it was not easy to define the order of their significance.

The order of the goals of music education was as follows: 1) theoretical knowledge about composers' life and work, knowledge of music genres, directions; 2) formation and development of the skills of music work analysis; 3) critical evaluation of everyday music reality (music on the radio and visual recordings); 4) development of innate music ability (musical hearing, vocals, rhythm sensation, etc.); 5) formation and development of instrumental musicianship and singing skills; 6) emotional relation with a music work: admiration, incurred emotional experiences; 7) education of musical taste and proper value orientation; 8) theoretical knowledge about music terms and music expression means; 9) elements of independent authorial music creativity: an attempt to create songs, write music, and arrangement. According to the analysis, all participants cared more about the theoretical knowledge in the teaching process, as well as listening to and analysing music.

It is possible to claim that due to the consolidation of music computer technologies, particular features of music culture reflecting the surrounding environment are highlighted. The acoustic environment affects learners' lifestyle and their musicality, promotes a need for the experienced feelings, as well as relates the period of adolescence with tin-pan music sounds. Therefore, the development of the skills of listening to music and music making becomes a necessity in the changing society. It is important to develop as personality that has

acquired the skills of sound self-control and a feeling for the subtlety of music sounds.

Aiming to develop learners' abilities of listening to music and analysis of music works, it was important to highlight possible forms of their music activity in a music lesson. The future music teachers were asked to rank the music activities specified by the learners according to their importance. It goes without saying that all the forms of learners' activity while listening to music are important, yet it we were interested in the activities that were given priority. The ranks of the forms of the learners' activity while listening to music were as follows: 1) get acquainted with the music of a historical epoch (the biographies and most famous music works of composers of different epochs); 2) recognise the timbre of music instruments; 3) while listening to music, seek to experience maximum enjoyment; 4) recognise the most typical music genres and music forms; 5) associate playing music with other forms of artistic expression (write essays, draw); 6) argumentatively evaluate and compare music pieces that they listened to; 7) discuss emotional experiences induced by the intonation of music; 8) examine and evaluate the properties of a music piece (mood, form, contrast, tempo, dynamics, timbre, rhythm, etc.); 9) know notes and read uncomplicated scores (layering of voices, melodic, harmonic part or the like).

The ranks presented above allow claiming that the future music teachers envisaged the significance of a learner's personal relationship with a music work; yet it was also important to promote every learner to seek for the personal meaningfulness of a work while discussing the emotional experiences raised by music and properties of a music work. It is obvious that the latter activities were relevant for the education of future music teachers. According to the research conducted by S. H. M. Carvalho & A. Scavardos (2014), music education should become a phenomenal means that would help to convert the connections between technologies and social, cultural and economic life, which affect the learners' personal maturity.

Aiming at disclosing the viewpoints on teaching methods in different parts of a music class, we revolved around the advantages and disadvantages that the teachers faced during the class work, as well as the counter measures they applied to improve the quality of the class work. Attempts were made to disclose the possibilities of applying a variety of techniques and means that would raise the learners' interest during a music class (Table 1).

Table 1 demonstrates the application of different techniques in music lessons by the future music teachers. The greatest number of the Chinese students disagreed with the usage of the method of "Literature, poetry and extract reading related to the listened piece", whereas 32 % of the Chinese students said that they were uncertain about the "Learners' creative works, related to the listened music piece", which shows a lack of their creativity in teaching. The most popular

method among the Chinese students was “Discussion of the most important details of the listened piano piece” receiving 72 % of the votes, which means that most of them admitted the importance of using the piano in music classes. As far as the Lithuanian students are concerned, the table describes teaching techniques and approaches, which are peculiar to Lithuania. Only a few of them had any objections at all, the only teaching methods that the students disagreed with were “Literature, poetry and extract reading related to the listened piece” and “Discussion of the most important details of the listened piano piece” – both receiving 23 % in total; 77 % of the Lithuanian students had indicated that they liked “learners’ creative works, related to the listened music piece”; they believed that learners’ creative work should have a connection to listening to music.

Table 1 Teachers’ attitudes towards teaching techniques and means (%)

Teaching techniques and means	Disagree	Don’t know	Completely agree
Usage of various schemes, tables, posters and other visual materials	* 17	13	70
	** 5	12	83
Demonstrations of works of art while listening of a music piece	22	8	70
	5	23	72
Literature, poetry and extract reading related to the listened piece	35	17	48
	23	45	32
Discussion of the most important details of the listened piano piece	23	5	72
	23	50	27
Comparison of a few different music examples	27	7	66
	5	50	45
‘Live’ piano playing of the fragments of a listened piece	32	3	65
	9	50	41
Learners’ discussions about the performed music	33	10	57
	4	23	73
Learners’ creative work related to the listened music piece	17	32	51
	9	14	77

\*Chinese students \*\*Lithuanian students

Table 2 presents the peculiarities of a music teacher’s activity.

Table 2 shows that among the Chinese students, the statement “While selecting works for listening, I would take into account learners’ wishes and requests” was the one they agreed with the most (it accounts for 58 %). It clearly shows that the Chinese participants of the survey were willing to take into account learners’ interests, as well as to introduce the proposed ideas into the classroom, which might improve the efficiency of teaching. The statement that the Chinese students were most uncertain about was “All learners must start liking classical music”, which accounts for 58 %. It points out a possible lack of experience in teaching as they were uncertain about the students’ preferences. The Lithuanian

students mostly agreed among themselves. “If the learners are attentive and obedient during the lessons, they will learn the taught subject relatively well” was the answer that accounted for 77 % in total. They found the necessity of learners’ attentiveness and obedience during the lessons to be very important. On the other hand, 63 % of them disagreed with the statement “I think that sometimes I could ‘impose’ my opinion on learners because they haven’t formed their scale of values yet” – they respected the learners’ right to express their opinion.

Table 2 **Perspectives of teaching music in general schools (%)**

<b>Possibilities of improving music activities</b>	<b>Definitely yes</b>	<b>I don't know</b>	<b>Definitely no</b>
I would like to work in a school as a music teacher.	47	32	21
	50	41	9
If the learners are attentive and obedient during the lessons, they will learn the taught subject relatively well.	53	32	15
	77	18	5
I would stay faithful to my profession even having an opportunity to switch to a better-paid job unrelated to music.	42	37	21
	18	68	14
While selecting works for listening, I would take into account learners’ wishes and requests.	58	30	12
	73	14	14
Most frequently we sing songs which are not included into the curriculum but are liked by learners.	57	30	23
	36	55	9
All learners must start liking classical music.	12	58	30
	18	23	59
I think that sometimes I could ‘impose’ my opinion on learners because they haven’t formed their scale of values yet.	37	52	11
	5	32	63

\**Chinese students* \*\**Lithuanian students*

All of the answers show that the participants of the survey would respect the learners’ suggestions, which could enhance the performance of the teacher and the students.

While analysing the possibilities of improving music teachers’ activity, *the interview* was used to reveal the priority types of music activity by the teachers. The teachers maintained the following:

- *When I take my learners sing in chorus together, they are more active (a Chinese teacher).*
- *I prefer listening to music and singing. Introducing music by listening can attract learners’ interests; singing can also help to learn new music pieces and recognize different styles (a Chinese teacher).*



- *Singing is an activity which could combine rhythm, movement, solfeggio and other aspects in one, and it can be used under any conditions (a Lithuanian teacher).*
- *When I or the learners play an instrument they are more focused. First of all, I let the learners play by themselves before teaching. Singing and playing could inspire learners' creativity" (a Lithuanian teacher).*

Moreover, the interview aimed at revealing the peculiarities of the most appropriate techniques employed in the music lessons for seventh-eighth grades. It is noteworthy that the applied methods do not always match the intended activity, learner needs and possibilities, and only partly help to reveal the individuality and creative power of every learner. Therefore, it is important that such learning methods which give freedom to learners' thoughts and activities, teach to respect friends' ideas, and promote an individual attitude are applied (General Curricular of Primary and Basic Education of Lithuania, 2009).

- *I like to thoroughly analyse the knowledge of harmony, summed up by its features of structure to help students to understand the work better (a Chinese teacher).*
- *I like to combine singing with percussion in the class, which makes the learners more active (a Chinese teacher).*
- *Learners draw pictures while listening to music pieces; using body percussion and a cappella; creative music exercises and games (a Lithuanian teacher).*
- *I like the play a game which is called rondo: the teacher makes 1 rhythmic pattern, learners make 4 different rhythmic patterns, we continue to make patterns all across (a Lithuanian teacher).*

Consequently, we find that the Chinese teachers like using instruments, while Lithuanian teachers like creativity activities the most. It verifies that different music activities can have an effect on the teachers' expression in teaching music. Both groups learn more forms of music activities. We can see that when the teacher joins the activities, he/she gradually gets more experience on how to apply music activities, which improve the quality of teaching. It is possible to claim that every teacher should discover such methods and techniques which would help him/her and his/her learners to attain the learning goals most efficiently.

During the interview, the teachers were asked if they agreed with the following idea: *"Good emotions, good thoughts and music cognition are the most important things in nurturing listening to music"*. They teachers maintained the following:

- *An important stage of elementary music education is establishing the 'beauty' of music, listening to music with good emotions and thoughts will be helpful (a Chinese teacher).*

- *Good or bad mood can influence whether learners are concentrated on the appreciation of the music pieces, and perceive the mood of the music piece more accurately (a Chinese teacher).*
- *Good interaction in the classroom cannot be achieved without good emotions (Lithuanian teacher).*
- *Good emotions, thoughts and cognition will also help the learners to stay disciplined, it is convenient for carrying out music activities (a Lithuanian teacher).*

In the activities of teaching music, the teachers' positive emotions can have a certain impact on the students' emotional role, which can help learners to deal with difficulties, overcome them and develop their persistence (Wu, 2007). The answers obviously show that the teachers agree with this viewpoint; they believe that good mood creates a good atmosphere to enjoy music; positive and progressive ideas can also drive learners' initiative to learn music. Good music awareness is also an important basis for solid music learning; thus it is highly necessary.

Defining the diversity of the expression of a music teacher in a lesson, attempts were made to distinguish the main activities that would involve playing music with the learners:

- *Teachers should pay attention to the cooperation between the learners and the teachers, improve the learners' ability to express their opinion on music, and understand music on a deep and effective level (a Chinese teacher).*
- *I would like to use all of the activities (singing, playing, solfeggio, creative work and improvisation) in my class (a Chinese teacher).*
- *Using all music activities can improve the learning process from all aspects, keeping all musical abilities in balance is a good thing, ethnic music must be one of the teaching parts (a Lithuanian teacher).*
- *Teachers should pay attention to music expression, it will influence the way of thinking of all the learners (a Lithuanian teacher).*

Thus, we conclude that the interviewees like music expression and prefer to learn all music activities. While Lithuanian teachers mostly prefer creativity exercises, both Lithuanian and Chinese teachers like using techniques related to listening to music and keeping balance in all music activities. According to Z. Rinkevičius (2002), it is important to apply all methods in music activity that provoke a learner to admire, to get amazed, to experience and contemplate, to critically evaluate, to personally recreate, as well as to prolong music fascination.

## **Conclusions**

The review of scientific resources, which analyse the activity of a music teacher, enables to state that music education is important for the development of a child's personality. The analysed resources confirm that after evaluating urgent

problems of age stages, which learners face in the seventh-eighth grades, the teacher's pedagogical contribution to music activities is perceived as a necessary condition for a smooth and successful music activity, which increases the motivational level in learning music. The learners of this specific age category are emotional and sensitive. They try to understand life through feelings. Therefore, the teacher's music activity can have an impact on teenagers by shaping their viewpoint on the sociocultural music environment.

The collected data of the recent investigation emphasise that all the types of music activities accompanied by a music teacher are linked to one common pedagogical process in general education schools, ensuring an even and comprehensive music education for learners. It should be noted that teachers ascribe different priorities for music activities depending on the chosen aims, methods, teaching tools and techniques. The research data reveal that music activities provide many opportunities for the seventh-eighth grade learners to experience the joy of musicianship. The types of music activities implemented with the teacher's cooperation and supervision are all equally necessary: listening to music, singing, playing, solfeggio, etc. Everything depends on how attractive and mesmerising the teacher's activity and ability to convey music by self-expression (playing instruments, singing, etc.) are, which can evoke the students' positive emotions and create favourable conditions for musical activities in the classroom. Music education in such an environment is more attractive and successful, as it helps to solve personal and interpersonal issues (by applying various methods), which are natural for this specific age group of learners.

The teachers recognise the importance of music activities in general education schools and the significance of their active participation in music activities. Moreover, the data of the research reveal that the future music teachers do not have enough confidence and practical experience yet.

The analysis of the investigation seems to claim that music teachers in general education schools give priority to singing, playing and listening to music. According to the analysis of the lesson observation, the latter music activities serve as a helpful tool in creating musical interaction with the learners of the seventh-eighth grades. It can be assumed that the teachers' expression in musical activities serves as a peculiar mirror, according to which the learners gain knowledge of the music subject, as well as recognise themselves, others and the surrounding world.

In order for music education to be more effective in general education schools, an appropriate and favourable environment is necessary. According to the collected data, a variety of music activities helps to develop the learners' inborn musical abilities, provides a favourable learning environment with an opportunity to develop the learners' musicianship, as well as presupposes transferable skills. In this context, the teachers' active and creative music

involvement helps the learner to experience more positive emotions. Such a personal involvement and cooperation serve as a major condition for the improvement of the teacher's music activity. An inappropriate choice of the activities can lead to dissatisfaction and be the main reason for failure.

The research data also reveal that the teachers' personal involvement in music activities is extremely important for the learners of the seventh-eighth grades, meaning that the teachers' participation in music activities could encompass a number of music modes, which could create a more attractive and productive activity in a lesson: *teacher – performer – listener – facilitator – leader*.

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## VIDUSSKOLĒNU DOMĀŠANAS VEIDI MATEMĀTIKAS MĀCĪŠANĀS PROCESĀ

### *Secondary School Students' Types of Thinking in Learning Mathematics*

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**Abstract.** *In this article author discusses different patterns of learners' thinking learning mathematics. The main topic of this article is related to the different perceptions of each pupil, the ability to analyze and draw conclusions, therefore, the author proposes to change the organization of the study process and divide pupils into two groups, which will provide opportunities to acquire knowledge for each type of thinking in separate groups and at the appropriate pace and level.*

*The aim of the article is to analyze the results of mathematical learning using different types of thinking and strategies. Student inspections, which were used as primary documents and questionnaires with open questions, were used to collect the data. The analysis of documents and the author's long-term work experience form the study. In the initial stage of the study, a case study analysis method was used for data processing.*

**Keywords:** *thinking process, thinking patterns, mathematics learning process, thinking patterns and lecture type teaching model.*

### **Ievads**

#### **Introduction**

Mūsdienu sabiedrībā ir nepieciešami domājoši cilvēki, kuri ir spējīgi nepārtraukti izglītoties, ir apveltīti ar radošo domāšanu (Irvine, 2015). Cilvēki, kuri ir spējīgi novērtēt situāciju, prot to argumentēti pamatot un radīt jaunas idejas (Robinsons, 2013).

Pastāvošā mācību sistēma nodrošina vispārējas zināšanas visos mācību priekšmetos, neradot ieinteresētību domāt radoši, izvērsti un dziļi. Eiropas Savienības pētījumā konstatēts, ka Latvijas skolēnu skaits, kuri spēj atrisināt augstākās grūtības pakāpes uzdevumus ir viens no zemākajiem starp ES valstīm (PISA 2012). Skolēni neredz virzību uz tiem mērķiem, kurus vēlas sasniegt, jo pastāvošajā mācību modelī netiek padziļinātas tās zināšanas, kuras būs nepieciešamas nākotnē, bet viņi tērē laiku virspusēju zināšanu apguvei (Skola 2030). Tiekšanos uz mērķi var panākt, ja mērķis ir skaidri saskatāms un tiek dota iespēja uz to virzīties. Skolēniem jābūt stingram sākuma zināšanu

pamatam, uz kura balstīt tālāku zināšanu apguvi. Šīm zināšanām ir jābūt dziļām kādā noteiktā mācību priekšmetā, kurš šo pamatu veidos (Geidžs, 1999).

Raksta aktualitāte saistās ar katra skolēna atšķirīgu uztveri, spēju analizēt un izdarīt secinājumus, tādēļ tiek piedāvāts mainīt mācību procesa organizācijas formu un sadalīt skolēnus divās grupās, kuras nodrošinās iespējas, apgūt zināšanas katram domāšanas veidam atsevišķās grupās un sev piemērotā tempā un līmenī.

Raksta mērķis ir analizēt matemātikas mācību rezultātus, izmantojot dažādus domāšanas veidus un stratēģijas, lai skolēni spētu veiksmīgi apgūt domāšanas sistēmas, izstrādāt mācīšanās stratēģiju un strukturēti risināt problēmsituācijas matemātikā. Analizējot pedagoģijas un psiholoģijas literatūru, tika noskaidrotas nostādnes par skolēnu domāšanas veidiem. Tika iegūtas atbildes uz aptaujas aktuālajiem jautājumiem saistībā ar mācību saturu, kuru mērķis bija noskaidrot, kas palīdz un traucē skolēniem apgūt matemātiku vidusskolā.

Rakstā datu ieguvei izmantoti skolēnu pārbaudes darbi un anketas ar atvērtiem jautājumiem. Pārbaudes darbi izmantoti kā primārie dokumenti. Dokumentu analīze un raksta autores ilggadējā darba pieredze veido vienu veselumu. Pētījuma sākuma posmā datu apstrādei izmantota gadījuma analīzes pētījuma metode, tālākā analīzes gaitā pētījuma zinātniskuma pamatošanai izmantota daudzveidīgu datu avotu triangulācijas metode (Pipere et al., 2016).

### **Domāšanas sākumpunkts ir problēmsituācija** *The starting point for thinking is the problem situation*

Mērķtiecīgu domāšanas procesu uzsāk problēmsituācijas klātbūtne. Šai situācijai ir jābūt subjektīvi apzinātai, tas nozīmē, ka problēmsituācija tiek piedāvāta un skolēnam tā ir jārisina. Pedagoģijas procesā šo atziņu nepielieto, tādēļ rodas jautājums par mācīšanās motivāciju (Šteinberga, 2011).

Uzsākot problēmsituācijas risināšanu, skolēnam ir nepieciešams izveidot sistēmu (Fišers, 2005; Поња, 1961), pēc kuras viņš turpinās domāšanas procesu. Skolēns uzsāk problēmsituācijas analīzes, kuras laikā notiek informācijas sadalīšana mazākās daļās, tālāk tiek ģenerēts darbības plāns, pēc kura tiek turpināts darbs.

Lai iepriekš iegūtās zināšanas apkopotu ar jaunajām zināšanām, tiek veikta sintēze, kuras laikā notiek atsevišķu zināšanu apkopošana vienā veselumā. Tās laikā notiek iepriekš iegūto un jauno zināšanu salīdzināšana, kā arī tiek noteiktas līdzības un atšķirības dotajā problēmsituācijā. Kad tiek apskatīti visi uzdevuma iespējamie risināšanas paņēmieni, notiek vispārīnāšana, kuras laikā tiek izdarīti secinājumi par kopējām iezīmēm. Tālākais domāšanas process turpinās ar

abstrahēšanu, kuras laikā tiek atdalītas nozīmīgās un nenozīmīgās iezīmes. Tiek atstātas tikai tās iezīmes, kuras tika atdalītas vispārināšanas procesā.

Abstrahējoties no iepriekš iegūtajām zināšanām, skolēns, vai nu spēs vai nespēs risināt problēmsituāciju, jo tas ir cieši saistīts ar iepriekš iegūto zināšanu kvalitāti. Konkretizācijas laikā problēmsituācijas risinātājs var izvirzīt hipotēzi par problēmsituācijas risināšanas iespējām. Jo sarežģītāka ir problēmsituācija, jo dziļākas un plašākas zināšanas ir nepieciešamas skolēnam (Geidžs, 1999; Mencis, 1984; Поля, 1961).

### **Domāšanas veidu iedalījums** *Types of thinking*

Domāšanas procesa laikā tiek radītas jaunas idejas par konkrētu mācību saturu. Ja kāds skolēns domā sarežģīti, viņam ir grūti skaidri izteikties. Lai viņu saprastu, jādomā līdzīgi un jānonāk pie tiem pašiem secinājumiem.

Domāšanas veidu iedalījuma pamatā var būt dažādi kritēriji (Gilfords, 1967; Nikiforovs, 2006; Šteinberga, 2011):

- 1) domāšanas veida raksturojums pēc attīstības ģenēzes līmeņiem: (a) domāšana darbības laikā; (b) tēlainā domāšana, (c) verbāli loģiskā domāšana; (d) abstrakti loģiskā domāšana;
- 2) domāšanas veidu iedalījums, pēc H. Gārdnera (Gardner, 1983): (a) verbālā un loģiskā domāšana ir racionāla un analītiska prāta darbība, tā saistās ar racionālu mācīšanos; (b) intuitīvā domāšana ir ātra, automātiska, daļēji neapzināta, asociatīva, emocionāla un pat neverbāla, tā saistās ar emocionālu mācīšanos.

Racionālās mācīšanās laikā informācija tiek uztverta ar prātu un prāts tiek vingrināts tik ilgi, līdz zināšanas nokļūst ilglaicīgajā atmiņā, t.i., zemapziņā, un darbības kļūst automātiskas. Emocionālā mācīšanās nosaka to, ka skolēnam vispirms rodas interese, tad vēlmes, kuras izraisa vajadzību pēc darbības, un šo darbību veikšanai ir nepieciešamas zināšanas un prasmes. Darbība kļūst personiski nozīmīga, saīsinās zināšanu un prasmju veidošanās process, tā rezultātā veidojas paātrinātā mācīšanās.

- 3) Kognitīvās evolūcijas pētnieki secinājuši, ka pastāv divi atšķirīgās domāšanas specializācijas tipi – intuitīvais un racionālais, pēc Utināna (Utināns, 2015);

Kognitīvās domāšanas laikā skolēni cenšas attīstīt dziļāku un pamatīgāku pašu nozīmi jēgas veidošanas procesam. Jēga veidojas gan skolēnu prātos, balstoties uz iepriekšējām zināšanām, gan tajā vidē, kultūrā un sabiedrībā, pie kuras skolēni pieder (Geidžs, 1999; Vigotskis, 2002; Piaget, 1956).

- 4) Domāšanas veida raksturojums pēc domas izvērstības pakāpes, pēc Dž. P. Gilfords (Guilford, 1959): (a) konverģentā domāšana pieprasa

izvēlēties vienu risinājumu no vairākiem iespējamajiem, kura raksturojas ar informācijas sintēzi un ir zināšanu virzīšanās uz problēmas atrisinājumu, ar vienu pareizu atbildi, (b) diverģentās domāšanas procesā tiek radītas vairākas risinājuma alternatīvas, kuras raksturojas ar ideju plūsmu dažādos virzienos un aplūko dažādus aspektus, kuri attiecas uz doto problēmu. Tāda domāšana ir saistīta ar radošumu un dod jaunās idejas un risinājumus.

Diverģentā domāšana piemīt radošiem cilvēkiem, kuri spēj veidot jaunas kombinācijas no atsevišķiem elementiem. Pirmajā mirklī šķiet, ka starp šiem elementiem nav savstarpēju likumsakarību (Šteinberga, 2011; Gudjons, 1998).

- 5) Domāšanas veidu raksturojums pēc novitātes un oriģinalitātes pakāpes iedala divos līmeņos: (a) reproduktīvās (attēlojošās) domāšanas pamatā ir tēli un priekšstati, kuri iegūti no kādiem konkrētiem izziņas avotiem. Šim domāšanas veidam ir svarīga nozīme, jo tas palīdz izprast jauno mācību vielu, pielietot zināšanas praksē un nosaka uzdevuma risināšanas procesu, tā pārbaudi un loģisku pamatojumu, (b) produktīvās (radošās) domāšanas pamatā ir radoša iztēle.
- 6) Domāšanas veida raksturojums pēc risināmo uzdevumu darbību rakstura, pēc B. M. Teplova (Теплов, 1961);
- 7) teorētiskā domāšana saistās ar hipotēžu izvirzīšanu, teoriju izstrādi, stratēģiju izveidi un noteiktu uzdevumu risināšanu,
- 8) praktiskā domāšana saistās ar konkrētu uzdevumu risināšanu, tā noris reālā laika ietvaros un tiek veikta uzdevuma lēna praktiska pārbaude, bet darbība var notikt arī ātri, īsā laika sprīdī.
- 9) Domāšanas veida raksturojums pēc spriešanas veida;
  - a) induktīvās domāšanas laikā tiek radītas jaunas domāšanas struktūras, kuras iegūtas pētniecības ceļā un process noris no atsevišķā uz vispārīgo,
  - b) deduktīvās domāšanas laikā rodas ierosme jaunām idejām un process noris no vispārīgā uz atsevišķo.
- 10) Domāšanas veida raksturojums pēc domāšanas procesu norises ātruma, pēc D. Kānemana (Kānemans, 2012): (a) ātrā (intuitīvā) domāšana darbojas automātiski un ātri, bez piepūles ģenerē iespaidus, izjūtas, jo ir saistīta ar zemapziņu. To raksturo ātra norise, tai nav stingri noteiktu posmu un tā ir minimāli apzināta, jo domāšana noris, kad nav nezināms viss problēmsituācijas realizācijas ceļš, bet ir zināms galarezultāts; (b) lēnā (iztirzājošā) domāšana balstās uz loģiskiem spriedumiem, kuri nav iegūti ar uztveri. Tā ir izvērsta laikā un tai ir stingri noteikti posmi, tā noris domājoša cilvēka apziņā un tai var izsekot visus tās etapus, jo tiek pievērsta uzmanība saistītajām mentālajām darbībām un arī komplicētu aprēķinu veikšanai, jo ir



saistīta ar apziņu. Ja intuitīvi nav atrasts risinājums problēmsituācijai un prātā nenāk eksperta līmeņa risinājums, neatrodas heuristiska atbilde, tad prāts pārslēdzas uz lēnāku, vairāk iztirzājošu domāšanu, kura saistīta ar lielāku piepūli un tiek pagarināts domāšanas procesa laiks.

Intuitīvās domāšanas pamatā ir bagāta iepriekšējā pieredze un tā ļauj netērēt laiku, lai izvērstu domāšanas procesu.

### **Matemātiskā domāšana** *Mathematical thinking*

Matemātiskajā domāšanā galvenais ir spēja atpazīt sistēmas un saskatīt likumsakarības starp tām, jo matemātika ir stingri strukturēts ideju tīkls. Domājot matemātiski, šajā tīklā ir jāveido noteiktas likumsakarības (Поля, 1961; Крутецкий, 1968). Matemātika nenožīmē izolētas prasmes un zināšanu fragmentus, tā ir savstarpēji saistītu jēdzienu un secīgu darbību struktūra, kurā apvienojas loģiskā domāšana un praktiskā darbība (Mencis, 1984). Pedagogam jāpalīdz skolēnam saprast matemātikai piemītošā struktūra un tikai tad jāsāk mācīt atsevišķi likumi un fakti (Fišers, 2005).

Radošā domāšana sevī ietver matemātisko domāšanu. Radošos domātājus var iedalīt trīs grupās, pēc M. Gella-Manna (Siliņš, 2008): (1) domātājos, kuriem raksturīga loģika, analītiska pieeja un līdzsvarota faktu izvērtēšana; (2) domātājos, kuriem raksturīga attīstīta intuīcija, sintēzes spēja un emocionalitāte; (3) domātājos, kuru domāšanā apvienojās abi iepriekš minētie domāšanas veidi, loģiski analītiskais un intuitīvi tēlainais.

Radošajai domāšanai piemīt īpašības- elastīgums, dinamiskums, oriģinalitāte, precizitāte un iztēle (Guilford, 1959; Šteinberga, 2011), tādēļ ir svarīgi šādu pieeju izmantot jebkuras problēmsituācijas risināšanai. Izmantojot radošo domāšanu, lēmumi tiek pieņemti ātri, un tie ir kvalitatīvi. Radoši lēmumi pārvar ierastos uztveres un rīcības veidus, paver prātam iespējas radīt jaunas idejas. Domu apstiprina Fišera (Fišers, 2005) viedoklis, ka radošumam ir raksturīgs diverģentais domāšanas veids, un to izsaka tādas īpašības kā veiklība (spēja radīt lielu skaitu ideju vai problēmas risinājumu īsā laika posmā), elastība (spēja brīvi pāriet no viena problēmas aspekta uz citu), oriģinalitāte (spēja radīt negaidītas, jaunas idejas, kuras atšķiras no tām, ko radītu vairākums citu cilvēku) un spēja pilnveidot ideju (spēja papildināt ideju ar detaļām, „izskaistināt” to). Šīs domas norāda uz to, cik svarīga ir intelektuālā attīstība matemātikas apguvei un tajā izpaužas visas iespējamās radošuma pazīmes.

Minētie pētījumi norāda uz to, cik svarīgi apzināties domāšanas procesu matemātikā, jo tas ir saistīts ar problēmas apzināšanos, problēmas analīzi un

mērķa izvirzīšanu, mērķa sasniegšanas paņēmieni noskaidrošanu, hipotēzes formulēšanu, kā rezultātā rodas jauna informācija un notiek hipotēzes pārbaude.

Loģiskā domāšana matemātikā ir secīgs domāšanas process, tā ir saruna ar zemapziņu un domāšana beidzas, kad problēmsituācija ir atrisināta. Svarīgi ir iemācīt skolēnam domāt loģiski, jo ir iespējams pareizi novērtēt likumsakarības par jau esošajām un no jauna apgūstamajām zināšanām. Perspektīvā tas palīdzēs risināt ģeometrijas vai algebras uzdevumus.

Aplūkojot domāšanas procesu kvalitāti, tiek uzdots jautājums par to, kādas metodes izmantot, lai rosinātu skolēnus domāt un spriest kvalitatīvāk. Loģiskās domāšanas process ļauj izzināt īstenību un norāda uz to, ka šis process ir sarežģīts un tādēļ tas jāapgūst agrā bērnībā (Lipmans, 1982).

Fiziķis E. I. Siliņš (Siliņš, 2008) norāda, ka iztēles pamatā ir tēlainā domāšana, tā balstās uz *intuīciju*. Tēlainā domāšana dod parādības veseluma kopainu, kur veselais dominē par daļām, tā balstās uz asociatīvi vai metaforiski sasaistītiem intuitīviem priekšstatiem, kuru dziļākās saknes ir zemapziņā. Ar tēlainās domāšanas palīdzību var formulēt un atrisināt jebkuru problēmsituāciju, jo tai ir spēja abstrahēt, kodēt un simbolizēt vizuālās pieredzes modeļus, neredzot tos realitātē. Skolēni, kuriem piemīt tēlainā domāšana, spēj saskatīt daudz plašāku kopainu.

Veiksmīgai matemātikas apguvei ir nepieciešams iemācīt skolēnus kritiski domāt, tādēļ ir svarīgi izraisīt diskusiju, kura atbilst mācību stundas saturam, kuras laikā ir jācenšas iesaistīt visus skolēnus, jo tā tiek attīstītas skolēnu domāšanas prasmes un prasme kritiski vērtēt savu un citu viedokli. Tā skolēns mācās pakāpeniski risināt problēmu (Fišers, 2005; Поля, 1961; Крутецкий, 1968; Geidžs, 1999; Robinsons, 2013). Domāšana nevar būt jau gatavu zināšanu atspoguļojums, kura ir individuālās apziņas un izziņas realitātes mehānisma sastāvdaļa, tā ir produktīvs, radošs process, kurš spēj aizvest uz jaunām zināšanām (Рубинштейн, 2000).

Poiņa min trīs skolēnu atpalcības cēloņus matemātikā: (1) skolotāju slikta sagatavotība darbam, viņi neprot radoši domāt un neiemāca to darīt skolēniem; (2) ar skolēnu pieredzi nesaistītas, viegliem standartuzdevumiem pilnas mācību grāmatas; (3) principiāla neiespējamība iemācīt radošu pieeju matemātikā skolēniem, kuri to nevēlas, tātad nav mācību motivācijas. Skolēna iekšējais stāvoklis ir tas, kas liecina par skolēna cenšanos tikt galā ar viņa spēkiem atbilstošu uzdevumu.

Gārdners uzskata, ka viens no labākajiem skolēna motivācijas veidiem mācību procesā ir skolēna iekšējais stāvoklis (pacēlums) un ar to saistītās pozitīvās izjūtas. Takats atzīmē, ka matemātikas apguve būs apgrūtināta, ja skolēnam pietrūkst pamatzināšanu (Takacs, 1986).

Kruteckis akcentē matemātiski apdāvināto skolēnu psiholoģiskās īpatnības, kuras uzdevumu risināšanas procesā parādās tikai daļai skolēnu, kā domāšanas

ātrums, spējas rēķināt ātri un precīzi, laba ciparu, skaitļu un formulu atcerēšanās, telpas iztēles spēja, spēja uzskatāmi iztēloties abstraktās matemātikas attieksmes un sakarības.

### **Domāšanas veidu (dalītu grupu) un lekciju mācību modelis** *A way of thinking and learning a lecture*

Domāšanas veids pārsvarā nosaka skolēna rīcību un izejas ceļus no nestandarta situācijām. Ir svarīgi, lai skolēna domāšanas vieds atbilstu viņa pašreizējai dzīves izpratnei un tiktu orientēts uz perspektīvu, saprotams, ka skolēna domāšanas vieda veidošanā liela nozīme ir izglītības sistēmai. Tādēļ autore piedāvā mācību modeli, kurš dod iespēju jebkuram skolēnam realizēt to mērķa sniegšanas ceļu, kuru viņš pats ir izvēlējis (Robinsons, 2013; Geidžs, 1999).

Būtisks faktors, kurš traucē kvalitatīvi apgūt zināšanas, ir tas, ka vienā mācību grupā (telpā) atrodas skolēni ar dažādu domāšanu, spēju uztvert un analizēt apgūstamo mācību vielu, šeit autores viedoklis sakrīt ar Krutecka un Kānemana viedokli (Kānemans, 2012). Tie skolēni, kuriem ir lēnāka spēja uztvert un analizēt mācību vielu, ir spiesti steigties, izlaižot neizprasto mācību vielu, kura ir nepieciešama jaunās vielas apguvei.

Mācību process, kurā skolēni tiktu sadalīti divās dalītās grupās- (domāšanas veidu grupās-ātrie, lēnie domātāji), dotu iespēju katrai skolēnu grupai, netraucējot vienai otru, apgūt vienu un to pašu mācību saturu sev pieņemamā tempā. Tā viena grupa mācību saturu apgūtu īsākā laika posmā, bet otra to pašu mācību saturu ar tiem pašiem mācību kritērijiem apgūtu visa mācību gada garumā, bet tiem skolēniem, kuriem pietrūkst iepriekš gūto zināšanu, tiktu dota iespēja tās papildināt, apmeklējot attiecīgas lekcijas, neatkarīgi no tā, kurā mācību pakāpē viņi atrodas, to apstiprina skolēnu dažādaiz zināšanu apguves līmenis, pieeja, attieksme un pašmotivācija mācību stundas laikā un problēmsituāciju analīzē.

Dalītu grupu un lekciju mācību modeļa priekšrocības: (1) pieeja nesagrauj Visuma dotās (iedzimtās) spējas, bet attīsta tās, radot stabilu platformu citu mācību priekšmetu apguvei, (2) dodot iespēju papildināt nepietiekami apgūtās zināšanas, apgūt jaunas un virzīties uz nākamās mācību pakāpes zināšanām, (3) beidzot mācības pamatskolā un turpinot mācības jebkurā augstākajā mācību iestādē, ir iespējams atgriezties jebkurā mācību līmenī (izmantojot lekcijas) un apgūt tās zināšanas, kuras skolēns nebija apguvis vai apguvis nepietiekamā līmenī.

Nozīmīgs ir M. Fulana viedoklis, ka svešas tradīcijas nevar un arī nevajag "aizņemties" (Fulans, 1999), tādēļ autore analizē kultūrvides nozīmi un piedāvā jaunu mācību modeli.

## Pētījuma rezultāti *Research results*

Anketēšana tika veikta laika posmā no 2012. gada līdz 2017. gadam, lai piedāvātu sadalīt skolēnus divās grupās, kuras nodrošinās iespējas, apgūt zināšanas katram domāšanas veidam atsevišķās grupās un sev piemērotā tempā un līmenī. Anketēšana notika standartmācību stundu laikā 10. un 11. klasēs ar mērķi (1) noskaidrot skolēnu matemātikas zināšanu un apgūstamā matemātikas mācību satura apguves līmeni; (2) noteikt matemātisko spēju līmeni; (3) noteikt skolēnu domāšanas veidu; (4) noskaidrot skolēnu pašmotivāciju apgūt matemātiku.

Pētījuma dati: (1) un (2) skolas matemātikas pārbaudījuma 10. klasei un 11. klasei rezultāti; (3) skolēnu nestandarta uzdevumu rezultāti; (4) skolēnu pētniecisku uzdevumu rezultāti.

Veicot skolēnu zināšanu analīzi par skolas matemātikas mācību satura apguvi, tika veikta anketēšana 10. un 11. klasēs (n=108), lai sadalītu skolēnus grupās pēc matemātikas mācību satura apguves līmeņiem. Nestandarta uzdevumu atrisinājuma analīzei izstrādāti vērtēšanas kritēriji (trīs punkti par atrisinājumu) un pētniecības uzdevumu atrisinājuma analīzei izstrādāti vērtēšanas kritēriji (desmit punkti par atrisinājumu) galarezultātā tika noteikts katra skolēna apguves līmenis (procentos), gan nestandarta, gan pētniecisko uzdevumu risināšanā. Summējot pētījuma visās četrās sadaļās iegūtos apguves līmeņus un izsakot tos procentos, tika noteikts skolēna matemātikas apguves līmenis un izstrādāti sadalījumi domāšanas veidu grupās. Veicot, iegūto rezultātu apstrādi un interpretāciju, tika noteiktas matemātikas apguves līmeņu robežas.

Sākuma pētījumā iegūtie rezultāti tika pārbaudīti nākamajos mācību gados, gan jaunās eksperimentālās klasēs (n=89) ar citu pieredzi, gan neeksperimentālās klasēs (n=158) un līmeņu robežas tika koriģētas. Līmeņu robežas tika noteiktas, ievērojot skolas skolēnu zināšanu līmeni: pietiekams apguves līmenis (lēns domātājs) 40 %-60 %; optimāls apguves līmenis (ātrs domātājs) 60 %-86 %; augsts apguves līmenis 86 %-100 %; nepietiekams apguves līmenis 1 %-40 %.

Pētījums apstiprināja korelāciju starp skolēna pašmotivāciju mācīties matemātiku un paātrināto mācīšanos, ja skolēns pats ierosina mācīšanās procesu un to sistemātiski veic, sagatavojot kopsavilkumu par apgūstamās matemātikas tēmas saturu, studējot papildliteratūru, risinot skolas matemātikas satura uzdevumus, aktīvi darbojoties mācību stundās, veicot pētnieciskos darbus, risinot nestandarta un olimpiāžu uzdevumus.

Veicot anketēšanu un tās rezultātu analīzi, kurā piedalījās vidusskolēni no dažādām vidējās izglītības programmām, rezultāti atspoguļo, ka 10. klasēs no

visiem skolēniem (n=174): lēni domā 44 % skolēnu, ātri domā 29 % skolēnu, pietrūkst pamatzināšanu 27 % skolēnu, savukārt ir tikai 4 % skolēnu, kuri spēj domāt vairāk vai mazāk radoši, to nosaka iedzimtība, vecāku devums, kultūrvide un iepriekš iegūtās zināšanas, savukārt eksperimentālajā klasē (n=32) 3 % skolēnu ir apguvuši matemātikas mācību saturu augstā līmenī, 64 % optimālā līmenī, 15 % pietiekamā līmenī, bet 18 % pietrūkst zināšanu un vēlmes apgūt matemātiku.

Galvenās mācīšanās problēmas 10. klasē saistās ar skolēna pasīvu darbību zināšanu apgūvē: (1) pamatzināšanu trūkums- 52 % skolēnu; (2) mācību stundas temps ir par ātru- 25 % skolēnu; (3) daudz jādara pašam skolēnam- 23 % skolēnu.

Pašmotivācija mācīties matemātiku rosina: (1) izvēlētā mācību programma atbilst skolēna interesēm un spējām- 82 %; (2) papildus interesējas par matemātiku- 34 % skolēnu; (3) treniņuzdevumu risināšana mājās- 89 %; konspektu un kopsavilkumu veidošana- 77 % skolēnu.

Autore izmantojot statistikas metodes salīdzināja 10. klašu skolēnu (n=174) pārbaudījuma rezultātus algebrā un ģeometrijā. Rezultāti rāda, ka eksperimentālās klases skolēniem (n=32) ir labas priekšzināšanas matemātikas satura apgūvē, kā arī vienlīdz labi attīstīta tēlainā, loģiskā un abstraktā domāšana. Svarīgi, ka šie skolēni spēj labi saskatīt lietu kopainu, to atspoguļo ģeometrijas uzdevumu izpildes līmenis (57 %).

Galvenie skolēnu nepietiekamo zināšanu faktori matemātikā ir: pamatzināšanu trūkums, skolēnu vienaldzība un nevēlēšanās apgūt matemātiku, skolēniem pietrūkst pašmotivācijas mācīties matemātiku (pašmotivācija ir saistīta ar dabas dotām spējām).

Apkopojot anketēšanas rezultātus par skolēnu uzskatiem, kāds ir vecāku devums skolēna domāšanas attīstībā (tas ir ārējais stimul, kurš lielākoties motivē atgūt zināšanas, kuras neatbilst skolēna vēlmēm), skolēnu viedokļi dalās: (1) 23 % skolēnu uzskata, ka bērnībā vecāki bija pakļāvuši viņus stingrai kontrolei, bet izzūdot ārējai motivācijai, skolēniem zūd vēlme turpināt sekmīgi mācīties. Šiem skolēniem pietrūkst pamatzināšanu matemātikā, prasmes mācīties, pietrūkst mērķa, uz ko tiekties un nav attīstīta matemātiskā domāšana; (2) 59 % skolēnu uzskata, ka viņiem ir attīstītas intereses citās zinību jomās, attīstītas zināmas rakstura īpašības, kuras palīdz attīstīt matemātisko domāšanu un pilnveidot sevi; ir izvirzīts mērķis, uz ko tiekties; (3) savukārt 18 % skolēnu uzskata, ka vecāki jau no bērnības sniedza atbalstu viņu matemātisko spēju un interešu attīstībai, tā attīstot viņu domāšanu un neatlaidību. Šiem skolēniem piemīt pašmotivācija un viņi ir izvirzījuši noteiktu mērķi, uz kuru tiekties. Viņiem ir attīstīta loģiskā domāšana, piemīt matemātiskā spriestspēja.

Anketēšanas rezultāti par skolēnu ticību saviem spēkiem liecina, ka (1) katrā no skolēniem slēpjas neizmantots potenciāls. Veiksmīgu galarezultātu spēj

ietekmēt tas, kāda ir skolēna attieksme pret zināšanām un tiem pedagogiem, kuri viņam tās sniedz. Tikai zinot mērķus, uz kuriem tiek ties, skolēni varēs veiksmīgi virzīties uz sasniedzamo mērķi. (2) Saskatot reālu mērķi kādā noteiktā zinātnes nozarē, skolēnam ir nepieciešama pašmotivācija. Skolēnam ir jā sastāda mērķa sasniegšanas plāns, kā uz to virzīties, un izglītības sistēmai ir jānodrošina iespējas, skolēnam realizēt savas vēlmes, jo tikai darbībā skolēns radīs pārliecību par savām spējām un varēšanu, lai izraudzīto mērķi sasniegtu. (3) Ja risinot problēmsituācijas skolēns sajūt, ka ir spēcīgāks par citiem, tas radīs papildmotivāciju sava mērķa sasniegšanai, tad ir iespējams iegūt augstākus rezultātus, nekā viņš bija cerējis, tas ir priekšnosacījums tam, ka ticībai saviem spēkiem ir virzošs spēks, to apstiprina arī Geidža viedoklis (Geidžs, 1999).

Tā kā domāt dziļi un plaši nav iespējams visos mācību priekšmetos (Gardner, 1983), tad skolēniem ir jāļauj izvēlēties tos mācību priekšmetus, kuri viņus interesē, tad viņi pratīs pārnest iegūto pieredzi uz citām zinību jomām, un pratīs pielietot iegūtās domāšanas prasmes citos mācību priekšmetos. Pašreizējā mācību modelī redzam, ka, mācot domāt virspusēji visos mācību priekšmetos, tiek iegūtas tikai virspusējas zināšanas (Skola 2030).

Pētījuma rezultāti norāda uz to, cik nemotivēti ir vidusskolēni apgūt piespiedu kārtā matemātiku, jo to pieprasa formālā izglītība, liekot kārtot obligātos eksāmenus, skolēniem pietrūkst pašmotivācijas mācīties.

Kas skolēnu rosina apgūt matemātiku? Lai apgūtu matemātiku, ir jābūt skaidram mērķim, uz ko tiek ties, tad radīsies ieinteresētība un pašmotivācija.

Kas skolēnam traucē apgūt matemātiku? Skolēnam nav izvirzīts mērķis, uz ko tiek ties, tad nav ieinteresētības un tādējādi nav pašmotivācijas.

Secinājums no ilggadējā matemātikas skolotāja vērojumiem mācību stundās: ja divas domātāju grupas atrodas vienā telpā, tad spēcīgie un talantīgie skolēni ir spiesti gaidīt pārējos, tas nemotivē skolēnu mācīties un tādā mācību stundā nav apgūtā matemātikas satura tēmas apkopojuma. Tiem skolēniem, kuriem ir izkoptas matemātiskās spējas, attīstīta matemātiskā domāšana, ir jādod iespēja mācīties paātrināti, savukārt spējīgiem un talantīgiem skolēniem, jādod iespēja ātrāk pabeigt vidusskolu un uzsākt mācības nākamajā izglītības pakāpē. Kompleksu problēmu risināšana nav iespējama ar lineāras domāšanas palīdzību, kura veidota cēloņu un seku virknē. Šajā gadījumā jāizmanto savstarpēji saistītu mijiedarbību ietekme problēmu risināšanā. Pētījumi rāda, lai skolēns attīstītu domāšanu matemātikā dziļi un plaši, ir svarīgi, lai viņam būtu priekšzināšanas par mācāmo vielu, attīstīta tēlainā, loģiskā un abstraktā domāšana. Skolēnam būtu jābūt attīstītiem visiem domāšanas veidiem.

Autores veiktā pētījumā 33 % skolēni spēj apgūt matemātiku, jo viņiem piemīt talants un matemātiskā domāšana, 44 % skolēnu apgūst matemātiku, jo ir nepieciešams un veic ar piespiešanos, savukārt 27 % skolēnu matemātika neinteresē (intereses ir saistītas ar dabas dotām spējām).

Autores pētījuma rezultātus un iegūtos secinājumus apstiprina mūsdienu zinātnieku viedokļi, ka apgūstot skolas matemātikas mācību saturu attiecīgā līmenī mazu lomu spēlē iedzimtais talants, šeit ir daudz svarīgākas pieliktās pūles, zināšanu sagatavotības līmenis un pārlicība par savām spējām (Miles Kimball & Noah Smith, 2013); veiksmīgas matemātikas apguves galvenie aspekti ir satura izpratne, problēmsituācijas stratēģijas izvēle, metakognitīvās stratēģijas un pašmotivācija, kura, savukārt, ir galvenais aspekts matemātikas apgūvē (Irvine, 2015); ja skolēns ir īpaši ieinteresēts kādā darbībā, tad spēju trūkums kompensējas ar pašmotivāciju, ar interesi par mācību priekšmetu vai nākamo profesiju (Reans, 2017).

### **Secinājumi Conclusions**

Matemātiskās domāšanas funkciju attīstība saistīta ar loģiskās, filozofiskās domāšanas pamatprincipu un formu lomu, ar kritiskās un radošās domāšanas lomu, kura veicina domāšanas kultūras attīstību un ar zinātniskās izziņas metodēm.

Skolēnu sadalījums dalītās grupās (domāšanas veidu grupās) dotu iespēju vienai skolēnu grupai mācību gada vielas saturu pabeigt īsākā laika posmā un pāriet pie nākamā (augstākā) mācību posma, bet otra izglītojamo grupa šo pašu mācību saturu apgūtu visa mācību gada laikā. Ja skolēniem tiktu nodrošināts mācīšanās process matemātikā, kurš atbilstu viņu domāšanas veidiem, tad viņi varētu mācīties matemātiku sev ierastā tempā un apgūtu to sev vēlamā apguves līmenī. Spējīgiem skolēniem ir attīstīta izvērstā domāšana, talantīgiem skolēniem, kuri orientējas vairākās zinātņu jomās, ir attīstīta plaši izvērstā domāšana. Skolēniem, kuri ir spējīgi apgūt vielu paātrināti, ir attīstīta apsteidzošā domāšana.

Skolēna domāšanas veids ir saistīts ar skolotāja domāšanas veidu, abu sadarbībai ir jābūt nepiespiestai, brīvai, tad starp skolotāju un skolēnu veidosies dialogs, kura laikā tiks iztirzāta apgūstamā mācību viela, apspriesti neizprastie jautājumi.

Lai skolēns veiksmīgi apgūtu matemātiku ir nepieciešama loģiskā domāšana, spēja abstrahēties no vienkāršākā uz sarežģītāko un no sarežģītākā uz vienkāršāko. Lai ieinteresētu skolēnu mācīties, (1) svarīgs ir mērķis, uz kuru tiekieties, (2) pašmotivācija darboties un (3) atbalstoša ārējā motivācija.

Nepietiekami rezultāti matemātikas mācību satura apgūvē, ieinteresētības un pašmotivācijas trūkums ir galvenie faktori, kuri liek meklēt matemātikas attīstības jaunu ceļu, un autore izvērtējot savu ilggadējā pedagoga pieredzi, nonāca pie secinājuma par jauna mācību modeļa piedāvājumu.

## Summary

In this article different types of thinking patterns are discussed in learning mathematics. Dividing students in separate groups of mindset would enable one group of students to complete the school year's content in a shorter period of time and move forward to the next (upper) stage of education, while the other group of learners will learn the same learning content throughout the school year.

Providing students with a learning process in mathematics that fits their mindset, results with learning mathematics at their own pace and learn at their own level of learning.

The study shows that to develop student's thinking in mathematics deeply and extensively, it is important for him or her to have knowledge about the subject, and develop all kinds of thinking – imaginative, logical and abstract thinking.

For a student to successfully master mathematics, logical thinking is required because of the ability to abstract the simplest from the most complex and the most complex from the simplest.

A pilot study conducted in an experimental class, showed that 33 % of students were able to master mathematics because they had talent and mathematical thinking, 44 % of students were learning mathematics because they were pushed to, while 27 % of students were not interested in mathematics et all.

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## UZ PRODUKTĪVU MĀCĪŠANOS ORIENTĒTAS VĒRTĪBAS DEBAŠU PROCESĀ

### *Values Highlighting Productive Learning in the Process of Debating*

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**Abstract.** *The lack of students' motivation is quite often the reason why students have low academic abilities and achievements. However, this can be a consequence of a lack of productive learning-oriented values. The empirical findings of the survey reveal that engagement in the process of debating contributes to the ability of students to evaluate and recognize the values gained during the debates, as well as students' self-direction, which contributes to their progression and productivity in different life situations. Students' responses to the values gained in the process of debating reveal that students' ability to self-direction increases proportionally to the students' length of experience of debating, while focusing on achievements reduces. Thus the achievement of long-term goals has been highlighted in comparison with short-term goals. The aim of the publication is to find out students' opinion about the values acquired during the process of debating, revealing and characterizing the pedagogical potential of the implementation of the debate.*

**Keywords:** *debating, self-direction, cooperation, achievements, students.*

### **Ievads**

#### ***Introduction***

Par produktīvu mācīšanos var uzskatīt procesu, kurā īstenojas skolēna ilgtermiņa attīstība, nevis tiek iegūti sasniegumi atsevišķās mācību situācijās (Grow, 1991). Izglītības mērķis ir sekmēt skolēnu spēju pašrealizēties un pašnoteikties (Grow, 1991). Projekta „Kompetenču pieeja mācību saturā” (2017) ietvaros izstrādātajā mācību satura un pieejas aprakstā ir uzsvērts, ka „lai sasniegtu mērķi – nodrošināt katram skolēnam mūsdienīgas lietpratības izglītību, būtiski ir līdz ar saturu pilnveidot arī pieeju mācībām, nostiprinot uzvaru pārbīdi no gatavu zināšanu nodošanas uz mācīšanās vadīšanu, kur skolēni mācās iedziļinoties, jo skolotājs:

- izvērza skolēniem skaidrus un jēgpilnus sasniedzamos rezultātus;
- mācību procesā piedāvā daudzveidīgus, kompleksus, personiski nozīmīgus uzdevumus, kas dod iespēju veidot patiesu izpratni,

savstarpēji saistīt mācību procesā apgūto, rosina izvēlēties piemērotākos problēmu risināšanas paņēmienus;

- nodrošina atbilstošu atbalstu un regulāru atgriezenisko saiti mācību laikā;
- rosina skolēnus reflektēt par savu mācīšanos un domāšanu” (Valsts Izglītības satura centrs, 2017: 2).

Tādējādi tiek akcentēta ne tikai mācīšanās satura pilnveidošanas nepieciešamība, bet arī patiesu izpratni veicinoša mācīšanās pieeja, ietverot arī produktīvu metožu kopuma pielietošanu. Viena no mācību metodēm, kuras īstenošanas procesā aktuāls kļūst gan mācību saturs, gan arī mūsdienu dzīves notikumi, gan piemērotāko problēmu risināšanas paņēmieni meklēšana, gan iedziļināšanās pētāmajā problēmā, gan sadarbība, ir debates.

Publikācijas mērķis ir noskaidrot skolēnu viedokli par debašu procesā iegūtajām vērtībām, atklājot un raksturojot debašu īstenošanas pedagoģisko potenciālu. Publikācijā izmantotās metodes ir teorētiskās: zinātniskās literatūras analīze un empīriskās: aptauja un sniegto atbilžu datu kvalitatīvā kontentanalīze: atbilžu kategoriju izdalīšana no satura vienībām, izvirzot jēdzienu (Kropļijs & Raščevska, 2004).

### **Vērtības mācību procesā: teorētiskais konteksts** *Values in the learning process: theoretical context*

Vidusskolas vecumposmā mācīšanās sākas ar ikviena skolēna attieksmi un, organizējot mācību procesu, skolotājam ir jāapzinās, ka vidusskolēni jau pavisam drīz pielietos savas zināšanas sabiedrībā, kļūstot par pilnvērtīgiem sabiedrības dalībniekiem” (Brighthouse, 2009: 40). Tieši jauniešu vecumposmā pilnveidojas „spēja izprast apgūstamo tēmu daudzšķautņainību, saskatīt iespējas problēmu risināšanai un pieņemt lēmumus” (Rutter & Rutter, 1993: 253). Taču diemžēl bieži vidusskolas vecumposmā skolēniem zūd mācīšanās motivācija, kas bieži ir iemesls skolēnu zemām akadēmiskām spējām un sasniegumiem, kā arī nepatīkai mācīties. Turklāt motivācijas trūkumu šajā vecumposmā var definēt arī kā sekas (Pētījums par priekšlaicīgas mācību pamešanas iemesliem un riskiem jauniešiem vecuma grupā no 13 līdz 18 gadiem, 2014). Iespējams, motivācijas trūkums norāda uz produktīvu mācīšanos orientētu vērtību prioritāšu sistēmas nepietiekamību. Kā arī vērā ņemams fakts ir, ka kāda konkrēta vērtība var būt nozīmīga vienam cilvēkam un nenozīmīga kādam citam (Schwartz, 2006). Sociālpсихологс Šaloms Švarcs (Schwartz) (2006) uzsver, ka vērtības ir motivācijas virzītājspēks. Viņš ir izveidojis sociālo vērtību klasifikācijas sistēmu, kas ietver 10 pamatvērtības, kuras ir klasificētas atšķirībā pēc sasniedzamā mērķa.

Švarca (2006) izdalīto vērtību raksturojošās pamatpazīmes ir:

- vērtības raksturo cilvēka pārliecība un emocijas, nevis objektīvisms un bezpersoniskums;
- vērtības virza motivāciju, sasaucoties ar vēlamajiem mērķiem, kurus cilvēki cenšas sasniegt;
- vērtības pārsniedz konkrētu darbību un situāciju robežas. Abstraktā vērtību daba atšķir to no tādiem jēdzieniem kā normas un attieksmes, kas parasti attiecas uz konkrētām darbībām, priekšmetiem vai situācijām;
- vērtības nosaka darbību, tās bieži kļūst par standartiem vai kritērijiem cilvēka izvēlei;
- katram cilvēkam ir sava vērtību prioritāšu sistēma, kārtojot vērtības pēc nozīmes, salīdzinot tās vienu ar otru (Schwartz, 2006: 249-288).

### **Jauniešu iegūtās vērtības debašu procesā: praktiskie aspekti** *The values gained in the process of debating: practical aspects*

No 2017. gada 1. septembra līdz 2017. gada 18. decembrim tika veikta skolēnu – debatētāju aptauja. Aptaujā iesaistījās astoņdesmit 9.-12. klašu skolēni ar atšķirīgu debatēšanas pieredzes ilgumu no dažādiem Latvijas reģioniem. Lai no pētījuma dalībniekiem iegūtu pēc iespējas patiesāku informāciju, tika ievērota pētījuma dalībnieku anonimitāte.

Dalībnieku izlasi veido mērķtiecīgā atlase, kurā „pētnieks pārdomāti un apzināti izveido visproduktīvāko izlasi, kas spētu sniegt atbildes uz dalībnieku pētījuma jautājumiem. Mērķtiecīgo izlasi raksturo personīgā pieredze pētījuma tēmā” (Kamerāde, Mārtinsons, & Pipere, 2016: 311). Pētījuma mērķauditorija ir 80 jaunieši, kuri piedalās debašu aktivitātēs. Jauniešu vecumposmu raksturo vērtību sistēmas veidošanās (Eisenberg, Carlo, Murphy, & Court, 1995), pārmaiņas, domāšana kļūst intelektuālāka, atīstās pašaktualizēšanās spējas, patstāvīgā domāšana, pašiniciatīva un jēdzienu izpratne (Coleman, 2011). Tādējādi pētījuma autoru mērķauditorija ir tieši jaunieši, jo šajā vecumposmā debašu metodes īstenošanas produktivitāte ir visaugstākā.

Respondentiem ir atšķirīgs debašu pieredzes laikposms (no nepilna mēneša debašu pieredzes līdz vairāk kā 36 mēnešu debašu pieredzei). Aptaujā piedalījās arī dalībnieki ar bagātu pašpieredzi, piemēram, nacionālā debašu turnīra uzvarētāji, gan respondenti, kas spēj paust savu viedokli par pētījuma problēmu. Atšķirīgu respondentu iesaistīšana aptaujā nodrošina pētījuma rezultātu daudzveidību. Aptaujas izlasi veido 80 respondenti (40 meitenes un 40 zēni), kuru debašu pieredzes ilgums tika iedalīts laikposmos: nepilns mēnesis, no 1 mēneša

līdz 1 gadam, no 1 gada līdz 2 gadiem, no 2 gadiem līdz 3 gadiem un vairāk par 3 gadiem.

Anketēšanas procesā tika noskaidrotas skolēnu nosauktās nozīmīgākās vērtības, atbildot uz jautājumu: *Lūdzu, nosauc 3 nozīmīgākās vērtības, kuras Tu iegūsti debatējot*. Kaut arī skolēni tika lūgti nosaukt 3 nozīmīgākās vērtības, kuras viņi iegūst debatējot, ne visi respondenti spēja minēt trīs vērtības, vairāki respondenti minēja divas, vienu, kā arī 5 no aptaujātajiem respondentiem nespēja minēt nevienu vērtību. Apkopotie dati atklāj, ka skolēnu spēja nosaukt nepieciešamo vērtību skaitu ir proporcionāla debatēšanas ilgumam: vismazāk debatējot iegūtās vērtības (vidēji uz vienu respondentu - 2.32) spēja nosaukt skolēni, kuru pieredze debatēšanā ir nepilns mēnesis, savukārt visas trīs vērtības spēja nosaukt debatētāji, kuru debašu pieredzes ilgums ir garāks par 3 gadiem (skat. 1. tabulu). Tādējādi var secināt, ka skolēni ar ilgāku iesaistīšanās pieredzi debatēs, spēj labāk izvērtēt un definēt debašu procesā iegūtās vērtības.

1.tab. Respondentu sniegto atbilžu skaits salīdzinājumā pēc debatēšanas ilguma (N=80)  
*Table 1 Number of respondents' answers in comparison with continuation of debating (N=80)*

<i>Debatēšanas ilgums</i>	Līdz 1 mēnesim	No 1 mēneša līdz 1 gadam	No 1gada līdz 2 gadiem	No 2 gadiem līdz 3 gadiem	Ilgāk par 3 gadiem
<i>Respondentu skaits</i>	22 (13 zēni un 9 meitenes)	33 (17 zēni un 16 meitenes)	12 (7 zēni un 5 meitenes)	8 (1 zēns un 7 meitenes)	5 (2 zēni un 3 meitenes)
<i>Iesniegto atbilžu skaits</i>	51	73	34	22	15
<i>Vidēji iesniegto atbilžu skaits uz 1 respondentu</i>	2.32	2.21	2.83	2.75	3

Ir jāatzīst, ka aptaujā tika iesaistīts salīdzinoši neliels respondentu skaits ar debatēšanas pieredzi ilgāku par 3 gadiem (5 respondenti). To var izskaidrot ar faktu, ka visbiežāk debašu procesā iesaistās 10.-12. klašu skolēni, pievienojoties skolas debašu klubam, kura darbība tiek īstenota fakultatīva nodarbībās. Savukārt minētie 5 respondenti, kuru debatēšanas pieredze ir ilgāka par 3 gadiem, ir uzsākuši debatēt jau 9 klasē. Arī publikācijas autoru īstenotajā aptaujā tikai 5 no 80 respondentiem ir devīto klašu skolēni pretstatā 15 desmitās, 20 vienpadsmitās un 40 divpadsmitās klases skolēniem.

Lai atklātu skolēnu minētās vērtības, tika veikta sniegto atbilžu datu kvalitatīvā kontentanalīze: atbilžu kategoriju izdalīšana no satura vienībām, izvirzot jēdzienu (Kropļiņš & Raščevska, 2004). Jēdzieni tika izvirzīti atbilstoši

sociālpsihologa Švarca (Schwartz, 2006) izveidotās sociālo vērtību klasifikācijas sistēmas desmit pamatvērtībām, kuras klasificētas atšķirībā pēc sasniedzamā mērķa. Tās ir:

- universālisms (*universalism*) (tolerance, globāla mēroga problēmu risināšana, dabas aizsardzība, sadarbība u.c.);
- labvēlība (*benevolence*) (cilvēku labklājības saglabāšana un uzlabošana u.c.);
- tradīcijas (*tradition*) (cieņa, apņemšanās, tradīciju vai reliģiju ideju pieņemšana);
- konformitāte (*conformity*) (tādu darbību un iespaidojumu ierobežošana, kas var sagraut vai kaitēt citiem; paškontrolē; sociālās norma; atbildība u.c.);
- drošība (*security*) (veselība; sabiedrības harmonija; kārtība un stabilitāte; drošumspēja u.c.);
- vara (*power*) (sociālais statuss; kontrole; resursi; dominēšana u.c.);
- sasniegumi (*achievement*) (personīgie sasniegumi; kompetences; spējas; panākumi u.c.);
- hedonisms (*hedonism*) (dzīves baudīšana; labizjūta; jutekliskums u.c.);
- stimulācija (*stimulation*) (aizraujoša dzīve; izaicinājumi u.c.);
- pašnoteikšanās (*self-direction*) (brīvība; radošums; pašcieņa; neatkarība; izvēle; izziņa; spēja patstāvīgi domāt; pieņemt lēmumus; izvēlēties mērķus; rīkoties un pētīt) (Schwartz, 2006: 249-288).

### Vērtības debatēs: pētījuma rezultāti

#### *Values in the process of debating: results of the study*

Vērtības viennozīmīgi virza cilvēka uzvedību un rīcību, paužot vēlamo sasniedzamo mērķi (Schwartz, 2006). Publikācijas autores vēlējās noskaidrot, kā mainās skolēnu vērtības attiecībā pret debatēšanas ilgumu un kādas ir skolēnu nosaukto vērtību kopsakarības.

Analizējot skolēnu atbildes, iedalot tās kategorijās un apvienojot jēdzienos (pamatvērtībās), atklājās, ka vairums skolēnu nosauktās atbildes atbilst pamatvērtībām: pašnoteikšanās un sasniegumi. Mazāk atbilžu atbilda pamatvērtībām: universālisms un hedonisms, kā arī divas atbildes varēja tikt attiecinātas uz pamatvērtību stimulācija un vienu uz pamatvērtību - vara.

Skolēnu, kuru debatēšanas pieredze ir:

- nepilns mēnesis, sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – pašnoteikšanās, bija: pārlicība (3), pašrealizācija (2), mācīšanās (1), domāšana (1), loģiskā domāšana (1), kritiskā domāšana (1).

- no 1 mēneša līdz 1 gadam, sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – pašnoteikšanās, bija: analītiskā domāšana (3), informācijas pratība (3), kritiskā domāšana (2), mācīšanās (2), izpratnes veicināšana (2), iespēju radīšana (1), pārliecība (1), izziņa (1), pašcieņa (1), mērķu izvirzīšana (1), domāšana (1).
- no 1 gada līdz 2 gadiem, sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – pašnoteikšanās, bija: pārliecība (4), informācijas pratība (3), kritiskā domāšana (3), mācīšanās (3), pašrealizācija (1), analītiskā domāšana (1).
- no 2 gadiem līdz 3 gadiem, sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – pašnoteikšanās, bija: mācīšanās (3), kritiskā domāšana (2), pārliecība (2), mācīšanās (1), domāšana (1), mērķu izvirzīšana (1).
- no 3 gadiem un vairāk, sniegto atbilžu kategorijas (un to skaitu), kas tika iedalītas pamatvērtības jēdzienā – pašnoteikšanās, bija: pārliecība (3), mācīšanās (2), informācijas pratība (1), domāšana (1), mērķu izvirzīšana (1), kritiskā domāšana (1), izpratne (1), loģiskā domāšana (1).

Apkopojot pētījuma datus, var secināt, ka nozīmīga vērtība, kuru skolēns gūst debatējot ir pašnoteikšanās, jo „viņš spēj uzņemties atbildību par mācīšanos, savas dzīves virzību un produktivitāti. Tieši attīstot pašnoteikšanos skolēns spēj pilnvērtīgi sadarboties ar klases vai arī kādas interešu grupas biedriem” (Grow, 1991). Visbiežāk skolēnu minētās pašnoteikšanās izpausmes ir pārliecība, kritiskā domāšana, mācīšanās, analītiskā domāšana.

Ievērojams skaits respondentu arī ir pauduši, debatējot iegūto vērtību: sasniegumi. Skolēnu, kuru debatēšanas pieredze ir:

- nepilns mēnesis sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – sasniegumi, bija: iegūta kāda konkrēta kompetence (piem., svešvalodas) (10), prasmes (piem., argumentācijas) (9), labs vērtējums kādā konkrētā mācību priekšmetā vai arī vairākos mācību priekšmetos (8) zināšanas (4), pieredze (2), spējas (1).
- no 1 mēneša līdz 1 gadam sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – sasniegumi, bija: iegūta kāda konkrēta kompetence (piem., svešvalodas) (7), prasmes (piem., argumentācijas) (11), zināšanas (8), pieredze (1).
- no 1 gada līdz 1 gadiem sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – sasniegumi, bija: iegūta kāda konkrēta kompetence (piem., svešvalodas) (7), prasmes (piem., argumentācijas) (4), sasniegumi (1).

- no 2 gadiem līdz 3 gadiem sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – sasniegumi, bija: iegūta kāda konkrēta kompetence (piem., svešvalodas) (5), sasniegumi (1).
- no 3 gadiem un vairāk sniegto atbilžu kategorijas (un to skaits), kas tika iedalītas pamatvērtības jēdzienā – sasniegumi, bija: pilnveidotas argumentācijas prasmes (1).

Sasniegumi viennozīmīgi ir asociējami ar rezultātu. Piemēram, iegūtās kompetences, zināšanas un prasmes ir mācīšanās procesa rezultāts. Sasniegumi ir atšķirīgi un daudzveidīgi dažādās dzīves situācijās, tie ir arī atkarīgi no cilvēka attieksmes, dzīves mērķiem, un citiem faktoriem. Piemēram, skolā tie var būt akadēmiskie sasniegumi, kas var atspoguļoties pozitīvos formālajos vērtējumos, bet ģimenes sasniegums var būt augsta materiālā labklājība (Algarabel & Dasi, 2001). Aptaujā visbiežāk minētie par skolēnu vērtībām kļuvušie sasniegumi debašu procesā ir pilnveidotas kompetences un prasmes. Ir arī jāatzīst, ka tikai skolēni, kuru pieredze debatēs ir mazāka nekā 1 mēnesis ir minējuši labu vērtējumu, kā nozīmīgu debašu procesā iegūtu vērtību.

Aplūkojot Švarca izveidotās sociālo vērtību klasifikācijas sistēmas vērtību universiālismu un respondentu sniegtās atbildes, kas var tikt attiecināmas uz šo pamatvērtību, var secināt, ka skolēnu, kuru debatēšanas pieredze ir:

- nepilns mēnesis visbiežāk ir minējuši sadarbību (6) un pilsonisko līdzdalību (1).
- 1 mēnesis-1 gads visbiežāk ir minējuši sadarbību (14), toleranci (2), pilsonisko līdzdalību (1) un atbildību (1).
- 1 gads-2 gadi visbiežāk ir minējuši sadarbību (4), toleranci (1) un pilsonisko līdzdalību (1).
- 2 gadi-3 gadi ir minējuši pilsonisko līdzdalību (2), sadarbību (1) un toleranci (1).
- 3 gadi un vairāk ir minējuši toleranci (2).

Var secināt, ka ļoti nozīmīga vērtība, kuru iegūst skolēni debašu procesā, ir sadarbība. Ir jāatzīst, ka debašu procesā būtiska ir sadarbība, jo skolēni īsteno debates, strādājot komandā (vispārizglītojošajās skolās Latvijā visbiežāk tiek īstenots Karla Popera debašu formāts, kur 1 komandā apvienojas 3 skolēni). Debašu komandā skolēnus apvieno kopējš mērķis – sagatavoties debatēm stundu vai ārpusstundu ietvaros, kopīgi un individuāli veidojot argumentus, pētot, apšaubot un diskutējot. „Veiksmīga sadarbība norisinās tikai tad, ja skolēni ir pārliecināti, ka viņi kopā var sasniegt mācīšanās mērķus. Sadarbībā nozīmīga ir grupas biedru iedrošināšana un atbalstīšana. Taču ļoti nozīmīgi ir arī sadarbojoties atklāt ikviena grupas biedra individuālo sniegumu” (Johnson, Johnson, & Holubec, 2013). Džonsons un Holubecs (Johnson, Johnson, & Holubec, 2013) ir definējuši sadarbības grupu veidus: formālā sadarbības grupa, neformālā



sadarbības grupa un ilgtermiņa sadarbības grupa. Ilgtermiņa sadarbības grupa ir produktīva, jo grupas biedriem ir iespēja sadarboties ilgākā laika posmā (Johnson, Johnson, & Holubec, 2013). Publikācijas autoru profesionālā darba pieredze ļauj secināt, ka skolēni, iesaistoties debašu procesā jau 9. vai 10. klasē, ļoti bieži izveido tieši ilgtermiņa sadarbības grupu. Debatējot kopā 3-4 gadus, viņi kopīgi iesaistās citās aktivitātēs, piemēram, apmaiņas projektos, utt.

No aptaujā minētajām vērtībām, 12 atbilžu varianti atbilst pamatvērtībai: hedonisms, kas sevī ietver labizjūtas un gandarījuma gūšanu. Respondenti ir atzinuši, ka viņi debatējot iegūst pozitīvas emocijas (10), gandarījumu (1) un labsajūtu (1). Vairāki pētnieki (Csikszentmihalyi, 1990; Myers, 2003) ir akcentējuši labsajūtas nozīmīgumu cilvēka dzīvē. Pozitīvās psiholoģijas pētnieks Mihajs Čiksentmihajs (1990) uzsver dziļas apmierinātības sajūtas nepieciešamību, kas var būt arī kādas konkrētas darbības rezultāts, piemēram, mācīšanās procesa rezultāts. Labsajūta var izpausties priekā un pozitīvās emocijās gan skolā, gan ārpus tās (Csikszentmihalyi, 1990). Cilvēki, kas jūtas laimīgāki, bieži ir arī sociāli atbildīgāki, kas izpaužas, piemēram, iesaistoties brīvprātīgajā darbā, vides sakopšanā, dažādās labdarības akcijās, utt. Tas ir „jūties labi, dari labi” fenomens (Myers, 2003: 479).

Ievērojami mazāk respondentu ir uzsvēruši pamatvērtības – stimulācija un vara. 2 meitenes, kuru debatēšanas pieredze ir no 1 mēneša līdz 1 gadam ir uzsvērušas, ka debašu process veido viņu dzīvi aizraujošu, ko var attiecināt uz pamatvērtību – stimulācija. Savukārt viens respondents- zēns, kura debatēšanas pieredze ir līdz vienam mēnesim ir uzsvēris, ka debatējot gūtā pieredze viņam dod iespēju „būt pārākam par citiem”, kas atbilst pamatvērtībai –vara.

Taču, aplūkojot visu respondentu nosauktās vērtības debatējot, un, salīdzinot tās ar Švarca izveidotās sociālo vērtību klasifikācijas sistēmas pamatvērtībām (pašnoteikšanās, sasniegumi, universālisms, hedonisms, vara un stimulācija) (skat. 2. tabulu), var secināt, ka proporcionāli debatēšanas ilgumam palielinās atbilžu kategoriju skaits, kuras var attiecināt uz pamatvērtību - pašnoteikšanās, jo tikai 17,65 % no skolēnu, kuru debatēšanas ilgums ir nepilns mēnesis, atbildēm var tikt attiecinātas uz pamatvērtību-pašnoteikšanās, pretstā 80 % skolēnu, kuru debatēšanas ilgums ir vairāk par 36 mēnešiem, atbildes ir attiecināmas uz pamatvērtību-pašnoteikšanās. Savukārt proporcionāli debatēšanas ilgumam samazinās atbilžu kategoriju skaits, kuras var attiecināt uz pamatvērtību-sasniegumi. Ja, uzsākot debates, 64.70 % skolēnu sniegtās atbildes ir attiecināmas uz sasniegumiem, tikai 6.67 % respondentu, kuri debatē ilgāk par 3 gadiem, atbildes uzsver sasniegumu nozīmīgumu.

2.tab. Skolēnu debatēšanas vērtību salīdzinājums (N=80)  
 Table 2 The comparison of `s values gained in debating (N=80)

Debatēšanas ilgums	Līdz 1 mēnesim (n=22)	No 1 mēneša-1 gadam (n=33)	No 1 gada līdz 2 gadiem (n=12)	No 2 gadiem līdz 3 gadiem (n=8)	Vairāk par 3 gadiem (n=5)
Pašnoteikšanās (atbilžu skaits)	9 (17.65%)	18 (24.65%)	14 (41.18%)	11 (50%)	12 (80%)
Sasniegumi (atbilžu skaits)	33 (64.70%)	27 (36.99%)	12 (35.30%)	6 (27.27%)	1 (6.67%)
Universālisms (atbilžu skaits)	7 (13,73%)	18 (24.66%)	6 (17.64%)	4 (18.18%)	2 (13,33%)
Hedonisms (atbilžu skaits)	1 (1.96%)	8 (10.96%)	2 (5.88%)	1 (4.55%)	–
Vara (atbilžu skaits)	1 (1.96%)	–	–	–	–
Stimulācija (atbilžu skaits)	–	2 (2.74%)	–	–	–
Kopējais atbilžu skaits	51	73	34	22	15

„Pašnoteikšanās nosaka personības sociālo briedumu, tā neizpaužas atsevišķās situācijās, bet kļūst par cilvēka rakstura īpašību. Pašnoteikšanos var iemācīt, vai arī pretēji, cilvēkam var iemācīt būt atkarīgam un dažādās situācijās paļauties uz citiem. Ja skolēns ir attīstījis spēju pašnoteikties, viņš to var transformēt dažādās dzīves situācijās, izvirzot un sasniedzot uzstādītos mērķus” (Grow, 1991: 127). Tādējādi var apgalvot, ka debašu procesā tiek attīstīta skolēnu pašnoteikšanās, kas sekmē mācīšanos ilgtermiņā, kā arī, ilgstoši iesaistoties debašu aktivitātēs, skolēniem mazāk aktuāla kļūst koncentrēšanās uz sasniegumiem.

### Secinājumi Conclusions

1. Skolēni ar lielāku debatēšanas pieredzi spēj saskatīt, apzināties, izvērtēt un nosaukt debašu procesā iegūtās vērtības. Pētījuma rezultāti apliecina, ka debašu procesa ieguvumu akcentēšana lielā mērā ir saistīta ar jauniešu debatēšanas ilgumu un atbilstošas individuālās pieredzes veidošanos.
2. Nozīmīga vērtība, kuru skolēni iegūst debatējot, ir viņu personības pašnoteikšanās. Pašnoteikšanās veicina virzību un produktivitāti dažādās dzīves situācijās. Visbiežāk skolēnu minētās pašnoteikšanās izpausmes ir pārliecība, kritiskā domāšana, mācīšanās un analītiskā domāšana.

3. Sasniegumi ir kādas darbības rezultāts. Par vērtībām kļuvušie sasniegumi debašu procesā ir pilnveidotās kompetences un prasmes. Skolēni, kuru pieredze debatēs ir mazāka nekā 1 mēnesis ir minējuši labu vērtējumu, kā nozīmīgu debašu procesā iegūtu vērtību.
4. Kā dominējoša debašu procesa vērtība atklājas - sadarbība. Skolēni īsteno debates strādājot komandās, veidotas ilgtermiņa sadarbības grupas. Debašu komandā skolēnus apvieno kopējš mērķis – sagatavoties debatēm stundu vai ārpusstundu ietvaros, kopīgi un individuāli iepazīt un izvēlēties argumentus, pētīt un apšaubīt, diskutēt un atklāt jaunas zināšanas, bagātinot savu pieredzi un pilnveidojot atbildīgu personības attieksmi.
5. Aptaujas rezultāti atklāj, ka proporcionāli debatēšanas ilgumam, palielinās atbilžu kategoriju skaits, kuras var attiecināt uz pamatvērtību-pašnoteikšanās, savukārt proporcionāli debatēšanas ilgumam samazinās atbilžu kategoriju skaits, kuras var attiecināt uz pamatvērtību- sasniegumi. Tādējādi var secināt, ka debašu procesā jaunieši attīsta spēju pašnoteikties, pretstatā nepieciešamībai gūt sasniegumus. Pašnoteikšanās ir nozīmīga jaunieša sociālā brieduma izpausmes forma, kas īstenojas un transformējas dažādās dzīves situācijās, kļūstot par cilvēka rakstura noturīgu īpašību.

### **Summary**

The lack of students' motivation is quite often the reason why students have low academic abilities and achievements. However, this can be a consequence of a lack of productive learning-oriented values. The empirical findings of the survey reveal that engagement in the process of debating contributes to the ability of students to evaluate and recognize the values gained during the debates, as well as students' self-direction, which contributes to their progression and productivity in different life situations. Students' responses to the values gained in the process of debating reveal that students' ability to self-direction increases proportionally to the students' length of experience of debating, while focusing on achievements reduces. Thus the achievement of long-term goals has been highlighted in comparison with short-term goals. Publication highlights that achievements are the result of a particular action. Students who have admitted achievements as the main value gained in the process of debating mentioned that this result is good grades, improved competences and skills. However, good grades as a value were highlighted only by students whose experience in debating process is less than 1 month. Also cooperation reveals as an important value in the process of debating for students. It must groups.be highlighted that students while debating are forming long-term co-operation. The aim of the publication is to find out students' opinion about the values acquired during the process of debating, revealing and characterizing the pedagogical potential of the implementation of the debate.

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# ДИДАКТИЧЕСКИЕ УСЛОВИЯ ДОСТИЖЕНИЯ ПОНИМАНИЯ НАУЧНОГО МАТЕМАТИЧЕСКОГО ТЕКСТА СТУДЕНТАМИ – БУДУЩИМИ УЧИТЕЛЯМИ НАЧАЛЬНОЙ ШКОЛЫ

## *Didactic Conditions Understanding Scientific Mathematical Text Students – Future Primary School Teachers*

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**Abstract.** *The article substantiates the necessity of understanding mathematical text in the process of training of students – future primary school teachers. The features of the understanding of the subject area of "mathematics" on the basis of the analysis of the specificity of mathematical texts. The article presents the didactic conditions of understanding mathematical texts with students in order to improve the quality of mathematical and pedagogical education of future primary school teachers. Describes the tools and methods to ensure understanding of mathematical content by the students. The conducted research allowed to establish the effect of implementing the selected conditions on the overcoming of formalism in the assimilation of mathematics by students.*

**Keywords:** *mathematical text, understanding, didactic conditions, training primary school teachers, strategies to achieve understanding of the text.*

### **Введение** *Introduction*

В современных условиях обучение в вузе ориентировано на самостоятельную работу студентов с научной информацией, представленной текстом учебника или научной статьи. Особую трудность представляет для обучающихся понимание научных математических текстов в связи с высоким уровнем абстрактности математических понятий, формальным характером изучаемого материала, строгими логическими рассуждениями. Практика работы в вузе показывает недостаточную сформированность у обучающихся приемов работы с научным текстом, направленных на понимание заключенной в нем информации. Кроме того, у студентов гуманитарных специальностей вузов наблюдается снижение интереса и низкая мотивация к изучению фундаментальных наук и математики.

Сказанное определяет актуальность обучения студентов приемам организации самостоятельной работы с научной информацией, представленной в текстах, направленной на ее понимающее усвоение. Приоритетом в обучении математике на педагогических направлениях вуза является направленность на понимание смысла изучаемых математических объектов, формирование умений по выполнению содержательного анализа учебного математического материала. Актуальность обуславливает необходимость экспериментального исследования процесса понимания обучающимися научного текста с целью определения условий, приемов организации понимающего усвоения научного математического текста студентами.

Решение стоящей задачи связано с такой организацией учебного процесса на лекционных и практических занятиях по дисциплине «Математика», при которой особое внимание уделяется обучению студентов работе с текстом, направленной на понимающее усвоение математического содержания. В данной статье раскрываются результаты проведенного теоретического анализа литературы и экспериментального исследования, проведенного с целью формирования у студентов стратегий работы с текстом, направленной на достижение понимания математического содержания научных текстов как основы формирования профессиональной речевой компетенции студентов - будущих учителей начальной школы.

### **Теоретическая основа темы** *The theoretical background*

Методологической основой исследования являются

- теории понимания (Брудный, 1998, Знаков, 2007, Залевская, 1988, 2001);
- концепция диалогичности текста (Бахтин, 1986, Библер, 1983);
- теории понимания и интерпретации текста в психолингвистике и лингвистике, теории обучения пониманию текста (Доблаев, 1981, Граник, 1995, Жинкин, 1998, Новиков, 2004);
- теория смысловых опор (Зимняя, 2004).

Мы рассматриваем понимание с педагогической точки зрения как процесс, сопровождающий усвоение учебного материала обучающимися. В. П. Зинченко (Зинченко, 1997) рассматривает понимание как способность постигать смысл содержания, как толкование содержания; как когнитивный процесс постижения смысла. Вслед за А. А. Леонтьевым смысл понимается как «отражение фрагмента действительности в сознании через призму того

места, которое этот фрагмент действительности занимает в деятельности данного субъекта» (Леонтьев, 1969: 162).

Обеспечение условий для достижения обучающимися понимания научного текста имеет свою специфику, которая связана с содержательными особенностями учебного материала и методическим инструментарием его изложения. А. А. Брудный, исходя из экспериментального изучения проблемы понимания, делает вывод что, для глубинного понимания действительности существует три поля – когнитивное поле, в котором непосредственно представлен действительный мир, поле доказательное и поле повествовательное (Брудный, 1998). Понимание математических текстов относится ко второму полю понимания, так как в математике доминирует установка на логическое постижение истины.

Раскроем дидактические условия обеспечения понимания математических текстов студентами.

1. *Установление ассоциативных связей в изучаемом содержании.* Достижение понимания математического содержания научного текста предполагает образование связей, ассоциаций между новой информацией и системой усвоенных ранее знаний, включение нового знания в систему имеющихся у обучающегося. Построение системы, структуры знаний на основе понимания, предполагает отрыв от реально данного, известного, требует воображения, интуиции.

2. *Опора на имеющийся личностный опыт обучающегося.* Для понимания чего-либо необходимы чувственные впечатления о предмете изучения, «ничего не может появиться в сознании, пока не появилось что-либо в ощущении. Потому что без этого внешнего впечатления нет предмета для понимания: нельзя понять что-либо, когда не знаешь, существует ли что-нибудь» (Розанов, 1994: 30). Это условие предполагает раскрытие смысла изучаемых фактов через установление связи изучаемого понятия с жизненным и учебным опытом студентов, направленность на преобразование этого опыта; признание ценности личности каждого участника образовательного процесса, возможность обучающимся свободно выражать свои мысли, формулировать предположения, вопросы.

3. *Диалогичность достижения понимания содержания математического текста.* Диалогический метод рассматривается как один из основных методов обучения, нацеленного на понимание. Необходимо при организации работы с текстом организовать непосредственное общение обучающихся, обмен студентами своим субъективным опытом, «диалог с текстом», в ходе которого ими постигаются внутренние связи, отношения исследуемых предметов, явлений, формируется система понятий, в которой элементы находятся в связях друг с другом и образуют целостность, единство, обладающее определенной иерархической структурой.

4. *Учет специфики изложения информации в тексте.* При организации понимающего усвоения математических текстов необходимо учитывать преобладание в них научно-теоретических знаний; специфику языка изложения дисциплины; логическое строение содержания излагаемых сведений.

Средством реализации данных дидактических условий достижения понимания математических текстов считаем совокупность стратегий смыслового (содержательного) анализа текста, которые приводят к адекватному пониманию научного текста студентами.

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

Исследование включало

- констатирующий этап исследования, цель которого – выявление особенностей работы студентов с научным математическим текстом;
- формирующий этап исследования, цель которого – формирование у студентов стратегий работы с научным текстом, направленной на его понимание.

Базой исследования являлись студенты 2 и 3 курсов факультета образовательных технологий и дизайна Псковского государственного университета, изучающие курс «Математические основы профессиональной подготовки педагога» (43 человека). Исследование проводилось с использованием таких методов как

- теоретический анализ литературы с целью определения условий, средств и методов обучения студентов педагогических специальностей приемам смыслового чтения математического текста;
- эксперимент, направленный на становление стратегий понимания студентами научного текста с использованием различных форм сотрудничества преподавателя и студентов;
- беседа с обучающимися;
- тестирование для определения уровня понимания студентами сообщений, сформулированных в тексте.

**На констатирующем этапе исследования** оценивалось состояние умений студентов работать с научным математическим текстом, которое проявилось в следующем

- студенты показали низкий уровень понимания математического текста (уровень предпонимания) (Брейтигам, 2013), что



проявилось в неумении студентов выделить ключевые понятия текста; составить план ответа на поставленный к тексту вопрос; сформулировать вопросы к тексту, отражающие внутренние связи между фактами, понятиями, утверждениями текста; неумение переформулировать сообщение «своими словами»;

- студенты не проходят «путь» «знак – значение – смысл», оставаясь на ступени «знак» или «значение», не раскрывая смысл сообщения, заучивая и пересказывая сформулированные в тексте суждения.

Проведенное анкетирование выявило причины, затрудняющие процесс самостоятельной работы студентов с математическим текстом - сложность материала, его формальный характер; сложная используемая в тексте терминология, наличие в тексте знаковой символики; отсутствие связи изучаемого материала с действительностью; недостаточный словарный запас; отсутствие мотивации чтения; отсутствие интересной, образной информации; однообразие изложения информации в тексте; отсутствие в математическом тексте иллюстраций; отсутствие навыков работы с текстовой информацией.

Результаты констатирующего эксперимента позволили сделать вывод: у большинства студентов не сформированы основные умения работать с научным математическим текстом, что проявляется в чтении студентами текстов только при подготовке к экзамену с целью выучить необходимый материал без соответствующего осмысления представленной в тексте информации; у студентов отсутствуют приемы смыслового анализа текстовой информации.

#### **Формирующий этап исследования**

Цель формирующего этапа - ознакомление студентов со стратегиями работы с научным текстом, направленной на достижение его понимания. Формирующий этап исследования заключался в специально организованной работе на лекциях и практических занятиях по дисциплине «Математические основы профессиональной подготовки педагога» с целью реализации сформулированных дидактических условий.

Прежде всего, определим особенности математических текстов, предназначенных для изучения студентами педагогических направлений. Математические тексты, предназначенные для изучения студентами – будущими учителями начальных классов, имеют ряд преимуществ для организации обучения смысловому анализу научного содержания текста:

- сходство со школьной математикой по уровню абстрактности изучаемых понятий, доступности изложения научного содержания;

- одношаговый переход от словесной формулировки математических фактов к символьной их интерпретации;
- лаконичность и простота применяемых в тексте трактовок, возможность интерпретаций, иллюстрирование на примерах, близких жизненному опыту обучающихся;
- наличие в курсе математической подготовки разделов курса логики, содержание которых знакомит студентов с правилами формулировки определений математических понятий, построений правильных умозаключений;
- представленные в текстах примеры решения математических задач не только иллюстрируют выполнение алгоритма для конкретной задачи, но могут быть легко распространены на различные подвиды рассматриваемого класса задач.

При организации исследования характер учебной деятельности студентов смещался в сторону увеличения времени на лекционных и практических занятиях на выполнение студентами самостоятельного смыслового анализа математического материала: первоначально – под руководством преподавателя, позднее доля самостоятельной работы студентов с математическим текстом возрастала.

#### ***Стратегии смыслового анализа текстовой информации до чтения текста***

Стратегии направлены на общую ориентировку в тексте, подготовку к его осмыслению.

✓ *Стратегия «Семантические поля».*

Методическая проблема отсутствия чувственно воспринимаемого денотата математического знака или системы знаков (имени математического объекта) как реального предмета может быть решена разъяснением происхождения самих идеальных объектов, собиранием разнообразных свойств, связей математических объектов, извлеченных из учебного и жизненного опыта обучающихся. Для раскрытия содержательного смысла математических понятий на лекционных занятиях «строились» последовательности смысловых полей, в центре каждого из которых находится изучаемое понятие. Смысловое поле представляет собой множество построенных студентами интерпретаций изучаемого математического понятия. Каждое последующее смысловое поле отличается от предыдущего более высоким уровнем абстракции, более высоким пониманием изучаемого понятия. Построение последовательности смысловых полей позволяет определить преподавателю уровень представлений студентов о данном понятии, сделать переход от житейских представлений к математическому определению понятия.

Один из примеров – построение семантических (смысловых) полей понятия «отношение».

На первом этапе вместе со студентами строится семантическое поле первого уровня – на основе «житейских» представлений об «отношении на множестве». К «житейским» относятся личностно значимые психические образования – донаучные представления о чем-либо. Для нахождения интерпретаций понятия обучающимся предлагались задания

- *изобразите всевозможные ассоциации, образы, возникающие в ответ на слово «отношение»;*
- *напишите несколько слов, близких по смыслу слову «отношение»;*
- *подчеркните слова, которые наиболее точно отражает смысл слова «отношение»;*
- *назовите синонимы слова «отношение»;*
- *напишите пять предложений со словом «отношение»;*
- *прочитайте высказывание, как вы его понимаете*

*«Современная математика есть «математика отношений» (Папи, 1974: 74).*

На втором уровне необходимо упорядочить, обобщить полученную информацию с помощью вопросов:

- *Какими существенными свойствами обладает понятие «отношение»?*
- *Опишите, какими свойствами может обладать отношение на множестве?*
- ✓ *Стратегия «Глоссарий».*

До чтения текста обучающимся предлагался список терминов, символов, которые встречаются в тексте, и знание смысла которых необходимо для его понимания. Студентам необходимо дать определения соответствующим понятиям, записать определение на математическом языке, при необходимости – привести примеры объектов, принадлежащих объему соответствующего понятия, названного данным термином, сделать чертеж.

Например, перед чтением текста «Отношения на множестве» студентам предлагалось

- *вспомнить значение и смысл терминов: соответствие, бинарное соответствие, множество, граф, график, пара элементов, пара множеств;*
- *прочитать высказывания и определить их смысл  $(x, y) \in P$ ;  $xPy$ ;  $(x, y) \notin P$ .*
- *проиллюстрировать высказывания примерами из курса математики начальной школы.*

### **Стратегии смыслового анализа информации во время чтения текста**

✓ *Диалог с текстом.* Создание ситуаций смыслового анализа текста с целью осмысления содержащихся в нем проблемных ситуаций.

В исследованиях логической структуры текста Л. П. Добраев (Добраев, 1982) исходит из понимания учебного текста как источника мыслительных задач. Анализируя смысловую структуру учебного текста, автор рассматривает его как совокупность проблемных ситуаций, а его понимание - как решение проблемных текстовых ситуаций.

Как показывает опыт работы в вузе, студенты при работе с математическим текстом не видят в нем проблемные ситуации, не «ведут диалог с текстом», воспринимая его как информацию, которую надо запомнить и воспроизвести на экзамене.

На начальном этапе обучения приемам смыслового анализа текста, обучающимся предлагался для изучения текст – описание математических фактов. Как правило, вопросов по содержанию текста у студентов не возникало. Сформулированные преподавателем вопросы, раскрывающие проблемные ситуации текста, вызывали у студентов затруднения. Создание таких ситуаций мотивировало обучающихся на рассмотрение стратегий смыслового анализа текста.

На первом этапе преподаватель (студент) читает текст, содержащий проблемные ситуации. После того, как та или иная часть текста с проблемными ситуациями прочитывалась, обучающимся предлагалось сформулировать все возникшие вопросы. В случае затруднений задается вопрос, который должен был побудить или помочь студентам использовать прием постановки вопроса.

Рассмотрим пример.

*Первоначально понятие отвлечённого числа отсутствовало (какое число называется отвлечённым? А какие еще есть числа, кроме «отвлечённых»?) число было "привязано" к тем конкретным предметам, которые пересчитывали (Как в математике называются такие «привязанные» числа? Приведите пример). Отвлечённое понятие натурального числа появляется вместе с развитием письменности (Когда появилась письменность?)*

*Дробные же числа изобрели тогда, когда возникла необходимость производить измерения (Как дробные числа могут быть связаны с процессом измерения? Что такое измерение? Как происходит процесс измерения величины?).*

*Измерение, как известно, это сравнение с другой величиной того же рода, выбираемой в качестве эталона (Что такое эталон? Примеры эталонов для различных величин). Эталон называется ещё единицей измерения. Понятно, что единица измерения не всегда укладывалась*

*целое число раз в измеряемой величине (Если эталон не укладывается целое число раз в измеряемой величине, как в этом случае измерить величину?). Отсюда и возникла практическая потребность ввести более "мелкие" числа, чем натуральные (Какие числа более «мелкие» по сравнению с натуральными? Как они возникли?).*

*Сегодня для записи чисел человечество использует в основном десятичную систему счисления (Что такое система счисления? А какие еще существуют системы счисления, кроме десятичной?).*

*Система счисления - это способ записи (изображения) чисел (Правильно ли мы предположили?).*

*Различные системы счисления, которые существовали раньше и которые используются в настоящее время, делятся на две группы: позиционные и непозиционные (Предположите из анализа терминов «позиционная» и «непозиционная», каковы существенные характеристики названных систем счисления).*

*Наиболее совершенными являются позиционные системы счисления, т.е. системы записи чисел, в которых вклад каждой цифры в величину числа зависит от её положения (позиции) в последовательности цифр, изображающей число (Почему позиционные системы счисления более совершенны? Проиллюстрируйте ответ примером).*

*Системы счисления, в которых каждой цифре соответствует величина, не зависящая от её места в записи числа, называются непозиционными (Приведите пример непозиционной системы счисления. Придумайте свою непозиционную систему счисления).*

Как видно из вопросов, которые формулировали студенты в ходе чтения текста, некоторые из них побуждают обучающихся антиципировать дальнейшее изложение в тексте, другие – направлены на лучшее осмысление изученного материала, на проверку правильности антиципации.

На следующем этапе работа с текстом происходит в обычных условиях, студент может по своей инициативе останавливаться в любом месте текста и формулировать возникающие вопросы. Обучающиеся при этом использовали следующие приемы: постановка вопроса – предположения; антиципация – ее проверка; реципация.

В результате осмысления студентами ответов на сформулированные ими самими вопросы, последующих размышлений происходит преодоление возникающих трудностей в усвоении учебного материала, привлекаются собственные силы для достижения понимающего усвоения математического содержания.

✓ *«Расшифровка» готовых решений.*

Одна из особенностей математических текстов – наличие в них «примеров», которые демонстрируют алгоритмы выполнения

математических операций. Стратегия направлена на «расшифровку» готовых решений математических задач. В процессе выполнения заданий по «расшифровке» предложенного алгоритма выполняются действия по выявлению

- особенностей условия предлагаемой задачи;
- теоретических сведений, необходимых для ее решения;
- возможных подходов к решению задачи;
- класса математических объектов, к которым применим алгоритм;
- образца выполнения действия, его обоснование;
- словесного выражения алгоритма математической операции;
- особенностей алгоритм при распространении его на различные подвиды рассматриваемого класса математических объектов.

### ***Стратегии смыслового анализа после чтения текста***

✓ *Структурирование текста* (Новиков, 1983).

Данная стратегия представляет собой переход от внешней структуры текста к некоторым внутреннеречевым семантическим образованиям, позволяющим сводить содержание текста к его общему смыслу. Это происходит за счет выделения из текста «опорных пунктов», «ключевых элементов», которые приобретают способность представлять текст в памяти.

- Выделение «ключевых» элементов текста (дефиниции, теоремы, доказательства, алгоритмы). Фиксирование элементов происходит на уровне денотатов, являющихся единицами содержания. Например, в качестве денотата имени «бинарное отношение» можно рассматривать множество упорядоченных пар элементов, на природу которых не накладывается никаких ограничений. Для того чтобы предметное значение имени «бинарное отношение», его денотат сделать чувственно воспринимаемым, наглядным, подмножество декартова произведения множеств задается с помощью таблицы, графа или графика.
- Выделенные иерархии «ключевых» элементов. Структура внутренних связей ключевых элементов задается в виде соответствия, где каждому фиксированному «ключевому элементу», ставится в соответствие все связанные с ним элементы текста.
- Графическое представление структуры ключевых элементов темы в виде иерархического дерева. Ребрам в графе соответствуют связи между соответствующими ключевыми элементами. Такая форма представления текста делает наглядной структуру отношений между понятиями, свойствами, фактами, заданными в тексте, и

способствует более полному и глубокому пониманию содержания текста обучающимися.

### **Результаты исследования** *Results of the research*

Анализ результатов проведенного исследования дают основание утверждать, что уровень понимания обучающимися математической текстовой информации повысился в условиях целенаправленной организации учебного взаимодействия студентов и преподавателя, направленного на ознакомление студентов с различными стратегиями смыслового анализа научного текста.

Для определения уровня понимания математической информации при самостоятельном чтении студентами научных текстов использовалась методика постановки обучающимися контрольных вопросов к тексту. Группа вопросов, направленных на формулирование определений основных понятий, их свойств («Что называется...?», «Назовите свойства...») диагностировали первый уровень понимания студентами математической информации – предпонимание. Второй блок вопросов, направленных на выявление связи между понятиями, диагностировал генетическое понимание текста. Третья группа вопросов выявляла понимание студентами целостной структуры и взаимосвязей понятий (структурное понимание).

На начальном этапе изучения курса «Математические основы профессиональной подготовки педагога» большинство студентов находились на начальном уровне понимания математического текста. Количество обучающихся, показавших низкий уровень понимания текстовой информации, в ходе эксперимента уменьшилось (с 78,2 % до 41,9 %), количество студентов, показавших средний и высокий уровни понимания текстовой информации, увеличились (соответственно с 13,8 % до 41,9 % и с 8 % до 16,2 %).

Как показало проведенное исследование, становление у студентов стратегий смыслового анализа научного математического текста на лекционных и практических занятиях наиболее эффективно при организации работы обучающихся в минигруппах.

Ознакомление студентов со стратегиями смыслового анализа научного текста кроме повышения уровня его понимания вносит в учебный процесс ряд положительных моментов:

- возрастает мотивация у обучающихся в овладении стратегиями смыслового анализа математического текста, в самостоятельном чтении научных текстов;

- студенты – будущие учителя начальной школы в процессе организованного взаимодействия с преподавателем в процессе работы с текстом более успешно овладевают умениями самостоятельного порождения математического текста в условиях учебного общения в ходе педагогической практики.

### **Обобщение** *Conclusions*

В современных условиях обучения в вузе актуальным является направленность на достижение обучающимися понимания смысла изучаемых объектов, формирование стратегий смыслового анализа научного текста.

В ходе теоретического исследования сформулированы дидактические условия обеспечения понимания математических текстов студентами в целях повышения качества математического и педагогического образования будущих учителей

- установление ассоциативных связей в изучаемом содержании;
- опора на имеющийся личностный опыт обучающегося;
- диалогичность достижения понимания содержания математического текста;
- учет специфики изложения математической информации в тексте.

Реализация данных условий была осуществлена через организацию совместной деятельности педагога и обучающихся с целью ознакомления студентов со стратегиями смыслового анализа научного математического текста на лекционных и практических занятиях по курсу «Математические основы профессиональной подготовки педагога».

Анализ результатов эмпирического исследования установил эффективность предложенной методики ознакомления студентов со стратегиями смыслового анализа текста. В группе студентов, на базе которой проходила апробация методики, показаны существенные сдвиги в уровне понимания студентами текстовой математической информации.

Проведенное исследование позволило сделать следующие выводы.

1. Проводимая со студентами работа способствовала повышению уровня понимания математической информации при самостоятельной работе обучающихся с научным текстом.
2. Возросла мотивация обучающихся в использовании стратегий смыслового анализа при самостоятельном чтении научных текстов.



3. Реализация методики способствовала более успешному овладению студентами – будущими учителями умениями самостоятельного создания математического текста.

### Summary

The modern conditions of education at the University are directed at achievements of students' understanding the meaning of the studied objects, the formation of strategies of semantic analysis of a scientific text.

Didactical conditions are formulated for understanding mathematical texts with students in order to improve the quality of mathematical and pedagogical education of future teachers in the course of theoretical research

- establishing of associative relationships in the studied contents;
- reliance on the existing personal experience of the student;
- dialogic understanding of the content of mathematical text;
- the specific presentation of mathematical information in the text.

The implementation of these conditions was implemented through the organization of joint activity of teacher and students to familiarize students with strategies for semantic analysis of scientific mathematical text for lectures and practical exercises for the course "Mathematical foundations for the professional training of the teacher."

Analysis of the results of empirical studies have established the efficiency of this technique to familiarize students with strategies of semantic analysis of text. In the group of students on the basis of which passed testing methodology, illustrates the significant shifts in the level of students' understanding of mathematical textual information.

The conducted research allowed to draw the following conclusions.

1. Conducted with the students work contributed to raising the level of understanding of mathematical information in independent work of students with the scientific text.
2. Increased motivation of students to use strategies of semantic analysis in reading scientific texts.
3. The implementation of the method contributed to more successful mastery of the students – future teachers of skills of independent creation of mathematical text.

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## **ФЕНОМЕН БЕСПОМОЩНОГО ПОВЕДЕНИЯ В МЛАДШЕМ ШКОЛЬНОМ ВОЗРАСТЕ: СУЩНОСТЬ, СОДЕРЖАНИЕ, УСЛОВИЯ ПРЕОДОЛЕНИЯ БЕСПОМОЩНОСТИ**

*The Phenomenon of Helpless Behavior in Junior School Age: the  
Essence, Content, Conditions for Overcoming Helplessness*

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***Abstract.** The article deals with the problem of helpless behavior of a child of junior school age – the structure, peculiarities of the manifestation of helplessness, the consequences of fixing helpless behavior for the next stages of the student's development. The article analyzes the psychological and pedagogical conditions for overcoming the helpless behavior of schoolchildren in the conditions of an elementary school. The article contains the results of the diagnosis of helpless behavior, recommendations for teachers on the use of various forms and methods of preventing and overcoming the trained helplessness among elementary school students.*

*The article intended for public reading, as well as for those who are interested in pedagogical research.*

***Keywords:** helpless behavior, junior school age.*

### **Введение Introduction**

Впервые феномен беспомощности был описан американскими психологами М. Селигманом и С. Майером (Seligman & Maier, 1967; Peterson et al., 1995), которые заложили теорию выученной беспомощности как состояния, возникающего в качестве реакции на неудачу, травмирующие события, и которое может стать стабильным состоянием и негативно отразиться на будущей жизни ребенка. Ученые пришли к выводам, что беспомощность начинает формироваться в детстве под влиянием значимых взрослых, которым не всегда удается оказать своевременную помощь и поддержку ребенку.

Особую актуальность проблема преодоления беспомощности у детей младшего школьного возраста приобретает в связи с тем, что высокие темпы развития современного общества требуют от школьников быстрого и

продуктивного усвоения материала, готовности актуализировать полученные знания в новых условиях жизнедеятельности. Однако, как показывает реальная педагогическая практика, указывая на причины не успешности учебной деятельности младших школьников, учителя и родители называют низкий уровень интеллекта, отсутствие общих способностей и др., а феномен беспомощного поведения детей остается без должного внимания.

В младшем школьном возрасте, когда учебная деятельность является ведущей, развитие беспомощности обусловлено непосредственно фрустрацией учебной деятельности. У ученика выученная беспомощность проявляется во всех аспектах: снижается интерес к учебе, не замечаются собственные успехи, даже если они объективно имеются, нарастает эмоциональное напряжение, которое еще больше усугубляет ситуацию (Шиповская, 2009).

Слабая самоорганизация, стойкие трудности в усвоении материала естественно приводят к тому, что такие дети избегают самого процесса приготовления уроков, прячут учебники, рвут тетради, плачут в ответ на школьные требования. Они начинают пропускать уроки, дома лгать, утверждая, что «ничего не задано», а в школе – что «забыл книги дома» и т. д. Такие поступки являются истоками эмоционального искажения, зачатками отрицательных черт характера уже в течение первого года обучения (Циринг, 2005).

Безусловно, рассматриваемая проблема, на первый взгляд, является предметом изучения психологической науки, однако образовательная политика Российской Федерации, содержательно представленная в ряде нормативных документов федерального уровня, свидетельствует о другом.

Так, в профессиональном стандарте «Педагог (педагогическая деятельность в сфере дошкольного, начального общего, основного общего, среднего общего образования) (воспитатель, учитель)» (Приказ Минтруда России № 544н, 2013) (см. <http://www.rosmintrud.ru/docs/mintrud/orders/129>) подчеркивается, что теперь любой учитель должен уметь взаимодействовать со всеми категориями детей: одаренными, детьми с особыми образовательными потребностями, социально запущенными, мигрантами; работник должен применять такие знания и умения, как понимать «стадии и кризисы развития, индикаторы индивидуальных особенностей траекторий жизни», независимо от возраста детей. Следовательно, современный педагог реализует ряд новых для него компетенций из смежных профессий (психолог, социальный работник, тьютор, организатор (аниматор) и др.), а также должен «владеть методами обучения, выходящими за рамки учебных занятий», например, вести проектную деятельность, уметь организовывать экскурсии, праздники.

Таким образом, в данной статье предпринята попытка рассмотреть феномен беспомощности как психолого–педагогическое явление и обосновать условия предупреждения беспомощного поведения, прежде всего, с целью организации научно–методического сопровождения учителя начальной школы и эффективного взаимодействия специалистов: учителей, психологов, социальных педагогов.

### **Теоретическая основа темы** *The theoretical background*

Рассуждая о причинах беспомощного поведения детей, М. Селигман (Селигман, 2006) указывал на три источника формирования беспомощности: опыт переживания негативных событий, то есть отсутствие в детском возрасте возможности осуществлять самоконтроль жизнедеятельности (обида, наносимые взрослыми, смерть близкого человека или животного, развод родителей, заболевание и др.), причем приобретенный в одной негативной ситуации опыт может переноситься на другие ситуации, в которых возможность самоконтроля сохраняется; опыт наблюдения за поведением беспомощных людей (например, влияние информационных источников (телевидения, Интернета, прессы) о незащищенных жертвах); отсутствие возможности проявления самостоятельности в детском возрасте, готовность взрослых все делать вместо ребенка (Селигман и др., 2014; Циринг, 2005).

Российские ученые Н. А. Батурин и И. В. Выбойщик (Батурин & Выбойщик, 2005) выделяют два вида беспомощности: личностную и ситуативную. Личностная беспомощность характеризуется как постоянное состояние субъекта, которое не зависит от внешних событий, влияющих на человека, тогда как ситуативная беспомощность – это временное состояние, которое формируется у субъекта в результате воздействия негативных факторов: жизненных трудностей, пессимистичного отношения к себе и к миру.

В основу описываемого исследования положена идея о том, что выученная беспомощность характеризуется проявлением дефицита в трех областях – мотивационной, эмоциональной и когнитивной. Мотивационный дефицит проявляется в неспособности действовать, активно преобразуя ситуацию (Дусавицкий & Репкин, 1995), независимости результата от прилагаемых усилий («сколько ни старайся, все равно безрезультатно»), что обусловлено низкой самооценкой, и как следствие – мотивацией избегания неудач, страхом отвержения, низким уровнем познавательного интереса. Эмоциональный компонент личностной беспомощности характеризуется замкнутостью, неуверенностью, равнодушием, склонностью к чувству

вины, низким самоконтролем, ранимостью и др. (Селигман, 2006). Когнитивный дефицит проявляется в низких показателях дивергентного мышления, в неспособности использовать приобретенные знания и умения в новой, нестандартной ситуации (Фельдштейн, 2008).

По мнению Н. В. Солнцевой (Солнцева, 2011) наличие выученной беспомощности у младших школьников можно определить на основе слов-маркеров, употребляемых в речи: «Ничего не хочу» (например, учить трудный предмет, делать сложное задание); «Я всегда таким (ой) был (а)» (вечно все теряю); «Не могу» (найти друзей, изменить свое поведение и т.д.); «В нашей семье все такие» (не способные или способные к определенным наукам) и др. За этими фразами скрывается отсутствие позитивного опыта, неверие в собственные силы, боязнь неудачи, что и провоцирует у ребенка ситуацию отказа от деятельности (Крайг & Бокум, 2005). К преодолению выученной беспомощности ведёт обучение соответствующему типу атрибуции (атрибутивная терапия). Эффективность такого метода доказана в работах С. S. Dweck (Dweck, 1975), Д. Гилхам, Л. Джейкокс, К. Рейвич и М. Селигманом (Селигман и др., 2014). Согласно научным выводам Н. В. Солнцевой (Солнцева, 2011), программа преодоления феномена беспомощности в процессе обучения учащихся младших классов может включать следующие этапы.

Первым этапом является выявление учеников младших классов с признаками беспомощности (изучение результатов деятельности этих обучающихся, проблем в межличностных отношениях в группе сверстников и в семье, изучение интересов, способностей ученика). Второй этап – это организация взаимодействия по укреплению положения беспомощных детей в классе: руководство общением ребенка со сверстниками на основе опоры на положительные качества личности, укрепление интереса к учению, уверенности в своих силах путем создания ситуаций успеха; особое внимание следует уделить факторам семейного воспитания ребенка с беспомощным поведением. Третий этап предполагает организацию свободного времени школьника, склонного к проявлению беспомощного поведения: привлечение к участию в школьных мероприятиях, во внеучебной деятельности (посещение секций, кружков). Важное место в профилактике и преодолении выученной беспомощности занимает лично-ориентированное отношение к ученику со стороны взрослых: уважение чувства собственного достоинства обучающегося, укрепление его веры в себя, помощь в формировании у ребенка произвольного самоконтроля и интеллектуальной активности.

Таким образом, психолого-педагогические условия предупреждения выученной беспомощности должны быть направлены на поддержание у ребенка желания учиться и заключались в следующем: создание ситуации

успеха как условия развития адекватной самооценки детей; использование игр и упражнений с целью развития уверенности и позитивного отношения к себе, умения вступать в эффективное взаимодействие со взрослыми и сверстниками; развитие дивергентного (творческого) мышления для обеспечения интеллектуальной свободы учащегося.

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

С целью выявления детей с признаками беспомощного поведения и с учетом трехкомпонентной составляющей изучаемого феномена (мотивационного, эмоционального и когнитивного дефицита) в качестве диагностических методик были использованы следующие: 1. Методика «Лесенка» В. Г. Щур (предназначена для выявления системы представлений ребёнка о том, как он оценивает себя сам, как, по его мнению, его оценивают другие люди и как соотносятся эти представления между собой). 2. Методика диагностики уровня школьной тревожности Б. Н. Филлипса. 3. Диагностика уровня развития дивергентного мышления Ф. Вильямса.



**Рисунок 1. Модель педагогической диагностики компонентов выученной беспомощности у детей младшего школьного возраста**  
*Figure 1. Model of pedagogical diagnostics of components of trained helplessness in children of primary school age*

В эксперименте приняли участие 100 учащихся четвертых классов.

По итогам методики «Лесенка» было констатировано, что 60 младших школьников (60 % испытуемых) с адекватной самооценкой активны, находчивы, с интересом ищут ошибки в своих работах, выбирают задания согласно своим интеллектуальным возможностям.

По результатам проведения методики Б. Н. Филлипса было выявлено, что 45 % (45 учеников) испытывают неудовлетворенную потребность в достижении успеха. Такое же количество учащихся (45 %) не переживают социального стресса. Это говорит о том, что их отношения с социумом можно охарактеризовать как не травмирующие, позитивно окрашенные.

Повышенный уровень общей тревожности в школе был выявлен у 15 % обучающихся (15 детей). Это свидетельствует о том, что такие ученики склонны переживать тревожность разного типа и разной степени интенсивности: в процессе обучения, проверки и оценки знаний, а также в процессе общения и взаимодействия с учителями и сверстниками.

Количество школьников, переживающих социальный стресс на повышенном уровне, составил 60 %. Такие данные указывают на то, что эмоциональное состояние этих детей является напряженным, негативно окрашенным, то есть создаются предпосылки для возникновения и развития беспокойства как следствия социального стресса.

Такое же количество учащихся (60 %) не испытывают переживаний по поводу неудовлетворенной потребности в достижении успеха, т. е. эти дети без особых эмоциональных затрат добиваются желаемых результатов.

У 10 % испытуемых присутствует страх самовыражения. Этот факт свидетельствует о том, что дети переживают негативные эмоции в ситуации предъявления себя другим. Можно предположить, что в данном случае страх самовыражения присутствует лишь в определенных ситуациях или с определенными людьми. При этом отмечались переживания по поводу несоответствия ожиданиям взрослых, то есть, дети боятся раскрыться еще и потому, что тревожились о том, насколько «нормально» и «правильно» они будут выглядеть в глазах окружающих.

У 20 % испытуемых (20 учеников) присутствует страх в ситуации проверки знаний. Скорее всего, это объясняется тем, что учителя могут негативно оценить их, а негативные оценки крайне травматичны для детей, так как понижают их статус в среде сверстников. Возможно и то, что эти школьники настолько не уверены в себе, собственных знаниях, что само ожидание проверки знаний тревожит их, а общение с учителем вызывает отрицательные эмоции.

Десять обучающихся (10 %) имеют повышенную тревожность вследствие низкой физиологической сопротивляемости стрессу. То есть в поведении наблюдалась сниженная приспособляемость к ситуациям



стрессогенного характера, например, к школьному обучению в целом, и высокая вероятность неадекватного реагирования на тревожный фактор среды. 90 % испытуемых имеют нормальную физиологическую сопротивляемость стрессу, что свидетельствует о том, что возможные предпосылки для возникновения тревожности у них не физиологического, а социального плана, то есть присутствует страх самовыражения, боязнь оценок и трудности в межличностных контактах.

Таким образом, у 40 обучающихся (40 %) повышенный уровень тревожности связан с двумя причинами: страхом не соответствовать ожиданиям окружающих (возможностью негативной оценки учителя, родителей, одноклассников), проблемами во взаимодействии со взрослыми.

Дефицит когнитивной составляющей феномена беспомощности диагностировался в процессе исследования уровня развития дивергентного (творческого) мышления. Обучающимся предлагались 12 рисунков с заданием. Им нужно было постараться нарисовать необычную картинку, а затем назвать ее. На выполнение задания отводилось 20 минут. Уровень развития творческого мышления оценивался по пяти факторам: беглость (продуктивность, общее число ответов); гибкость (разнообразие типов идей); оригинальность (необычные ответы, оригинальные нестандартные идеи); разработанность (расширить, добавить что-то к основной идее); название (богатство словарного запаса).

Полученные результаты диагностики, показали, что 70 % испытуемых показали низкие результаты, а высокий уровень проявления дивергентного (творческого) мышления не выявился ни у одного ученика.

На основе результатов диагностического исследования и методических рекомендаций специалистов (Клюева & Касаткина, 1997; Лютова & Молина, 2007; Петрусинский, 1994; Чистякова, 1995) были разработаны внеклассные мероприятия, направленные на решение диагностированных проблем. В содержании мероприятий входили следующие виды упражнений и игр.

Упражнения: «Приветствие», цель: создание позитивных эмоциональных установок на доверительное общение; «Зеркало и обезьяна», цель: эмоциональное осознание своего поведения, снижение напряжения, формирование умения подчиняться требованиям другого, преодоление неуверенности; «Подари улыбку другу», цель: повышение позитивного настроения, создание атмосферы единства, развитие умения выражать свое эмоциональное состояние; «Комплимент», цель: внимание к личности другого и принятие своих положительных качеств; «Я – звезда», цель: отработка навыков уверенного поведения; «Похвальное слово самому себе», цель: повышение самооценки; «Достань звезду», цель данного упражнения – снять эмоциональное напряжение. Игры: «Назови эмоцию»,

цель: развитие эмоциональной сферы; «Словоассоциации», цель: совершенствование коммуникативных навыков, развитие дивергентного мышления, снятие эмоционального напряжения; «Страшилка», цель: снятие тревожности, напряжения, развитие уверенности в себе; «Список чувств», цель: развитие рефлексии, повышение самооценки детей; «Узнай по голосу», цель: развитие внимания, умения узнавать друг друга по голосу, создание положительного эмоционального фона.

Например, упражнение «Я – звезда» вызвало у детей смех и радость. Каждый выбирал для себя роль значимого для него и, в то же время, известного присутствующим человека. Затем обучающиеся проводили самопрезентацию (вербально или невербально): произносили какую-либо фразу, показывали жест, характеризующий их героя. Остальные ученики пытались отгадать имя «кумира». Были выбраны роли президента, певцов, учителей.

На мозговом штурме «Как я могу стать звездой (цель: выдвинуть как можно больше идей в ограниченный интервал времени, спланировать их осуществление) дети принимали активное участие, выдвигали различные идеи («Нужно учиться», «Идти к своей цели», «Быть уверенным в себе»). Каждая группа побывала в роли и генераторов идей, и в роли аналитиков.

Эффективным в преодолении страха неудачи, беспомощности оказалось упражнение «Одна победа». Ученики вспоминали ситуации, когда им удавалось самостоятельно преодолеть трудности.

После прочтения младшим школьникам сказки «Школьная тревожность» (для подведения итогов игрового взаимодействия) детям был задан вопрос: «Как вы думаете, когда Школьная Тревожность одерживает победу над учеником; каковы, на ваш взгляд, приемы борьбы со школьной тревожностью?». Ответы детей были разнообразными, например, «нужно верить в себя», «не думать о плохом», «настраивать себя, на то, что ты все знаешь». Следующий вопрос был такой: «Какие мысли всегда помогут вам при борьбе со школьной тревожностью?», большинство детей дали такие ответы: «Я справлюсь», «У меня все получится», «Все будет хорошо». На вопрос: «Какие мысли нам мешают?», – обучающиеся ответили: «Я не умею», «Я боюсь», «У меня не получится». На вопрос: «Какие выводы ты сделал для себя?», – дети отвечали, что «нужно уметь управлять своими эмоциями», «от положительных эмоций зависит хорошая учеба, добрые отношения, различные успехи», «нужно настраивать себя только на хорошее, не бояться отвечать на вопросы, не бояться самостоятельных работ».

С целью проверки эффективности созданных психолого–педагогических условий предупреждения и преодоления беспомощности была проведена повторная диагностика, которая позволила отметить

положительную динамику: повышение самооценки (адекватная – 80 % испытуемых, динамика +20 %), снижение тревожности, повышение уровня развития дивергентного (творческого) мышления. Анализ результатов первичной и повторной диагностики выявил незначительную положительную динамику показателей по методике уровня школьной тревожности Б. Н. Филлипса: у 30 % учеников уменьшилось переживание социального стресса, у 10 % детей снизилась фрустрация потребности в достижении успеха и страх самовыражения. Результаты повторного исследования творческого мышления у младших школьников по методике Ф. Вильямса также свидетельствуют об эффективности педагогической работы: низкий уровень показали 40 % испытуемых (первичная диагностика – 70 %); средний – 60 % (+ 30 %); высокий уровень проявления дивергентного мышления – 0 % (без изменений).

### **Заключение** *Conclusions*

Проведенное исследование показало, что беспомощное поведение младших школьников – это устойчивое образование, определяющее предрасположенность человека реагировать определенным способом на жизненные трудности и проявляющееся в поведении как неспособность к активным действиям в условиях мотивационной (выражено уровнем самооценки), эмоциональной и когнитивной беспомощности. В частности, повышенный уровень тревожности (эмоциональный дефицит) связан с двумя причинами: страхом не соответствовать ожиданиям окружающих (возможностью негативной оценки учителя, родителей, одноклассников), проблемами во взаимодействии. Когнитивный дефицит обусловлен ограничением со стороны взрослых интеллектуального самовыражения.

Результаты диагностики обусловили необходимость создания психолого–педагогических условий: организации ситуации успеха как условия развития адекватной самооценки детей; использование игр и упражнений на преодоление чувства страха и тревоги, развитие уверенности в себе; использование заданий на развитие дивергентного (творческого) мышления для обеспечения интеллектуальной свободы учащихся; формирование у детей позитивного отношения к себе, умения эффективно вступать во взаимодействие со сверстниками и взрослыми.

Выводы по итогам проведенной педагогической работы дают основание говорить о целесообразности использования комплекса коррекционно–развивающих игр и упражнений во внеурочное время.

### **Summary**

The problem of helpless behavior of younger schoolchildren was analyzed in the article: the essence of helplessness, the structure of the phenomenon being studied, the conditions for preventing of helplessness. It was theoretically justified that the trained helplessness was characterized by the manifestation of deficit in three areas – motivational, emotional and cognitive. To overcome the trained helplessness, we proposed the following psychological and pedagogical conditions: creating of a situation of success as a condition for the development of adequate self-esteem of children; using of games and exercises to overcome feelings of fear and anxiety, developing self-confidence; using of assignments for the development of divergent (creative) thinking; the development of a positive attitude towards oneself and the world around us, the ability to interact with others; creating a comfortable, benevolent atmosphere in the process of interaction between children and adults.

The result of studying of this problem was the development and approbation of the program to overcome the helplessness of children of primary school age in conditions of extracurricular work. In addition to educational activities recommendations for primary school teachers were included in this program. Their systematic implementation will fully contribute to the creation of psychological and pedagogical conditions for overcoming the backwardness of schoolchildren in learning, as a factor of preventing and eliminating of the causes of helplessness.

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# NOLIEGUMU KONSTRUĒŠANA PAMATSKOLĀ KRITISKĀS DOMĀŠANAS KONTEKSTĀ

## *Construction of Negations in the Context of Critical Thinking for Primary School*

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**Abstract.** *In the modern study process it is important to teach pupils critical thinking and involvement in decision making. Formulation of negations and construction of counterexamples is one of the ingredients of critical thinking which are stressed in the new project of the mathematical standard for primary school „Skola 2030“ in Latvia. The goal of this study is to analyze experience and skills of primary school pupils and students of teacher study programs, which are related to the ability to formulate negations and counterexamples. A qualitative and quantitative analysis of questionnaire answers given by pupils and future teachers is performed in this study. Results of this study show that pupils make mistakes constructing negations and counterexamples. Teachers also have problems constructing correct assertions. These observations should stimulate universities to pay attention to teacher preparation in this sense. Teachers should teach correct usage of the negation operation at different levels of difficulty and correct construction of counterexamples.*

**Keywords:** *counterexample, critical thinking, logical, negation, operations, statement.*

### Ievads

#### *Introduction*

Izglītību ilgtspējīgai attīstībai nodrošina mācību process, kurā skolēns aktīvā darbībā konstruē sev jaunas zināšanas, prasmes un iemaņas, veido attieksmes un pieredzi, kas nākotnē ļaus pieņemt sev un citiem nozīmīgus lēmumus, nodrošinot īstermiņa un ilgtermiņa ekoloģisko, sociālo, kultūras un ekonomisko labklājību (Salite, 2002; Drelinga & Krastiņa, 2014). Kritiskā domāšana ir viena no pamatkompetencēm, kura ietverta ilgtspējības kompetencē (NVE, 2015). Pedagoģijā tā tiek saprasta kā mērķtiecīga reflektīva spriedumu veidošanas metode autonomu lēmumu pieņemšanai, kas tiek īstenoti atbildīgā un jēgpilnā darbībā (Rubene, 2006, 2008).

Autori uzskata, ka viens no labi attīstītas kritiskās domāšanas indikatoriem ir prasme pareizi atrast apgalvojuma noliegumu un pretpiemērus. Šīs prasmes ir saistītas gan ar integrētu matemātikas kompetenci, gan ar caurviju prasmi (Raven & Stephenson, 2001; Morou & Kalospyros, 2011; Su et al., 2016). Kā liecina autoru pētījums (Sondore et al., 2016b) gan pamatskolēniem, gan vidusskolēniem ir grūtības ar nolieguma konstruēšanu dotajam apgalvojumam. Pretpiemēru konstruēšana ir viena no loģiskās domāšanas formām, kas akcentēta jaunajā LR pamatizglītības matemātikas standarta „Skola 2030“ projektā.

**Pētījuma mērķis** ir noskaidrot pamatskolēnu un skolotāju prasmi un kritiskās domāšanas pieredzi formulēt apgalvojuma noliegumu un pretpiemērus. Tas saistīts ar nepieciešamību pastāvīgi pilnveidot augstākās izglītības studiju programmu kvalitāti. Šajā nolūkā tika veikta pamatskolēnu (tekstā- skolēni), kā arī skolotāju programmā studējošo (tekstā - skolotāji) aptauja.

Tika veidots gadījuma pētījumu dizains (Mārtinsone & Pipere, 2011; Geske & Grīnfelds, 2006). Iesaistītie 5.-9. klašu skolēni (n=40, 2016. gada pētījums) un DU studenti, skolotāju programmās studējošie (n=71, pētījums veikts no 2017. gada decembra līdz 2018. gada janvārim), rakstiski atbildēja uz aptaujas daļēji atvērtajiem jautājumiem, kas paredz izvēlei atbilžu variantus vai savas atbildes veidošanas iespēju (Mārtinsone & Pipere, 2011, 161). Lai paaugstinātu atbilžu pamatotību, aptauja norisinājās pētnieka klātbūtnē (Mārtinsone & Pipere, 2011, 163). Iegūto empīrisko datu (Mārtinsone & Pipere, 2011, 159) analīzei un interpretācijai tika izmantotas gan kvalitatīvās, gan kvantitatīvās metodes.

### **Nolieguma teorētiskie aspekti kritiskās domāšanas kontekstā** *Theoretical aspects of negation in the context of critical thinking*

Kritiskā domāšana palīdz izkopt lēmumu pieņemšanas un problēmu risināšanas prasmi. Matemātikas mācīšanās nav atdalāma no kritiskās domāšanas, ja tā ir jēgpilna mācīšanās (Jacob, 2012). IAC pētījumā par kritiskās domāšanas pieejas izmantošanu izglītības sistēmā Latvijā secināts, ka skolēnos netiek izkoptas un attīstītas augstākās domāšanas prasmes, kuras arvien vairāk ir nepieciešamas pārejot uz katru nākamo izglītības posmu, īpaši uz augstākās izglītības posmu (IAC, 2008).

Apgalvojuma nolieguma formulēšanas un pretpiemēru konstruēšanas prasme un pieredze ir viens no spriedumu veidošanas posmiem, kas jāapgūst kritiskās domāšanas kontekstā. Uz labi attīstītu kritisko domāšanu attiecas arī spēja piedāvāt alternatīvus risinājumus un efektīva sazināšanās ar citiem domāšanas procesā (Paul & Elder, 2006). Efektīvas un uz lēmuma pieņemšanu virzītas sazināšanās procesā tiek izmantoti jautājumi, pretpiemēri, alternatīvu analīze (Karshner, 2014). Teikumi ar noliegumiem tiek nereti izmantoti reklāmā, sludinājumos un politikajā diskursā. Tas tiek darīts, lai apgrūtinātu šo

izteikumu kritisko analīzi. Šo iemeslu pēc nolieguma izpratne un apgūšana pamatskolēniem ir praktiskā dzīvē nepieciešama prasme.

**Noliegums valodā un matemātikā.** Noliegums (negation) valodā ir konstrukcija, kas saistīta ar semantisko negāciju, neesamību, aizliegumu. Latviešu valodniecībā termins noliegums ir apgalvojums par predikatīvās pazīmes neesību (Skujiņa 2007). Noliegums valodā ir iespējams visās teikuma grupās: stāstījuma, jautājuma, rosinājuma, vēlējuma un izsaukuma teikumos. Valodniecībā ir termini pilnīgais un daļējais noliegums. Pilnīgajā noliegumā tiek noliegts tikai izteicējs. Lai to izdarītu, priedēklis *ne* pievienojas vai nu sintētiskai darbības vārda formai, vai arī palīgdarbības vārdam. Daļējā noliegumā tiek noliegts tikai kāds no teikuma palīglocekļiem (apzīmētājs, apstāklis u. tml.). To var panākt, ja ieliek partikulu *ne* kāda vārda priekšā. Veidojot noliegumu, tiek lietotas arī citas partikulas un to savienojumi. Nolieguma kā valodas konstrukcijas sintaktiskās un semantiskās problēmas ir analizētas rakstos (Zilgalve, 2017; Kalnača, 2014; Blanco & Moldovan, 2011).

Matemātikajā loģikā nolieguma (negācijas) loģiskā operācija attiecas tikai uz izteikumiem, kas gramatikā atbilst stāstījuma teikumiem. Izteikumi ir apgalvojumi, kuriem var piešķirt tikai vienu no divām patiesumvērtībām (paties vai aplams). Izteikumus iedala elementārizteikumos un saliktos izteikumos, kas satur vairākus elementārizteikumus. Loģiskās operācijas ir operācijas, ar kurām no viena vai vairākiem izteikumiem veido jaunu izteikumu. Pašus izteikumus sauc par loģisko operāciju argumentiem. Noliegums ir vienvietīga loģiskā operācija, ar kuru izveidotajā jaunajā izteikumā teikts, ka arguments (sākotnējais izteikums) nav paties. Tātad tiek iegūts izteikums ar pretēju semantisko saturu (Cīrulis, 2007). Noliegums ir fundamentāla operācija matemātikā. Kā svarīgākos un pieejamākos pamatskolēniem var minēt tās pielietošanu pierādījumu teorijā (pierādījums no pretējā, kontrpozīcijas likums) un kombinatorikā. Nolieguma jēdziena izpratne ir nepieciešama kombinatorikā pamatskolēnu matemātiskās kompetences pilnveidei (Sondore et al., 2017).

Termins noliegums latviešu valodniecībā un kā loģiskā operācija matemātikā nav līdzvērtīgi. Nolieguma izpratnes un konstruēšanas problēmas skolēniem ir saistītas ar šī termina lietošanas atšķirībām zinātnē un sadzīvē (Sondore et al., 2016a; Рыжик, 2007; Курдюмова, 2001). Loģikā izteikuma A nolieguma korekts formulējums ir: *nav tiesa, ka izpildās A*. Iegūto teikumu ieteicams formulēt ar vienkāršāku teikuma konstrukciju, norādot, kas konkrēti nav tiesa pēc būtības. Lietderīgi pārbaudīt, vai izpildās šāds likums - ja dotais izteikums ir paties, tad tā noliegums ir aplams izteikums un otrādi.

Noliegums gan valodas, gan matemātikajā nozīmē ir saistīts ar sākotnējo apgalvojumu, Vispirms ir jābūt kaut kam apgalvotam, lai būtu, ko noliegt (Cīrulis, 2007; Kalnača, 2014). Izteikuma „Gaiziņš ir Latvijas viszemākais kalns” noliegums nav apgalvojums „Gaiziņš ir Latvijas visaugstākais kalns”,



tāpēc, ka noliegums jābalsta tikai uz dotajā apgalvojumā esošo informāciju. Konstruējot noliegumu, nedrīkst meklēt informāciju „no malas”, kas šajā gadījumā būtu fakti par to, ka Gaiziņš ir Latvijas visaugstākais kalns. Tāpēc izteikuma „Gaiziņš ir Latvijas viszemākais kalns” pareizs noliegums ir izteikums „Gaiziņš nav Latvijas viszemākais kalns”.

Matemātiskajā loģikā ir formulēti arī citi noderīgi likumi, kas jāievēro nolieguma konstruēšanā: de Morgana likums, trešā izslēgtā likums, divkāršā nolieguma (involūcijas) likums, kontrpozīcijas likums (Daugulis, 2001; Cīrulis, 2007). Piemēram, trešā izslēgtā likums nosaka, ka alternatīvas jāformulē tā, lai pilnīgi izslēgtu jebkuru trešo variantu. Involūcijas likums saka, ka, veicot noliegumu divas reizes, notiek atgriešanās pie sākotnējā apgalvojuma. De Morgana likums saka, ka vairāku apgalvojumu konjunkcijas/ disjunkcijas noliegums ir vienāds ar šo apgalvojumu noliegumu disjunkciju/ konjunkciju.

Noliegumus ir vēlams veidot tā dēvētajā nolieguma kanoniskajā formā, tajā nolieguma loģiskā operācija attiecas tikai uz elementārizteikumiem. Saliktus apgalvojumus var uzskatīt par matemātiskās loģikas (Būla) funkciju, kuras argumenti ir elementārizteikumi un to noliegumi (wikipedia.org). Izteikumus nolieguma kanoniskajā formā ir vieglāk saprast un analizēt.

**Pretpiemēri.** Pretpiemēri ir svarīga apgalvojumu nepatiesuma pierādīšanas metode jebkurā sfērā. Pamatskolēniem, analizējot apgalvojumus kritiskās domāšanas kontekstā, būtu jāsāk ar pretpiemēru meklēšanu. Pretpiemērs matemātikā, loģikā vai citā disciplīnā ir piemērs, kas demonstrē kādas hipotēzes aplamību vai nepamatotību, norādot konkrētu objektu, kuram neizpildās agrāk izvirzītais hipotēzes apgalvojums (tezaurs.lv). Ja neeksistē vismaz viens pretpiemērs, apgalvojums ir patiess. Ja pretpiemēri eksistē, hipotēzē izvirzītais apgalvojums ir aplams. Piemēram, skolēni bieži par vienīgo kvadrāta raksturīgo īpašību uzskata kvadrāta malu vienādību. Apgalvojuma aplamību pierāda ar pretpiemēru – uzzīmējot rombu, kas nav kvadrāts.

Vairāku profesiju pārstāvji savai profesijai specifisku problēmu risināšanā daudz mazākā mērā pieļauj kļūdas priekšmeta nezināšanas dēļ, bet krietni vairāk – tieši loģiskās kļūdas (Kangro, 2010). Tas apliecina loģikas likumu apguves nepieciešamību, lai sekmētu studējošo argumentētu spriedumu veidošanu.

### **Pētījuma rezultātu analīze** *Analysis of research results*

Lai izvērtētu skolotāju kritiskās domāšanas pieredzi noteikt secinājumu no dotajiem apgalvojumiem, anketā tika piedāvāti divi apgalvojumi, kas satur noliegumu, no bioloģijas: „Neviens zīdītājs nav putns. Neviena zīdītāja nav rāpulis”. Izvēlei tika piedāvāti pieci secinājumi. 60% respondentu piekrita pareizajai atbildei, ka neviens no piedāvātajiem secinājumiem neseko no

dotajiem. Savukārt, 21% respondentu kā secinājumu izvēlējās vienīgo patieso apgalvojumu no piedāvātajiem „Neviens rāpulis nav putns”. Šāds rezultāts norāda, ka cilvēki bieži nevietā izmanto zināmās patiesības. Tās tiek piesauktas neiedziļinoties oponenta argumentos. Sevišķi bīstami tas ir situācijā, kad kritizētājs ir skolotājs, bet oponents ir skolēns.

Tika piedāvāti uzdevumi par nolieguma konstruēšanu dotajiem apgalvojumiem. Kvalitatīvā analīzē par nolieguma konstruēšanas metodēm elementārizteikumiem, kuriem pareizais algoritms ir pilnīgais noliegums, tika konstatētas četras izplatītākās nolieguma formulēšanas mēģinājumu metodes:

- 1) *pilnīgais noliegums*- lokāli noliedz tikai izteicēju;
- 2) *teikuma priekšmeta lokālais noliegums*;
- 3) *pretstatīšana*, t.i. teikumā kādu palīglocekli - apstākli, apzīmējumu, aizvieto ar tā antonīmu. Piemēram, apgalvojuma “*putni lido ātri*” pretstatīšana ir “*putni lido lēni*”. Vietas apstāklim „*uz dienvidiem*” pretstatīšana ir „*uz ziemeļiem*”;
- 4) *pretpiemēru konstruēšanas mēģinājumi*, t.i. formulē apgalvojumus, kas norāda, ka pretpiemēri eksistē, neaprakstot tos precīzi. Piemēram, apgalvojuma „*putni lido*” noliegums ir „*ne visi putni var lidot*”.

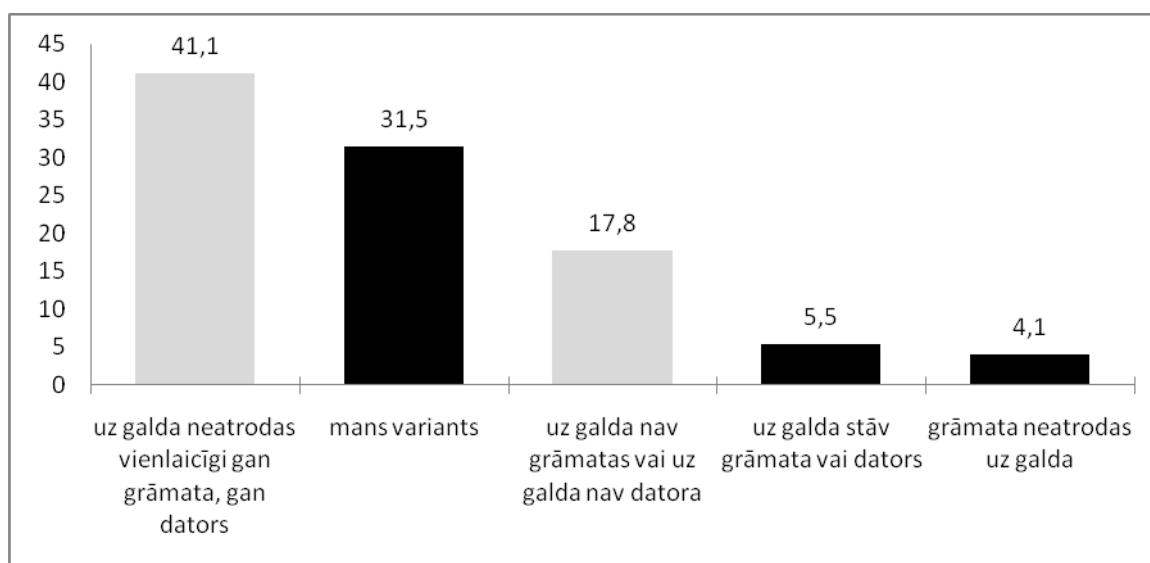
Pārējās metodes, piemēram, nolieguma identificēšana ar daļēju noliegumu vai sākotnējo apgalvojumu, bija relatīvi mazskaitlīgas.

Skolotāju grupā kvantitatīvās analīzes rezultāti par populārākajām nolieguma konstruēšanas metodēm elementārizteikumiem, kuriem pareizais algoritms ir pilnīgais noliegums, rāda, ka vidēji 62% respondentu izvēlas šo metodi. Pretstatīšanu kā nolieguma konstruēšanas metodi atbalsta vidēji 26% respondentu, pretpiemēru konstruēšanas mēģinājumi (vidēji 8,5%), teikuma priekšmeta lokālais noliegums- vidēji 6% respondentu. Raksturos sīkāk šos rezultātus. Anketā bija pieci tādi elementārizteikumi. Aptuveni 70% respondentu pareizi izvēlējās noliegumu abiem elementārizteikumiem, kuros ir tikai gramatiskais centrs, gan elementārizteikumā ar vienu papildus palīglocekli (vietas apstākli). Respondenti vairāk kļūdījās, kad palīgloceklis ir apzīmētājs. Ja apzīmētājs ir īpašības vārds - 58%, apstākļa vārds- tikai 39% respondentu pareizi formulēja noliegumu. Apstākļa vārda gadījumā 46% respondentu izvēlējās pretstatīšanu „ātri- lēni”. Tas liecina, ka dažāda tipa palīglocekļiem ir dažāds svars nolieguma konstruēšanā.

Saliktiem izteikumiem pilnīgais noliegums nav pareizā metode. Pareizi ir konstruēt noliegumu, liekot dotā apgalvojuma priekšā “*nav tiesa, ka*”, un pēc tam pārejot uz vienkāršākas konstrukcijas teikumu.

Anketā skolotājiem tika piedāvāts viens salikts izteikums ar konjunkciju un divi salikti izteikumi ar disjunkciju. 1. attēlā ir parādīts respondentu sadalījums (procentos), izvēloties noliegumu apgalvojumam ar konjunkciju „*Uz galda atrodas grāmata un dators*”, pelēkie stabiņi atbilst pareizajiem nolieguma

formulējumiem (bija divas pareizās atbildes). Kopumā 73% respondentu pareizi formulēja noliegumu, taču tikai 4 % respondentu pamanīja abas pareizās atbildes. 1. attēlā redzams, ka populārākā atbilde (41%) atbilst apgalvojumam „Uz galda neatrodas vienlaicīgi gan grāmata, gan dators”. Daudzi respondenti (32%) izvēlējās ierakstīt savu variantu, tomēr kļūdaini formulēja noliegumu. Atzīmēsim, ka 27% respondentu kā savu variantu uzrakstīja „Uz galda nav grāmatas un uz galda nav datora”, izvēloties pilnīgā nolieguma metodi. Šādu atbildes variantu anketas autori speciāli nebija pievienojuši, skat. 1. att., aicinot respondentus kritiski izvērtēt nolieguma konstrukcijas mehānismu.



1.att. **Noliegums izteikumam „Uz galda atrodas grāmata un dators”, DU skolotāju programmās studējošo atbilžu sadalījums (%)**

*Fig. 1 Negation of the statement „There is a book and a computer on the table”. The distribution of answers of DU teacher study programs students (in %)*

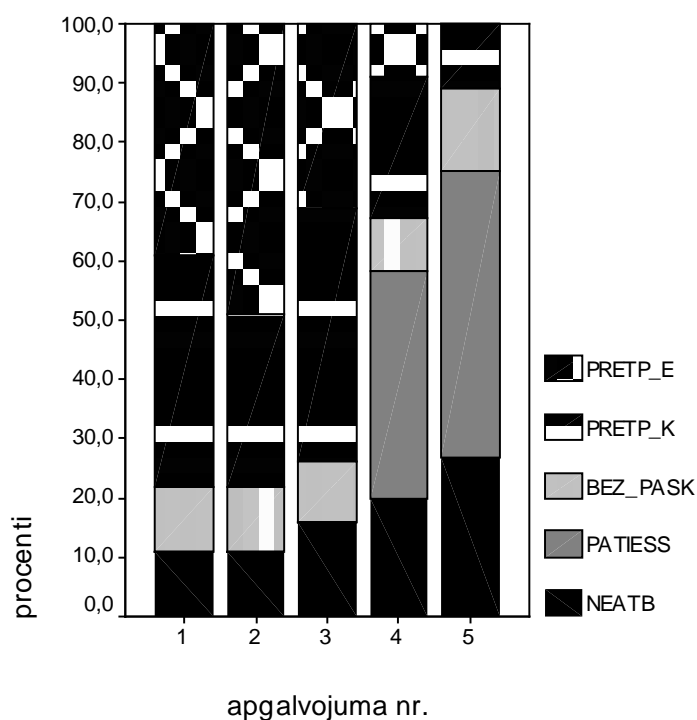
Skolotāju aptaujā diviem saliktiem izteikumiem ar disjunkciju, t. i., ar struktūru „A vai B”, tika piedāvāta atbilde, kas bija dotā izteikuma pilnīgais noliegums ar struktūru „ne A vai ne B”. Šo nolieguma formulējumu kļūdaini izvēlējās jau pāri par 40% skolotāju. Pareizā atbilde bija tikai nedaudz populārāka par kļūdaino respondentu izvēli.

Bet skolēniem populārākā metode bija tieši kļūdainā - pilnīgais noliegums, veidojot noliegumus saliktiem izteikumiem ar konjunkciju/ disjunkciju. Apgalvojumam ar disjunkciju pilnīgo noliegumu izvēlējās 45% (pareizo metodi 35%), apgalvojumam ar konjunkciju pilnīgo noliegumu izvēlējās 47,5 % (pareizo 12,5%) skolēnu.

Pareizo atbilžu īpatsvars noliegumam, ja dots eksistences vai vispārīgais izteikums, skolotājiem bija mazāks nekā 30%, skolēniem bija augstāks - 42,5 % (eksistences izteikumam) un 37,5% (vispārīgajam izteikumam). Skolēniem dominēja pareizā atbilde, bet skolotāju atbildēs dominēja pilnīgā nolieguma

izmantošana, kas eksistences izteikumā sastādīja 40%, bet vispārīgajā - 53%. Neviens no skolotājiem pats neformulēja pareizi noliegumu, kad eksistences izteikumam pie izvēlēm netika piedāvāta pareizā atbilde, jo 55% skolotāju izmantoja pilnīgo noliegumu, 34% pretstatīšanu.

Skolotāju anketā bija jautājuma un izsaukuma teikumi, kuriem jānosaka noliegums. Anketā bija dots pareizais atbildes variants, ka noliegums neattiecas ne uz jautājumiem, ne uz pavēlēm. Attiecībā uz jautājuma teikumu tam piekrita tikai 35% respondentu, bet attiecībā uz pavēlēm tikai 13%. Tas atkal apliecina, ka respondenti, formulējot noliegumu, noliegumu asociē ar pilnīgo noliegumu valodnieciskajā nozīmē. 50% respondentu izmantoja pilnīgo noliegumu pavēlei, bet 28% šo metodi izmantoja jautājuma teikumam. 37% respondentu nolieguma formulēšanai gan jautājuma, gan izsaukuma teikumam izmantoja pretstatīšanas metodi.



2.att. DU skolotāju programmās studējošo atbilžu sadalījums (%) anketas jautājumā par pretpiemēriem

Fig. 2 The distribution of answers of DU teacher study programs students (in %) to the question about counterexamples

**Pretpiemēru formulēšana.** Gan skolēniem, gan skolotājiem anketā tika piedāvāti apgalvojumi, kuriem jānosaka to patiesumvērtība, aplamajiem apgalvojumiem jāpasaka pretpiemērs. Praksē pārlicināmies, ka 3. klases skolēni neizprot jēdzienu pretpiemērs. Skolotājiem tika piedāvāti pieci aplami apgalvojumi: 1., 2., 3. apgalvojums no sadzīves, 4. no algebras, 5. no ģeometrijas. Respondentu atbilžu sadalījumu skatīt 2.att., NEATB- nebija

nekādu komentāru par doto apgalvojumu; PATIESS- apgalvojums ir patiess; BEZ\_PASK- apgalvojums ir aplams, nekādu komentāru par pretpiemēriem; PRET\_K- apgalvojums ir aplams, uzrāda konkrētu pretpiemēru; PRET\_E- apgalvojums ir aplams, norāde, ka pretpiemērs eksistē. Autori par norādi, ka pretpiemērs eksistē, uzskata apgalvojumus, kas pēc respondentu domām liecina, ka dotais apgalvojums ir aplams. Piemēram, pirmajam sadzīves apgalvojumam „*Maizi ēd tikai cilvēks*” populārākais respondentu pretpiemērs bija „*Maizi ēd ne tikai cilvēki*”. No 2. attēlā apkopotajiem rezultātiem izriet, ka pietiekami daudz respondentu mēģināja kritiski izvērtēt anketā doto problēmu, skatīt NEATB. No tiem, kas atbildēja, sadzīves apgalvojumu aplamību pareizi noteica visi respondenti, matemātisko apgalvojumu aplamību- daudz mazāks respondentu īpatsvars, skatīt 2.attēlā PATIESS. Matemātikas apgalvojumu gadījumā bija daudz lielāks to respondentu īpatsvars, kas deva precīzus pretpiemērus, nevis tikai norādīja, ka pretpiemērs eksistē, skatīt PRETP\_K un PRETP\_E. Tas liecina, ka pretpiemēra jēdziens respondentiem vairāk saistās ar matemātiku nevis ar argumentāciju sadzīvē. Kopumā skolotāju programmā studējošo atbildes liecina, ka kritiskās domāšanas pieredze, uzrādot pretpiemērus, rada grūtības.

## **Secinājumi** *Conclusions*

Mūsdienīgā mācību procesā, kas orientēts uz ilgtspējību ir svarīgi jau pamatskolā skolēniem veidot kritisku domāšanu, kas akcentēta projektā “Skola 2030”. Labi attīstītas kritiskās domāšanas viens no indikatoriem ir prasme pareizi atrast apgalvojuma noliegumu un pretpiemērus.

Pilotpētījums liecina, ka gan pamatskolēniem, gan topošajiem un esošajiem skolotājiem nav stingras izpratnes, ka apgalvojuma loģiskā nolieguma konstruēšana pēc būtības balstās uz sākuma frāzes „nav tiesa, ka” pievienošanu dotajam izteikumam. Bieži tiek izmantotas metodes, kas nav pareizas nolieguma formulēšanā. Pārsvarā matemātiskais noliegums asociējas ar pilnīgo noliegumu valodnieciskajā nozīmē. Šī asociācija rada kļūdas veidojot saliktu izteikumu noliegumus. Nākošā izplatītākā kļūda ir pretstatīšanas jeb antonīmu izmantošana, formulējot noliegumu. Atsevišķos gadījumos loģiskās analīzes vietā tiek izmantotas vispārzināmas patiesības.

Pilotpētījumā pārlicinājāties, ka pretpiemēra jēdziens nav pazīstams ne tikai pamatskolēniem, bet arī daļai topošo un esošo skolotāju. Integrētās mācībās pretpiemēru formulēšana ir aktuāla ne tikai matemātikā un citos mācību priekšmetos, bet arī to lietošanai sadzīves situācijās.

Tas liecina, ka augstskolās studējošiem ir nepieciešamas loģikas pamatzināšanas. Minētās kļūdainās tendences var novērst, pastiprinot matemātiskās loģikas apguvi topošo skolotāju studiju programmās.

### Summary

Ability and experience of constructions of negation and counterexamples is one of the learning steps which has to be mastered in the context of critical thinking.

A case study design was used. The question were answered in written form by pupils of grades 5-9 (n=40, the survey was conducted in 2016) and DU teacher study program students (n=70, the survey was conducted from December 2017 to January 2018), The survey was performed in the presence of one of the authors in order to gain more information and increase credibility of the survey. Both qualitative and quantitative methods were used for the analysis and interpretation if the obtained empirical data.

The authors determined four widely used negation construction methods: complete negation (performing the local predicate negation), local subject negation, using antonyms, attempting counterexample construction. Pupils of primary school, some education students and teachers are not familiar with the concept of counterexample. Respondents relate this concept with mathematics rather than with everyday argumentation.

**Conclusions.** The pilot research shows that both pupils of primary school and future and actual teachers do not have clear understanding that construction of negation begins with adding the phrase „is is not true that“ to the initial statement. The mathematical negation is associated with the linguistic complete negation. This misconception causes errors constructing negations of composite statements. Another widespread error is usage of antonyms in the construction of negation. These observations show that university students of *teacher study programs need* to study basics of mathematical logic.

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## ICT AS EXPERIENTIAL TEACHING/LEARNING OPPORTUNITIES IN A PRIMARY SCHOOL: TEACHERS' APPROACH

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**Abstract.** *The article reveals opportunities of information communication means in creating experiential teaching environments and provides insights for the development of experiential teaching/learning opportunities in a primary school. Experiential learning, which treats a person as a whole and emphasizes one's unlimited potential opportunities, covers all three dimensions of teaching/learning: cognitive (i.e. perceptual), effective (emotional) and social (behavioural), and accordingly is a condition for the teaching/learning success. A qualitative research that involved teachers of primary schools (teachers of 1-2 and 3-4 grades) has been carried out. Content analysis of the results of the research revealed the essential conditions for using ICT means in creating experiential teaching/learning environments in a primary school and preconditions for creating experiential learning environments: sufficient special competences of primary school teachers to use ICT means, insufficient competences to create an experiential teaching/learning environment in a school (lack of knowledge and skills), lack of ICT means in classrooms, lack of cooperation between primary education teachers and of their motivation.*

**Keywords:** *primary school teachers, experiential learning, information and communication technologies (ICT), primary education, teachers' professional competence.*

### Introduction

Nowadays, information communication technologies, the Internet, social networks are a swiftly developing part of both social communication and educational environment. Educational environments in today's news and information society are rapidly changing, developing and expanding its limits. Contemporary educational environments reach a person not only in teaching /learning or working places, but also during leisure time, at home and without any age limitations. Information communication means (ICT) and the Internet become the earliest and often the most important educational and experiential



learning environment for children and young people, which attracts them and forms the learners' attitude towards the process of teaching, learning, relationship with the knowledge of the environment, one's learning abilities, etc.

Most educational institutions in Lithuania already have computers, interactive boards and projectors (Adijatu, 2015). However, the fact that computers appear in every classroom does not mean that teachers effectively apply them in the education of children. It is important that teachers are adequately trained to use ICT and apply them in the process of education; are able to note the advantages of ICT as of modern didactic means and relate them with relevant contemporary school teaching and learning strategies (Adijatu, 2015; Cencič et al., 2012; Jordan et al., 2015). According to Stoican & Stefanescu (2016) in order to facilitate the process of education it is necessary to integrate ICT means (personal computers and training computer programs, educational computer games, tablet computers, education gadgets developed for it; smartphones; cameras and video cameras; voice recorders and music centres; interactive boards) into a variety of activities in a school. Scientific research revealed that the acquisition of knowledge by pupils in the training of whom an interactive board was used is better and their learning motivation is significantly higher compared to those in the education of whom such interactive means were not used (Bajtoš & Kašaiova, 2016).

By emphasizing the links in scientific research between ensuring the teaching and learning quality in primary education, applying modern educational strategies and teachers' approach to educational innovations (experiential learning strategies, ICT, etc.), some questions remain unanswered: what ICT opportunities in the experiential teaching and learning in primary education do the primary school teachers see and what preconditions for creating environments of experiential learning do the teachers identify? The aim of the article is to reveal the primary school teachers' approach to ICT as opportunities for experiential teaching and learning.

### **Experiential teaching/learning opportunities in a primary school**

During childhood the ideas of education and learning alter together with the changing public approach to the social being, person and society. Previous education and learning ideas were formed and based on theories of individual children's education and cultural and social learning (Anning et al., 2004). Modern approach attests to the dominance of social and cultural processes in educational processes. Accordingly, individual and diverse processes of children's learning and development are inextricably interrelated and integrated into the context of social relationships. A child does not develop independently, but through the relationship in one's family, neighbourhood, peer community

and society. New conceptions of child understanding emerge from the concept of the sociology of childhood. In recent decades, scientists (Moon, 2005; French, 2007; Yardley, 2012 et al.), who have analysed educational and teaching practices, emphasize the constructively comprehensible learning, which refers to activities that highlight the active role of an individual in the processing of information and constructing of knowledge. Constructivists emphasize the importance of children's prior knowledge structure. Not only does one learn to listen, observe, feel or imagine, but thinking structures formed on the basis of the development and experience of an individual are also taken into account. The child constructs concepts of events and phenomenon based on one's own experience and previously formed models. Hence, everything the child learns depends on one's learning environment, nature of information and one's prior knowledge. Learning environment is one of the factors of learning. Another important factors is the individual experience of the learner. Due to the fact that experience of each pupil is individual, no one can study and learn in equal measure, despite of being equally taught. Therefore, the most important role of a teacher is to organize the educational environment in such a way that while learning a pupil could deepen one's prior knowledge and experience, actively process knowledge and associate new information with an authentic and meaningful context (Gail Jones & Brader-Araje, 2002).

Experiential teaching/learning is a strategy of teaching/learning when the essential resource is experience. The following is teaching/learning by acting, when learners create their knowledge, acquire skills, develop abilities and values from their own and others' direct experience. Experiential teaching/learning responds to all essential provisions of the modern teaching/learning organization and is closely related to other relevant teaching/learning strategies, including collaborative teaching/learning, reflective, constructive, evidence-based, problem-based teaching/learning (Sharlanova, 2004). Founders of experiential theory learning (ELT) A. Kolb and D. Kolb (Kolb & Kolb, 2005) claim that learning involves four stages: specific experience, reflexive observation, abstract conceptualization and active experimentation.

The importance and features of experiential education are analysed by many scholars (Moon, 2005; Preeti, 2014; Bubnys, 2012; Targamadze, 2014 et al.), who point out that experiential teaching/learning is useful in many aspects for all participants of the teaching/learning process. Moreover, since in today's information society, when there is a high availability of information by means of information communication technologies (hereinafter – ICT) and sufficiently high virtual and physical mobility, etc., learners of all ages have more or less knowledge and experience in every single issue. Having faced a situation, when learners' experience is not used or used at a minimum, they feel underestimated or even marginalized, and thus can develop negative approach to

learning in general (Veitch et al., 2006). On the other hand, experience of learners, i.e. knowledge, skills, abilities, etc. is not necessarily qualitative, suitable to be used in today's conditions, or corresponding to the newest achievements of the field; accordingly, reflection of the available experience, its analysis are very useful in terms of the quality of learning, as it enables to review, renew, systemize, develop, and, if necessary, change one's available experience (Yardley, 2012).

Experiential learning, which treats a person as a whole and emphasizes one's unlimited potential opportunities, covers all three dimensions of teaching/learning: cognitive (i.e. perceptual), effective (emotional) and social (behavioural), and accordingly is a condition for the teaching/learning success (Kolb et al., 2001). According to Veitch et al. (2006) experiential teaching/learning develops a teaching/learning competence to study. By helping to understand oneself as a learner, learning and encouraging to reflect and analyse one's process of learning, not only does experiential teaching/learning teach to see its strengths and weaknesses, but, based on evidence, foresees opportunities of its improvement. In other words, experiential teaching/learning develops skills necessary for a self-taught person, which are particularly important at an early school age.

In order to achieve the expected educational results of the group of children and each child separately, primary school teacher creates situations in a group for an experiential development of a child, coordinates the process of their development. The process of experiential child development is a process when a primary school teacher creates conditions for children to see, hear, go through, ponder, i.e. acquire various experience by being actively involved, participating, creating together with other children and adults. Foreign scholars call it communication meetings of a child and a teacher or a dialogue during an education process (Yardley et al., 2012), pedagogical facilitation (Indrašienė, 2009).

The concept of information technologies includes everything that is intended to record, transfer or express information. Various authors, who have examined the ICT define the concept of the following phenomena depending on the area in question and representing scientific disciplines (Freeman, 2010; Dagienė et al., 2006; Targamadze, 2014; Brazdeikis, 2009; Kamei, 2016). ICT are technologies that include computers, computer networks and (or) other digital devices, and can be used, applied or integrated in educational, learning or other activities (Labutė et al., 2015). Labutė and others note that the following aspects of information and communication technologies are most often analysed in educational contexts: computer (hardware and software), computer networks and the Internet, as well as other digital devices (Labutė et al., 2015; Rasikienė, 2013). ICT means increase operational efficiency and allow to achieve new

results of activity achievements in the field of education (Gulbinas & Arkušauskaitė, 2015). ICT helps to develop a new learning environment with a diversity of information sources and communication means, in which it is easy to train up skills of critical thinking, integrate topics of various fields, apply active methods of teaching, highlight and develop individual abilities of a child, teach to work independently and in a group (Dudzinskienė et al., 2010; Brazdeikis, 2009; Neighbors, 2014; Raut & Patil, 2016 et al.).

### Research Methodology

The aim is to examine the primary school teachers' approach to modern primary education and training, its parameters of quality, role of ICT. This research is continued qualitative research. The method of research is semi-structured interview. According to Creswell (2009) the qualitative research helps to better understand the analysed phenomena, its features, reveal peculiarities of approaches. By means of the following research it is sought to reveal various aspects, environments and opportunities of using ICT means. The research has been carried out in 2016-2018. In the following stage of the problem investigation (2017), it was decided to deepen into the experience of teachers of 1-4 grades, opportunities of ICT means by creating experiential environments of teaching and learning.

A semi-structured interview with 12 teachers from 5 Klaipėda city schools, i.e. by 6 working in various primary educational concentric circles (1-2 grades, 3-4 grades), has been chosen for the research. Later, informants were asked to clarify, add some aspects of the examined problem in writing. A criteria selection has been applied to the choice of informants. All informants, who participated in the research – women.

Participants of the research were primary school teachers, who have systematically used various ICT means for teaching and learning for more than 6 years and who have indicated during the previous stage of the research that they have been systematically using ICT in their work seeking to integrate educational content and motivate pupils to learn. It was important to examine and discover what primary school teachers thought of the creation of the experiential teaching and learning environments, their experience and the opportunities of ICT they see in such environments.

The *content* analysis of the interview results was carried out in order to distinguish statements which, according to the informants, highlight/reveal essential strengths and (or) causes (for example: *the best, most often, the easiest, most important, essential, basis, first of all*, etc.) and those that received approval, overlaps of the majority of informants. Informants' statements during the content analysis were classified into several categories and subcategories

(Creswell, 2009). The discussion concerning the primary school teachers' approach towards the ICT as opportunities for experiential teaching and learning, first of all, sought to identify the aspects of experiential teaching and learning distinguished by teachers, kinds of experiential teaching/learning opportunities they see when implementing primary education programs, and how ICT means help to implement experiential teaching/learning in a primary school. Informants' opinions in the category *Experiential Teaching/Learning Opportunities* in primary education were grouped according to the frequency of provided arguments (mentioned by most informants). Three essential subcategories have been distinguished in the category *ICT as Opportunities for Experiential Teaching/Learning in a Primary School*: self-control of learning (time, duration, results), individualisation of learning, collaborative learning (table 1). In the following category informants' opinions have been grouped by taking into account their importance (most significant as distinguished by informants) and frequency (mentioned by most informants).

**The research instrument.** Questions, submitted to all informants, were grouped into two blocks: *Experiential Teaching and Learning in Primary Education*, *ICT as Opportunities for Experiential Teaching/Learning in Primary Education*.

## **Research Results and Their Discussion**

All informants emphasized the importance of experiential learning in primary education. When submitting their answers and reasoning them, primary education teachers most often mentioned: *“important”*, *“necessary and useful”*, *“now, one will not be able to interest in any other way”*, *“significant”*, etc. Unambiguously acknowledging the importance of experiential teaching/learning, informants provided two arguments (statements):

- pupils become more quickly/more actively involved in academic activities,
- pupils' learning outcomes are improving.

By distinguishing pupils' experiential learning as an important aspect of their academic engagement, teachers stated that: *“pupils get more interested by the topic”*, *“when they try they best, they have enough patience to complete (the task – author) until the end”*, *“if one did not understand the explanation, tries everything until succeeds”*, *“when they decide how to act, they also work after the lesson”*, etc. All teachers of the research noted that every pupil, who has actively participated in such activities learned new study materials, actively participated in teaching activities, i.e.: *“repeats until learns”*, *“become very pleased and show others how successful they are”*, *“shine as they see the result*

*of their work”, “even if help of others was needed, but managed to complete the task, one begins to repeat it to show me (teacher – author) and others what they can”, etc.*

On the other hand, teachers of the research noted that the educational content of not all subjects could be conveyed through experiential teaching, not all topics are suitable for that; thus, according to informants, it is not enough to apply only experiential teaching and learning. Primary school teachers, reflecting on their experience of organizing experiential teaching, have highlighted three important aspects of experiential teaching/learning in a primary school (subcategories): *independence while learning, group activity, knowledge of pupils’ experience.*

When discussing independence of learning, primary school teachers emphasized active participation of pupils, their independence: *“one decides how much time one needs”, “it is important to choose tasks that would allow to interact as little as possible”, “carry out tasks by themselves”.* Teachers pointed out the individual opportunities of each pupil’s experience and the necessity to take them into account while choosing tasks. It may be noticed in the informants’ statements that when reflecting upon the experiential learning of pupils, teachers emphasize the individual aspect of pupils’ engagement, meaning of the individual experience. Informants underestimate the potential synergy of the pupils’, as of a learning group with various experience, available experience and its exchange. Researchers, who have examined various aspects of experiential learning (Slavin, 2014; French, 2007 et al.) claim that in experiential learning one is encouraged to rely on the experience of all participants of the teaching/learning process; it expands learning opportunities as one learns not only from one or two learning sources (for example, teacher and/or textbook). Each learner becomes a learning source, as each one’s experience is individual and therefore, unique and authentic. Such learning encourages pupils to actively communicate and participate in the process of teaching/learning, i.e. analyse one’s experience, share it, compare it to the experience of others, etc.

When discussing the importance of group work while organizing experiential learning, teachers noted: *“when working in a group, they control each other”, “by carrying out tasks together, they also learn to communicate”, “when act in a group, somebody knows something or has ideas”, “it is more interesting for them to work together”, “even when they receive individual tasks, they often try to do it together”, etc.* Teachers pointed out that primary school pupils, who carried out tasks in small groups, are faster and easier engaged into learning, as pupils have an opportunity to debate and discuss. The following is particularly important in experiential learning, where reflection, ability to reflect upon experience, is distinguished as one of the essential stages

of experiential learning. Primary school teachers, who participated in the research, spoke about pupils' reflections and abilities to reflect only in the context of experiential learning in a group. It should be noted that Kolb (and others) when analysing the process of experiential learning, distinguished essential features, conditions of the following teaching and learning. In the following works, reflection of the learner is identified as one of the essential condition and stage of experiential teaching/learning.

Informants, discussing the nature of pupils' participation in the experiential learning, unanimously stated that *"experiences of contemporary pupils are quite different"* and the following becomes a challenge for teachers. Teachers highlighted problems of managing the primary education content, which is associated with various experiences, knowledge and skills of pupils: *"a common problem is that it is not clear how to present a topic so that everyone would get involved"*, *"if I do not know how much one knows, I can not see how much one will learn"*, *"they now get so much information from youtube"*, *"knowledge of some pupils is quite good"*, *"so, some get really bored during lessons of world cognition"*, *"there are pupils in the class who find math lessons too easy"*, etc. When discussing the importance of the knowledge of pupils' experience for the organization of teaching and learning in primary school, informants emphasized the help of ICT means to quickly and accurately assess pupils' knowledge and skills: *"prepare a short kahoot test and see each child"*, *"it is very difficult to talk to each pupil separately during a class, and with this tool (ICT – author) it becomes faster"*, *"not only is it convenient to see what everybody knows during a class, but also for them to remember"*, *"I can always check pupils' answers after a class or some time later"*. Not only is individuality of pupils' experience a very important part of qualitative learning and teaching, but also one of limitations of experiential teaching/learning. According to Monkevičienė (2008) the following is related to: insufficient experience of learners on a particular issue; unresolved, not systematized, and sometimes incorrect experience; negative experience; experience that does not correspond to a learning situation, etc. The following, in turn, can become a disturbance to the learning outcomes. On the other hand, learning by acting reveals how the child is purposefully and independently able to choose activities, and education importance is being emphasized, but not the result (Monkevičienė, 2008).

Informants' answers in the category *ICT as Opportunities for Experiential Teaching/Learning in a Primary School* are divided into three subcategories: self-control or learning, individualization of teaching and learning, and collaborative learning (table 1).

In the subcategory *self-control of learning* primary school teachers indicated that various ICT tools are especially helpful for pupils to feel the process of learning itself. Pupils feel and understand more that they are learning,

that they can choose their own pace for carrying out tasks, sometimes the way of carrying them, but most important is that pupils see the results of their efforts and can change those results by repeating the tasks. Teachers stated that it is exactly ICT means that during classes make it possible for pupils “*to feel, experience learning*”, experience “*learning success*”. When discussing benefits of various ICT means for the self-control of learning, teachers distinguished two important aspects: self-assessment of the learning time management and personal learning outcomes. Raut & Patil (2016) points out that ICT means create an attractive, completely new, interactive learning environment, where learners can share ideas, information, pictures, animation, audio and video records, receive a quick feedback, which is especially important at an early school age.

In the subcategory *individualization of teaching and learning*, informants noted both opportunities of ICT means in planning the process of learning (opportunity to take into account the various experience of pupils, their learning opportunities) and aspects of pupils’ engagement in learning (individual concentration and support of pupils’ attention, quick receipt of individual learning outcomes, individual content of learning tasks and time of their performance). Teachers stated that ICT means enable teaching and learning individualization: “*ICT means allow to choose another or repeat the same level*”, “*every pupil finds what is interesting for one*”, “*become very pleased and show others how successful they are*”, “*it is possible to create tasks of different complexity*”, etc. Learning visualization, appropriate creation of an educational environment are being emphasized in the research of Yardley et al. (2012). Research reveals that all environments, where the pupil acquires different experience are significant for learning, since, based on such experience, the pupil constructs the content of one’s knowledge, which allows for the active cognition of social and natural environments. On the other hand, experiential teaching/learning by encouraging to reflect and analyse one’s experience and learn from it, additionally encourages to better get to know oneself as a person, as a learner. In other words, experiential teaching/learning provides great opportunities to get to know not only the surrounding world, but also oneself. Accordingly, learning can be adapted to the individual opportunities and needs of a learner (Moon, 2005).



**Table 1 Categories of ICT as opportunities for experiential teaching/learning in a primary school**

Subcategories	Statements
Self-control of learning (time, results)	<i>“when they know that they will be able to try again, it’s more fun to get involved”, “some are quick at working with a computer, others are slower”, “everyone chooses one’s pace”, “repeats the exercise as many times as one wants”, “if one did not understand the explanation, tries everything until succeeds”, “when they decide how to act, they also work after the lesson”, “one decides how much time one needs”</i>
Individualization of teaching and learning	<i>“ICT means allow to choose another or repeat the same level”, “every pupil finds what is interesting for one”, “repeats until learns”, “become very pleased and show others how successful they are”, “it is possible to create tasks of different complexity”, “shine as they see the result of their work”, “this is a tool for pupils who have difficulties of learning”</i>
Collaborative learning	<i>“when working in a group, they control each other”, “by carrying out tasks, they also learn to communicate”, “they learn by playing, competing”, “when act in a group, somebody knows something or has ideas”, “even if help of others was needed, but managed to complete the task, one begins to repeat it to show me (teacher – author) and others what they can”, “by trying to tell others how they got everything done, they repeat everything for themselves”, “if one does not succeed, asks other pupils or monitors the work of others”, “while carrying out tasks together, they see learning as a game”</i>

For the subcategory *collaborative learning*, teachers noted that when organizing experiential learning it is exactly ICT means that help to properly organize group activities, collaborative learning: *“when working in a group, they control each other”, “they learn by playing, competing”, “when act in a group, somebody knows something or has ideas”, “by trying to tell others how they got everything done, they repeat everything for themselves”, “if one does not succeed, asks other pupils or monitors the work of others”, “while carrying out tasks together, they see learning as a game”* (table 1). When reflecting upon the experience of collaborative learning, primary school teachers emphasized various benefits of ICT means in effectively organizing training, teaching and learning “facility for the pupil”, i.e. opportunities of pedagogical facilitation. According to Indrašienė (2009) pedagogical facilitation is an essential condition, process for encouraging learning motivation, the success of which depends on the pedagogical competence and motivation to create a proper educational environment for learning, as well as choose effective learning strategies and technologies. When organizing learning in a primary school, it is important to take into account the attractiveness of the educational/teaching environment for the learner. Informants note that ICT means are important for creating a fun,

playable educational environment, where pupils can relax and concentrate at the same time: “while carrying out tasks together, they see learning as a game”, etc. When learning in a group, pupils learn to take responsibility for the learning outcomes. Moon (2005) points out that a pupil creates his own subjective reality and one’s own theories while interacting in a group. By interacting in a group, communicating, for example, when a pupil compares one’s own concepts with the experiences of others, subjective experiences become objective knowledge, i.e. one learns. By talking, interpreting, debating, pondering and asking questions in the atmosphere of collaboration, pupils form their cognitive structures and skills. The majority of learning specialists highlight the benefit of talking to others and interpretation, especially if the learning material is difficult. Virtual and real environments of pupils’ collaboration created by means of ICT tools greatly encourage confidence of younger school-age children in their learning experience, learning activities.

Informants, while pondering over the obstacles that block the implementation of experiential learning in a primary school, have often mentioned: lack of ICT means, opportunity to more coherently collaborate by exchanging occupational experience with colleagues, as well as the occurrence of lack of motivation. Teacher’s motivation to apply one or another educational strategy is important when creating proper educational environments. When creating experiential teaching and learning environments, where pedagogical facilitation is important, teacher’s motivation becomes an important condition for the organization of such learning. Indrašienė (2009) notes that explicit pedagogical facilitation occurs by applying specific didactic instruments and depends on the teacher’s motivation, competence, skills to plan, organize, assess and reflect upon the process of education. Shortage of opportunities in a school to share information about the organization of experiential learning, selection of ICT means, motivation of pupils and other issues were identified by informants as the most common obstacles to properly organize the experiential learning environment in a classroom. In their statements informants revealed that the removal of the following obstacles would allow them to systematically and consistently create experiential teaching and learning environments in a primary school. Comparative analysis of the experience of the ICT implementation in education in Lithuania and foreign countries showed that in order to organize contemporary primary education it is necessary to encourage and motivate primary school teachers to create experiential learning environments, use various educational means, ICT tools, develop integral educational competences of teachers (Dagienė & Kirilovas, 2009).

## Conclusions

The summary of the experience of the primary school teachers in organization of experiential teaching and learning allows to claim that even though teachers acknowledge relevance of the following teaching, they are not fully aware of the meaning of the experiential teaching and learning, lack competence in the organization of comprehensive experiential teaching, its stages. Participants of the research pointed out: lack of ICT means, lack of opportunities to coherently collaborate by exchanging occupational experience with colleagues, motivation. All of the above-mentioned has been identified as most common obstacles one faces when organizing experiential learning in a primary school. Primary school teachers, who participated in the research have sufficient knowledge and skills to use various ICT means in primary learning, see benefits of ICT means in the organization of experiential teaching and learning in a school.

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## INOVĀCIJAS PEDAGOĢISKAJĀ DARBĪBĀ LATVIJAS SKOLĀS

### *Innovations in Pedagogical Activities in Schools of Latvia*

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**Abstract.** *The topicality of the article is determined by the contradiction between the unequal speed of technology development and rigidity and conservatism of education system, which directly affects the pedagogical process and result, and which lags behind the development of society and technology. The consequences of this contradiction is the ever-increasing bureaucracy of the education system and the deterioration of the learning outcomes. In order to eliminate this contradiction, technological innovation is not enough. To reduce this contradiction, changes in the development of human mind, pedagogical activity and society as a whole, are necessary. The article analyses innovations in pedagogical activities – teachers' mutual learning, model of pedagogical cooperation, study system at E. Blumss' School and its organisation, concept of schools established by parent society and its implementation and introduction of these innovations in schools. For examples of implementation of pedagogical innovations are described, using the case study method to discover the efficiency of pedagogical innovations.*

**Keywords:** *innovations in pedagogical activities, pedagogical cooperation, cognition, product of cognition.*

### **Ievads**

#### ***Introduction***

Latvijas izglītības sistēmai un tās saturam ir jāmainās – tas tiek pieņemts kā aksioma un parādās izglītības reformu pamatojumā. Inovācijas izglītībā parasti tiek saistītas ar informācijas tehnoloģiju lietojumu, bet maz runā par pedagoģiskā procesa inovācijām, kas prasa izrādīt attieksmi pret skolēnu kā sadarbības partneri, mainīt izpratni par to, ka “skola gatavo dzīvei” uz izpratni, ka “skola ir dzīve”, kas ietver arī iespēju attīstīt lietpratībā balstīto mācīšanos, nepieciešamību attīstīt audzinošās mācības un citas pedagoģiskās darbības inovācijas. Inovācijas ir ne tikai jaunā ieviešana praksē, bet arī iespēja uzlabot un mērīt pedagoģiskās darbības un rezultāta kvalitāti. Izglītības kvalitāti Latvijā parasti mēra ar kvantitatīviem rādītājiem: izglītības pakāpju pieejamība, saņemto izglītības dokumentu skaits noteiktā pakāpē, skolēnu dalība olimpiādēs un kopējais apbalvojumu skaits, absolventu skaits, kuri kļūst par reflektantiem, centralizēto

eksāmenu rezultātu apkopojums un skolas efektivitāte procentpunktos, kas pēc būtības ir par skolēnu saņemta un iztērēta valsts nauda.

Tomēr izglītības kvalitātes saturu nosaka pedagoģiskie rādītāji: mācīšanās un mācīšanas produktivitāte, kuru var mērīt, kā skolēnu vērtējuma un pašvērtējuma tuvināšanos, kā sadarbības efektivitātes paaugstināšanās: dzīvā trīsstūra attīstība “skolotājs – skolēns – vecāki” kā līdztiesīgi sadarbības partneri, kā subjektīvās apmierinātības esamība par mācību procesu un rezultātu, un arī kā interesi par savu darbību, ieguldījumu un ieguvumu mācību procesā, patstāvības un atbildības attīstība socializācijas procesā. Tas nodrošina ne tikai iespēju mērīt pedagoģiskās darbības kvalitātes kritērijus un to rādītājus, bet arī skolēnu un skolotāju apzināšanās līmeņa paaugstināšanos un socializācijas līmeni, kas ir skolas pamatuzdevums – palīdzēt iemācīties dzīvot sabiedrībā.

Raksta mērķis ir atklāt mūsdienīgu pedagoģiskās darbības inovāciju esamību Latvijā un tālākās to attīstības iespējas. Mērķis sasniegts, analizējot pedagoģisko inovāciju jēdzienu un tā dažādo izpratni literatūrā, kā arī analizētas reālas pedagoģiskās darbības inovācijas Latvijas skolās, izmantojot situāciju analīzes metodi.

### **Inovāciju izpratne mūsdienīgu pedagoģijā** *Understanding Innovation in Contemporary Pedagogy*

Kā savā pētījumā raksta B. Brigmane, inovāciju teoriju pirmsākumi meklējami 19. gs. pirmajā pusē, bet Latvijā ar inovatīvas darbības izpēti sāk nodarboties 20. un 21. gs. mijā. Visplašākajā nozīmē inovācijas tiek uzskatītas kā jaunu vērtību piedāvājums patērētājam. “Inovatīvā sistēma, kuras galvenais pievienotās vērtības avots ir inovācijas, tiek saukta par zināšanu ekonomiku. Inovācijas pašas no sevis netop un realizējas ne valsts, ne uzņēmuma līmenī. Inovāciju politika nevar tikt īstenota atrauti no izglītības, zinātnes, uzņēmējdarbības” (Brigmane, 2012: 56)

Inovatīvs mācību process ir vērsts uz spēju attīstīšanu, kā rezultātā notiek kompetenču attīstība, kas maina cilvēka pašpieredzi. Mainoties pašpieredzei, mainās cilvēka vērtības un arī paša cilvēka vērtība sabiedrībā. Vērtību maiņu mācībās atspoguļo tradicionālo un inovatīvo vērtību salīdzinājums. Piemēram, tradicionālā vērtība “augsta darba samaksa” transformējas par inovatīvu vērtību “augsts dzīves līmenis”, “vispāratzīts panākumu līmenis” uz “panākumu individuāls vērtējums”, “tradicionālās lomas” uz “robežu nojaukšana lomu ierobežojumiem”, “ticība ražošanas prioritātei” uz “ticība cilvēkpotenciālam”, vērtība “dzīvot, lai strādātu” uz “strādāt, lai dzīvotu”, “ražošanas paplašināšana” uz “pakalpojumu sfēras paplašināšanās” un visbūtiskāk, “tehniskie jaunievedumi” kā vērtība uz “tehnoloģiskās inovācijas” (Brigmane, 2012).

Pedagoģijā inovācijas tiek analizētas kā praksē ieviesti, jauni produkti. Piemēram, Latvijas izglītības sistēmā jau kopš valsts neatkarības laika tiek runāts par sadarbību, ko realizē dzīvē trīsstūra robežās “skolotājs – skolēns – vecāki”, Latvijā ir izstrādāts ne tikai teorētiskais sadarbības modelis (Špona & Čamane, 2009), bet tas jau ir apbēts pedagoģiskajā praksē – tātad, sadarbību var uzskatīt par inovatīvu produktu.

I. Tiļļa analizē inovatīvus pedagoģiskos līdzekļus – mācību saturu, programmas, metodes, paņēmienu, kas iegūst sociokulturālās mācīšanās saturu un ir izmantojams kā teorētisks pamats skolu praksē (Tiļļa, 2005).

Inovāciju ieviešana nav pašmērķis un to nepieciešamību nosaka izglītības mērķis. G. Rots (Roth) uzskata, ka izšķir četru veidu izglītības mērķu grupas: vispārējā izglītība, kas dod priekšstatu par vispārējām, zinātnes atziņās balstītām zināšanām un to nosacīti varētu nosaukt par akadēmisko mērķi, tad ir praktiskā jeb profesionāli orientētā izglītība, kas palīdz izvēlēties profesiju, tad ir pilsoniskā izglītība, ko nosaka valsts iekārta un ideoloģija, un, visbeidzot, personības attīstības veicināšana (Roth, 2011). Inovācijas personības attīstības mērķa sasniegšanai ir visgrūtāk ieviešanas, jo tas prasa domāšanas stereotipu un jau gandrīz arhetipisku priekšstatu par izglītības mērķi, pedagoģisko darbību un mācīšanos maiņu. Pēc Ā. Karpovas un I. Plotnieka definīcijas personība ir cilvēks, kas ir stājies noteiktas sociālās attiecībās, apzinās šīs attiecības un kā aktīvas darbības subjekts spēj pārveidot pasauli un atbildēt par šīs pārveidošanas rezultātiem (Karpova, 1999). Šī definīcija attiecas jau uz attīstītu personību, bet tajā skaidri izdalāmas personības pamatpažīmes: personība ir sabiedrības daļa, ir apveltīts ar spēju sevi apzināties, spēj pārveidot pasauli vai, citiem vārdiem ar iniciatīvu, patstāvīgs un ar prasmi izvēlēties apveltīts cilvēks un, visbeidzot, ar prasmi atbildēt par savas darbības sekām.

Tieši tās inovācijas, kas skar personības attīstību, ir gan visgrūtāk ieviešanas, gan mērāmas, tomēr tieši tās dod vislielāko t.s. pievienoto vērtību izglītības procesam.

### **Inovācijas un izglītības satura maiņa** ***Innovation and Change of Educational Content***

No 2016. gada 17. oktobra līdz 2021. gada 16. oktobrim Latvijas Valsts Izglītības satura centrs realizē projektu Nr. 8.3.1.1./16/I/002 “Kompetenču pieeja mācību saturā”. Projekta mērķis ir nodrošināt vispārējās izglītības satura izstrādi, apbāciju un ieviešanu pirmsskolas izglītības, pamatizglītības un vidējās izglītības pakāpē, lai nostiprinātu tādu pieeju mācīšanai, kuras rezultātā skolēni attīstītu dzīvei 21. gadsimtā svarīgas kompetences. Varētu teikt, ka Latvijas izglītības sistēmai tas jau sen bija nepieciešams – jauna, inovatīva pieeja mācībām. Analizējot projekta saturu jākonstatē, ka inovāciju šajā projektā ir maz.



Projektā kompetence tiek definēta kā indivīda spēja kompleksi lietot zināšanas, prasmes un paust attieksmes, risinot problēmas mainīgās reālās dzīves situācijās. Jaunā mācīšanās pieeja šī projekta ietvaros tiek traktēta kā skolēna mācīšanās, mijiedarbojoties ar mācību saturu, kas notiek iedziļinoties un to nodrošina skola kā mācīšanās organizācija. Šādi traktēta pieeja nekādi nav inovatīva, jo skolēni mācās kopš radušās skolas, mijiedarbība ar mācību saturu projektā nav aprakstīta, jo tas pats par sevi ir individuālpсихолоģisks un sociokulturāls process, bet satura traktējums drīzāk ir dažādu jēdzienu kompilācija. Mācīties iedziļinoties – “skaidrs sasniedzamais rezultāts skolēnam, jēgpilni, daudzveidīgi, kontekstuāli uzdevumi, attīstoša atgriezeniskā saite un atbalsts, skolēni domā par savu mācīšanos” (Projekts Nr. 8.3.1.1./16/I/002 “Kompetenču pieeja mācību saturā”, 2016), kas pēc dotā apraksta vismaz daļēji atbilst sadarbības pazīmēm. Skola kā mācīšanās organizācija ir pētīta un analizēta jau kopš 20. gs. deviņdesmitajiem gadiem, arī Latvijā šie pētījumi jau vairs nav jaunums (Kokare, 2011). Var, protams, norādīt uz to, ka teorijas aprobācija un nonākšana līdz reālai inovācijai prasa laiku, tomēr šī raksta autore uzskata, ka minētās inovācijas jau notiek un projekta autoriem nav jāizdomā ne teorijas, ne labās prakses piemēri – tie Latvijā jau eksistē. Tādējādi nav identificējama projekta pedagoģiskā psiholoģiskā bāze – teorijas un teorētiskās pieejas, uz kurām balstītos piedāvātais saturs un pieeja. Visbeidzot, pagaidām projekta saturā tā arī nav nosauktas konkrētas kompetences, kuras tad skolēni iegūst katrā izglītības pakāpē, kaut gan jau šogad projekta rezultāti ir ieviešami Latvijas skolās.

### **Situāciju analīze** *Case Study*

**1. situācija: sadarbība kā inovācija.** Kopš 2015. gada pēc Ventspils pašvaldības iniciatīvas pilsētas Izglītības pārvalde uzsāka projektu skolotāju - konsultantu sagatavošanā. Tā mērķis ir pakāpeniski ieviest pilsētas un novada skolās sadarbības modeli, kurā notiek skolotāja un skolēnu mācību mērķu tuvināšanās, mācību līdzekļu saskaņošana, pats sadarbības process, kura laikā bagātinās abu sadarbības pušu pašpiederze un, visbeidzot, notiek procesa un rezultāta novērtēšanas un pašvērtēšanas tuvināšanās un refleksija par procesu kā tilts uz nākamo sadarbības procesa posmu.

Konsultanti tiek sagatavoti centralizēti, un tādi šobrīd ir pieci, kuri ir Izglītības pārvaldes rīcībā. Skolas pēc skolotāja, administrācijas un, iespējams, arī pēc vecāku iniciatīvas, lūdz konsultanta palīdzību konkrētas pedagoģiskas problēmas risināšanā. Konsultanta darbības laikā tiek vērotas stundas, fiksētas sadarbības procesa komponentes, identificētas problēmas un, skolotājs kopā ar konsultantu, rod risinājumus. Skolas administrācija var būt konsultantu darbības pasūtītājs, bet par konsultācijas saturu un rezultātu atbild konsultants un skolotājs,

kā arī konsultāciju saturs ir konfidenciāls – administrācija saņem atskaiti par veikto darbu un sasniegto rezultātu. Konsultantu dienesta darbības pieredze rāda, ka konsultanta palīdzības rezultāts ir sasniedzams vidēji trijos mēnešos. Papildus ieguvums skolai ir, ka konsultants var kļūt par skolotāju mācīšanās grupu iniciatoru. Mācīšanās grupas izveides principi var būt dažādi: pēc mācību priekšmetu satura, pēc klašu grupas, kurā strādā skolotāji, pēc līdzīgām problēmsituācijām utt. Mācību grupas iniciators sākotnēji var būt konsultants, vēlāk šo funkciju var pārņemt kāds cits skolotājs, jo grupas skolā var būt vairākas. Tās ir neformālas, dinamiskas, jo pēc problēmas atrisināšanas grupas sastāvs var mainīties.

Uzsākot konsultantu darbību skolās, vispirms notiek pedagoģisko vajadzību izpēte skolā. Tiek lietots interneta aptauju rīks EDURIO. Šo rīku izmanto ne tikai diagnostikai, bet arī atgriezeniskās saites ieguvei, lai varētu spriest par konsultantu darba produktivitāti.

Konsultants ir nevis kontrolētājs, bet pavadītājs, padomdevējs un atbalsts problēmas risināšanas gaitā. Galvenā darba forma ir stundu vērošana, tās transkribēšana vai stundas ierakstīšana, tūlītēja analīze, nākamā darbības soļa izvirzīšana un nākamās vērojamas stundas plānošana.

Sadarbības mācīšanās palīdz skolotājiem ne tikai uzlabot sava darba kvalitāti, bet skolēni iemācās izmantot sadarbību bez īpaši un speciāli organizēta mācīšanās procesa.

**2. situācija: audzinošās mācības kā personības attīstības līdzeklis.** Vairāk kā 25 gadus E. Blūms ir kādas Latvijas pamatskolas direktors un viens no ievērojamākiem pedagoģisko inovāciju pārzinātājiem un ieviesējiem Latvijā. Raksta apjoms ļauj analizēt tikai vienu no Blūma ieviestajām un realizētajām pedagoģiskās darbības inovācijām – audzinošās mācības kā personības attīstības līdzeklis. To mērķis ir veicināt personības pazīmju attīstību – savas darbības un sevis paša kā darbības subjekta apzināšanos, patstāvīgu darbību, kas attīsta brīvas izvēles prasmes un atbildības uzņemšanos. Lai to realizētu, skola ir precīzi un konkrēti definējusi noteikumus, vai, kā to sauc minētajā skolā – procedūras, kas tiek ievērotas ierodoties skolā, klasē, rīta lasīšanai, rīta aplim, darbu prezentēšanai, patstāvīgajam darbam, pastaigām, ēdienreizēm, drošības procedūras u.c. Noteikumus un procedūras var uzskatīt par mācību darbības līdzekļiem, tāpat kā noteiktu mācību darbības organizāciju: sākot no pirmās klases mācību diena sākas ar rīta apli, kurā katrs izstāsta par savu noskaņojumu, tad saņem un vienojas par nedēļas plānu. To katrs bērns saņem kā individuālu kartīti, kurā ir nedēļā izpildāmie uzdevumi un veids, kā to izdarīt – tātad ir saprotams mērķis un piedāvāti līdzekļi. Skolēns var izvēlēties darbību secību un daudzumu, savukārt nedēļas beigās saņem novērtējumu. Mācību vide ir organizēta tā, lai mēbeļu izvietojumam atbilstu mācību darbības mērķim un saturam – solus un galdus var pārvietot aplī, grupās vai piemērot individuālam vai frontālam darbam. Klasē

brīvi pieejami visi mācību materiāli – spēles, paškontroles uzdevumi, darba lapas, kā arī ir izveidota noteikta kārtība, kādā skolēns saņem mācību uzdevumu, kādā veidā notiek vērtēšana un pašvērtēšana, kā rīkoties, ja uzdevums izpildīts ātrāk u.c.

Pirmais nosacījums audzinošām mācībām ir līdztiesīguma principa ievērošana. Tā kā procedūras ir pieņemtas kopīgi apspriežot skolotājiem, skolēniem un vecākiem, tad to izpilde nerada pretestību. Otrs nosacījums audzinošo mācību realizācijai ir skaidri definēts darbības mērķis, ko skolēni iemācās izvirzīt no pirmās klases, un trešais – motivācija. Zinot, ka motivācija ir emocionālas dabas, skolas un skolotāju ziņā ir radīt labvēlīgu un pozitīvu mācību vidi.

Blūma skolas viena no inovācijām Latvijā ir tā, ka skolēna personības attīstība ir izvirzīta kā skolas mērķis un mācības kļūst par audzināšanas līdzekli. Iepazīt sevi, iemācīties izdarīt mācību mērķiem un uzdevumiem atbilstošās izvēles un prast atbildēt par savām izvēlēm ir kvalitatīvs ieguvums, ko skola var izmērīt arī ar kvantitatīviem rādītājiem, proti – kļūstot mācību sasniegumu ziņā par novada līderi.

Tātad, audzinošās mācības kā inovācija Latvijā ir ieviesta jau pēdējo desmit gadu laikā.

**3. situācija: informācijas tehnoloģiju izmantošana patstāvības attīstībai.** 2016. gadā izglītības programmas “Samsung Skola nākotnei” balvu ieguva kāda Latvijas Valsts ģimnāzija, kura tika atzīta par labākā izglītības pārmaiņu projekta, kas paredz iespēju skolēniem pašiem izvēlēties vietu, laiku un tempu mācību satura apguvei, autoru 15 komandu konkurencē. Skola ieguva Samsung tehnoloģijas 10000 eiro vērtībā, lai varētu realizēt paredzēto pārmaiņu projektu. Piedāvātais risinājums paredz jaunu pieeju mācībām, ļaujot skolēniem mācīties savā ritmā. Piemēram, kombinējot tradicionālo stundu apmeklējumu ar iespēju noskatīties tās video formātā, apspriest uzziņāto domubiedru grupās, kā arī apgūt mācību saturu individuāli sev piemērotā vietā, laikā un tempā.

Projektā piedalījās 9 skolotāji un 62 skolēni un pēc raksta autores intervijas ar skolas direktori noskaidrojās, ka lielākā daļa no projekta dalībniekiem atzina, ka mācību process kļuvis mūsdienīgāks, 50 % skolēnu uzskata, ka mācību laiku izmantojoši optimālāk, un ceturtaī daļai skolēnu uzlabojušies mācību sasniegumi.

Pārmaiņu projektu minētajā skolā plānots realizēt trīs mācību gadu laikā, iesaistot visus skolēnus un vismaz 75 % skolotāju. 2017./18. mācību gadā skolā vairāk notiek skolotāju mācīšanās, metodisko materiālus izstrāde un uzkrāšana, notiek digitālās bibliotēkas izveide, kā arī skola izvēlējās modernizēt latviešu valodas un literatūras kabinetu, kurā izvietota 75 collu digitāla skārienjutīga tāfele, 30 planšetdatori un divi skaļruņi.

Ja mācību materiālu digitalizācija un tehnoloģiju izmantošana palīdz skolēniem apgūt ne tikai mācību saturu, bet arī attīstīt patstāvību, uzlabot prasmes

izdarīt sev un savai personībai atbilstošas izvēles attiecībā uz mācīšanās laiku, formu un ātrumu, tad šādu tehnoloģiju ieviešanu skolā var uzskatīt par pedagoģiskās darbības inovāciju.

**4. situācija: jaunu vērtību audzināšana kā pedagoģiskās darbības inovācija.** Kopš 2010. gada Latvijā vērojama strauja privātskolu attīstība, kas vispirms bija saistīta ar nepietiekamu vietu skaitu bērnudārzos ne tikai Rīgā, bet visā Latvijā. Piemēram, 2012. gadā Rīgā bērnu skaits rindā uz vietu bērnudārzu Rīgā bija 3499, kas ir 8 % no visiem Rīgā deklarētajiem bērniem vecumā no 0 līdz 6 gadiem. Vislielākais bērnu skaits procentuāli bez vietas bērnudārzā minētajā gadā bija Ādažu novadā – 42 % no novadā deklarētajiem bērniem līdz sešu gadu vecumam. (Vides Aizsardzības un Reģionālās attīstības ministrijas dati Demogrāfisko lietu padomes darba grupas locekļiem, 2012). Vecāku biedrību dibinātās privātskolas sāka attīstīties reizē ar privāto bērnudārzu uzplaukumu, jo, ja bērnam pēc bērnudārza, kurā grupiņā ir nevis 20, bet no pieciem līdz desmit bērniem, jāuzsāk skolas gaitas visparastākajā skolā, kurā nav ne individuālās pieejas, ne skolas un vecāku cieša sadarbība un vienā klasē mācās 20-25 skolēni, var radīt pedagoģiska un psiholoģiska rakstura grūtības. Tas arī, visticamāk, bija galvenais cēlonis vecāku dibināto skolu attīstībai – bija vecāki, kuri vēlējās, lai tā attieksme un attiecības, kas bija raksturīgas mazajiem privātajiem bērnudārziem, turpinātos arī skolā.

Ne visas vecāku dibinātās skolas izturēja grūtības, ar kurām saskaras jebkurš jauns projekts, bet pa visu Latviju – Tukumā, Drustos, Cēsīs, Rīgā, darbojas skolas, kuras pārstāv vērtības, atšķirīgas no citām skolām. Šīs vērtības atbilst gadsimta sākumā definētajai vērtību maiņai: “panākumu individuāls vērtējums”, “robežu nojaukšana lomu ierobežojumiem”, “ticība cilvēkpotenciālam”. Tā kā vērtību maiņa ne cilvēkā individuāli, ne sabiedrībā kopumā nenotiek viena vai dažu gadu laikā, bet prasa ilgu, mērķtiecīgu un konsekventu pedagoģisko darbību, tad izdarīt secinājumus par šīs inovācijas rezultātiem, pagaidām nav iespējams.

### **Secinājumi** **Conclusions**

Inovācijas pedagoģiskajā darbībā vispirms ir vērtību maiņa un tās mērāmas kā ieviesti jauni produkti: pedagoģiskā sadarbība dzīvajā attiecību trīsstūrī “skolotājs – skolēns – vecāki”, mācību saturs, programmas, metodes, paņēmienus, kas, ieviestas pedagoģiskajā praksē, iegūst sociokulturālās mācīšanās saturu. Tāpat par inovācijām pedagoģiskajā darbībā ir uzskatāmas audzinošās mācības un tādi pedagoģiskie līdzekļi, kas attīsta personības pamatpazīmes – sevis apzināšanos, prasmi brīvi izvēlēties un atbildību par savām izvēlēm.

Pārmaiņas pasaulē notiek ātrāk, nekā reformas izglītības sistēma. Tāpēc no 2016. gada 17. oktobra līdz 2021. gada 16. oktobrim Latvijas Valsts Izglītības

satura centra realizētais projekts Nr. 8.3.1.1./16/I/002 “Kompetenču pieeja mācību saturā” ar mērķi nodrošināt vispārējās izglītības satura izstrādi, lai nostiprinātu tādu pieeju mācīšanai, kuras rezultātā skolēni attīstītu dzīvei 21. gadsimtā svarīgas kompetences, ir nokavējis apmēram par desmit gadiem. Teorijas aprobācija un nonākšana līdz reālai inovācijai prasa laiku, tomēr inovācijas jau notiek un projekta autoriem nav jāizdomā ne teorijas, ne labās prakses piemēri – tie Latvijā jau eksistē.

Situāciju analīzes rezultātā tika konstatētas vairākas Latvijā jau eksistējošas pedagoģiskās darbības inovācijas: sadarbības mērķtiecīga organizācija, kuras organizācijas līdzeklis ir konsultantu institūcijas izveide un tās darbības līdzekļi – stundu vērošana, analīze un sadarbības pieredzes nodošana un skolotāju savstarpējās mācīšanās komandu izveide. Audzinošās mācības kā personības attīstības līdzeklis ir jau vairāk kā desmit gadu garumā nostiprināta mācību sistēma, kuras mērķis ir nevis augsti mācību sasniegumi, bet personības attīstība – prasme izvēlēties, patstāvīgi darboties un atbildēt par sava darba rezultātu. Audzinošo mācību rezultātā ne tikai attīstās personība, bet paaugstinās arī mācību sasniegumi. Savukārt, tehnoloģiju ieviešana pedagoģiskajā darbībā, ja tā nav pašmērķis, bet gan kā personības attīstības līdzeklis, arī kļūst par inovāciju, ja tehnoloģiju ieviešana ir pakāpeniska, plānveidīga un seko noteiktam mērķim un rakstā analizētajā piemērā tehnoloģijas kalpo skolēnu patstāvības attīstībai. Pēdējās rakstā aprakstītās situācijas analīzes rezultātā var secināt, ka vērtību mērķtiecīga maiņa ir ilgs, sarežģīts, bet Latvijas izglītības sistēmai nozīmīgs process.

### Summary

The article analyses innovations of the pedagogical activity that require to demonstrate attitude towards the pupil as a collaboration partner, to change the understanding that “school prepares for life” for the understanding that “school is life”, which also includes the possibility to develop competence based learning, the need to develop educational activities and other pedagogical innovations. After analysing theoretical literature, it can be concluded that in Latvia it is very difficult to introduce innovations aimed at promoting the development of a personality. The analysis of documents shows that the changes proposed by the state administration offer innovations that are already being implemented by education institutions and are no longer new in the education system in Latvia. As a result of the case study analysis, it was stated that in schools of Latvia cooperation is used as innovation, educational training as a personality development tool, creation of new values as innovation and the systematic use of information technologies for the development of a personality.

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## SKOLOTĀJU KOMPETENCES STRUKTŪRA UN SATURS

### *Structure and Content of Teacher Competencies*

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**Abstract.** Significant changes in the society of the XXI century determine the changes in the education system. Nowadays the challenge of promoting child development is important. Teaching subjects does not give a generalised idea about nature, society and people in general. Teachers need new competences to move to logic of human development in education. The article analyses teacher's communicative, self-cognition and cognitive management, methodological and organisational function that are united and contribute to the balanced development of pupils, therefore, in accordance with these functions, it is necessary to acquire the corresponding competences. By analysing theoretical literature, the article reveals the structure and content of these competencies.

**Keywords:** Pedagogical functions, teacher competencies, human development.

### **Ievads**

#### ***Introduction***

XXI gadsimts ir saistīts ar būtiskām pārmaiņām sabiedrībā – ekonomikā, tehnoloģijās, izglītībā un zinātnē. Zināšanas ir attīstības galvenais dzinējspēks visās dzīvesdarbības jomās. Ž. Delors 2001. gada ziņojumā, ko starptautiskā komisija par izglītību XXI gadsimtā sniegusi UNESCO, norāda, ka visās izglītības reformās jāparedz “izvēles iespējas ar nosacījumu, ka nemainīgas paliek pamatizglītības galvenās iezīmes, kas māca skolēniem uzlabot dzīvi ar zināšanām, eksperimentiem un attīstīt pašiem savas personiskās kultūras” (Delors et al., 2001) Sabiedrības motivācija iegūt zināšanas visa mūža garumā, uzskatāma par izšķirošu faktoru arī Latvijas attīstībai. Izglītības pieejamība visiem un mūža mācīšanās ir būtiski sabiedrības attīstības nosacījumi. “Ceļš uz zināšanu sabiedrību vislielākā mērā atkarīgs no izglītības ieguldījuma sabiedrības veidošanā” (Koķe & Muraškovska, 2007). Zināšanu sabiedrības kvalitātes būtisks nosacījums ir kompetents skolotājs, kurš savu pedagoģisko darbību virza uz skolēna personības attīstību. Katra cilvēka pirmais skolotājs ir paraugs

dzīvesdarbības prasmju apguvei. Bērni, pusaudži, jaunieši mācās no skolotājiem ne tikai vārdu, runu, zināšanas, bet kopā sadarbojoties apgūst praktiskās, domāšanas, vārdu lietošanas prasmes. Lai kāds savos uzskatos un rīcībā ir bērns, viņam vienmēr ir savs atdarināšanas paraugs.

Skolās valda priekšmetu mācīšana loģika, kas nozīmē, ka skolotājs kā pedagoģiskā darba mērķi izvirza priekšmeta satura apguvi, nevis izmanto to kā personības attīstības līdzekli. Par to liecina arī pētījumi pedagoģijā. Sociālpedagoģiskajā starptautiskajā pētījumā, kurā piedalījās divi tūkstoši Rīgas 9. un 12. klašu skolēni, atklājās, ka skolēni par sev nozīmīgu un interesantu informācijas avotu kā visnenozīmīgākos vērtē mācību grāmatu, skolotāju, mācību stundu, bet pirmajā vietā norāda informācijas tehnoloģiju sniegtās iespējas, otrajā vietā draugus un trešajā vietā vecākus. Savukārt skolēnu gaidas no skolas parāda pretrunu starp reālo un vēlamo, jo skolēni gaida no skolas palīdzību un atbalstu savu spēju diagnosticēšanā un attīstībā, saziņas un sadarbības prasmju veidošanā (Špona, 2011).

Mūsdienu sabiedrības un personības attīstības vajadzības prasa mācību procesā kā dominējošo mērķi izvirzīt personības attīstību. To nosaka daudzu valstu sabiedrības demokratizēšanās un humānisms attieksmē pret cilvēku kā sabiedrības mērķi un augstāko vērtību. Tāpēc skolotāju izglītība sabiedrībā kļūst dominante, prioritāte augstākās izglītības sistēmā. Mūsdienu sabiedrībā skolotāja loma mainās, kas atspoguļojas viņa attieksmē pret sevi, sabiedrību, savu profesiju, bērniem. Sabiedrībā nozīmīga ir izglītības, zinātnes un kultūras vienotība, kas tieši ietekmē gan ražošanu, gan ikviena cilvēka potenciāla attīstību.

Latvija savā vēsturiskajā attīstībā varējusi lepoties ar labām skolām un izciliem skolotājiem. XX gadsimta beigās un XXI gadsimta sākumā, atgūstot valstisko neatkarību, strauji mainās sabiedrības funkcijas un līdz ar to skolotāju funkcijas, kas prasa jaunas kompetences.

Raksta mērķis ir raksturot mūsdienu skolotāju kompetenču struktūru un saturu atbilstoši funkciju maiņai. Mērķa sasniegšanas metodes ir teorētiskās literatūras, pašpieredzes un pedagoģisko pētījumu rezultātu analīze.

### **Skolotāja funkciju maiņa** *Change of Teacher Functions*

Izglītības vadības darbība balstāma uz laikmetīgās zinātnes attīstības likumībām un teorijām, kas atklātas, galvenokārt, XX gadsimta beigās un XXI gadsimta sākumā. Izglītības sistēmas vadībai īpaši aktuāla funkcija ir saskaņot eksakto, humanitāro, māksla un sociālo zinātņu sasniegumus vienotībā kā teorētisko pamatu bērnudārzu, skolu un augstskolu zinātniski pamatotai funkcionēšanai praksē. Šo funkciju realizēšana prasa zinātniski pamototu izglītības pārvaldes un skolas darbību. Viena no iespējām ir izvēlēties izglītības



iestādes vadības amatos pedagoģijas un psiholoģijas zinātņu doktorus vismaz ģimnāzijās, kuri ir atbildīgi par mācību iestāžu satura un metožu efektivitāti, personības attīstības sistēmas veicināšanu, mācīšanas/mācīšanās un audzināšanas/pašaudzināšanas mērķtiecīgu realizāciju. Mūsdienu bioloģijas, filozofijas, pedagoģijas un psiholoģijas zinātnieku pētījumu rezultātu izmantošana pedagoģiskajā darbībā, varētu novērst fragmentārismu un informācijas pārklāšanos mācību satura apgūvē.

Latvijā ir attīstīta skolu un augstskolu sadarbības tradīcija. Mūsdienās Rīgas 1.Valsts ģimnāzijā, Puškina licejā, Inženierzinātņu vidusskolā un citās izglītības iestāde strādā augstskolu zinātnieki. Tomēr arī šie sadarbības rezultāti nav mērķtiecīgi virzīti no priekšmetu mācīšanas loģikas uz skolēnu personības attīstības loģiku.

D. Prets ir izstrādājis vienu no izglītības programmu pilnveides variantiem, kurā īpaši uzsvēta veseluma pieeja cilvēkam, veidojot zināšanu, prasmju, attieksmi un pašpiederzi vienotībā: “Pieskaries zināšanām un tu atradīsi attieksmi. Mēģinājumi atdalīt zināšanas no prasmēm vai attieksmi no pieredzes ir bīstami.” (Prets, 2000).

Katras valsts humāno vērtību pamatā ir laba skola. Skolotājam kā gudrības avotam ir pozitīva ietekme uz bērnu prāta, jūtu, gribas līdzsvarotu attīstību, uz viņa fizisko un sociālo izaugsmi. Iedzimtība nosaka ikviena bērna objektīvu vajadzību izzināt pasauli. Šī vajadzība saglabājas visu mūžu un tās apmierināšanai ir izšķiroša nozīme cilvēka attīstībā. Tikpat svarīga ir bērna subjektīva kultūras apguve, kuras kvalitāti nosaka ģimene, tad skola un sabiedrība kopumā.

Gan pasaules izziņā, gan kultūras apgūvē nozīmīgs ir mātes un tēva, bet sākot mācības skolā īpašs ir skolotāja paraugs.

Latvijā skolotāja darbība tuvinās Eiropas savienības demokrātisko valstu skolotāju humānisma pieejai cilvēkam. Mūsdienu bērniem ir citādākas vajadzības, nekā bija iepriekšējām paaudzēm. Pāreja no iebiedēšanas un autoritārisma ģimenes un skolas pedagoģijā uz audzināšanu ar mīlestību un izpratni. Mūsdienu audzināšanā galvenā vērtība tiek pievērsta bērnu motivācijai ar mīlestību, balstoties panākumos un veiksmēs, radot prieku par darbību un tās rezultātu, nevis iedzenot bailes no soda, pazemojot vai liedzot mīlestību (Špona, 2006).

Mūsdienās no skolēnu mācīšanas notiek pāreja uz skolēnu brīvu, patstāvīgu un atbildīgu mācīšanos sadarbības procesā ar skolotājiem un vienaudžiem. Kā uzsver M. Būbers, tieši sadarbībā ir iespējams radīt, atrast un atklāt. “Mūsu skolēni mūs veido, mūsu darbi būvē mūs” (Būbers, 2010). Tieši sadarbībā skolotāji nodod jaunajai paaudzei sasniegumus, pamatvērtības un labāko, ko devusi iepriekšējo paaudžu uzkrātā pieredze. Skolotāja darbā pāreja no mācīšanas uz sadarbību prasa jaunas kompetences.

Skolotāju funkcijas maiņu nosaka objektīvas pārmaiņas sabiedrībā. Zināšanu sabiedrībā rodas vajadzība pāriet uz mūža mācīšanos ikvienam sabiedrības loceklim. Tāpēc skolotājam objektīvi mainās funkcijas pedagoģiskajā darbībā, kuras organizācijas pamatprincips kļūst sadarbība.

### **Mūsdienu skolotāja funkcijām atbilstošas kompetences** *Competences that Correspond to the Functions of Modern Teacher*

Skolas gados uz bērnu attīstību skolotājam ir vislielākā ietekme. Skolēnam pasaules izziņas vajadzība ir viens no galvenajiem attīstības objektīvajiem faktoriem. Otrs nozīmīgs cilvēka attīstības subjektīvais faktors ir kultūras apguve. Tas nozīmē, ka skolotājam ir iedzīvināmi abi faktori ikdienas dzīvesdarbībā kā skolēna attīstības vajadzības (1. attēls). Šīs vajadzības ir izmantojamas kā pedagoģiskie līdzekļi, kas rosina izmantot skolēna intelektuālos un fiziskos spēkus, lai izzinātu dabu, sabiedrību un sevi.

Katra jauna atziņa ir stimulēšana skolēna virzībai paplašināt gan saturiski, gan pēc formas savu pašpiedzī. Jans Langemajers (Ians Langemeyr) runā par to, ka kompetenču apguve nav vienkārša un atsevišķa pieredzes vienību iemācīšanās, bet to apguves procesā tās kļūst par personīgi nozīmīgu sociālo pašpiedzī (Langemeyr, 2015).

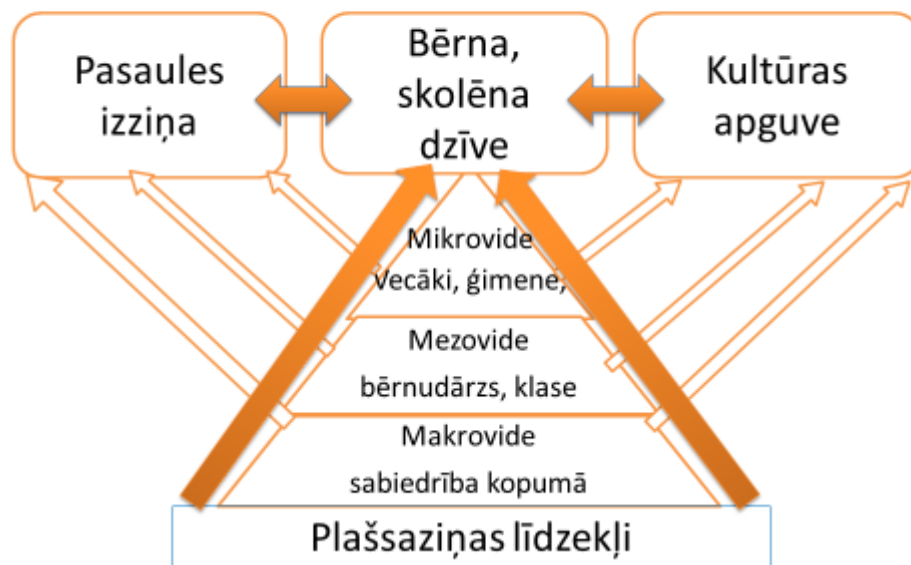
A. Šteinberga, definējot skolotāju kompetences, raksta: “Pedagoģiskā kompetence ir zināšanu, prasmju un attieksmju pielietošana profesionālajā darbībā. Tā veidojas uz spēju pamata. Pedagoģisko spēju komponenti ir erudīcija, augsta saskarsmes un sadarbības prasme, prasmes mērķtiecīgi organizēt savu un citu darbību, kā arī augsta emocionālās inteliģences pakāpe.” (Šteinberga, 2013). Balstoties uz šīm spējām un attīstot nosauktās prasmes, var izdalīt četras skolotāju profesionālās kompetences: komunikatīvo, pašizziņas un izziņas vadības, metodisko un organizatorisko kompetenci.

Pasaules norises prasa no cilvēka humānu komunikāciju. Tieši skolotājam humānas komunikācijas kompetence ir būtiska. Saziņa ar kolēģiem, skolēniem un viņu vecākiem, sabiedrību ir skolotāju ikdienas darbības funkcija. Tātad, komunikatīvā kompetence ir skolotāju profesionālās darbības stūrakmens. Tā prasa: uztvert, uz klausīt, izprast, atzīt, pārliecināt un atbalstīt gan kolēģus, gan skolēnus un viņu vecākus. Par skolotāju komunikatīvo kompetenci liecina kā skolēnu tā pieaugušo uzticēšanās, prasme iedvesmot, aizraut ar ideju un spēju sasniegt mērķi sadarbībā.

Skolotāja īpašas komunikatīvās kompetences ir ķermeņa valodas pārvaldība, oratora un aktiera meistarības pamati, kas būtu apgūstama skolotāju izglītībā. Ne mazāk nozīmīga komunikatīvās kompetences satura struktūrkomponente ir prasme veicināt skolēna izpratni par katra cilvēka tiesībām un pienākumiem, cilvēka veselību un dzīvību kā vērtību, kopā mācīties atšķirt labo no ļaunā un

patiesību no meliem. Šīs un vēl daudzas citas komunikatīvās kompetences prasmes ir nepieciešamas mūsdienu skolotājiem ikdienas pedagoģiskajā darbībā. To var veicināt skolotāju izglītības un skolas vispārējās izglītības saturā iekļaujot filozofijas, psiholoģija, pedagoģijas, antropoloģijas, loģikas un cilvēka fizioloģijas zinātņu pamatus.

## Socializācijas faktori



1. att. Socializācija kā personības attīstības faktors.

Figure 1. Socialization as factor of personality development

Par nākamo skolotāju profesionālās darbības pamatkompetenci ir uzskatāma pašizziņas un izziņas vadības kompetence. Skolotāju mācību un zinātniskā izziņa ir vienots process. Skolotājs izziņa sevi, analizē savas zināšanas, prāta spēju attīstību, mācību un audzināšanas metodikas vienotības pilnveidošanos ikdienas sadarbībā ar skolēniem. Skolotājs prot un regulāri reflektē, analizē, novērtē savus sasniegumus pašattīstībā. Skolotāju fiziskā, psihiskā un sociālā pilnveidošanās ir saistīta ar skolēna personības līdzsvarotu attīstību. Joprojām skolotāji izziņas darbībā lika uzsvaru uz skolēnu intelekta attīstību un zināšanas ir galvenais kritērijs “labai skolai”. Pēc K. Robinsona izglītības centrā ir bērna attīstība kopumā, nevis tikai viņa akadēmiskās spējas, viņš pauž uzskatu, ka bērnam zināšanas pašam par sevi ir tikpat nozīmīgas kā zināšanas par apkārtējo pasauli (Robinsons, 2013).

XXI gs. pamatoti no skolotāja tiek gaidīta intelektuāla, emocionālā un gribas līdzsvarota skolēna attīstības sekmēšana visos vecuma posmos visās vispārīgizglītojošās un profesionālajās izglītības iestādēs. Eiropā, īpaši Vācijā,

kompetenču attīstības jautājumi skolotāju izglītībā un tālākizglītībā pēdējos divdesmit gadus ir bijis aktuāls zinātniskās izpētes priekšmets. Vācijā tas kļuva īpaši nozīmīgs pēc tās apvienošanās un centieniem izveidot vienotu pilsoniskās audzināšanas platformu. Vācijas zinātnieks Kurts Aurins (Kurt Aurin) izvirza ideju, ka skolotāju izglītībā globalizācijas apstākļos centrālais uzdevums ir tādu profesionālo kompetenču kā patstāvīgas un kreatīvas domāšanas, komunikatīvo un kooperatīvo kompetenču apguve, kas veicina skolēnu personības attīstību. (Aurin, 2007). Skolēna līdzsvarota attīstība ir tieši saistīta ar dabas un sabiedrības pārmaiņu likumsakarībām. Tāpēc arī skolotājam sevis pašizziņas kompetence apgūstama ikdienas mācīšanas un pētniecības darbībā. Skolēni gaida no skolotāja jaunas zināšanas organizētā mācību pētniecības procesā. Atklājuma pārdzīvojums un rezultāts skolēnam stimulē izziņas vajadzību, kas ir mūža mācīšanās pamats. Tā skolotājs pilnveido savu profesionālo pašpiederzi, kas ir viņa mācību izziņas būtisks rezultāts.

Metodiskā darbība ir svarīga skolotāja darba funkcija, kas mūsdienās būtiski mainās. Metodiskā darba kompetence ir prasme veidot, radīt gan mācību saturu, gan formas atbilstoši didaktikas un audzināšanas likumsakarībām. Metodiskā darbības kompetence mūsdienās prasa no skolotāja lielā informācijas bagātībā skolēnam atrast patiesību, argumentus un aizstāvēt savus uzskatus, bet nevis skolēniem “dot zināšanas”. Tāpēc skolēnu un skolotāju sadarbībā apgūstamas mācību pētnieciskās, problēmmācīšanās, projektu un citas metodes. Sadarbības process kā nozīmīgs mācīšanās un mācīšanas līdzeklis ir modelēts A. Špona un I. Čamanes pētījumos (Špona & Čamane, 2009). Līdztiesīgā sadarbībā skolotāji un skolēni mācās saskaņot darbības mērķi, pedagoģiskos līdzekļus darba sasniegšanai, apmainās pašpiederzē un pilnveido pašnovērtēšanas un citvērtējuma prasmes. Sadarbībā skolēni kopā ar skolotājiem apgūst vārdisko un praktisko metožu integrētu lietošanu. Daudzveidīgu metožu un paņēmienu lietošana mērķtiecīgi virza audzēkņu uztveri, iztēli, domāšanu un izpratni jaunu jēdzienu, sakarību, likumību un teoriju izmantošanai. Sadarbība mācībās veicina pašpiederzē bagātināšanos kā skolotājiem tā skolēniem un savstarpēju humānu attieksmju veidošanos.

Skolotājam labi pārvaldot pedagoģiskās darbības organizatorisko kompetenci, mērķtiecīgāk un interesantāk izdodas organizēt sadarbību. Organizatoriskā darbībā attīstās prasmes plānot gan individuālo, gan grupu darbu pēc satura un konkrētā laika posmā. Tieši organizatoriskajā darbībā skolotāji māca skolēniem savstarpēju palīdzību un atbalstu, analizēt un vērtēt gan darbības procesu, gan rezultātu. Skolotājs veicina skolēnu pienākumu brīvas izvēles principa realizāciju, kā arī patstāvīgi veicamo pienākumu savlaicīgu izpildi. Šī kompetence sekmē mērķu un rezultātu atbilstības analīzi, veicina personības patstāvības un atbildības veidošanos.

Kompetences pilnveidošanās regulārā un sistēmiskā radošā pedagoģiskajā darbībā realizējas teorijas un prakses vienotība. Skolotāja kompetences vērtēšanas galvenais kritērijs ir prasme iemācīt audzēkni ar interesi mācīties un virzīt savu pašregulācijas prasmju attīstību.

Pēc būtības skolotāja garīgos un fiziskos spēkus, kas ikdienā nepieciešami pedagoģiskajā darbībā un raksturo viņa kompetenci var novērtēt tikai sadarbības partneri – skolēni, viņu vecāki un kolēģi.

### **Secinājumi** **Conclusions**

Skolotāja darba saturs un funkcijas ir tieši saistītas ar pārmaiņām sabiedrībā. XXI gs. mācību un audzināšanas funkcijas mainās un kļūst sarežģītākas, jo ražošanā, ikdienā, arī izglītībā ienāk tehnoloģijas, kas nodrošina neticami lielu un ātru informācijas apmaiņu. Šī informācijas bagātība gan skolotājiem, gan skolēniem apgrūtina zināšanu par sevi, dabu un sabiedrību apguvi. Izglītības satura apguves organizācija prasa no skolotājiem jaunu kompetenču sistēmu, kas atbilst viņa funkcijām un nodrošina skolēnu izziņas vajadzību attīstību, kas ir mūža mācīšanās pamats. Zināšanu sabiedrība pāriet uz mūža mācīšanos, tāpēc skolotājam objektīvi mainās funkcijas pedagoģiskajā darbībā, kuras organizācijas pamatprincips kļūst sadarbība.

Cilvēka attīstību nosaka objektīvie un subjektīvie attīstības faktori. Cilvēka pasaules izziņas vajadzība ir viens no galvenajiem attīstības objektīvajiem faktoriem, savukārt, subjektīvās attīstības faktors ir kultūras apguve, kas notiek pakāpeniski paplašinoties vides mērogam: no mikrovides caur mezovidi uz makrovīdi. Mūsdienās cilvēka sociālajā attīstībā būtiska nozīme ir informācijas tehnoloģijām, kas rada jauna tipa sociālo vidi un ietekmē personības attīstību. Tas ir vēl viens no iemesliem skolotāju funkciju satura maiņai un rada nepieciešamību pēc noteiktiem kompetenču veidiem un to saturu.

Skolotāju kompetenču pamatu veido spējas, kas izpaužas noteiktās prasmēs un spēju satura komponentēs: erudīcija, augsta saskarsmes un sadarbības prasme, prasmes mērķtiecīgi organizēt savu un citu darbību, kā arī augsta emocionālās inteliģences pakāpe. Tādējādi XXI gadsimta skolotāja kompetence atbilst komunikatīvai, pašizziņas un izziņas vadības, metodiskai un organizatoriskai funkcijai un, lai realizētu katru no funkcijām, nepieciešams attīstīt tai atbilstīgu kompetence. Skolotājs kļūst atbildīgs par būtisko un darba dzīvei nepieciešamo zināšanu, prasmju un attieksmju apguvi, un nodrošina skolēnu pašpiederzes pilnveidošanos un lietošanu. Skolotāju kompetentā ikdienas sadarbības organizācija sekmē humānu savstarpējo attiecību veidošanos.

## Summary

In modern society, the role of a teacher is growing, his/her attitude towards him/herself, society, his/her profession, and children is changing. The most topical function of the management of the education system is to reconcile the achievements of the exact, humanitarian, arts and social sciences in unity as the theoretical basis for the scientifically sound functioning of kindergartens, schools and higher education institutions. Therefore, the article analyses the factors of socialization as development. In collaboration, teachers pass on to the younger generation achievements, core values and best-of-breed experience gained by previous generations. In teacher's work the transition from teaching to collaboration requires new competences. The competence of modern teacher corresponds to communicative, self-knowledge and cognitive management, methodological and organizational function. Methodological work competence is the ability to create, produce and distribute both the content and forms of teaching according to the regularities of didactics and upbringing. Teacher must acquire self-knowledge and cognitive management competence through day-to-day teaching and research activities and it reflects in teaching and research cognition as a unified process. The communicative competence of teachers is evidenced by the trust from both pupils and adults, ability to inspire, fascinate with the idea and capability to reach the goal in collaboration. Organizational activity develops the ability to plan individual and group work according to content and at a specific time. Precisely in the organizational process teachers teach pupils mutual assistance and support, analyse and evaluate both the process of action and the outcome.

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# PĒTĪJUMS PAR JAUNIEŠU INFORMĀCIJAS UN KOMUNIKĀCIJAS TEHNOLOĢIJU LIETOŠANAS PARADUMIEM KARJERAS ATTĪSTĪBAS ATBALSTĀ

## *The Study of Youth' Habits of Using Information and Communication Technologies in Career Guidance*

**Indra Urdziņa-Merca**

Jūrmalas interešu izglītības iestāde, Latvija

**Vija Dislere**

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**Abstract.** *With the increasing use of information and communication technologies (ICT) in different areas of life, the type of communication and socialization among young people is changing. There is a need for an in-depth look at the possibilities for using ICT in career guidance for young people. The purpose of the study is to discover ICT usage habits of 8-12. classroom students. The study was developed in the Latvia University of Agriculture, the Institute of Education and Home Economics within the Master study programme Career Counsellor. 176 students were involved in the study from six comprehensive schools of Jurmala city. The surveys were conducted in 2016 and 2017. The study revealed that young people use ICT mainly as a means of communication and information source. Questionnaire revealed the most used social networks are Youtube, WhatsApp, Instragram and e-Class. Most of the young people are active in social networks several times a day and this communication channel is an appropriate resource for conducting career guidance for the audience of young, both for communication and the exchange of information on education and work opportunities, during classroom lessons and outside. Results of the research could be used by school teachers and school career counsellors.*

**Keywords:** *students' ICT usage habits, career guidance, school pedagogy.*

### **Ievads**

#### **Introduction**

Jaunajām tehnoloģijām mūsdienu jaunajai paaudzei ir tik liela nozīme, ka tas ir radījis fundamentālas pārmaiņas jauniešu komunikācijas, socializācijas, radīšanas un mācīšanās veidā. Jauniešu komunikācijas un socializācijas veida pārmaiņas ar pieaugošu informācijas un komunikācijas tehnoloģiju (IKT) izmantošanu dažādās dzīves jomās rada nepieciešamību padziļināti apskatīt iespējas izmantot tās karjeras attīstības atbalstā jauniešiem.

Viena no pētījuma autorēm I. Urdziņa-Merca, īstenojot karjeras attīstības atbalsta pasākumus Jūrmalas vispārizglītojošās skolās, ir saskārusies ar aizliegumiem izmantot modernās tehnoloģijas klātienē nodarbību laikā. Lai gan tehnoloģiju izmantošana izglītībā pētījumos ir aktuāla jau no pagājušā gadsimta beigām, skolās tās tiek izmantotas pārsvarā tikai kā skolotāja resurss nodarbību vadīšanai. Novērojumi liecina, ka jaunieši tehnoloģijas mēģina izmantot grupu darbu vai citu praktisko uzdevumu laikā, kad skolotājs vienlaikus nevēro visu klasi. Autores pēta un analizē, kā izmantot IKT piedāvātās iespējas karjeras attīstības atbalsta nodrošināšanā gan klātienē nodarbību laikā, gan neklātienē.

**Pētījuma mērķis ir** apzināt 8-12. klašu skolēnu paradumus informācijas un komunikācijas tehnoloģiju izmantošanā.

**Pētījuma metodes:** aptaujas metode/ anketēšana.

### **IKT nozīmīgums jauniešu dzīvē un karjeras izvēlē**

#### ***The Importance of ICT in Young People's Life and Career Opportunities***

21. gadsimts ir visu cilvēka dzīves procesu informatizācijas un tehnoloģizācijas gadsimts, kas katram indivīdam rada jaunas, daudz sarežģītākas un spēcīgākas prasības attiecībā uz viņa kompetencēm, personīgajām īpašībām un vērtībām (Змеёв & Соколова, 2007). Informācija ir viena no visaptverošākajām datoru funkcijām kopš IKT pirmajām aplikācijām. Tomēr būtiskākā ir iespēja nekavējoties nogādāt informāciju ar minimāliem izdevumiem jebkuros vairākos punktos vienlaicīgi, kas savienoti internetā. Desmit gadus atpakaļ aprēķināts, ka ir vairāki simti miljoni pastāvīgu interneta lietotāju, un IKT kompetence ir kļuvusi kā nozīmīgs vispārējās kompetences komponents (Jigau, 2007). Veikta virkne nozīmīgu pētījumu par IKT izmantošanu dažādās jomās, tajā skaitā karjeras konsultēšanā un karjeras izglītībā. 2016. gada beigās interneta lietotāju skaits pieaudzis līdz 3 696 238 430, kas sastāda 49,2 % no kopējā pasaules iedzīvotāju skaita un kopš 2000. gada ir palielinājies par 924 % (Internet World Stats, 2017). Šī straujā IKT attīstība dažādu jomu speciālistiem ir radījusi nepieciešamību digitalizēt savus pakalpojumus.

T. Rīvs (Reeves, 1998) pētījumā par mediju un tehnoloģiju izmantošanu, definējis divus veidus kā tehnoloģijas var tikt izmantotas izglītībā – “mācīšanās no” un “mācīšanās ar” tehnoloģijām. “Mācīšanās no” tehnoloģijām nozīmē to, ka tehnoloģijas tiek izmantotas kā skolotājs, kas piegādā norādījumus un ir tradicionāls tehnoloģiju izmantošanas veids nodarbībās. “Mācīšanās ar” tehnoloģijām nozīmē, ka tehnoloģijas ir rīks, lai risinātu skolēnam aktuālās problēmas. Izmantojot datoru kā rīku “mācoties ar” tehnoloģijām, skolēniem ir iespēja attīstīt un izmantot viņu domāšanas iemaņas, lai atrisinātu mūsdienu aktuālās problēmas (Reeves, 1998). Savukārt R. Hobbs iezīmē nepieciešamību atļaut skolēniem pieeju tādiem tiešsaistes resursiem kā tiešsaistes laikraksti,



žurnālu raksti, blogi, u.tml., lai iesaistītu viņus savu personīgo vēstījumu radīšanā, izmantojot vizuālo, elektronisko un digitālo mediju rīkus (Hobbs, 2006).

Praktiķi, kuri ir pieredzējuši interneta vides lietotāji, vairāk neuztraucas par to, ka digitālās tehnoloģijas viņus aizvietos, bet pieņem tehnoloģiju piedāvātās iespējas kā potenciāli vērtīgus rīkus, kuri var palīdzēt ikdienas darbā. Tehnoloģijas maina gan skolotāja, pedagoga, lektora, gan karjeras konsultanta direktīvo lomu uz atbalstošu lomu. Arī skolēniem šādā programmā ir jāpārņem jauna loma - kļūt par aktīvu mācību procesa dalībnieku.

IKT ir liela nozīme mūsdienu pasaulē un tās pārņēmušas katru dzīves sfēru (Mustapha & Sadiq, 2015). Jaunieši arvien vairāk izmanto jaunās tehnoloģijas un sociālos medijus. Ir skaidra loma tiešsaistei jauniešu aktivitātēs, izmantojot jauno virtuālo telpu jēgpilnā veidā (Declaration of the..., 2015). Jau 2001. gadā M. Prenskijs (Prensky, 2001) akcentēja tehnoloģiju lielo lomu jauniešu dzīvē, norādot datorus, videospēles, video filmēšanas, viedtālrunus, internetu un tūlītējos ziņojumus kā neatņemamu jauniešu dzīves sastāvdaļu. Savukārt jaunieši, sākot no 2000. gada, literatūrā tiek dēvēti dažādi - par digitālo paaudzi, interneta paaudzi, google paaudzi, millenium paaudzi, Y paaudzi (Helsper & Eynon, 2009; Prensky, 2001; Chris & Binhui, 2011).

Visbiežākie termini ir Millennials (Howe & Strauss, 2000), Digital Native/Digital Immigrants (Prensky, 2001a), un Generation Y (Jorgensen, 2003; McCrindle, 2006). Visi šie termini tiek izmantoti ar nolūku parādīt jauno tehnoloģiju nozīmīgumu jauno cilvēku dzīvēs. Jaunās tehnoloģijas ir ietekmējušas to, kā viņi komunicē, socializējas, rada un mācās un tas ir ietekmējis arī izglītības un atbalsta sniegšanas jomu (Helsper & Eynon, 2009). No augstāk uzskaitītājiem, darba autores turpmāk šīs paaudzes apzīmēšanai izmantos terminu "digitālā paaudze" (Prensky, 2001), jo šis termins tiek skaidrots ar to, ka viņi ir datoru, videospēļu un interneta digitālās valodas "iedzimti oratori". Savukārt paaudze, kura nav piedzimusī digitālajā laikmetā, literatūrā tiek dēvēta par "digitālajiem imigrantiem".

Skolēni mūsdienās ir digitālā paaudze, kuriem ir viedtālruni kabatās, bibliotēka datoros, kuri klausās "ielādētu" mūziku un komunikācijai izmanto tūlītēju ziņojumapmaiņu. Interneta vidē vairums no viņiem ir pavadījuši lielāko daļu no savas dzīves. Viņi ir nepacietīgi attiecībā uz lekcijām, pārdomātu loģiku un garām, aprakstošām instrukcijām (Prensky, 2001a).

Pēc M. Prenskija (M. Prensky) teiktā, viena no radikālākajām sekām šo tehnoloģiju pārbagātajai videi ir izmaiņas smadzeņu struktūrā, kas nozīmē, ka jaunie cilvēki domā un apstrādā informāciju fundamentāli atšķirīgā veidā. Kā apgalvo M. Prenskijs, viņi informāciju apstrādā ļoti ātri, viņiem patīk paralēli procesi un vairāki uzdevumi vienlaicīgi (Prensky, 2001a). Jaunieši tagad izmanto vairākas digitālās ierīces un dažādus komunikācijas veidus vienlaicīgi – mobilos

tālrunus, televīziju, portatīvos datorus un veido ļoti kompleksu un dziļu saikni ar citiem caur interneta savienojumu (YouthNet, 2009).

Centrālās statistikas pārvaldes rādītāji apliecina datora un interneta izmantošanas aktualitāti jauniešu mērķauditorijā – 2016. gadā regulāri datoru lieto 93,8 %, savukārt internetu 99,3 % no visiem jauniešiem, vecumā no 16 – 24 gadiem, sasniedzot gandrīz maksimālos iespējamos rādītājus (Centrālā statistikas pārvalde, 2017).

Mūsdienu jaunieši ir izauguši kā digitālā paaudze un daļa no pieaugušajiem jau viņiem ir pievienojusies (Bimrose & Barnes, 2010). Tāpēc ir ļoti svarīgi izprast šīs jauniešu “iedzimtās” prasības digitālo tehnoloģiju izmantošanā un izvērtēt to izmantošanas iespējas karjeras attīstības atbalstā, jo IKT ir pilnībā integrējušās šīs paaudzes ikdienas aktivitātēs.

## **Metodoloģija** *Methodology*

Pētījums izstrādāts Latvijas Lauksaimniecības universitātē Izglītības un mājsaimniecības institūtā maģistru studiju “Karjeras konsultants” ietvaros. Anketēšana veikta 2016. un 2017. gadā sešās Jūrmalas pilsētas vispārizglītojošās skolās, kopā piedaloties 176 astotās līdz divpadsmitās klases skolēniem. Pētījuma datu matemātiski statistiskai apstrādei izmantoti procentuālie aprēķini.

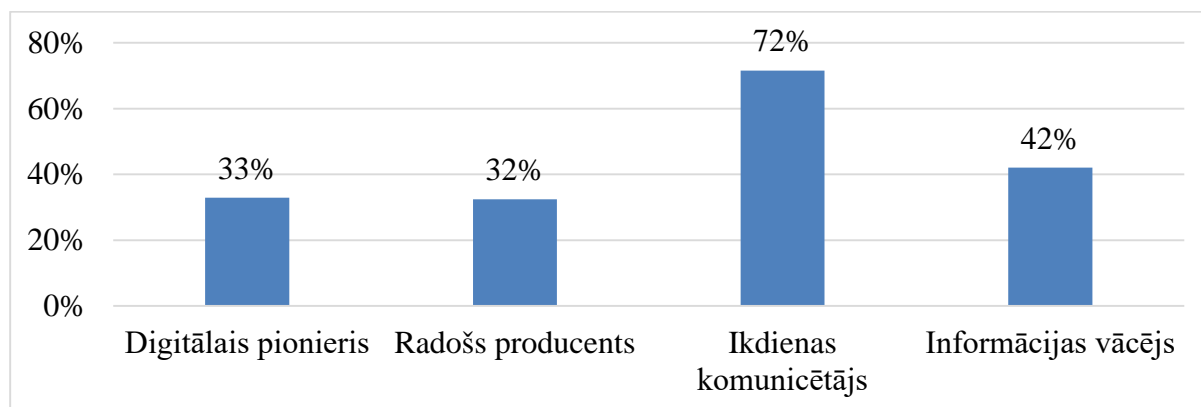
### **Pētījums par jauniešu IKT lietošanas paradumiem Jūrmalas pilsētas vispārizglītojošās skolās** *The Study of Youth' Habits of Using Information and Communication Technologies in General Education Schools*

Lai izpētītu tehnoloģiju lietošanas paradumus jauniešu vidū, aptaujas anketas jautājumu izstrādē darba autores balstījās uz V. Venkatešs (V. Venkatesh) izstrādātajiem kritērijiem ar mērķi izpētīt, kāpēc un kā indivīdi lieto jaunās IKT: (1) individuālā attieksme IKT izmantošanā; (2) IKT faktiskā izmantošana; (3) IKT izmantošanas mērķi (Venkatesh, Moris, Davis, & Davis, 2003).

Lai novērtētu individuālo attieksmi IKT izmantošanā, pētījuma aptaujā ietverts jautājums par IKT izmantošanas paradumiem ikdienā, lūdzot jauniešiem novērtēt sevi digitālo tehnoloģiju lietošanā saskaņā ar H. Grīna (H. Green) un S. Hanona (C. Hannon) klasifikāciju, kurā visus IKT lietotājus var iedalīt četrās kategorijās (Green & Hannon, 2007): (1) “digitālais pionieris” – progresīvu un inovatīvu tehnoloģiju potenciāla lietotājs; (2) “radošs producents” – veido un publicē video, fotogrāfijas un mūziku, veido mājaslapas; (3) “ikdienas komunicētājs” – padaru savu dzīvi interesantāku un vieglāku ar ziņu sūtīšanu un

cita veida komunikāciju; (4) “informācijas vācējs” – tipisks informācijas vācējs, kura galvenās darbības ir saistītas ar informācijas meklēšanu.

Pētījuma rezultāti (1. att.) parāda respondentu pašvērtējumu par sevi kā digitālo tehnoloģiju lietotāju, lielākajā daļā atbilžu jaunieši bija atzīmējuši vairākus variantus, iedalot sevi divās/trīs vai pat visās četrās kategorijās.



1.att. Respondentu pašvērtējums par sevi kā digitālo tehnoloģiju lietotāju ikdienā

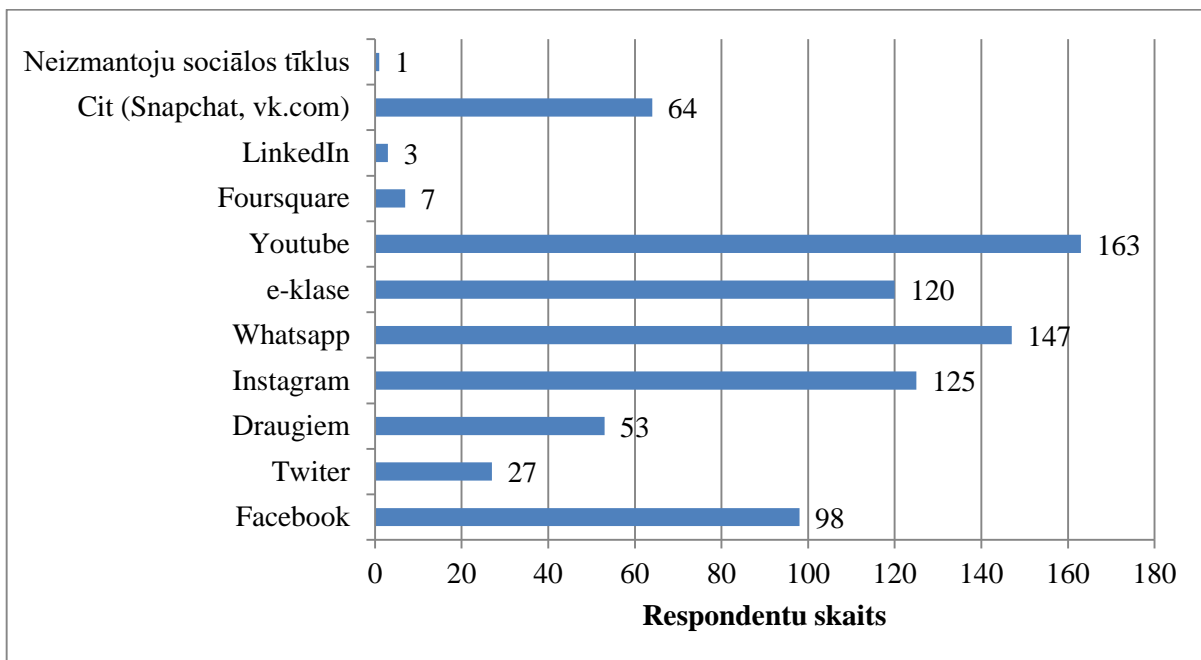
*Fig.1. Respondents' self-esteem as a digital technology everyday user*

Rezultāti liecina, ka jaunieši IKT izmanto galvenokārt kā komunikācijas līdzekli (72 %) un kā informācijas resursu (42 %), kas ir jāņem vērā, organizējot karjeras attīstības atbalsta pasākumus.

Lai noskaidrotu IKT faktisko izmantošanu, aptaujā ietverts jautājums par biežāk izmantotajiem sociālajiem tīkliem. Šī jautājuma noskaidrošana, izmantojot IKT jauniešu karjeras attīstības atbalstā, ir jāveic regulāri, jo sociālo tīklu aktualitāte mainās samērā bieži.

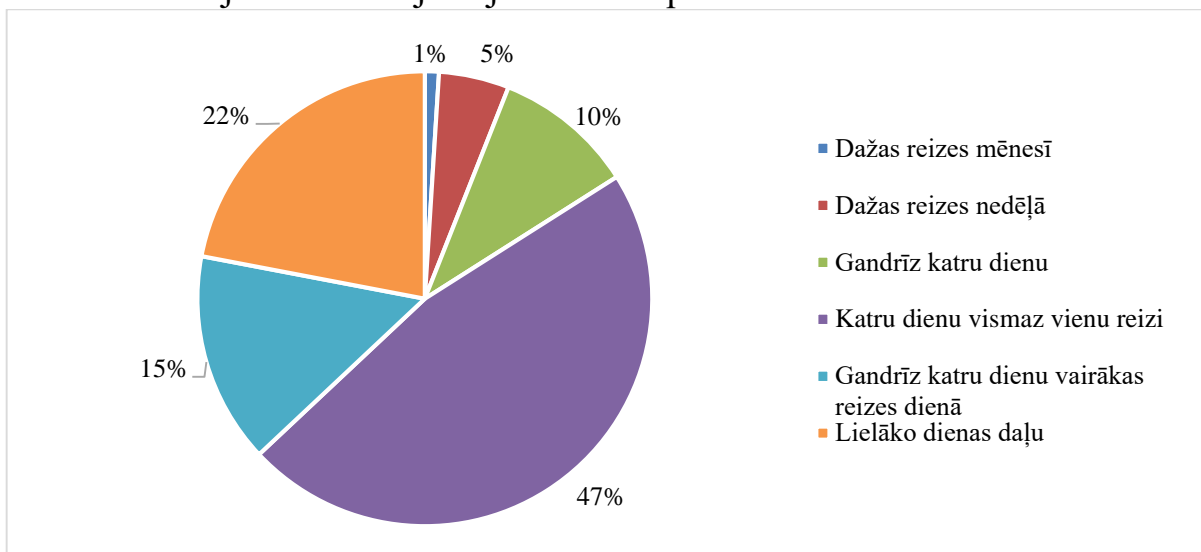
Kā redzams 2. attēlā, respondenti šobrīd visvairāk izmanto sociālo tīklu platformu YouTube un WhatsApp, pēc tam seko Instagram, e-klase un Facebook. Tikai viens no visiem respondentiem atbildēs norādījis, ka nelieta sociālos tīklus.

Pēc autoru domām karjeras attīstības atbalsta mērķim atbilstošākais komunikācijas veids ir sociālais tīkls Facebook, kuru 98 respondenti atzīmējuši kā vienu no biežāk izmantotajiem, un kurā ir iespējams gan koplietot fotogrāfijas, pārpublicēt karjeras jomas aktualitātes (informāciju no izglītības iestādēm, darba devējiem), veikt dažādus uzdevumus un dalīties pieredzē. Turklāt šajā vietnē ir iespējams veidot domubiedru grupu, kurā publicēto informāciju redz tikai tās dalībnieki un dalībnieki ar apmainīties ar savstarpēju pieredzi un viedokļiem. Šajā sociālajā tīklā var rakstīt arī individuālus ziņojumus un saņemt nepieciešamo individuālo atbalstu.



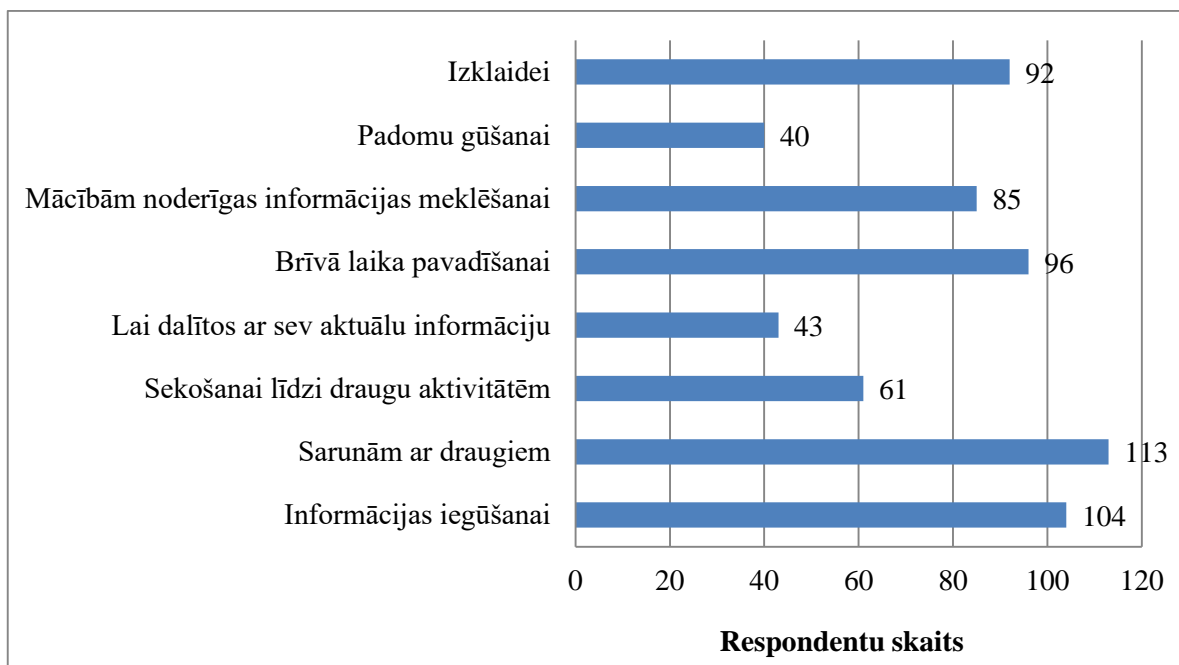
2.att. Respondentu viedoklis par biežāk izmantotajiem sociālajiem tīkliem (skaits)  
 Fig.2. Respondents' opinion on the most commonly used social networks

Pētījuma turpinājumā respondentiem tika uzdots jautājums par sociālo tīklu lietošanas regularitāti. Kā liecina aptaujas rezultāti (3. att.), respondenti sociālos tīklus lieto regulāri. Katru dienu un biežāk sociālos tīklus izmanto 84 % no visiem respondentiem, savukārt lielāko dienas daļu tajos uzturas un komunicē 22 % no aptaujātajiem respondentiem. Tikai divi no visiem respondentiem sociālos tīklus izmanto dažas reizes mēnesī. Sociālajos tīklos lielākā daļa jauniešu ir sastopami vairākas reizes dienā un šis komunikācijas kanāls varētu būt labs līdzeklis, lai aktualizētu karjeras izvēles jautājumus arī ārpus klātienē nodarbībām.



3.att. Respondentu pašvērtējums par sociālajos tīklos pavadīto laiku  
 Fig.3. Respondents self-assessment of the time spent on social networks

Lai noskaidrotu IKT izmantošanas mērķus, respondentiem pētījuma turpinājumā tika uzdots jautājums par sociālo tīklu lietošanas mērķiem (respondenti atbildot varēja atzīmēt vairākus atbilžu variantus).



4.att. Respondentu sociālo tīklu lietošanas mērķi (skaits)

Fig.4. The goals of respondents' usage of social network (number)

Kā galvenais sociālo tīklu izmantošanas mērķis (4. att.) ir norādītas sarunas ar draugiem (66 %), nedaudz atpaliekot sociālo tīklu izmantošana informācijas iegūšanai (60 %). Pēc tam seko sociālo tīklu izmantošana izklaidei un brīvā laika pavadīšanai, mācībām noderīgas informācijas meklēšana ir ceturtais biežāk minētais iemesls sociālo tīklu lietošanai (49 %). Pētījuma rezultāti apliecina, ka jaunieši sociālos tīklus izmanto galvenokārt kā komunikācijas kanālus un informācijas resursus. Šī pētījuma jautājuma atbildes apstiprina, ka sociālie tīkli būtu piemērots resurss, īstenojot karjeras attīstības atbalstu jauniešu auditorijai gan savstarpējai komunikācijai, gan informācijas apmaiņai par izglītības un darba iespējām.

### Secinājumi Conclusions

Straujā IKT attīstība dažādu jomu speciālistiem ir radījusi nepieciešamību digitalizēt savus pakalpojumus, tai skaitā arī skolotājiem un skolu karjeras konsultantiem. Skolēni mūsdienās ir digitālā paaudze, kuriem ir viedtālruni kabatās, bibliotēka datoros, kuri klausās “ielādētu” mūziku un komunikācijai izmanto tūlītēju ziņojumapmaiņu. Tāpēc ir svarīgi izprast šīs jauniešu “iedzimtās”

prasības digitālo tehnoloģiju izmantošanā un izvērtēt, attīstīt un paplašināt to izmantošanas iespējas karjeras attīstības atbalstā.

Vērtējot individuālo attieksmi, jaunieši IKT izmanto galvenokārt kā komunikācijas līdzekli (72 %) un kā informāciju resursu (42 %), kas ir jāņem vērā, organizējot karjeras attīstības atbalsta pasākumus.

Vērtējot IKT faktisko izmantošanu - katru dienu un biežāk sociālos tīklus izmanto 84 % no visiem respondentiem, visvairāk izmanto YouTube, WhatsApp, Instagram un e-klasi; sociālajos tīklos lielākā daļa jauniešu ir sastopami vairākas reizes dienā un šis komunikācijas kanāls būtu piemērots resurss, īstenojot karjeras attīstības atbalstu jauniešu auditorijai gan savstarpējai komunikācijai, gan informācijas apmaiņai par izglītības un darba iespējām gan klātienē nodarbībās, gan ārpus tām.

Vērtējot IKT izmantošanas mērķus, respondenti norādījuši, ka sociālajos tīklos visnoderīgākās ir sarunas ar draugiem (66 %), informācijas iegūšana (60 %). mācībām noderīgas informācijas meklēšana (49 %).

Pētījums apstiprina teorētiskās literatūras izpēti laikā gūtās atziņas, ka jauniešiem ir interesanta viņiem aktuāla informācija un pievēršanās darbībām, ko paši vērtē kā svarīgas. Jauniešiem nav interesanta vispārīga informācija karjeras jomā, viņi vēlas dzirdēt tieši to, kas viņiem ir svarīgs. Tas liecina par to ka, organizējot karjeras attīstības atbalstu, izmantojot IKT, jādomā par iespējām sniegt katram jauniešim nepieciešamo individuālo atbalstu un viņam aktuālo informāciju.

Pētījuma rezultāti izmantojami gan skolotāju, gan skolas karjeras konsultantu darbā.

### Summary

With the increasing use of information and communication technologies (ICT) in different areas of life, the type of communication and socialization among young people is changing. There is a need for an in-depth look at the possibilities for using ICT in career guidance for young people. The purpose of the study is to find out 8-12. classroom students' habits of using ICT. The study was developed in the Latvia University of Agriculture, the Institute of Education and Home Economics within the Master study programme *Career Counsellor*. 176 students were involved in the study from six comprehensive schools of Jurmala city. The surveys were conducted in 2016 and 2017. The study revealed that young people use ICT mainly as a means of communication (72 %) and information source (42 %); the questionnaire revealed the most used social networks YouTube, WhatsApp, Instagram and e-Class; 84 % of all respondents use social networks every day and more often; Objectives for using ICT are seeking information (60 %) and searching for useful information for learning (49 %). Most of the young people are active in social networks several times a day and this communication channel is an appropriate resource for conducting career guidance for the audience of young, both for communication and the exchange of information on education and

work opportunities, during classroom lessons and outside. Results of the research could be used by school teachers and school career counsellors.

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**PIRMSSKOLU PEDAGOĖIJA**  
*PRESCHOOL PEDAGOGY*



## РАЗВИТИЕ СУБЪЕКТНОСТИ БУДУЩИХ ПЕДАГОГОВ В КОНТЕКСТЕ ПОДГОТОВКИ К РАБОТЕ С ОДАРЕННЫМИ ДЕТЬМИ

### *Development of Future Teachers' Subjectivity in the Context of Preparation for Working with Gifted Children*

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**Abstract.** *The authors emphasize the importance of special training of future specialists in the psychological and pedagogical profile to the development of children's giftedness. Attention is focused on the importance of the formation of subjectivity as an integrative characteristic of the student. It is proved that in order to increase the activity of future teachers of gifted children during their preparation, it is necessary to make corrections in the methodology of organizing the educational process of the university. The experience of using modern technologies and techniques (business pedagogical games, case studies, "inverted training", a portfolio of creative teacher, creative projects, individual research tasks of exploratory nature), attracting students to participation in scientific clubs and problem groups and to perform creative scientific works is theoretically grounded and shown in the process of forming them as the subjects of professional growth.*

**Keywords:** *giftedness, subject, subjectivity, preparation for the development of giftedness, innovative pedagogical technologies.*

### **Введение**

#### **Introduction**

Проблема изучения специальных способностей, талантов, развития одаренной личности прошла долгий путь своего становления, зародившись в философских концепциях античных мыслителей (Аристотель, Квинтилиан, Конфуций, Платон, Сократ, Цицерон, Полибий и др.). С началом формирования психологии как науки ученые продолжили разрабатывать идею одаренности на экспериментальном уровне, постепенно расширяя поле исследования (Дж. Гилфорд, Дж. Рензулли, Л. Терман, П. Торренс, В. Штерн и др.). В современном зарубежном

(Г. Айзенк, А. Бине, П. Векслер, Н. Лейтес, В. Панов, А. Савенков, В. Юркевич и др.) и украинском (Е. Антонова, А. Грабовский, Е. Кульчицкая, С. Максименко, В. Моляко, А. Музыка и др.) психолого-педагогическом дискурсе систематически осуществляются активные теоретические и практические исследования, посвященные выяснению различных аспектов одаренности как сложного явления.

Однако в Украине прослеживается ряд противоречий:

Во-первых, на государственном уровне:

- между потребностью Украины в одаренных и инициативных людях, которые будут отстаивать национальные интересы, выстраивать экономически и культурно развитое государство, реализовывать европейский выбор, с одной стороны, и отсутствием в учебных заведениях целостной системы поиска, психолого-педагогического мониторинга, социально-педагогического сопровождения одаренных личностей, условий для их творческой самореализации на протяжении всей жизни, с другой стороны;
- между важной ролью в различных сферах общественной жизни одаренных и профессиональных специалистов, с одной стороны, и отсутствием системы «социальных лифтов» для карьерного продвижения и стимулирования труда талантливых и творческих людей, с другой.

Во-вторых, на уровне современной науки:

- между проведением исследований в области одаренности и наличием частого несоответствия различных подходов, концепций, теорий относительно объяснения природы, сущности, структуры указанного явления, доминированием когнитивного подхода к его трактовке;
- между активным изучением различных видов специальных способностей и недостаточно четкой дифференциацией сфер, высокие достижения личности в которых будут считаться проявлением одаренности;
- между наличием в научном обороте терминов «одаренность», «детская одаренность», «одаренный ребенок» и нечетким разграничением этих дефиниций, использованием их как синонимичных.

В-третьих, на уровне образовательно-воспитательной практики:

- между многочисленными экспериментальными исследованиями в области психологии одаренности и низким уровнем их внедрения в практику работы учебных заведений;

- между высоким уровнем обоснованности теории одаренности и недостаточной имплементацией ее в содержание профессионально-педагогической подготовки будущих учителей;
- между необходимостью обеспечения педагогического сопровождения одаренных детей и отсутствием специально подготовленных специалистов соответствующего профиля;
- между декларативным провозглашением одаренных учащихся как личностей с особыми образовательными потребностями и педагогической сегрегацией, обусловленной ориентацией содержания образования, форм и методов образовательной работы на «среднего ученика» или на детей с ограниченными интеллектуальными и физическими возможностями.

Результатом становится потеря сенситивных периодов для реализации потенциальных возможностей одаренных личностей, нереализованность их творческих задатков, повышение уровня фрустрации и возникновения трудностей социально-психологического характера. Государство теряет бесценный человеческий капитал, будущую национальную элиту, выдающихся ученых, политиков, художников, и т.д.

В соответствии с этим, в контексте реформирования современной системы высшего образования в Украине приобретает актуальность проблема формирования готовности специалистов-профессионалов к работе по развитию одаренности, специальных способностей детей, их творческого потенциала. Перед высшей школой стоит задача подготовки педагога-фасилитатора как партнера в процессе саморазвития и самореализации одаренной личности. Такой специалист должен обладать соответствующей компетентностью, обеспечивающей ему возможность своевременно диагностировать у ребенка проявления одаренности и моделировать индивидуальную траекторию его личностного роста.

Цель статьи – теоретическое и эмпирическое обоснование использования современных технологий, форм и методов развития субъектности будущих педагогов в процессе их профессиональной подготовки к работе с одаренными детьми.

Задачи эмпирического исследования: организация, проведение, обработка и интерпретация результатов выполнения будущими педагогами диагностических заданий для определения уровней развития субъектности.

Методы исследования: теоретические – изучение и анализ литературы по вопросам одаренности и подготовки педагога для работы с одаренными детьми; моделирование; эмпирические – наблюдение, беседа, анкетирование, тестирование, методы статистического анализа для преобразования эмпирических данных в количественные показатели.

## **Теоретическая основа темы** ***The theoretical background***

Разработку системы формирования готовности будущих специалистов психолого-педагогического профиля к развитию одаренности детей считаем целесообразным проводить в контексте современных мировых тенденций относительно специальной подготовки педагогов одаренных детей в высокоразвитых странах мира в целом.

Обратившись к «Рекомендациям (№ 1248) по развитию образования одаренных и талантливых детей» (Hartas, Lindsay, & Muijs, 2008), принятых Парламентской ассамблеей Евросоюза (1994 г.), отметим, что в документе среди основных направлений образовательной политики по работе с одаренными детьми были определены и такие, которые связаны с подготовкой педагогов. В частности, требуется включить в программу подготовки учителей изучение стратегий идентификации одаренных учащихся, способствовать распространению информации об одаренных детях среди всех, кто связан с ними. Также Европейским советом по высоким способностям (European Council for High Ability – ЕСНА) для учителей были открыты стационарные международные курсы, деятельность которых распространяется на всю Европу, и в настоящее время они функционируют в ряде стран (Австрии, Великобритании, Венгрии, Германии, Швейцарии и т.д.). На 11-й конференции К. Фишер презентовал новую программу ЕСНА для получения степени магистра по обучению одаренных детей в Германии и Нидерландах.

Изучение мирового опыта показывает, что в настоящее время во всех университетах Австрии введены собственные программы подготовки учителей к обучению одаренных детей. В контексте анализа системы подготовки педагогов в США интерес вызывает программа «Astor» (Ehrlich, 1978), согласно которой учитель, работающий с одаренными детьми, должен отвечать ряду требований: наличие специальной последипломной подготовки для работы с одаренными детьми, готовность к дальнейшему получению специальных знаний и т.д.

Интересны и научные разработки отдельных отечественных исследователей, анализирующих технологии подготовки педагогов одаренных детей в системе профессионального образования ряда стран мира и показывающих пути адаптации зарубежного опыта к системе высшего педагогического образования Украины, например: Болгарии (Е. Бочарова), Израиля (А. Золотарева) и др.

Систему подготовки будущих специалистов к работе с одаренными детьми необходимо разрабатывать комплексно. С одной стороны, следует использовать зарубежный опыт, создавая и внедряя специальные формы

обучения (школы, курсы, тренинги, воркшопы, мастер-классы, семинары и т.д.). Они будут уместны для тех педагогов, которые уже имеют образование, стремятся повысить свой профессиональный уровень в сфере одаренности и приобрести специальную компетентность по развитию творчества, способностей и талантов детей с различными видами одаренности. Такие формы можно создавать в рамках высшего, последипломного, формального, неформального образования. Для учителей-практиков, работающих с одаренными детьми, соответствующие органы управления образованием должны создавать возможности для прохождения международных курсов, стажировок в странах, имеющих особые успехи в области развития одаренности.

С другой стороны, профессиональное образование всех педагогов должно содержать специальный аспект, связанный с развитием способности выявлять у детей признаки различных видов одаренности, уровень сформированности специальных способностей; определять их успехи и достижения, диагностировать проблемы и трудности в обучении, общении, личностном росте; создавать психологически комфортные условия для их самореализации и развертывания творческого потенциала.

Учитывая то, что одаренные дети в целом являются специфической категорией, уровень развития которых по многим параметрам качественно превышает возрастную норму, организация образовательного процесса для их становления, соответственно и подготовка педагогов к работе с такими детьми содержит ряд особенностей.

Опираясь на позиции ученых в области педагогики высшей школы, *подготовку будущих специалистов начального и дошкольного образования* к развитию одаренности детей в условиях культурно-образовательного пространства считаем специально организованным процессом, обусловленным особенностями одаренности как научного феномена, который предполагает овладение студентами динамичной комбинацией системы интегрированных философских и психолого-педагогических знаний об одаренности и ее проявлениях, комплекса умений, гуманистических профессиональных ценностей, личностных и профессиональных качеств, что определяет его способность успешно осуществлять профессиональную работу с одаренными детьми.

*Цель* такой подготовки – создание условий для приобретения будущими специалистами дошкольного и начального образования соответствующей компетентности, необходимой для осуществления инновационной и творческой профессионально-педагогической деятельности по развитию у детей разных видов одаренности в условиях культурно-образовательного пространства учебного заведения любого

типа, которая интегрируется с другими общими и профессиональными компетентностями.

*Компетентность педагога по развитию одаренности детей* эксплицируем как интегративное личностное образование, становление которого начинается в системе высшего образования и продолжается в процессе рефлексивно ориентированного профессионального самосовершенствования.

Одной из задач подготовки будущего педагога одаренных детей в высшей школе является выработка активной позиции студента в образовательном процессе, развитие его субъектности. В связи с этим апеллируем к научной литературе, в которой современные исследователи отстаивают необходимость формирования студента как субъекта собственного профессионального становления в целом, и экстраполируем такие идеи на подготовку будущих педагогов одаренных детей. Так, В. Сластенин определяет субъектную позицию студента «как позицию личностного и профессионального саморазвития» (Сластенин, 2000). По утверждению ученого, субъектная позиция студента является системным отношением внутренних психических элементов, позволяющих человеку гармонично осуществлять взаимодействие одновременно с внешней и внутренней личностной средой. Субъектная позиция студента (в контексте нашего исследования – будущего педагога одаренных детей) означает соответствие его целей, мотивов, способов действий педагогическим требованиям, с одной стороны, и выход за пределы определенных требований, подчинение системы основных отношений задачам личностного, в том числе профессионального, самосовершенствования, с другой.

Необходимость активности студента в ходе профессионального становления отстаивает О. Селиванова, доказывая, что он является субъектом своей деятельности, поскольку выступает носителем субъектного опыта, спонтанно полученного в процессе жизнедеятельности в конкретных условиях, а также в процессе самостоятельного освоения мира. По ее мнению, студент характеризуется не только способностью овладевать содержанием образования, то есть социальным опытом, но и потребностью соотносить этот опыт с собственным. В своей педагогической деятельности он последовательно должен решать совокупность следующих взаимосвязанных задач: определение целей, моделирование условий, последовательность педагогических действий, оценка результатов и коррекция. Отношение студента к будущей педагогической деятельности определяет его позицию к ней, то есть субъектную позицию. Если студент занимает определенную субъектную позицию, то он становится субъектом



определения цели, субъектом анализа значимых для него условий и т.д. (Селиванова, 2010).

Соответственно, педагог, проявивший себя за годы учебы активным участником образовательной среды, сможет в перспективе формировать активную позицию одаренных детей, которых мы также считаем субъектами культурно-образовательного пространства. Созвучной нашей позиции является мнение о том, что педагог, с одной стороны, должен «демонстрировать» свою субъектную позицию в педагогическом процессе и субъектное отношение к детям, а с другой, – стимулировать субъектное поведение личности, формировать ее субъектное отношение к различным видам деятельности, организовывать и поддерживать субъект-субъектные взаимоотношения с другими детьми (Липчанская, 2003). Важными для нас стали выводы исследователя о том, что сенситивным для становления субъектного опыта следует считать период перехода ребенка от дошкольного к младшему школьному возрасту, связанный с приобретением им позиции «субъекта школьной жизни».

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

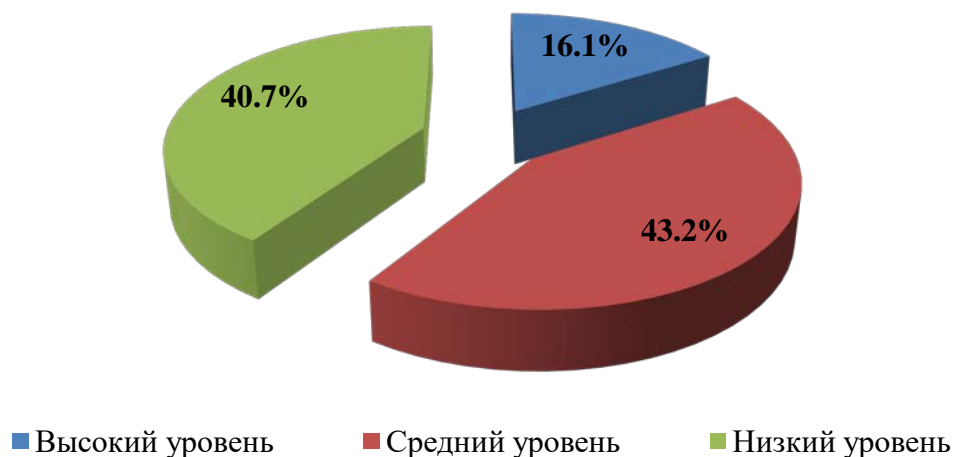
Теоретический анализ научной литературы по проблеме исследования показал факт повышенного внимания ученых к поиску путей оптимизации развития субъектности будущего педагога в процессе профессиональной подготовки. Это обусловило цель нашего экспериментального исследования – изучение уровня развития субъектности будущих педагогов. Экспериментом было охвачено 118 студентов 2 курса бакалаврата специальностей «Начальное образование» и «Дошкольное образование» Винницкого государственного педагогического университета имени Михаила Коцюбинского (г. Винница, Украина). В основу диагностического исследования были взяты следующие критерии оценки субъектности будущего педагога: выражение гуманистической направленности мотивационной сферы; наличие системы психолого-педагогических знаний, необходимых для формирования субъектности одаренного ребенка; способность к саморазвитию и самосовершенствованию.

Изучение уровня развития субъектности респондентов осуществлялось на основе комплекса разнообразных методик (методики «Диагностика мотивационных ориентаций в межличностных коммуникациях» (И. Ладанов, В. Уразаева), «Способность к эмпатии» (Е. Рогов), «Умеете ли Вы слушать?» (М. Снайдер), опросник «Изучение уровня автономности-зависимости личности в учебной деятельности» (Г. Пригина), тесты «Умеете ли Вы говорить и слушать?» (Маклени), «Определение уровня

сформированности рефлексивных педагогических умений» (И. Глазкова) и др.), наблюдений за проявлениями отдельных признаков субъектности в различных сферах образовательной, практической деятельности: через анализ результативности специальной профессиональной подготовки, прохождения практики, активности и успеваемости студентов, а также по параметрам субъектной позиции студентов в образовательном процессе, уровня их личностных достижений.

На основании критериев было выделено три уровня развития субъектности будущего педагога: высокий, средний, низкий. Соотношение профессиональных качеств, знаний и умений, соответствующих выделенным критериям, степень их осознания, выразительности, устойчивости и активности проявления составили качественную характеристику уровня развития субъектности будущего педагога как основы его готовности к формированию субъектности одаренного ребенка.

С целью установления уровней развития субъектности будущего педагога полученные данные по каждому респонденту были переведены в стандартизированные баллы. В результате проведенных расчетов оказалось, что высокий уровень имеют 16,1 % студентов, средним уровнем характеризуются 43,2 % будущих учителей, а 40,7 % студентов имеют низкий уровень развития исследуемого образования (рис. 1).



**Рисунок 1. Распределение будущих педагогов по уровням развития субъектности**  
*Figure 1. Distribution of future teachers according to levels of development of subjectivity*

Изучение теоретико-методологических основ проблемы исследования, результаты экспериментальной работы, а также собственный педагогический опыт позволили выделить педагогические условия, при которых процесс становления субъектной позиции будущих педагогов будет иметь наибольшую продуктивность, а следовательно, повысится

эффективность их подготовки к развитию субъектности одаренных детей. К таким условиям мы отнесли:

1. Обеспечение осознания студентами на уровне убеждений гуманистического смысла субъект-субъектного взаимодействия педагога и ребенка как основы организации лично ориентированного обучения и воспитания детей.
2. Стимулирование интеллектуальной инициативы студентов в процессе усвоения теоретических основ гуманизации учебно-воспитательного процесса учебных заведений как фактора углубления осведомленности будущих специалистов о сущности, характеристиках субъектности ребенка и технологиях ее формирования.
3. Организация субъект-субъектного стиля взаимодействия в подсистемах «студент-студент», «студент-преподаватель», «студент-ребенок».
4. Включение будущего педагога в профессионально значимую и квазипрофессиональную педагогическую деятельность, приоритетом которой является ребенокцентризм (Голюк, 2016).

Отметим, что создание этих условий предполагает изменения в деятельности преподавателя педагогического заведения высшего образования, характерными признаками которой должны стать: инициативность, открытость, стремление к самосовершенствованию, самореализации, изменениям межличностных отношений со студентами; ориентация педагогической системы на цели развития студентов и т.д. (Коломієць & Лазаренко, 2016).

Одним из направлений нашей работы по подготовке будущих специалистов к развитию способностей и талантов детей является научная имплементация психолого-педагогической концепции одаренности в содержание специальных дисциплин, которые изучают студенты в соответствии с образовательно-профессиональными программами подготовки. В частности, по результатам мониторинга и пересмотра образовательных программ подготовки бакалавров специальности «Дошкольное образование» мы внесли определенные коррективы относительно компетенций и результатов обучения.

Учитывая, что основы теории одаренности студенты усваивают в процессе изучения ряда психологических дисциплин, было дополнено содержание дисциплин цикла профессиональной подготовки вопросами, которые охватывают различные аспекты теории одаренности. Так, в содержание «Общей педагогики» были включены вопросы: развитие одаренности детей как задача современной педагогики; одаренная личность как индивидуальность; одаренность как асинхронное развитие; особенности

развития одаренного ребенка как личности с особыми образовательными потребностями; «Педагогики дошкольной» – ранние проявления одаренности ребенка; типология одаренности по различным критериям; условия развития одаренности дошкольников; особенности работы воспитателя с одаренными детьми; «Истории дошкольной педагогики» – взгляды древнегреческих философов на способности и таланты человека; «Теории и методике сотрудничества с семьями» – особенности семейного воспитания одаренного ребенка; взаимодействие воспитателя с семьей, воспитывающей одаренного ребенка и др.

Для формирования будущего педагога как субъекта профессионального роста большое значение имеют как лекционные, так и практические занятия. Однако считаем, что активность студентов в полной мере формируется во время проведения практических занятий. В процессе организации подготовки будущих специалистов в системе высшего образования сложился алгоритм проведения практических занятий (Демченко, 2014), важным элементом которого является выполнение ряда задач, способствующих формированию субъектности будущих педагогов:

- Выполнение групповых творческих проектов, требующих поисковой и исследовательской деятельности студентов, способности использования комплекса психолого-педагогических знаний по проблеме одаренности для совместного решения проблемы и создания проекта. Например, проекты: «Новая школа – пространство для одаренных и творческих детей», «Новая школа – творческая лаборатория учителя», «Учреждение дошкольного образования будущего – простор для творческих личностей».
- Разработка в группах, обсуждение и представление этического кодекса педагога одаренных детей, Закона «О педагогическом творчестве», «Концепции творческой педагогической деятельности», «Концепции подготовки творческого педагога (педагога для одаренных детей)».
- Проведение учебно-педагогических игр, в основе которых лежит моделирование или воспроизведение различных элементов образовательного процесса в воображаемых педагогических ситуациях. Участие в игре предполагает активную позицию каждого студента и способность работать в команде при выполнении общей задачи, что способствует формированию интереса к проблеме одаренности, способности использовать знания в творческих условиях, отстаивать свою позицию. Например, деловая игра – педагогический совет в учреждениях дошкольного образования «Одаренный ребенок дошкольного возраста: можно ли его обнаружить?», деловая игра – творческий

кастинг «Сегодня креативный студент, завтра – мастер «фабрики творческих личностей»»; деловая игра – суд над нетворческим педагогом «Разрушитель творчества».

- Решение педагогических ситуаций, включающих несколько задач студентам: подобрать педагогическую ситуацию, сформулировать педагогическую задачу, предложить алгоритм ее решения; подобрать несколько примеров успешного решения педагогических ситуаций в практике работы классиков педагогики, педагогов-новаторов, лучших педагогов региона, из собственного опыта работы.
- Создание любого типа портфолио учителя и презентация его во время занятия: портфолио достижений, направленное на повышение собственной значимости педагога, которое отражает успехи его деятельности (грамоты, благодарности, дипломы, сертификаты и т.п.); рефлексивное портфолио, раскрывающее динамику личностного развития учителя и т.д. Например, «Я – будущий педагог одаренных детей»; «Сегодня я – творческий студент, завтра – педагог одаренного ребенка».
- Выполнение практических заданий с рефлексивными нагрузками, предполагающих самоанализ собственной готовности студента к работе с одаренными детьми. Например: привести пример из собственной жизни о действии движущих сил, повлиявших на ваше воспитание; описать идеал одаренного человека, к которому вы хотели бы стремиться; составить правила для молодого учителя по использованию методов обучения и воспитания одаренного ребенка; создать логотип на тему «Я – воспитатель одаренного ребенка» и др.

Огромные потенциальные возможности в разрезе подготовки будущих педагогов к работе с одаренными детьми имеет педагогическая практика (Кіт, 2007). Именно в этот период студент имеет возможность лицом к лицу встретиться с реальным одаренным ребенком, изучить его личность с помощью комплекса специально подобранных методик, осуществить раннюю диагностику его интересов и способностей, разработать и внедрить специальные программы, направленные на их развитие. Вполне реальным является и участие студента в родительских собраниях, где он может выступить на тему: «Знаем ли мы своих детей», «Выявление и развитие склонностей и способностей ребенка», «Каждый человек по-своему способен», «Что такое способности? Как их развивать?», «Способности и одаренность: подарок судьбы или источник проблем?».

## **Обобщение** **Conclusions**

Таким образом, развитие субъектности будущего педагога в контексте становления профессиональных компетентностей, обеспечивающих его способность к выполнению профессиональных функций в работе с одаренными детьми, осуществляется на протяжении всей образовательной программы. Поэтому быстрое реагирование на запросы общества как на уровне создания образовательных программ на компетентностной основе, так и путем внесения существенных изменений в содержание, методы, формы подготовки будущих педагогов к работе с одаренными детьми, будет способствовать конкурентоспособности выпускников на современном рынке труда.

Использование представленных заданий и форм работы продемонстрировали свою эффективность в процессе подготовки будущего педагога к профессиональной деятельности по выявлению и развитию одаренности детей в условиях культурно-образовательного пространства детского сада и начальной школы, поскольку были направлены на развитие умений применять новейшие технологии с учетом уровня подготовленности и личных потребностей педагога; содействие переходу педагогов от принципов авторитарного подхода к демократическому типу, основанному на гуманизме и развитии творческих дарований каждого ребенка; развитие личностных качеств педагогов, определяющих принципиально новую педагогическую культуру общения с одаренными детьми.

## **Summary**

The development of subjectivity of future teachers in the context of acquiring professional competencies that provide the ability of higher education student to perform professional functions in working with gifted children is carried out throughout the educational program. Therefore, rapid response to the demands of society as at the level of creating educational programs on a competent basis, as by making significant changes in the content, methods, forms of preparation of the future teachers to work with gifted children, will promote the competitiveness of graduates in the modern labor market. The presented tasks and forms of work demonstrated their effectiveness in the process of formation of the individual of the future teacher to professional activity on the identification and development of children`s giftedness in the conditions of cultural and educational space of pre-school and primary school. They were aimed at developing the skills to apply the latest technologies, taking into account the level of preparedness and personal needs of the teacher; promoting the transition of teachers from the principles of the authoritarian approach to the democratic type, based on humanism and the development of creative talents of each child; the formation of personal qualities of teachers, which determine fundamentally new pedagogical culture of communication with gifted children.

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## ACTUALITY OF TWINS UPBRINGING/SELF-UPBRINGING IN CONTEMPORARY SOCIETY

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***Abstract.** In this research the culture history methodology approach has been used for the research of theoretical sources on upbringing/self-upbringing correlations. The objective and subjective factors influencing upbringing/self-upbringing characterizing the individual twins personality have been defined and given the analysis of the correlated components: temperament, attitudes, abilities, volition. The upbringing fosters self-upbringing, where volition and goal-directed action serve as the development opportunity for human abilities, while the twins individuality fostering techniques (undertaking of commitments, self-analysis, self-reporting, self-control, self-assessment) provide an opportunity to each child for self-upbringing, independent choice by herself/himself, autonomous action and the responsibility for the results of her/his own individual self-upbringing. The research drew the conclusions that development and enhancement of each twin's freedom, autonomy and responsibility is fostered by upbringing/ self-upbringing. By scientific literature research, each twin's individuality upbringing criteria (independent choice, autonomy and responsibility) were studied, thus, providing opportunity for further research of the twin's individuality upbringing dynamics in practice.*

***Keywords:** self-upbringing, twins' child, upbringing.*

### Introduction

Each twin child demonstrates his developing personality, which in future will be a stable ground for individuality development, through attitudes to her/himself, others, culture and work. Externally it can be perceived via the twin child's behavior. Child's temperament, character, abilities and volition are revealed through behaviour. The entirety of these components reveals, to what extent each child can autonomously make her/his choice, is self-dependent, is able to perform self-assessment and take responsibility, which would prove development of the individuality features. Upbringing is objective, self-upbringing depends on one's own internal conviction and personal significance. Therefore, by this research theoretical literature about correlations of upbringing/self-upbringing, differences has been analyzed, substantiation has been searched not only for the necessity of upbringing, but also for the necessity of the twins enter autonomously self-upbringing, hence developing a different personality,



bright, singular individuality, independent from the objective and subjective factors exerting influence on the development of twins.

**The aim of the research** is to establish the correlations of upbringing/self-upbringing and accentuate their impact on the twins' individuality upbringing.

**Methods.** Through the research of the pedagogical scientific literature have been established the correlations of the twins upbringing/self-upbringing significant for the twins individuality upbringing research.

### **Theoretical substantiation of twins' upbringing/self-upbringing**

During the course of history the human's self-development possibilities have been researched and clarified by many pedagogues. For instance, M. Montessori believes that when a three-year-old child is playing with some thing, it processes by help of hands and installs into its consciousness what has been perceived by its subconscious intellect has managed to perceive already premeditated. At this process of work the child develops itself as able to realize the perceived, i.e., self-dependently develops its self-experience, thus nurturing its self-development. M. Montessori believes that the child gradually by its own hands and self-experience grows into a reasonable human. The adult's mission is not to teach, but help the child in its action to self-development. To help the common sense in its miscellaneous development processes, to nurture its power and enforce its multitudinous possibilities, M. Montessori calls aforementioned - the new development direction of the human (Монтессори, 2006).

A. Dauge, researching the essence and tasks of pedagogy science, pointed out that the pedagogue as a scientist is interested in researching and explaining how the human is upbringing another human, how one human is upbringing many, how many are upbringing the one, how a nation is upbringing its citizens, how separate outstanding national representatives are upbringing the whole nation, how each human is upbringing her/himself. He stresses the human soul's life self-activity in its transformation, consequently, self-upbringing (Dauge, 1925).

Maximizing that in order to reach the ultimate aim of each upbringing and education – to bring-up a perfect human, the whole human has to be considered at each upbringing and teaching work, in other words formulated, to observe the holistic methodological approach in upbringing. A. Dauge considered the humanity principle as a very important principle. The activity or self-action principle was considered by him of equal significance, because it means that by upbringing and teaching to train the learners to autonomously search and find the needed cognition. The third principle is the individualization principle, i.e., it is essential that the innate peculiarities, dispositions and gifts/natural abilities of everyone are considered at upbringing (Dauge, 1928). This means to implement an individual attitude in self-upbringing of each twin child.

J. A. Students believed that each instruction means only then, if the human after listening to it, processes it mentally, hence involves into his/her content of consciousness and turns it into a possession of his/her whole spiritual life. The obtained information is being processed, by comparing and assessing, by entering agreement or refusal. According to J. A. Students it is transferred through the prism of consciousness, bestowing with something new and mentally enriching. The instruction is acknowledged as a property of one's own consciousness, crystallized and considered, reasoned for so long, till it turns into indivisible part of the spirit at upbringing of oneself, which lies at the basis of every upbringing (Students, 1998).

V. Zelmenis stressed that in the pedagogical appreciation - the child, the teenager and the adolescent is not only a passive object for mouldering of a personality, but an active subject possessing his/her own aspirations for, volition, habits and convictions at self-development and self-upbringing. He considered that such unity in the student's object and subject of opposition in contradictions makes the upbringing work quite complicated, and defines the upbringing as a purposefully intended, organized, guided and controlled process. Self-upbringing is considered as deliberate, purposeful perfection of oneself by V. Zelmenis. He has established the interconnected cyclic phases at self-upbringing (Zelmenis, 2000).

As the culmination level in the personality development T. Malkovska (Maļkovska, 1987) considers the need to self-upbringing and points out that the the purposefulness, intelligence and sustainability of self-upbringing is, imprimis, dependent on the ideals, student's social development direction, on the individual's volition, and how highly the student values the environment of peers.

E. Ilyin recognizes the volition self-upbringing as a part of the personality self-perfection (Ильин, 2000). E. Ilyin considers that there are several stages in development of self-dependence, which can be seen in the Figure 1.

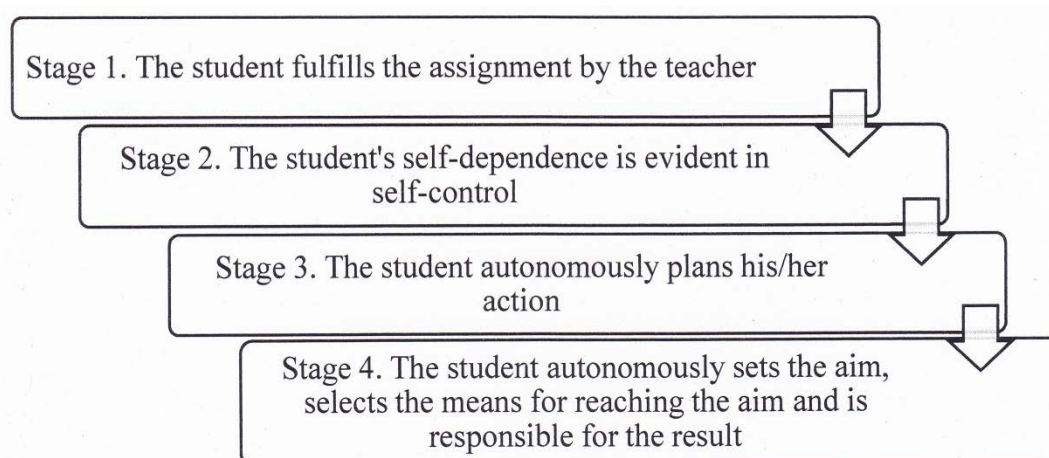


Figure 1. Stages of autonomy development (Author's constructed)

E. Ilyin considers that for successful development of the autonomy, definite circumstances and conditions are necessary: the first, development of autonomy is possible only on the basis of the attained knowledge and skills, which are needed for accomplishing of the respective action; the second, the autonomy development is accomplished under control of an adult (teacher, parents), nevertheless, devoid of excessive guardianship, without setting limits to the human's initiative; the third, the student's interest in the respective action is necessary (ИЛЬИН, 2000).

T. Malkovska stresses that at the self-upbringing process, the student himself/herself becomes the subject of the upbringing process. She recognizes the direct connection of the self-upbringing with the student life content, their interests, mutual interrelation, which are characteristic for the definite ages. She considers that the development of the student self-confidence serves as a significant precondition for commencing and developing of the self-upbringing process. It is necessary to foster accumulating of positive mutual interrelation and positive behavior experiences. T. Malkovska points out the necessity of the self-assessment of appropriate features at self-upbringing. According to her opinion the collective accomplishes two main functions at students' self-upbringing: creates general circumstances and conditions for autonomous and sustainable self-upbringing process and organize this process. The first function is evident because the collective constructs a positive attitude in students to the socially valid action ways, develops desire and will to active participation in the collective action, stimulate autonomy, fosters the awareness of responsibility. The second function is revealed as the direct organization of self-upbringing, developing the students' self-confidence, positive motivation for work on themselves, helps at setting up plans and assessing the results (Małkovska, 1987).

The dialectics of the self-upbringing process guidance are manifested by the external pedagogical demands turning into such demands, which are set by the students themselves for themselves (Małkovska, 1987). The student self-upbringing methods are seen in the picture (see Figure 2).

V. Bordovskaya and A. Rean (Бордовская & Реан, 2003) stress that, if a human her/himself purposefully turns to her/himself upbringing impact, by guiding her/his psychological state, behaviour and activity, i.e., guides her/himself her/his upbringing action, this can be called self-upbringing. In this case irrespective of what the human desires to be like at present and what to become like in the future, the selection of the aim of upbringing and ways for its realization depends on the human's attitude to herself/himself.

As the initial point for self-upbringing, personality growth G. Borozdina (Бороздина, 2016) considers self-recognition, as its methods she mentions – self-observation, self-analysis, self-attitude, self-assessment.

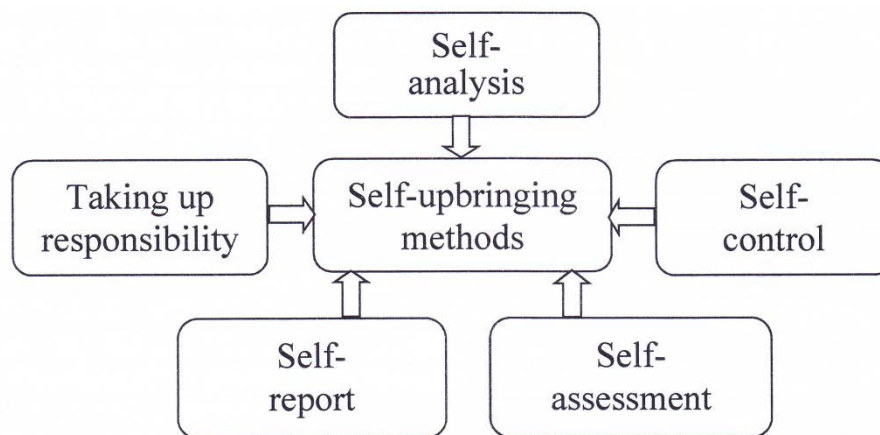


Figure 2. **Self-upbringing methods (developed by the author)**

L. Grigorovicha and T. Marcinkovska believe that the human upbringing conception permits to explain the human as a unique nature phenomenon, admit the priority of his individuality development, to understand correlation between the autonomous selection for the self-realization of the personality and the purposeful impact on it by the society. They consider the self-upbringing to be an important part of upbringing, by which different humans develop their personal position amid the social environment. The self-upbringing commences with the aim as comprehension and recognition the subjective preferable motive for his/her action. While developing and realizing such a motive, the human faces the external (objective) and internal (subjective) difficulties, for overcoming of which is needed his/her volition effort. The upbringing demands to “upbringing the internal upbringing/educator” (Григорович & Марцинковская, 2001).

Upbringing, heredity and environment are considered by A. Špona being significant factors in human development, which are also significant twins development factors. Upbringing and development are at continuous correlation. The aim of upbringing determines the direction of the personality development, in accordance with which the content, methods and forms of upbringing are selected. In each society, the aim – an ideal personality – is different and in coherence with the needs of the society. Only adults through the purposeful upbringing work can help each growing up child to become a diligent and active human. The unity of upbringing and learning first and foremost is determined by holistically joint aims with children development. Upbringing, education, teaching are aimed to foster harmonious and all-around developed personality development, characterized with autonomous consciousness, self-dependence and responsibility (Špona, 2006).

While growing up in the family, the twins shape and develop attitudes to themselves, others and life, develops comprehension of daily routines, which, by

maintaining a definite daily routine, is empowered by upbringing at kindergartens and further are developed at systematic education and upbringing at school.

The importance of the parents in the family, in order to eliminate problems later in the process of upbringing at school in the child and the teacher communication, is stressed by the pedagogues L. Lapina and V. Lubkina, when they write that at the beginning of any relationship is the family, and only then we can speak about the mutual interrelation of children and teachers (Lapiņa & Lubkina, 2008).

At the process of upbringing, the attitudes as the personality features, character traits and behavior self-regulation are being developed. The human's development content is referred to the subjective aspect of the upbringing process. The human's internal or psychic life content is established, by external interiorization – due to becoming internally or personally significant. Heredity is accomplished through the children and adult collaboration and communication process on the emulation psychological basis. The child's positive experience gradually grows into habit during the upbringing process (Špona, 2006).

The upbringing formulations significant for the research are compiled in the culture historical chronological succession as following:

- Each upbringing is self-upbringing, and the basis of any upbringing is self-upbringing (Students, 1932).
- Self-upbringing is deliberate, purposeful development of oneself (Zelmenis, 2000).
- Self-upbringing is purposeful guidance of the child self-development, development of one's own self-assessment, self-control and self-regulation (Špona, 2006).
- Self-upbringing is deliberate and purposeful work done by the human for developing the desired features, traits and behavior standards in him/herself (Jurgena, 2010).

Significant are also the self-upbringing formulations developed by the Russian scientists:

- Self-upbringing is a deliberate, purposeful and autonomous action, which are based on the individual/personality's active mutual interaction with environment, which impacts the development and perfection of the personality (Мальковска, 1983).
- Self-upbringing is a systematic and deliberate human's action directed to the personality's self-development and the basic culture development (Григорович & Марцинковская, 2001).
- Self-upbringing indicates onto the subjectivity of the upbringing individual, because being involved in emancipation thanks to his/her

pedagogues, he/she has transformed his/her Ego/I into the personal perception and deliberate impact object (Шуркова, 2002).

- Self-upbringing is a purposeful upbringing impact directed to him/herself by the human, guiding his/her psychological condition, behavior and activity, i.e., the human him/herself guides his/her upbringing action (Бордовская & Реан, 2003).
- Self-upbringing is an active creative attitude of an individual towards him/herself, “construction” of him/herself by him/herself (Бороздина, 2016).

I. Jurgena believes that the human must attain conviction that he/she can gain the desired result only by his/her own effort and persistent work. Everybody is the developer of his/her own volition and intellectual power. Self-upbringing fosters the personality's autonomy, activity, initiative, developing of his/her own positive features and possesses a definite conscientiousness level, which is revealed by clear understanding of the aim, and self-critical attitude to him/herself and comparing him/herself to other humans. In the result of self-upbringing, the personality's quality transforms and the essence of the human morality is structured by striving to be in harmony with him/herself (Jurgena, 2010).

A. Špona emphasizes that upbringing is commenced in the family. Nowadays, the functions of kindergartens, preschool and the family come nearer. She believes that the self-development skills and aims of the growing up human are not determined by separate forms of upbringing work, but by a united life-action style of the family, kindergarten and school. The upbringing environment at home, the model of the parents, collaboration skills of each teacher with the students, to upbringing oriented environment at school grow into significant factors at upbringing. It can happen only by the collaboration of the family and the school, where the aim is set and implemented coordinated means for reaching of the aim, the arguments are listened to and the achieved results are assessed/self-assessed. At collaboration, the experiences are exchanged, the best models are replicated, the self-experiences are promoted due to new knowledge, skills and attitudes (Špona, 2006). Self-development appears as the result of self-confidence and self-respect, which are processed at the self-upbringing process. Therefore, it is important for twins to develop a positive attitude to oneself and the other twin, by involving the principle *to be based on the positive* at promotion of the child's self-experience and autonomy (Špona & Čamane, 2009).

When researching the students' attitudes as social values, A. Špona and M. Vidnere have accentuated that the development of upbringing and the society are mutually correlated and relatively conditioned processes. The more democratic is the society, the bigger are the humans' possibilities to self-realization, in order to develop into an independent, autonomous and responsible personality and it is possible by the self-upbringing process (Špona & Vidnere,

2008). During the self-upbringing process, the student him/herself develops his/her personality, autonomously selects ways and means for development of his/her abilities and maintenance of his/her autonomy, which promote the responsibility feeling; the student is upbringing him/herself with the indirect assistance from the adult. These verities had been taken into account for developing the criteria and indexes of the individuality's self-upbringing.

T. A. Makedona (Македон, 2011) stresses that the family constitutes the initial point for further development bestowing the child with the quality to accommodate oneself to the environment, where oneself is learning to endure and self-realization. The more prolific life experiences are received by the child, the more prolifically and actively he/she will be able to develop. A significant meaning fills up the relationship of the children and parents, it is based in the necessity to ensure the following preconditions for: the child's physical and emotional – volition development, the child's adequate psychological gender formation, the child's intellectual development and cognitive needs' development, the child's positive socialization and communicative competence development, development of the child's indivisible intellectual life, selection and recognition of ethical norms, self-assessment, self-confidence, fostering of autonomy and responsibility appearing. It has to be realized via: emotionally independent, positive communication; ensuring upbringing, enriching and development providing environment; the child's autonomous action and the right to elective freedom for accomplishing of the family duties in respect of time, methods, ways and content; providing of correction and psychological support; the parents trust in the child's abilities and positive development.

N. Shurkova (Шуркова, 2002) recognizes that the upbringing is characterized by the following essential traits: purposefulness; socially- cultural value process gait conformity with the achievements of the mankind's historical development; efficiently organized upbringing system. The upbringing realizes the child's "creation", which reflects some of the child's conditioned achievements at such a level of development, when he/she has learned the skill to autonomous living amid society, to set up plans for his/her actions and autonomously shape his/her behavior, as well as is able to recognize his/her mutual interrelation with the surrounding world and show reasonably stable value selection. The personality structure develops physical and social innovations and the shift of the external expression of personality is accomplished, thanks to it, the personality exists for the benefit of other humans.

Bordovskaya and A. Rean (Бордовская & Реан, 2003) interpret the upbringing as the main category of pedagogy and the human being as the object of upbringing, the upbringing serves as one of the ways for transformation action of the human or a group of humans. It is a practical transformation action aimed

at transformation of the child’s psychic condition, conscientiousness and worldview point, knowledge and action methods and values of the personality. The specifics of the upbringing are revealed by the aim and the teacher’s position concerning the child. The teacher considers the child’s nature, genetic, psychological and social essence holistically, as well as age and the living conditions.

V. Bordovskaya and A. Rean believe that the structure of the appearing upbringing process itself reveals the mutual correlation of its main elements (aims and content, methods and means, the achieved results). The upbringing process is accomplished due to impact of many factors, it is influenced by the natural environment, live world and the hierarchy of the society; family, school and children, adolescent organizations; routine and professional performance, arts and mass information medias. The factors impacting the upbringing can be seen visually reflected in the following table.

**Table 1 The factors impacting the upbringing/self-upbringing  
(according to V. Bordovskaya &A. Rean)**

<b>Objective factors</b>	<b>Subjective factors</b>
Heredity and human's health situation	Psychic peculiarities, worldview opinion, value orientation, internal needs and interests
Social and cultural affiliation of the family	
Culture tradition, professional and social status	Mutual interrelation system with the socium
State and historical peculiarities of the epoch	Impact of the organized upbringing onto the human being

### **Conclusions**

The self-upbringing commences with the comprehension and acceptance of the aim as one’s (twins) own desired motive of the subjective action. The achievement of the aim is commenced with the existence of the aim and the need to reach the aim.

At the self-upbringing process, a significant precondition is the students’ (twins) self-confidence development. It is necessary to foster the experience accumulation of the positive attitudes, mutual interrelation and positive behavior.

The self-upbringing process guidance dialectics are revealed by the transformation of the external pedagogical demands into the self-established students’ (twins) demands.

The self-upbringing process fosters self-confidence and self-respect, which appear due to the self-development process. One of the main principles is to lean on the positive at the twins self-development process.



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# POTENTIAL, EXPRESSION AND DEVELOPMENT OF FUTURE PRESCHOOL AND PRE-PRIMARY EDUCATION TEACHERS' CREATIVITY IN STUDY PROCESS

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**Abstract.** *The article deals with the problems of the development of future preschool and pre-primary education teachers' creativity in study process, actualizes the importance of the development of a future professional's creativity as one of the soft skills in the context of the challenges of modern transformations of the society, change in education, reforms in teacher training, presents theoretical interpretations of the concept of creativity, analyses the results of the research on the potential, expression and development of future childhood pedagogues' creativity in study process, substantiating existing general problems and the importance of necessary changes in developing learners' creativity in closely related cycles of high school and university education. The article emphasizes the need for enhancing responsibility, motivation for study quality and development of skills necessary for professional activity not only in teachers but also in students themselves.*

**Keywords:** *development of creativity, soft skills, future teachers of preschool and pre-primary education.*

## Introduction

The processes of the increasing in-depth transformation of the society and the multifaceted change of person's interaction with the environment require essential systemic changes in human education and training. They require bigger social and value-focused purposefulness and effectiveness concentrating on the demands of the society of today and future and dynamic labour market, the expectations of the policy and practice of education in the world and the European Union, experiences, indicators of quality increasing the added value of education. The European Commission already in 2012 issued the communiqué inviting the EU member states to review national educational aims and priorities, to increase the scope and pace of the reforms investing into a person's abilities thus ensuring the competitive possibilities of the EU globally and increasing its productivity and the growth of economy.

During the recent decade in the Lithuanian system of education many important strategic decisions have been taken (in “The Strategy of Lithuania’s Progress “Lithuania 2030” (2012), “State Education Strategy 2013-2022” (2013), “Good School Concept” (2015), “Description of the Study Area Group of Education and Training” (2015), “Creative School Model” (2012), “Guidelines of the Transformation of General Education School” (2017), etc.) that had to become the basis of the essential systemic qualitative changes in various sectors of education. The changes are taking place in many fields of the system of education, however, the evaluation of their intensity, scope and efficiency in the paradigm of “educational strategies and educational reality” is controversial. The data of international and national research show as well as OECD and other international and national experts state that the segments of education of all levels lack harmony, a more distinct effect of the change in education is not observed. In the context of the majority of the problems of the system of education evaluating the change in closely interconnected sectors of preschool and general education and teacher training their incongruity to the challenges, requirements and future prospects of the modern society is emphasized.

The increasing role of creativity in the societies that are getting more and more modern already at the beginning of this century was emphasized by scientists highlighting the growth of the share of professionals having creative jobs in various sectors of activity (Florida, 2002) and rapidly increasing demand for innovations in all the fields of the life of society. The data of the global employment platform “Monster”, Eurofolio research on employers’ opinion in 2015 in 7 countries including Lithuania show that future employees’ creativity and other soft skills are most often wanted and valued by employers. In World Economic Forum (2016) the TOP 10 of the competences especially relevant for the labour market and a person in forthcoming years (up to 2020) was presented. In the first position the competence of complex problem solving that requires person’s creativity has been remaining for some time, creativity is in the third position. It means the growth of the relevance of creativity and its development in all levels and for all the fields of human activity in the modern intensively changing world. It is not by accident that the question about the transition from the society of information to the society of abilities/skills when applied and professional knowledge gained in schools and universities become secondary and the development of soft skills (critical and contextual/systemic thinking, cognitive flexibility, emotional intellect, art of negotiation and communication, motivation, creativity, ability to form life goals, problem solving, leadership) become dominating is a relevant object of the discussions and solutions of

employers, business representatives, education policy makers, scientists, practitioners and the learners themselves.

The development of a competitive personality in the 21<sup>st</sup> century when the newest technologies are more and more conquering not only the industry and business of the world but also the systems of education, when the newest technologies, open source platforms can convey knowledge to a learner more rapidly and effectively than any teacher or lecturer in the majority of the world countries the systems of education undergo radical changes. In “The Strategy of Lithuania’s Progress “Lithuania 2030” it is also emphasized that Lithuania should pay more attention to the development of higher skills because it is a factor of creating the welfare of the country and its progress directly conditioning creativity and innovation. Therefore, meaningful aims are set for education especially school (the understanding of which according to “Good School Concept” (2015) comprises a preschool institution as well): to turn from traditional education based on repeating and remembering information to education that stimulates thinking and creativity, development of leadership, the system that stimulates learning and increases the self-government of communities. The aforementioned goals are also relevant to teacher training institutions of higher education. In “Description of the Study Area Group of Education and Training” (2015) the aim of studies is emphasized – to train a person ready for the activity of education and training, able to creatively act and adjust to constantly changing environment in various sectors of the system of education.

Implementing the project “Creative Partnerships” in Lithuania (2011-2014), where 200 creators and over 100 schools participated, the creative school model was created striving for important aims – to develop learners’ creativity, to inspire, to help them learn and increase motivation; to develop teachers’ abilities of creative work; to develop creative approach towards learning in the Lithuanian schools; to develop the competences of the practitioners of cultural and creative sector. However scientists analysing the experiences of national and European reforms of education generalize them with evident paradoxes, the essence of which – the regulations established in strategic documents of education – often lose their practical meaning, they are of imitative character and do not bring the expected effect because of the whole complex of contradictions and other factors. It should be stated that so far in the practice of education the focus on academical achievements predominant because of formal requirements makes the content of strategic regulations narrower, a person’s skills important in real life and his/her competences do not “fit in” learner’s individual progress and formal system of the evaluation of his/her achievements, therefore, they do not become the priority aim of education.

The research proves that the development of creativity, its expression in child's teaching/learning and teacher's professional activity still remains a problematic area of education and is a relevant field of continuous scientific research searching for more effective opportunities of the development of creativity. The communities of preschool education institutions, schools and universities are the main implementers of the change of ideas and processes, creators of the added value of education. Revealing the potential creative powers of the learner's personality, using them in the processes of education and the role of the gained creative experience for his/her future professional and personal achievements depend to a great extent on the effective realization of teachers' creative skills in professional activity.

**Research subject** – the expression and development of creativity in future preschool and primary education teachers in the study process.

**Research aim** – to substantiate the importance of creativity and its development in the context of important changes of society and dynamic labour market, to reveal the peculiarities of the potential, expression and development of creativity in future preschool and primary education teachers in the study process.

**Research methods:** analysis of scientific literature and strategic documents of education, questionnaire survey, test for the identification of the level and profile of creativity prepared by Human Study Center, quantitative and qualitative analysis of the data of the research; calculated absolute and relative values.

### **Change of the concept of creativity and the importance of its development**

The research on the concept, nature, structure, development, expression of creativity, the impact of the factors influencing these processes and their outcomes in the works of national and foreign scientists in humanities, social sciences and other fields is not a new area of scientific research. The problems of creative work and creativity have been of interest since the antiquity through the whole evolution of culture. The works of psychologists made the biggest contribution to the research on creativity. This phenomenon has been analysed as a personality feature, skill of thinking, process of creative work, result of social learning, it has been attempted to reveal the interactions between creativity and intellectual processes, its origin, the influence of social environment on creativity, etc. As a consequence of long-term interdisciplinary research applying different methodological approaches, joining various components and contexts of influence together the concept of creativity has been changing, more and more actualizing its multifaceted character and importance

in all the fields of human activity. For many decades creativity has been identified with divergent thinking that manifests itself in the ability to create the most different ways of problem solving and has four dimensions: fluency, originality, flexibility and elaboration (Guilford, 1950) and is one of cognitive components of creativity (Karkockienė, 2005). Creativity is traditionally defined as a *trait of personality related* to the ability to discover something that is new, original, unexpected (Guilford, 1968; Sternberg & Lubart, 1999; Sternberg, Lubart, Kaufman, & Pretz, 2005; Grakauskaitė-Karkockienė, 2002, 2005; Petrulytė, 2001, etc.). Torrance E. P. (1974) created creativity tests applied until now, related it with creative thinking and as the other representatives of pedagogical psychology (Bloom, 1985; Subotkin & Arnold, 1999, etc.) analysed it in the context of teaching and learning. According to many researchers (Runco, 2004; Girdzijauskienė, 2004, Grakauskaitė-Karkockienė, 2002, Jovaiša, 2007, Jonynienė, 2013, etc.), creativity is a sum total of skills, a complex of intellectual and personal features and the approach towards life. It is noted that creativity is mostly conditioned by individual personality traits: originality, flexibility, fluency, curiosity, sensitivity, energy and independence, ability to solve problems and accept challenges. Describing creativity as a result its novelty and social significance is emphasized. Various outcomes of activity are considered as a creative product.

In the fields of long-term research on creativity the transition has been made from traditional to holistic concept of creativity emphasizing the inborn potential of creativity of every person. Recently the reference most often is made to systemic or sociocultural approach towards creativity analysing it in the complex context of the interaction between personality, society and culture. It is defined as the ability to create new things that is conditioned by the interaction of several factors: traits of personality, abilities and inclinations; preparedness for creative activity of a certain field; environment. Such methodological approach shows that creativity is the result of the interaction between the aforementioned components, and inborn inclinations, abilities, talents is not the only source and precondition of creativity. Although it is often stated that every person is creative, two levels of creativity are distinguished – *exceptional* and *ordinary*. *Exceptional creativity* is described as a person's ability to create original ideas, insights, knowledge, rearrangements, discoveries, works of art or other innovations that are considered valuable by the others, are acknowledged and essentially transform the field of activity or even the whole world of humankind. *Ordinary creativity* is a feature characteristic to every person to create something new by imagining, improvising, solving problems or thinking critically. These creative works may not have big importance and may not be original but they are new to their author. Instead of ordinary and exceptional

creative skills sometimes more levels of creativity that can also be considered as kinds of creativity are distinguished (Cromptley, 1999; Vaicekauskienė, 2009).

In the 21<sup>st</sup> century facing constant changes, challenges and their consequences in the life of a person and society the scope of problems that have to be managed and solved in various levels and in all fields of life is increasing every time delegating increasing responsibility to a person himself/herself. It is not by accident that in the system of education the tendency to give priority to systemic sociocultural concept of creativity is becoming distinct giving it a more evident dimension of universal and social character. According to one of the concepts of this creativity (Craft, 2001) the following is attributed to it: belief in one's abilities, activeness and initiative as the life disposition; insight into problems and solving them; ability to cope with everyday requirements applying various strategies based on knowledge, intuition, consistent thinking; creation of innovations. Creative process of problem solving teaches us to apply effective methods by generating and evaluating ideas and striving for balance between divergence and convergence. It is a dynamic balance making a process of creative problem solving valuable and effective (Obrazcovas, 2012). General creative skills or everyday creativity help a person to survive appropriately reacting to the change of environment, they are the basis of the development, self-expression, successful social integration, competitive potential of personality.

In the context of the Fourth Industrial Revolution (Schwab, 2017) and challenges of the global labour market alongside with other abilities and features creativity is attributed to the group of "soft skills" that not only complement professional abilities, "hard skills", necessary to perform a certain job but are important and can be used in various life situations and activities. In other languages soft skills mean human, interpersonal skills/abilities, personal features, social competences.

The variety of the concepts of creativity, its levels, types, the scope of the factors conditioning creativity and the features of a creative personality reflects the multilayeredness and complexity of the phenomenon of creativity.

A teacher is a creator of education, an assessor of learner's creative potential, a stimulator and implementer of learner's development, and at the same time a learning person, a professional creating the conditions of creative education. In the report "All Our Futures: Creativity, Culture and Education" (NACCCE report, 1999) commissioned by the government of the United Kingdom already in 1999 it has been stated that in order to reveal every young person's opportunities, it is necessary to have the national strategy of the development of creativity and culture agreeing on the understanding of these dimensions (Nicholson, 1999; Jones & Wyse, 2013). Appropriately prepared

programmes of the development of creativity are effective if they comprise more than one component of creativity (Karkockienė, 2005). Teachers play a conditioning role in organizing the process of education focused on the promotion of learners' creativity. However, social and other factors that influence teachers' creativity in professional activity are also very important: expectations of the creativity of school community, managers' activeness and purposeful activity in developing teachers' creativity and giving consistency and purposefulness to their professional creativity.

### **The tendencies of the generalized results of the research on the potential, expression and development of future preschool and primary education teachers' creativity in the study process**

The research was conducted in 2015-2017 while delivering the study subject "Development of Child's Creativity" for 3<sup>rd</sup> year (6 semester) students of preschool and primary education (4 ECTS). Forty-eight students (45 females and 3 males), whose age was 21-24 years, participated in the research. All the students had already had two internships in educational institutions of different type, 12.5 % of the students who participated in the research were working in preschool education institutions.

The aim of the study subject "Development of Child's Creativity" – to develop student's personal and professional competences on the basis of the theoretical backgrounds of the concept and development of creativity and applied skills – closely correlates with the aims of the study programme of preschool and primary education.

While projecting the strategy of the research the reference was made to the systemic approach towards creativity and its development. It was complied with the provisions that the potential and results of person's creativity are quantitatively and qualitatively changing. The dynamics of changes is more effective when the programme of a study subject is focused not only on the development of one of the components of creativity but of their sum total substantiating this process on the interrelations of the three levels – individual, organizational and social – and interdisciplinarity of studies.

Continuous research is at first related to a constant demand for the improvement of the quality of the contents and process of the programme of the study subject in order to ensure future teachers' better preparedness for creative professional activity.

**The research methods applied:** *questionnaire survey* (26 questions of open and semi-open type); *test on creativity* meant to identify the level and type of the respondent's creativity.



The research questionnaire consists of three groups of questions. The first one is meant to find out about students' personal attitudes towards creativity, its importance, the essential aspects of the concept of creativity; with the questions of the second group it is attempted to identify the peculiarities of the assessment of the expression and development of personal creativity; the third one is meant to identify the students' expectations, demands and aspirations during the study subject "Development of Child's Creativity". With the help of the test (prepared by Human Study Center, 2007) it was attempted to identify the level and type of the respondents' creativity at the same time developing the knowledge of the potential of student's personal creativity and the motivation for its purposeful and effective realization.

Because of the limit of the research sample the results obtained cannot be applied to the whole population of the students of analogous profile. Due to the fact that the analysis of every aspect of the potential, expression and development of the creativity of future teachers of preschool and primary education requires elaborate discussion and separate investigation we would limit ourselves to the generalization of the tendencies that emerged on the basis of the essential results of the research.

### **Generalization of the tendencies that emerged on the basis of the results of the research**

At the beginning of the study subject evaluating personal attitudes of future teachers of preschool and primary education towards creativity and the essential aspects of its concept, having conducted quantitative and qualitative analysis of the respondents' answers to the questionnaire it has been identified that the vast majority (81.2 %) of the students who participated in the research are characterized with positive attitudes towards person's creativity, perceive its importance in personal life and especially in professional activity. The answers of the one-fifth (14.5 %) of the respondents show their doubts about the importance of creativity, meanwhile 4.2 % of future teachers do not think about that because they suppose that *<...> in the life and educational system of today other priorities are actually predominant but not the demand for creativity <...>*. It shows that the majority of future teachers who participated in the research have a positive attitude towards creativity that is important for the motivation of teacher's purposeful creative activity establishing the psychological climate favourable for the expression of children's creativity.

The results of the research have revealed that for future teachers the nature and concept of creativity are problematic questions; almost one-third of the respondents doubt whether creativity is inborn or developed, meanwhile those

who state that creativity can be developed nevertheless admit that innate things are very important. Analysing the respondents' answers to open-type questions – *What is creativity? What features are characteristic to a creative personality?* – it was revealed that to more than a half (62.5 %) of the respondents a systemic concept of creativity is partially characteristic; it is more often related to the sum total of personality features, abilities, behaviour peculiarities, results of creativity where the traits of originality, novelty, ability to flexibly solve problems are predominant. It proves the complexity of the nature of creativity and at the same time actualizes the demand during the study subject “Development of Child’s Creativity” to establish conditions for students to get acquainted with scientific approaches and interpretations of the nature and concept of creativity, the methods of the identification of the manifestations of creativity, the criteria of evaluation.

The processes of the formation of person’s attitudes towards creativity and the expression of creativity are interrelated, influenced by macro and micro sociocultural, educational environment. The processes of their influences in specific contexts create certain meanings to a person conditioning his/her attitudes and motivation for creativity to be/not to be expressed.

According to the respondents, creativity of a personality is mostly influenced by: nature (81.2 %), intellect (79.1 %), peculiarities of imagination (75 %), personality traits (72.9 %), attitudes and motivation (66.7 %), example of parents and teachers (64.6 %), style of child’s upbringing (64.6 %); education in family and school focused on the expression of child’s creative potential (62.5 %); educational environment stimulating creativity (54.1 %); experience (50 %); knowledge (43.7 %), degree of meeting child’s needs (39.5 %); examples of creative works (25 %), etc.

The sum total of internal and external factors is important for the expression and development of creativity. One of the internal factors – knowing oneself, self-assessment of creative potential – is a precondition for the formation of positive attitudes towards creativity and an important motive for the realization of one’s creative potential and development of creative self-expression. During the survey it was clarified that the vast majority (81.2 %) of future teachers think that they are creative or rather creative than not creative; for 12.5 % it is difficult to assess personal creativity; 6.3 % of the respondents think that they are not creative. The authors suggest identifying the creative potential of a personality according to various criteria. In case of our research the chosen test helped to identify the level of the respondents’ creativity and its type (A – discoverer, B – critic, C – strategist, D – diligent, E – aesthete, F – curious, G – sensitive).

**Table 1 Distribution of students according to a dominating type of creativity (n =48)**

<b>Type of creativity</b>	<b>n</b>	<b>%</b>
<b>A</b> - discoverer	2	4.2
<b>B</b> - critic	5	10.4
<b>C</b> - strategist	4	8.3
<b>D</b> - diligent	9	18.8
<b>E</b> - aesthete	10	20.8
<b>F</b> - curious	7	14.6
<b>G</b> - sensitive	11	22.9

The predominant type of the respondents' creativity is "sensitive". Their creativity is conditioned by the perception of the world through senses. The smallest share of the respondents (4.2 %) according to the sum total of typical features belong to the type of "discoverers". These are persons who are self-confident, not afraid of uncertainty, possible difficulties or risk. It has been identified that for 12.5 % of students with a small difference the features attributed to several types of creativity are characteristic. The sum total of the most characteristic features attributed to every type of creativity (sensitive perception of the world, feeling the beauty, imagination, aesthetic needs, persistence, accuracy, intolerance to current norms and rules, tendency to apply personal system of the assessment of phenomena and processes, to take risks, ability to envisage new links, formulate ideas, etc.) in different aspects is very important to a creative teacher because education and learning is educational creative work and self-expression.

The results of the test have revealed that the level of future teachers' creativity vary from 98 to 132, consequently, is high and very high (the mean – 75).

**Table 2 Distribution of students according to the level of creativity (n=48)**

<b>Level of creativity</b>	<b>n</b>	<b>%</b>
98 - 100	3	6.3
101 - 110	17	35.4
111 - 120	22	45.8
121 - 132	6	12.5

The identified data of the level and type of creativity allow presupposing that the sum total of features characteristic to a creative personality in different fields manifests itself in different scope and intensity.

During the questionnaire survey the differences in the intensity of the expression of creativity have also been identified according to different periods of person's life. Before their studies in more than one-third (39.5 %) of future

teachers creativity mostly manifested itself in various artistic activities; in school students' self-government (8.3 %), in the field of technologies – (4.1 %), in everyday activity, etc. (6.2 %). During their studies the expression of future teachers' creativity is the most distinct in the study process itself (70.8 %), in social activity, students' self-government, volunteering (16.6 %), for working students it was in their professional activity (12.5 %). The respondents list the following periods as the most favourable for the expression and development of creativity: childhood (31.3 %), because *<...> had much freedom, the possibility to play; in family and preschool educational institution there were conditions for the expression of creativity <...>*; period of attending primary school (35.4 %), because *<...> everything was new, interesting, attended new hobby groups, the teacher was good and encouraged to participate everywhere <...>*; adolescence (33.3 %), because *<...> attended many hobby groups, there were many extracurricular activities at school; during the classes of certain subjects did many creative tasks <...>*; and especially the present period of studies (56.3 %), because *<...> at university we are not strictly inserted into the frame of the requirements any more; more tolerance, freedom; it is possible to do self-study tasks creatively, not according to one "stencil"; various study methods are applied; there is a stimulus to do tasks as creatively as possible because student's creativity is assessed; lecturers more than teachers notice students' abilities; communicate with a student as an equal partner; there are many opportunities for self-expression <...>*. The future teachers consider the period of senior grades as the least favourable for the expression of creativity (43.8 %). According to the respondents the main factors that were suppressing their creativity were the following: broad content of education/abundance of information, teachers' priority for knowledge and its testing, focusing on the preparation for examinations, lack of time, additional learning with tutors, competition among classmates, predominant intolerance for mistakes, etc. It has revealed that for future teachers to express their creativity at school informal activity was more favourable, the attention to it was paid to a greater extent only during the classes of separate subjects (arts, music, technologies, IT, literature, history). These tendencies of the research essentially coincide with the characteristics of unfavourable environment for the development of creativity in school that emerged in the "Research on the Environment Favourable for the Development of Creativity in School" (according to the project funded by the EU "Development of Creativity: Research and Methods") conducted in 2011 in 5 schools of the country (101 teachers participated).

Referring to the results of our research, during studies the following individual factors having negative influence on the expression of future teachers' creativity should be indicated: lack of time (20.8 %), lack of motivation and personal responsibility for learning outcomes (16.7 %), not high self-esteem

(10.4 %), avoiding criticism (8.3 %), doubts about choosing a profession (6.3 %), etc. On the level of the group quite often the expression of students' creativity is hindered by the competition among students for better learning outcomes (14.6 %), insufficiently good microclimate because of different interests of students, which does not stimulate collaboration among them (12.5 %), etc. The factors of the organizational level are mostly related to the physical environment of university, its facilities, not sufficiently meeting the demands of modern studies and especially to the lack of the newest information technologies (41.7 %), less often it is related to the peculiarities of the study process. According to the students (31.3 %), the development of creativity depends on a study subject and a lecturer. Because of the currently implemented reform of higher education that is controversially assessed the university community lives in the situation of instability, uncertainty about the status of the institution. It harms the psychological climate of the institution and academic culture, and has influence on the attitudes of creative activity and motivation of the whole institution.

The tendencies of the results of the research indicating personal experiences of the expression and development of future teachers' creativity, illustrating the peculiarities of the assessment of their attitudes, potential, expression and development of creativity are relevant in the realization of the aims of the study subject "Development of Child's Creativity".

The third group of the questions of the questionnaire helped to identify the students' expectations, demands and aspirations during the study subject "Development of Child's Creativity". It turned out that almost all the students who participated in the research (97.9 %) are at first interested in getting knowledge about the methods of the identification and development of the manifestations of children's creativity, in mastering the skills of their application, in practically testing them (89.6 %) in the study process. For students it is also relevant to get more broadly acquainted (68.8 %) with the concept of creativity itself, the features of a creatively personality, methods of problem solving (70.8 %), peculiarities of the development of child's creativity (77 %) and the strategies of the development of their creativity in different periods of age. 68.8 % of future teachers hope to expand their knowledge about the creation of the environment favourable to the development of creativity in an institution, the ways of the stimulation of children's creativity (64.6 %). The presented data of the research show that it is the most relevant for future teachers to form the abilities of knowing, stimulating and developing of children's creativity.

During the first session of the study subject "Development of Child's Creativity" students are introduced with the study aim, aspirations/outcomes, the

criteria of their evaluation. At the end of the study subject the opportunity is created for students to assess their achieved learning outcomes by themselves, to foresee the demands and opportunities of the development of the competence of creativity, to reflect on the study contents and process and to offer recommendations for their improvement. It is important not only to a student as a future professional but also to a lecturer in the search of the most efficient and effective strategies of the realization of the study subject.

### **Conclusions**

The processes of the increasing in-depth transformation of the society and the multifaceted change of person's interaction with the environment require essential systemic changes in human education and training, actualize the increasing role of creativity and its development in all levels and for all fields of human activity.

The aim set for teacher training higher education institutions is to train a person ready for the activity of education and training, able to creatively act and adjust to constantly changing environment in various sectors of the system of education. Revealing the potential creative powers of the learner's personality, using them in the processes of education and the role of the gained creative experience for his/her future professional and personal achievements depend to a great extent on the effective realization of teachers' creative skills in professional activity.

Future preschool and primary education teachers are characterized with positive attitudes towards creativity, high level of creativity, different scope and intensity of expression, experiences of the development of creativity having common peculiarities and demands.

The processes of the formation of person's attitudes towards creativity and the expression of creativity are interrelated, influenced by macro and micro sociocultural, educational environment. The processes of their influences in specific contexts create certain meanings to a person conditioning his/her attitudes and motivation for creativity to be/not to be expressed.

The potential and results of person's creativity are quantitatively and qualitatively changing; the dynamics of changes is more effective when the programme of the study subject "Development of Child's Creativity" is focused not only on the development of one of the components of creativity but of their sum total substantiating this process on interdisciplinarity in the interrelations of the three levels – individual, organizational and social.

Research-based realization of the study subject helps constantly improve the quality of the development of personal and professional competence of creativity in future preschool and primary education teachers.

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# MĀSAS TĒLS BĒRNU, VIŅU VECĀKU, PIRMSSKOLAS SKOLOTĀJU UN STUDENTU VĒRTĒJUMĀ

## *Child Nurse Image for Children, Their Parents, Pre-School Teachers and Nursing Students*

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**Abstract.** *The article analyzes the literature on the historical aspect of the process of formation of the nursing specialty. The professional activity of nurses in modern care system is updated. An empirical study covers the criteria and indicators of the image of a nursing son. The content of the practical study reveals the ratings, vision, judgments about the duties of the nurses, their implementation, and their visual image for the children of children, their parents, preschool educational institutions and nursing school curriculum students.*

**Keywords:** *nurse, child nurse, image, preschool teacher, parents, students.*

### **Ievads**

#### **Introduction**

Veselība kā viena no pamatvērtībām ir cilvēka dzīves kvalitātes, viņa ģimenes un arī sabiedrības labklājības pamats. Veselīga sabiedrība ir produktīvas un ražīgas ekonomikas un valsts attīstības pamats. Sabiedrības veselība ir nozīmīga sabiedrības ilgtspējīgas attīstības pamatnozare un viens no sabiedrības organizētas darbības veidiem, lai aizsargātu, veicinātu un atjaunotu cilvēku veselību (Sabiedrības veselības pamatnostādnes: 2010.–2017. gads).

To realizē medicīnas personāls un tai skaitā medicīnas māsa. Ar viņas darbību ir saskāries, praktiski, katrs cilvēks, jo īpaši bērns. Lai raksturotu bērnu medicīnas māsas tēla saturu, svarīgi ir izprast jēdzienu “bērns” un “medicīnas māsa” būtību. Bērns bioloģiski ir cilvēks no dzimšanas līdz pubertātes sākumam. Likumdošanas ietvaros jēdziens “bērns” robežojas ar pilngadības vecumu, kad cilvēks sasniedz legālu pieaugušā statusu – 18 gadu vecumu. Vecuma kategorijai tiek piešķirta īpaša vērība. Tā ir saistāma ar bērna ikdienas pieredzes strukturētību attiecībā pret sociālajām vidēm, kas viņam ir sasniedzamas.

Savukārt, vārda „māsa” pamatā ir indoeiropiešu „mā”, no kā arī „māte”. Senatnē „māsa” bija tāds pats kopvārds kā „bāliņi” un tika lietots dzimtas sieviešu

apzīmēšanai. Par māsām sauca visas tās dzimtas jaunavas, kuras bāliņš nedrīkstēja precēt. Par māsām dēvē arī sievietes, kas uzņemtas kādā ordenī, brālībā vai līdzīgā slēgtā organizācijā, piemēram, mūķenes. Tā kā viens no mūķeņu pienākumiem bija kopt slimos, tad arī slimo kopējas sāka saukt par *māsām*, vēlāk – *par žēlsirdīgām māsām* (Inguna Mīlgrāve, 1996).

Māsa veic aprūpes funkcijas, izmantojot māsas profesionālās lomas, kuras sekmē pacienta pielāgošanos jaunajai situācijai visās jomās – bioloģiskajā, psiholoģiskajā un sociālajā (Šiliņa & Dupure, 2004). Viņas, māsas, profesionālo darbību kā “pieņemamu” vai “nepieņemamu”, “efektīvu” vai “neefektīvu” vērtē visa sabiedrība.

Tas arī noteica raksta **mērķi**: apgūt māsas tēla veidošanos vēsturiskā skatījumā, izpētīt bērnu māsas profesionālos pienākumus, raksturojumu, attiecības ar sabiedrību un apzināt bērnu māsas tēla devumu mūsdienās.

### **Medicīnas māsa profesionālajā darbībā** *Nurse for professional work*

13. gs. vācu krustnešiem, iekarojot baltu tautas Latvijas teritorijā sāka izplatīties Vakareiropas medicīnas tradīcijas - izveidojās hospitāļi. Hospitāļu veidošanās radīja nepieciešamību pēc slimo kopējām. Šajā laika posmā Rīgā sāka darboties pelēko māsu jeb begīņu konvents.

*Pelēkās māsas* bija franciskāņu mūķenes, kuras pelēkos apmetņos tērpušās, pilsētā veica dažādus slimu un nespējīgu cilvēku apkopšanas un aprūpēšanas darbus, palīdzēja bērnu audzināšanā un mācīšanā. Priesteris Vincents de Pauls tādas jaunavas dēvēja par “žēlsirdīgām māsām”, kopienas mājas neuzskatīja par klosteri un iestājās par to, lai māsas saglabātu laicīgo apģērbu: pelēka kleita ar platām piedurknēm, balta auduma cepurīte, dēvēta par korneti (Odiņa, 2012). *Pelēko māsu* kustība Rīgā pastāvēja līdz 15. gadsimta beigām.

Viduslaikos Baltijā izplatījās epidēmijas – mēris, bakas, dizentērija, tīfs u.c. slimības. Dibinājās dažādas organizācijas. 18. gs. tika organizēta meiteņu skola Krāslavā. Tas bija sākumposms *bērnu māsu* izplatīšanas un audzināšanas darbā.

1863. gadā Ženēvā tika nodibināta Sarkanā Krusta pamatorganizācija. Gadu vēlāk nodibinājās Starptautiskais Sarkanais Krusts. Šajā laika posmā Pēterburgā izveidojās Krievijas Sarkanā Krusta biedrība. Latvijā pirmās žēlsirdīgās māsas kopiena izveidojās Rīgā 1867. gadā, vēlāk Daugavpilī, Jelgavā. Kopienas ieguva popularitāti iedzīvotāju vidū. Kopienas mītnē tika atvērta bērnu ambulance. Šo procesu pārtrauca Pirmais pasaules karš. Māsas darbs saistās ar palīdzību ievainotajiem karavīriem, organizatoriskais darbs – zāļu izdalīšana ambulancēm un bērnu patversmēm.

1918. gada 18. novembrī Latvija tika proklamēta par neatkarīgu valsti. Jaunās valsts veidošanās atbalstam 1918. gada 20. novembrī tika nodibināta

Latvijas Sarkanā Krusta organizācija. “Ja piemin Sarkanā Krusta vārdu, tad pirmā mūsu apziņas priekšā nostājas māsa ar savu balto tērpu, sarkano krustu uz tā kā sirds – asiņu simbolu, kuras tā izlej sāpēs par tiem, kas cieš un kam vajag viņas palīdzību. ...Sieviete – māsa Sarkanā Krusta darbības apjomā nozīmīga arī kā audzinātāja” (Akmens, 1929). Tās funkcijās ietilpa katra indivīda veselības tieša pārraudzība, sabiedrības higiēnisko apstākļu uzlabošana un veselības principu popularizēšana iedzīvotāju vidū.

Žurnāls “Žēlsirdīgā māsa”, atspoguļojot veselības aprūpētāju – punkta māsu ikdienas rūpju saturu, atklāj bērnu māsas specialitātes veidošanās pirmsākumus. Piem., “Tai mātai, kas apmeklē skolas un pārrauga tur bērnus ... no savas puses arī jārūpējas par šo nākamo pilsoņu garīgo seju, viņu ētisko vērtību, viņu dvēseles pilnskaņu, kā to apzīmē dzejnieki” (Akmens, 1934).

Tas nozīmē, ka māsu darbībai skolā ir audzinošs raksturs. “Veselības kopšanas punkta māsa ir kļuvusi par tautas dzīvā spēka glabātāju un audzinātāju. Kam vēl ir tikpat liela iespēja audzināt māti un bērnu kā punkta mātai?” (Lauva, 1939).

Uzsvērtā punkta māsas loma jaunās un visjaunākās paaudzes veidošanā. “Skolu māsas kvalifikācijai nepieciešams pārbaudīt viņas veselības kopšanas skolotājas spējas. Visiem spēkiem jāveicina sadarbība un savstarpēja saprašanās skolotāju un māsas – veselības skolotājas starpā” (Starptautiskā žēls. māsu kongresā, Parīzē – Briselē, 1933 g., pieejamie lēmumi. 1934).

Skolas māsas tika izglītotas higiēnas propagandai skolās. Viņu darbs pamatā norisinās ģimenēs un skolās. “Māsa bērnudārzos dod aizrādījumus ne tikai bērna veselības kopšanā ... sadarbībā ar skolotājiem palīdz atrisināt sociālus jautājumus...” (Veilands, 1936).

Vecāki interesējas par bērnu veselību, nostiprina to pieņemot bērnu māsas prasības un līdzdarbojoties. 1920.-1940.gados māsa bija starpnieks starp tautas veselības aprūpes zinātni un iedzīvotāju.

Māsu darbība skolās noritēja ar mērķi rūpēties par veselības veicināšanu skolēnu vidū. Šī mērķa sasniegšanai māsām bija jāsadarbjas ar skolotājiem, vecākiem, sabiedriskām organizācijām un dažādām iestādēm. Māsu darbs skolās ietvēra sevī pasākumus, vērstus uz bērnu veselības uzlabošanu, paskaidrojot veselīga dzīvesveida principus.

Padomju Sociālistisko Republiku Savienībā medicīnas māsas netika dalītas: sabiedrības veselības aizsardzībā strādājošās medicīnas māsas un sociālā aizsardzībā strādājošās medicīnas māsas. Tas bija saistīts ar vienoto ārstniecības un profilaktisko iestāžu darbības sistēmu. Tikai no 1951. gada specializētajosursos gatavoja medicīnas māsas darbam bērnu iestādēs. Sešdesmito gadu sākumā māsām organizēja kursus darbam skolās un internātos.

Latvijas māsu asociācijas izveidošanā 1993. gada 8. jūlijā sekmēja māsu specialitāšu asociācijas nodibināšanu (bērnu un citas).

Māsa ir ārstniecības persona, kura ieguvusi izglītību, kas atbilst likumā “Par reglamentētajām profesijām un profesionālās kvalifikācijas atzīšanu” noteiktajām prasībām savā profesijā atbilstoši kvalifikācijai māsa: veic pacientu aprūpi, piedalās ārstniecībā, vada pacientu aprūpes darbu, nodarbojas ar pacientu izglītošanu veselības jautājumos un veic profesionālās izglītības darbu (Latvijas Republikas Ārstniecības likums).

Māsu tēla vēsturiskās pieredzes aprakstos tika atspoguļoti daudzi dažādu laika periodu bērnu māsas tēla komponenti, piem., dzimums, vecums, sociālais statuss, veselība, apģērbs u.c.

Bērnu māsas specialitātes attīstības tendences izkristalizējas pastarpināti. Tomēr, avotu teorētiskā analīze ļauj aktualizēt šādus dominējošos bērnu māsas tēla kritērijus:

- raksturojums (personības īpašības);
- profesionālā darbība;
- sakari ar sabiedrību.

Apgūtās teorētiskās atziņas vispusīgi atklāj medicīnas māsas profesijas rašanās priekšnoteikumus un apstākļus, saistību ar sociālajām sistēmām.

### **Pētījuma procedūras un metožu raksturojums** *Research procedures and methods*

Cilvēci, vienmēr, nodarbinājis jautājums, kas konkrēti prasīts no bērnu māsas: viņu - bērnu māsu, taču, vērtē bērni, viņu vecāki, sabiedrība kopumā. Un tas ir ārpus noteiktā reglamentējošos dokumentos (izglītības kvalitātes paaugstināšana, māsas standartu augsta līmeņa garantija u.c.). Tāpēc, aktualizēšu jēdziena „tēls” būtību. Māsas tēls ir konkrētā laikmetā un kultūrā dominējošais priekšstats jeb ideja par bērnu māsas profesionālo darbību. Bērnu māsas tēla pētniecībai iespējams izmantot dažādus avotus - attēlus grāmatās, fotogrāfijas, aprakstus, zīmējumus, aptaujas.

Izmantotas tika šādas pētījuma metodes:

- bērnu māsu specialitātes veidošanās vēsturiskās pieredzes atspoguļojuma literatūras, periodisko izdevumos analīze ar mērķi aktualizēt bērnu māsas tēla vērtēšanas kritērijus;
- rakstveida aptauja, kurā bērnu vecāki, pirmsskolas skolotāji, medicīnas koledžas audzēkņi tika aicināti brīvā veidā paust savu redzējumu, vērtējumu, spriedumus par bērnu māsas pienākumiem, to īstenošanu, viņas vizuālo tēlu;
- bērnu zīmējumu ar uzdevumu uzzīmēt medicīnas māsu un komentēt, atbildot uz jautājumiem: “ko esi uzzīmējis, kāpēc tā?”

Pētījumā piedalījās 31 bērnu vecāks, 28 pirmsskolas skolotājas (“x” kvalifikāciju kursu dalībnieces), 34 medicīnas koledžas audzēknes, „x” un „y” pirmsskolas izglītības iestāžu 6-7 gadu vecuma 36 bērni.

### **Bērnu māsas tēla izpēte, iegūtie dati un to analīze**

#### ***Study of the image of a nursing sister, the obtained data and their analysis***

Apkopojot bērnu vecāku aprakstus, kā viņi vērtē bērnu māsas personību, minēšu dominējošos priekšstatus:

- laba izglītība, zinoša (informējoša arī ar bērniem nesaistītos jautājumos);
- izcilas komunikācijas spējas (ar bērnu, ar viņu vecākiem);
- pozitīvas rakstura īpašības (saprotoša, labvēlīga, labestīga, mīļa, smaidoša, pretimnākoša).

Tiek izteiktas arī pretenzijas:

- pret apģērbu (balto halātu);
- vizuālo izskatu (vēlas redzēt māsu modernu, ģērbušos mūsdienīgi, vienmēr sakoptu);
- balss tembru (pīkstošs, kaitinošs);
- žestiem, mīmiku;
- vieta pirmsskolas izglītības iestādē (daudziem vecākiem nav skaidra priekšstata par bērnu māsas vietu pirmsskolas izglītības iestādē un nozīmi viņu bērnu dzīvē).

Pieaugušais, arī bērna vecāki, tāpat kā bērns var redzēt to, ko atļauj viņam redzēt paša pieredze. Tās ir zināšanas, prasme darīt, izveidojošās attiecības ar līdzcilvēkiem (šoreiz dominē bērnu māsa) un attieksme pašam pret sevi, pret līdzcilvēkiem (arī bērnu), pret dzīvo dabu, priekšmetu pasauli. Vecāks, plašākas pieredzes dēļ, redz bērnu māsu daudz lielākā diapazonā. Kopumā māsa ir aktīva un tiecas pēc jaunā, ir izgudrotāja un sapratīga eksperimentētāja. Par to liecina 2/3 atbilžu, te ir runa par veiksmīgu, efektīvu māsu savā profesionālajā darbībā.

Skolotāju atziņās arī dominē gan pozitīvais, gan negatīvais:

...profesionalitāte (augstākā izglītība, zina veselības aprūpes nodrošināšanas principus, bērnu interešu veicināšanas principus, ar lielu pieredzi procedūru veikšanā, protoša pieņemt lēmumus un nekavējoties rīkoties, koncentrējas darbam, maz vērš uzmanību uz pacienta emocionālo stāvokli, vairāk uz rezultātu kā arī neliela profila speciāliste, jo zina tikai konkrēto jomu, iejūtīga pret tiem bērniem, kuri ir kopti un tīri, bet kategoriska un reizēm nekorekta pret „netīreļiem”);

...vizuālais tēls (sakopta, jauki ģērbta, moderna, skaista, savukārt, citos aprakstos lasām, ka ir steidzīga, nogurusi, baltā halātā, ar brillēm, ar šļirci rokā);

... rakstura īpašības (mīlīga, smaidīga, iejūtīga ar vēlmi palīdzēt, izdarīga, korekta, atraktīva, komunikabla, radoša, labestīga, ar humora izjūtu, minēts ka ir arī skarba, neiecietīga, neiejūtīga, kategoriska, reizēm nekorekta, augstprātīga, rupja, bezatbildīga).

Saistošs ir pirmsskolas skolotāju redzējums. Viņi akcentē bērnu māsas personības īpašības, kuras var sadalīt vismaz trijās grupās:

- īpašības, kuras bērnu māsa vēlas savā darbā, lai palīdzētu bērnam attīstīt vēlamu vai novērst nevēlamu aktivitāti, veidot prasmes un iemaņas, izziņāt veselības noslēpumus, veidot pozitīvu emocionālo attieksmi pret veselības uzturēšanas, nostiprināšanas, koriģēšanas, vai atveseļošanas aktivitātēm;
- tās, kuras “attaisno” bērnu māsas neveiksmes, atgādinot ko nelabojamu un no māsas neatkarīgu (bērns ir egoistisks un nepaklausīgs, dumpīgs un ar augstām ambīcijām);
- pauž māsas žēlošanos par bērna rīcības neatbilstību māsas priekšstatam par bērnu uzvedību ar veselības jautājumiem saistītā situācijā (bērns nepieņem māsas izvirzītās prasības, bet labi zina savas tiesības).

Negatīvais māsas tēls, kas iespiešies skolotāju atmiņā, liek domāt, ka negatīvās pieredzes kopējā darbā “māsa – skolotāja” bija vairāk nekā pozitīvās.

Savu artavu bērnu māsas tēla atspoguļošanā sniedza medicīnas māsu 1. līmeņa augstākās izglītības programmu studentu atzinumi:

*...manā izpratnē bērnu māsa ir kaut kas vairāk nekā tikai cilvēks, tas ir cilvēks ar lielo burtu...*

*...viņa palīdz bērniem, kas ir dzīvības turpinājums uz Zemes, ...bērnu māsas vizuālais tēls: cilvēks baltā halātā, ar smaidu sejā...*

*...bērnu māsas tēlam jābūt nemainīgam, pastāvīgam un visos laikos vienādam: labsirdība, smaids, emocionāla un psihiska stabilitāte, lielās atbildības izpratne, jo atveseļošanās process ir atkarīgs no viņas – bērnu māsas...*

*...bērnu māsa ir kā māte, kurai var uzticēties, justies drošībā, bet māsām nevajadzētu sevi novērtēt par zemu...*

*...bērnu mātai vienmēr vajag paaugstināt savu kvalifikāciju, jo kā saka: „mūžu dzīvo, mūžu mācies”...*

*...bērnu māsa, kura labi izdara visus savus pienākumus, manuprāt, ir ideāls. Tieši tāds bērnu māsas tēls ir manās domās...*

*...manās acīs bērnu māsas ir ļoti gaišs, labsirdīgs un svarīgs cilvēks, tieši no viņas ir atkarīga bērnu attieksme pret medicīnu...*

*...uzmanīga, labsirdīga un izglītota, ar augstu atbildības izjūtu, empātiju un toleranci...*

Viena studente uzzīmēja medicīnas māsu un sniedza komentāru.



1. att. **Bērnu māsa** (studentes zīmējums).  
Fig. 1. **Pre-school nurse** (student's drawing).

*...man atmiņā ir palikušas Florence Naitingelas atziņas par māsas profesijas trīs kvalifikācijām: sirsnība, lai saprastu pacientu, zinātne, lai saprastu slimību būtību, tehniskā, lai veiktu pacienta aprūpi, tie ir trīs svarīgi faktori, kuriem arī mūsdienās jāpievērš īstenai māsai, īpaši bērnu māsai...*

Studentu – nākamo medicīnas māsu priekšstati par bērnu māsu uzskatāmi tika pausti divās daļās. Viena - kāds bērnu māsas tēls saglabāts viņu atmiņās no savas bērnības. Otra daļa - bērnu māsas tēls, kas precīzi atbilst māsu standartam.

Medicīnas māsas studiju programmas studenti pamatā atklāja, nevis to, kāda ir realitātē šodienas bērnu māsa, bet gan viņi dāsni raksturo, kādai jābūt bērnu māsas personībai.

Bērniem bija uzdevums uzzīmēt bērnu māsu un komentēt savu zīmējumu. Viņi stāstīja dažādas situācijas no bērna un māsas kopā būšanas mirkļiem vai, vienkārši, pateica kāda viņa ir. Vieniem māsa ir vislabākā, mīļākā, draudzene, citiem viņa vienkārši nepatīk. To vēl pārlicinošāk atklāj bērnu zīmējumi.



2. att. **Bērnu māsa, kuru sauc Eņģelis**  
Fig. 2. **Pre-school nurse on behalf of Angel**

*...atceros, kad mani ielika slimnīcā ar sāpošo ausi, palātā pie manis atnāca smaidoša sieviete, sasveicinājās ar mani un pateica, ka viņu sauc Eņģelis. Viņas mati bija skaisti, viņai bija balts, garš halāts, viņas maigā balss teica, ka man palīdzēs. Tad runāja par to, ka viņa veiks injekciju. Es nobijos, bet viņa lūdza, lai esmu laba meitene un kad atveseļošos, viņa man uzdāvinās īsto šļirci un vēl kaut ko. Es ļoti gaidīju, kad varēšu doties mājās. Izrakstīšanās dienā es saņēmu lielo šļirci un zaļas plastmasas caurulītes, mājās ar to palīdzību es ārstēju savas lelles...*

Tika izteikti arī citi komentāri:



3. att. **“...mūsu māsiņa ir vislabākā, viņa smaida, daudz runā...”**  
Fig. 3. **“... our sister is the best, she smiles, she speaks a lot ...”**





4. att. “...veca tante ar baltu, garu halātu, dusmīgu skatienu, viņa domā vai somā ir šļirce...”

Fig. 4. “... old aunt with a white, long robe, an angry look, she thinks or has a syringe in her bag ...”

...vienmēr īgna, aizliedz raudāt vai saukt pēc mammas...



5. att. “...ieraugot viņu, paliek milzīgas bailes no adatām...” (bērna zīmējums)

Fig. 5. “... seeing him, there is a huge fear of needles ...” (child's drawing)

Ilustrācijas un atziņas no respondentu sniegtās informācijas bagātina mūsu domas, rosina uz komentāriem, aktualizē bērnu, viņu vecāku un skolotāju redzējumus par māsas darbu pirmsskolas izglītības iestādēs.

Arī nākamo medicīnas māsu priekšstatu izpausme par bērnu māsu neiztika bez zīmējumiem.



6. att. **Māsa-robots** (nākamo māsu zīmējums)  
*Fig. 6. Nurse-robot (drawing of the next pre-school nurse)*



7. att. **Māsa-robots** (bērnu zīmējums)  
*Fig. 7. Nurse-robot (children's drawing)*

Paradokss, ka viena bērnu (7. att.) attēla tematikai un topošo māsu attēla (6. att.) tematikai ir pārsteidzoša sakritība. Bērnu māsa – robots. Koledžas audzēknes vēl attēlo zīmējumā arī jaunākos, bērnu aprūpei nepieciešamos instrumentus (termometrs, fonendoskops), mūsdienīgākos medikamentus. Attēli, kuros māsa atspoguļota kā robots, dara mūs bažīgus, jo bērni māsiņu neuztver kā savu palīgu, neredz viņā sabiedroto, draugu, bet redz tikai kā mehānismu, kurš pilda savus uzdevumus. Mehānisms, kurš nespēj uz klausīt un, acīmredzot, nerosina uzticēties.

Tas norāda uz informācijas un komunikācijas tehnoloģiju klātbūtni, kas ikdienā rada straujas pārmaiņas cilvēku pasaules uztverē. Kā tas ietekmē mūsu reālo dzīvi? Ko šajā situācijā skolotāji, bērnu vecāki, sabiedrība gaida no bērnu māsas?

Daloties ar saviem iespaidiem bērni, viņu vecāki, skolotāji, nākamās kvalificētās profesionāles - māsas norāda uz šīs profesijas, un mūsu gadījumā bērnu māsas specialitātes, nepieciešamību, svarīgumu un nozīmīgumu bērnu dzīvē un iezīmē specialitātes pilnveides aspektus.

### **Secinājumi** **Conclusions**

Apgūtais teorētiskais mantojums ļauj apgalvot, ka:

- bērnu māsu specialitātes vēsture atsevišķi no citām māsas specialitātēm joprojām ir maz pētīta gan Latvijā, gan citās valstīs;
- periodiskos izdevumos, piemēram, žurnālā “Žēlsirdīgā māsa” tiek plaši un sistemātiski atklāti medicīnas māsas profesijas rašanās priekšnoteikumi un apstākļi saistībā ar sociālajām un politiskajām sistēmām. Māsu izglītībā būtiskā nozīme tiek piešķirta praktiskajai pieredzei;
- māsu profesijas vispārējās attīstības tendences labi pārskatāmas likumdošanā, jo tās bija saistītas ar vienoto ārstniecības un profilaktiskās darbības sistēmu. Bet skolās, pirmsskolas izglītības iestādēs, bērnu slimnīcās u.c. māsa, taču, strādāja ar bērniem. Par bērnu māsu profesionālo darbību vēl daudz var un vajadzētu smelties no arhīva dokumentiem.

Praktiskais pētījums liecina, ka bērnu māsas tēlā gan vecāki, gan skolotāji, gan nākamās bērnu māsas aktualizē šādus aspektus:

- zināšanas profesionālajā darbībā;
- personības īpašības un vizuālo tēlu;
- sakarus ar sabiedrību;

- visu respondentu grupu viedokļi daudzos jautājumos ir identiski, kas apstiprina māsas darbā gan veiksmes, gan arī nepilnības. Par to liecina, ka vecāki, skolotāji un topošās māsas kā galveno uzsver augstu *profesionalitāti*;
- visu respondentu skatījumā ļoti nozīmīgas ir māsas *rakstura īpašības*, jo visi min gan pozitīvās, gan negatīvās īpašības. Bērni īpaši spilgti un konkrēti to atklāj komentējot savus zīmējumus;
- pirmsskolas skolotāji medicīnas māsas saskata sadarbības partneri, uztverot māsu kā padomdevēju un konsultantu;
- dažas vecāku atbildes gan liecina, ka bērnu māsa pirmsskolas izglītības iestādēs nav nepieciešama, tātad, neizprot māsas nozīmi sava bērna dzīves darbībā (vecāki nesaskata māsas līdzatbildību par viņu bērna veselību, izglītošanu veselīgam dzīvesveidam, atbalstu veselības nostiprināšanā);
- veiktais pētījums ļāva apkopot bērnu, viņu vecāku, skolotāju, medicīnas koledžas audzēkņu redzējumu par bērnu māsu. Tā veidojas sabiedriskā doma arī ārpus izglītības iestādes. Šis pētījums rosina padziļināti apgūt arhīva materiālus par bērnu māsas specialitātes rašanos.

### Summary

The history of the specialty of nurses from other nursing specialties is still poorly studied both in Latvia and in other countries.

Periodicals, for example, in the magazine “Merciful sister”, are widely and systematically discovering the preconditions for the emergence of a nursing profession and the conditions for social and political systems. Practical experience is important in nursing education.

An empirical study reveals that:

- The opinions of all groups of respondents are identical on many issues, which confirms both successes and gaps in the work of the nurse. This is evidenced by the fact that parents, teachers and future nurses, as the main ones, highlight a high level of professionalism;
- In the eyes of all respondents, the characteristics of a nurse are very important, as everyone mentions both positive and negative qualities. Children are especially bright and reveal this in detail when commenting on their drawings;
- Pre-school nurses see a co-operation partner in nursing as a counselor and counselor;

The study carried out made it possible to summarize the children, their parents, teachers, medical college students' vision of the child nurse. It also generates public opinion outside the educational institution. Thus, public opinion is formed also outside the educational institution. This study encourages in-depth knowledge of archival material about occurrence of the specialty of the nursing.

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# EARLY ASSESSMENT OF THE RISK OF DYSLEXIA AND DYSGRAPHIA AMONG CHILDREN AGED 5-6 IN THE ASPECT OF EDUCATIONAL AND THERAPEUTIC WORK OF KINDERGARTENS

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***Abstract.** Reading and writing are basic skills that guarantee child's learning. Therefore, it is important that the child has mastered these skills to the best extent. Unfortunately, not all children can meet the requirements in the field of learning to read and write. Problems of varying intensity and range appear, they are caused by various disorders of the perceptual-motor functions. Children who may have problems with reading and writing in the future can already be seen in the kindergarten. Therefore, the aim of the study was to diagnose the risk of dyslexia and dysgraphia among children aged 5-6. The study included 300 children from kindergartens in Biała Podlaska, Poland. The results of the study showed that children at risk for dyslexia and dysgraphia are present in the study group. The most frequent manifestations of these disorders were in the field of fine motor skills, gross motor skills, language functions, visual functions and attention. They were caused by various factors related to the functioning of the nervous system that affect its development. Among the children diagnosed with these disorders, therapeutic measures have been taken to help reduce developmental delays and make it easier for them to learn in primary school.*

***Keywords:** child, dysgraphia, dyslexia, kindergarten, teacher, parents.*

## Introduction

Reading and writing are basic skills that guarantee a child acquiring knowledge. Therefore, it is important to master these skills to the highest degree. It is a difficult and long-lasting process, requiring the child to devote time and attention, which despite the normal mental development, is not always able to meet it. The consequence of this is failure in science. Problems of varying intensity and range appear, caused by various disorders of the perceptual and motor functions. Children with such disorders are unable to learn to read and write during school education. They need support in the form of special therapeutic activities. Such children are called children with specific difficulties

in learning to read and write (Bogdanowicz, 2009; Górniewicz, 1998; Kaja, 2009; Klim-Klimaszewska, 2015).

The essence of the problem of specific difficulties in learning to read and write is called dyslexia and dysgraphia in Polish literature. The World Federation of Neurologists in 1968 formally adopted the term dyslexia as a disorder manifested by difficulties in learning to read, despite the use of conventional teaching methods, normal intelligence and favourable social and cultural conditions. It is caused by disturbances of basic cognitive abilities (Bogdanowicz, 2005; Cackowska, 1994; Klim-Klimaszewska, 2015; Krasowicz-Kupis, 2009).

The International Dyslexia Society, dealing with both theoretical and practical aspects of this disorder, explains the concept of dyslexia as “one of many different types of learning disabilities. It is a specific constitutional disorder. It is characterized by difficulties in decoding individual words, which usually reflects inadequate phonological processing capabilities. Dyslexia manifests itself in various difficulties with regard to various forms of linguistic communication, often in addition to difficulties in reading, there are serious difficulties in mastering the activities of writing and correct spelling” (Bogdanowicz, 2009; Klim-Klimaszewska, 2015).

Polish psychologist Marta Bogdanowicz proposed the term “risk of dyslexia” understood as a threat of dyslexia, which she formulated “in the category of the child's lack of full readiness to learn to read and write.” The psychologist mentioned three aspects of the child's readiness to learn to read and write:

- psychomotor readiness - its deficit creates delays and disturbances in the processes of visual and spatial perception, auditory, language and motor skills as well as perceptual and motor integration;
- dictionary and conceptual readiness - defines understanding of the meaning of words, reading comprehension;
- emotional and motivational readiness - the disorder in this area leads to lack of motivation due to the difficulties encountered, fear of failure, low motivation to acquire knowledge through reading (Bogdanowicz, 2009).

In turn, Anna Klim-Klimaszewska, a Polish educator dealing with pre-school pedagogy, states that in the pre-school period there are chances to notice a child who in the future may become dyslexic or dysgraphic. These are children who show selective disorders in psychomotor development, disorders that may (but do not have to) condition in the future the occurrence of specific difficulties in reading and writing. We are talking about the risk of dyslexia and dysgraphia. This risk manifests itself in the form of a set of symptoms, but each child manifests an individual picture of disorders and related difficulties. The risk of

dyslexia and dysgraphia is found when specific difficulties arise in one of the areas in the form of intense, relentlessly persistent symptoms or when they occur in several different areas at a lower intensity. In any case, therapeutic measures should be taken as soon as possible to compensate for the identified deficits (Klim-Klimaszewska, 2015).

Bearing in mind the proper development of the child, including his literacy skills, which are the basis of school education and guarantee a successful school start, research was carried out on a group of children aged 5-6 attending Polish kindergartens in Biała Podlaska. The main research problem is presented in the form of a question:

Whether and to what extent the examined children are at risk of dyslexia and dysgraphia? The main problem mentioned was specified in two questions:

1. What are the main symptoms of the risk of dyslexia and dysgraphia in the examined children?
2. How do the teachers work with the child at risk of dyslexia and dysgraphia?

### **Methodology of the Research**

The research was carried out over a period of three months (September - November, 2017). It was preceded by obtaining a consent from the parents of the children. Due to the practical advantages of the research, they were accepted by both teachers and parents, which influenced their efficient organization. All examined children (300 people) came from the urban environment. Two research methods were used in the research. The first one was a pedagogical test with the Dyslexia Risk Scale standardized by the abovementioned Marta Bogdanowicz (Bogdanowicz, 2005). This test is used to assess the risk of dyslexia among children aged 5-6, before starting primary school. In order to learn the methods of work of teachers with children of the risk of dyslexia and dysgraphia, individual interviews with teachers who conduct didactic and therapeutic classes in kindergartens were conducted. For this purpose, a method of a diagnostic survey and an interview technique were used.

### **Results of the Research**

Analysing the research on the assessment of the occurrence of risk of dyslexia and dysgraphia in 5-6-year-olds from municipal kindergartens in Biała Podlaska, it was first examined whether such a risk occurs among the examined group of children. The obtained data is presented in Table 1.



**Table 1 The risk level of dyslexia and dysgraphia in the examined children**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				Total
		Girls		Boys		
		5-year-olds	6-year-olds	5-year-olds	6-year-olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	4.80	19.00	57.20
2.	The borderline risk of dyslexia and dysgraphia	-	-	9.50	9.50	19.00
3.	Moderate risk of dyslexia and dysgraphia	-	-	14.30	9.50	23.80
4.	High risk of dyslexia and dysgraphia	-	-	-	-	-
	Total	9.50	23.90	28.60	38.00	100.00

Based on the analysis of data from Table 1, it can be stated that 57.2 % of the examined children were not at risk of dyslexia and dysgraphia. This group included all girls. In 19 % of the examined children there was a borderline risk. It concerned 5- year-old boys (9.5 %) and 6 year-old boys (9.5 %). A moderate risk of dyslexia and dysgraphia occurred in 23.8 % of the examined children, of which 14.3 % were boys aged 5 and 9.5 % - boys aged 6 years. These results were the basis for further research to determine the extent to which the disorder occurred.

In the next stage, the risk level of dyslexia and dysgraphia in the area of large motor skills was examined. The data obtained is presented in Table 2.

**Table 2 The risk level of dyslexia and dysgraphia in the area of gross motor skills**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				Total
		Girls		Boys		
		5-yea-olds	6-year-olds	5-year-olds	6-year-olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	19.00	23.80	76.20
2.	The borderline risk of dyslexia and dysgraphia	-	-	4.80	4.80	9.60
3.	Moderate risk of dyslexia and dysgraphia	-	-	4.80	4.80	9.60
4.	High risk of dyslexia and dysgraphia	-	-	-	4.60	4.60
	Total	9.50	23.90	28.60	38.00	100.00

Data from table 2 indicate that the risk of dyslexia and dysgraphia in the area of gross motor skills was found in 23.8 % of the examined boys. The borderline risk and moderate risk in this area showed 4.8 % of both 5 year- old and 6 year- old boys. 4.6 % of 6-year-old boys showed a high risk level of dyslexia and dysgraphia.

Then, the research was conducted to assess the risk level of dyslexia and dysgraphia in the field of fine motor skills. The obtained results are presented in Table 3.

**Table 3 The risk level of dyslexia and dysgraphia in the field of fine motor skills**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				Total
		Girls		Boys		
		5-year - olds	6-year - olds	5-year - olds	6-year - olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	4.80	14.30	52.50
2.	The borderline risk of dyslexia and dysgraphia	-	-	23.80	14.20	38.00
3.	Moderate risk of dyslexia and dysgraphia	-	-	-	9.50	9.50
4.	High risk of dyslexia and dysgraphia	-	-	-	-	-
	Total	9.50	23.90	28.60	38.00	100.00

The analysis of data from table 3 shows that the risk of dyslexia and dysgraphia in the field of fine motor skills was noted in 47.5 % of boys. The borderline risk in this area occurred in 23.8 % of 5-year-old boys and 14.2 % of 6-year-old boys. In 9.5 % of 6-year-old boys examined, a moderate risk level of dyslexia and dysgraphia in the fine motor skills was found. On the other hand, there was no high risk level of dyslexia and dysgraphia in the field of fine motor skills in the studied boys.

The next stage of the research was to diagnose the risk level of dyslexia and dysgraphia in the sphere of visual functions. The results are shown in Table 4.

Based on the data from table 4, it should be stated that the risk of dyslexia and dysgraphia in the sphere of visual dysfunction occurred in 23.7 % of the examined boys. The borderline risk was found in 4.8 % of 5-year-old boys and 9.5 % of 6-year-old boys. Only 5-year-old boys had a moderate risk level of dyslexia and dysgraphia in the field of visual function - 4.8 % and a high risk level in this area - 4.6 %.

**Table 4 The risk level of dyslexia and dysgraphia in the sphere of visual functions**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				
		Girls		Boys		Total
		5-year - olds	6-year - olds	5-year - olds	6-year - olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	14.30	28.60	76.30
2.	The borderline risk of dyslexia and dysgraphia	-	-	4.80	9.50	14.30
3.	Moderate risk of dyslexia and dysgraphia	-	-	4.80	-	4.80
4.	High risk of dyslexia and dysgraphia	-	-	4.60	-	4.60
	Total	9.50	23.90	28.50	38.10	100.00

In the next stage of the research, the risk level of dyslexia and dysgraphia in the sphere of linguistic and perceptual functions was diagnosed. The obtained results are presented in Table 5.

**Table 5 The risk level of dyslexia and dysgraphia in the sphere of linguistic and perceptual functions**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				
		Girls		Boys		Total
		5-year - olds	6-year - olds	5-year - olds	6-year - olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	-	4.80	38.20
2.	The borderline risk of dyslexia and dysgraphia	-	-	-	14.20	14.20
3.	Moderate risk of dyslexia and dysgraphia	-	-	19.00	14.30	33.30
4.	High risk of dyslexia and dysgraphia	-	-	9.50	4.80	14.30
	Total	9.50	23.90	28.50	38.10	100.00

Based on the data presented in Table 5, it can be concluded that the risk of dyslexia and dysgraphia due to linguistic and perceptual dysfunction occurred in 61.8 % of boys. The borderline risk of dyslexia and dysgraphia in terms of linguistic and perceptual functions was noted only in 14.2 % of 6-year-old boys. On the other hand, 33.3 % of boys had moderate risk, including 19.0 % of 5-year-old boys and 14.3 % of 6-year-old boys, while high risk was reported in

14.3 % of boys, including 9.5 % of 5-year-old boys and 4.8 % of 6-year-old boys.

Next, the risk level of dyslexia and dysgraphia in the sphere of linguistic and expressive functions was determined. The results are shown in Table 6.

**Table 6 The risk level of dyslexia and dysgraphia in the sphere of linguistic and expressive functions**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				Total
		Girls		Boys		
		5-year-olds	6-year-olds	5-year-olds	6-year-olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	9.50	19.00	61.90
2.	The borderline risk of dyslexia and dysgraphia	-	-	-	-	-
3.	Moderate risk of dyslexia and dysgraphia	-	-	19.10	19.00	38.10
4.	High risk of dyslexia and dysgraphia	-	-	-	-	-
	Total	9.50	23.90	28.60	38.00	100.00

Analysis of the results presented in Table 6 allows to conclude that the risk of dyslexia and dysgraphia in the sphere of linguistic and expression functions was noted in 38.1 % of boys. This group showed a moderate risk level of dyslexia and dysgraphia in this area. 5-year-old boys were 19.1 % and 6-year-old boys – 19 %.

The last study concerned diagnosing the risk level of dyslexia and dysgraphia in children in the scope of attention. The data obtained is presented in Table 7.

**Table 7 The risk level of dyslexia and dysgraphia in the scope of attention**

No.	The risk level of dyslexia and dysgraphia	Number of children in %				Total
		Girls		Boys		
		5-year-olds	6-year-olds	5-year-olds	6-year-olds	
1.	No risk of dyslexia and dysgraphia	9.50	23.90	-	4.80	38.20
2.	The borderline risk of dyslexia and dysgraphia			19.10	23.70	42.80
3.	Moderate risk of dyslexia and dysgraphia	-	-	9.50	9.50	19.00
4.	High risk of dyslexia and dysgraphia	-	-	-	-	-
	Total	9.50	23.90	28.60	38.00	100.00

The analysis of data from Table 7 shows that the risk of dyslexia and dysgraphia in the scope of attention occurred in 61.8 % of the boys examined. In this group, the borderline risk was found in 42.8 % of the examined, including 5-year-old boys- 19.1 % and 6-year-old boys - 23.7 %. Both 9.5 % of 5-year-old and 6-year-old boys had a moderate risk level of dyslexia and dysgraphia due to attention disorders.

Summing up the conducted research it should be stated that in the examined group of children the risk of dyslexia and dysgraphia was recorded only in boys. The largest group were boys who are at risk of dyslexia and dysgraphia due to attention disorders - 42.8 % of respondents (borderline risk level), then linguistic and expressive functions - 38.1 % (moderate risk level) and fine motor skills - 38.0 % (borderline risk level). High risk level of dyslexia and dysgraphia was reported in the areas of gross motor skills (4.6 %), visual functions (4.6 %) and linguistic and perceptual functions (14.3 %). Nevertheless, no general high risk level of dyslexia and dysgraphia was found in any child.

### **Working with the child who is at the risk of dyslexia and dysgraphia**

Based on the analysis of interviews conducted with 12 teachers, methods of working with children who were diagnosed with the risk of dyslexia and dysgraphia were learned. Therapeutic classes with these children were conducted by a teacher who had qualifications and professional competences in this area. Classes were held systematically, the teacher worked with one child or with a group of 3-5 children from 20 to 30 minutes during the day. These types of activities required individualization because children had a different degree of risk of dyslexia and dysgraphia, and dysfunctions did not always concern the same areas of the disorder.

All tested teachers used the following methods:

- 1) Marta Bogdanowicz's Good Start Method - This is a Polish modification of the French Le Bon Depart method, meaning "good departure and start" developed by the Dutch physiotherapist Thea Bugnet van der Voort. Its assumption is simultaneous development of language functions, observation functions (visual, auditory, tactile, kinaesthetic - sensation of movement and motor skills) and cooperation between these functions, i.e. perceptual and motor integration. These are functions that underlie complex reading and writing activities. Thanks to them, it is possible to perform proper movement activities at the right time and space, in harmony with cognitive activities, including language. Improvement in this area is recommended for children preparing to learn to read and write, but it is necessary for children who have delays in the development of these functions. Equalizing developmental disharmony for children with the risk of dyslexia and dysgraphia can effectively prevent school failures.

The Good Start method does not only have a prophylactic and therapeutic aspect, but also a diagnostic aspect. Based on the observation of the child's behaviour, analysis of the difficulties that arise during the exercise and mistakes made, we can infer about their causes, that is, the type and depth of the disorder. In this method, a musical element related to movement plays an important role. The combination of music, singing, movement and art activates the entire nervous system and has a comprehensive impact on the child. In the Good Start Method, three basic forms were created. In each of them there are proposals for various programs to choose from, depending on the needs of the children with whom we work. The forms of the Good Start Method complement each other, constituting successive stages of the simulative and therapeutic work, initially on the non-letter material, and then on the material including printed and written letters. The Good Start Method is a proposal to prepare to learn to read and write polisensorically (i.e., multi-sensory) learning letters of the alphabet and to spell the short words that cause spelling problems. As a result, individual forms of the method create subsequent stages in the process of education, prevention and therapy (Bogdanowicz, 2009; Opolska, 1997).

In the opinion of teachers who have experience in the use of this method in therapeutic work with children with dyslexia and dysgraphia, the effectiveness of this method is particularly high in children with attention deficits, visual functions, small and large motor skills. In a situation where the child's dyslexia and dysgraphia is at a high level, the therapy started in kindergarten should be continued in primary school. Certainly, it cannot be ascertained that it is 100 % effective due to the wide spectrum of factors determining dyslexia, including genetic factors. Teachers believe that if this method of therapy helps some children, they should use it in practice.

2) Dorota Dziamska's Education through movement - It is a system of forms and methods of education and therapy that uses the natural, spontaneous movement of the body in the process of its development. The system is based on the planned support for the development of long-term memory through proportional stimulation of its three sectors: procedural memory, episodic memory and semantic memory. The basic element of each exercise is Movement. Mechanisms of procedural memory are activated when learning a specific sequence of movements. The second element of the exercises is sound, music and rhythm, that is, those factors that affect the emotional experience of the exercise. The third element of each exercise is knowledge, because the effect of the exercise, most often taking the form of a plastic impression, becomes the starting point for interesting conversations that the teacher uses to implement the planned content. Knowledge is facts that are stored in semantic memory. Movement of individual body parts during exercise guarantees the activity of many senses. The child, playing, performs a series of activities that quickly

follow one another or even occur at the same time. Children draw, listen to music, lead their eyes through the pages, talk and even walk. If they perform so many activities at the same time, they are integrated movements of different parts of the body, or sensory integration. This integration causes that at the same time the smoothness of the hand movements needed in the learning of writing is perfected, changes in the accommodation of the eye lens are made and the eye muscle is strengthened, which helps the child in the first attempts to read. These integrated movements lead to the creation of a picture, to the activation of the senses and support of cognitive processes. The Education by Movement system is a collection of exercises that improve the individual functions of the developing organism. During exercise, children draw graphomotor signs to the rhythm of the melody being listened to. Depending on the child's age, appropriate signs and their combinations are used in a more complex character (Dziamska, 2010; Klim-Klimaszewska, 2015).

In the opinion of teachers using the presented method, its effects and effectiveness depend on the regularity and involvement of children. Teachers in practice use not all but some elements of this method, because the degree of dyslexia disorders has a decisive impact on its use. Teachers noted high effects in the therapy of children with disorders in the field of small and large motor skills, memory and visual functions.

3) Educational Kinesiology of Paul E. Dennison - This is a method involving the use of the natural physical movement necessary to organize the work of the brain and body in order to self-structuring learning (experience) and creative self-fulfilment of the individual. It results from the fact that natural physical development is the basis for self-improvement of basic habits of seeing, listening, organizing internal mental activities, skills, spontaneity and creative activities. Physical movement and the development of the intellect are particularly strongly associated with each other in childhood, and the development of the child should follow the natural path, based on the natural mechanisms of integration of thought and movement (Dennison & Dennison, 2003).

The basis of the creative method of kinesiology are exercises focused on the development of various systems of movement coordination and psychophysical functions. They were divided into four groups:

- a) Movements that allow crossing the centreline. They stimulate the work of both gross and fine motor skills. The main mechanism of "unity of thought and movement", which is the basis of these exercises, favours the refinement and integration of the connections of the right and left hemispheres of the brain and the comprehensive collection of material at the level of analysis and generalizations.

- b) Exercises that stretch the muscles of the body. They eliminate the negative impact of various reflexes, including the “defensive reflex”. When the muscles are stretched and have the correct length, they transmit to the brain a signal that the person is relaxed, calm and ready for cognitive work. At the brain's work level, this means that it is possible to flow information from the back of the brain to the frontal areas, causally conditioned by the limbic system, which is the “gate” through which messages (experience) get to the higher areas of the brain and at the same time being a source of joy.
  - c) Exercises energizing the body or, in other words, providing the necessary speed and intensity of nervous processes between the cells and the brain's nerve cell groups. The basis of the exercises is a thorough knowledge of the areas of reflex and “psychological” functioning of the body.
  - d) Deepening exercises that favour an increased, positive attitude or affect the emotional-limbic system of the brain cooperating with the centres of self-perception of the “I”. These exercises stabilize and rhythm the nervous processes of the organism, which favours educational achievements (Dennison & Dennison, 2003; Bartska, 2004; Klim-Klimaszewska, 2015; Mańkowska, 2005).
- 4) Jean Ayres Sensory Integration Method - It is a method supporting the development of neurological processes in the brain, a system of exercises designed to teach the brain proper response to external stimuli. The method is addressed not only at those children who have nervous system disorders, but also to children with emotional disorders resulting from a constant sense of insecurity and negative self-image. It can also be used in preventive work with children developing properly. The method is referred to as scientific play therapy. The child performs exercises and movement games that improve the quality of receiving, transmitting and organizing stimuli, i.e. the overall quality of sensory systems (Ayres, 1991).

During therapy, the child does not learn specific skills, but improves sensory integration and strengthens the nervous processes underlying these skills. Therapy with the Sensory Integration method is based on targeted play. It is a wide range of exercises and activities proposed to the child, which are supposed to trigger specific sensory reactions. In order to improve the organization of the central nervous system, during the therapy exercises that are a “challenge” for the participant of therapy and are stimulating for the brain are used. Exercises must be adapted to the child's developmental level, they cannot be too easy or too difficult. The forms of therapy are very attractive for children and are held in the gym or in a large room, where one can arrange all necessary instruments, such as hammocks, special swings, skateboards, boards and



rotating discs, balance boards, large balls and rollers, tunnels, trampolines, dry pool, suspended ropes, trapezes, inclines, sets of soft blocks, sets for olfactory, visual, auditory stimulation, etc. Such equipment gives the opportunity of great and safe play, expands the field of activity. The child jumps, crawls, overcomes obstacle courses, enjoying himself well. Continuous balancing on the edge of the child's ability improves the organization of the central nervous system and influences the change in behaviour in the motor and emotional sphere, improves linguistic and cognitive functions, and above all manifests itself in a better learning efficiency. Exercises affect the performance of gross and fine motor skills, concentration of attention, visual and auditory skills, they improve emotional functioning, self-awareness and self-esteem. They make not only the body but also the mind work better. Children with auditory and linguistic problems, become more talkative, they remember commands easier, achieve greater progress in reading. The effectiveness of this method is confirmed by European and Polish research (Borkowska & Wagh, 2011; Heydt & Allon, 2003; Klim-Klimaszewska, 2015).

With regard to the conducted research, the teachers confirmed the high effectiveness of this method in children with linguistic and expressive disorders. This is a specific type of dyslexia and the selection of the appropriate method is carefully analysed. Therefore, the method developed by Jean Ayres has a special application in this case.

5) Marianne Frostig Program developing visual perception - These are exercises and games aimed at developing visual perception, perceptiveness and the ability to make a choice. The program is divided into three basic levels: basic, medium, and higher. By observing own body in the mirror while performing tasks, by fingering the pattern on a piece of paper, giving the subjects referred by the teacher, the child improves in the range of various spheres of development. Marianne Frostig proposed exercises and games aimed at developing visual perception, perceptiveness and the ability to make a choice. Their goal is to develop and integrate the ability to coordinate eye movements with precise body movements. These exercises are therefore important for all activities that require precise hand movements. They help all children develop drawing, writing, learning about geometrical figures and their position on the plane. They are also important for developing the awareness of one's own body, the concept and mastery of the ability to control the position of the body, as well as its right and left orientation, hand dominance, coordination, balance, agility, plasticity and muscle strength.

The program consists of a set of 3 exercise books and 3 textbooks. The textbook contains instructions for exercises in a child's exercise book. Exercise books are an integrated selection of tasks that engage all spheres of visual perception at a given level of difficulty. In the exercises that make up the level,

the primary focus is on tasks that shape visual and motor coordination. At the medium level, attention was paid to tasks developing orientation in spatial relations. However, at the higher level, the focus was mainly put on exercises integrating perceptual abilities with the requirements for children in school learning. (Frostig & Horne, 1999; Klim-Klimaszewska, 2015).

High efficiency of this method teachers noted in the therapy of children with disorders in the sphere of visual and motor coordination, in perception, orientation in space. These dysfunctions make up the broadly understood concept of dyslexia and dysgraphia.

These methods did not exhaust the entire catalogue of needs of children with dyslexia and dysgraphia. They showed that there is a chance to support the development of children and such opportunities are created by modern kindergartens in order to prepare children to learn to read and write. In some individual cases there is a need for continuing therapy because it is a long process that requires time and patience.

## **Discussion**

Nationwide research on the diagnosis of dyslexia and dysgraphia of school children revealed that 13.1 % of children are affected by this disorder (Jaklewicz, 2014). With reference to the results of the research presented in this article, the aim of which was to find out the risk of dyslexia and dysgraphia among children aged 5-6, it turns out that the percentages of national data are lower. In turn, the results of other studies described by psychologists from two different cities in Poland, carried out with the help of the same research tool (Dyslexia Risk Scale by Marta Bogdanowicz), show detailed developmental disharmonies of children. The highest risk of dyslexia was found in the field of fine motor skills - in 33.3 % of cases, in the concentration of attention - in 25.5 % of cases and gross motor skills - in 22.2 % of cases. It turns out that only in terms of concentration of attention, the results differ significantly, especially in boys, a reduction in attention has been found, in relation to fine and gross motor skills, the results are similar.

The research shows that in Poland about 10-15 % of children encounter difficulties in learning to write and read (Brzezińska, 2004, Kordas, 2004). In the last dozen of years, an increasing number of students with the risk of dyslexia reported to specialist tests have been observed. The number of younger children increases, especially at the age of 6-7.

European research should include the research in Denmark, the United Kingdom and the Netherlands. In Denmark, pre-schoolers and first-grade students were examined in the areas of reading, writing and phonological skills. Children diagnosed with dyslexia received lower phonological scores compared

to high-risk children (Dandache et al., 2014). In the Netherlands and the United Kingdom, literacy and basic cognitive skills were tested for families at risk of dyslexia. The results confirm the high risk of dyslexia among children from dyslexic families (Gooch et. al., 2014; van Bergen, et.al., 2012). In Poland, this direction of such a research has not been noted in recent years, which should certainly be noted due to the need for early therapeutic work.

On the other hand, US studies conducted among pre-schoolers show the need for early individual diagnosis in the field of dyslexia, in order to intervene in relation to those children diagnosed with language difficulties and reading problems (Snowling & Hulme, 2012). Children who are not eligible for help are more likely to have difficulty in social adaptation, they may have emotional and social immaturity, which develop on the basis of school failures and the failure to satisfy the emotional needs of the child (Święcicka, 2005).

In the context of the presented research results and opinions regarding the early diagnosis of dyslexia, attention should be paid to the methods of therapy. The methods of therapy described in the article prove their diversity and the need to individualize work with a child. A common feature of the methods of therapy used in working with a dyslexic child is movement and its various forms. Experts from many countries pay attention to this. In Moldova, experimental studies were carried out using physical exercises in therapy with children (6-7 years) with dysgraphia. Improvements and positive effects of movement on the development of children with dyslexia have been observed (Lupuleac, 2014).

Summing up, it should be stated in the context of the presented dysfunctions that there is the need to distinguish the group of children with the risk of dyslexia as early as possible and the need to monitor their development and to implement therapeutic treatment.

## **Conclusions**

The conducted research has shown that some children at the pre-school education stage may manifest and display symptoms of difficulties in the future learning of reading and writing. The difficulties observed in children are the basis for a professional diagnosis, among others, using the Risk Diagram of Dyslexia by Marta Bogdanowicz. The mentioned diagnostic tool allows to examine various manifestations of this disorder. They are disorders occurring in the field of fine motor skills, gross motor skills, language functions, visual functions and attention. It is caused by various reasons related to the functioning of the nervous system and environmental factors that affect the development of the nervous system in a child. A further stage of pedagogical work with such a child is the appropriate selection of therapy methods for the identified

dysfunctions and their systematic implementation. The presented procedure may lead to complete elimination of developmental delays or reduction of them to a significant extent. Help will be all the more effective the earlier the therapy is taken.

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# SOCIAL AND EMOTIONAL COMPETENCIES OF FUTURE PUPILS OF THE 1<sup>ST</sup> YEAR OF PRIMARY SCHOOL

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**Abstract.** *Despite many works concerning school maturity in Poland, there are only few that focus only on emotional aspects of social behaviours of children who are to start school education. Interest in this issue started increasing when educational authorities announced lowering the age of compulsory education. Majority of available studies concerns evaluation and abilities of children referring to their cognitive possibilities. Although they are very important for the children's further development, the reasons for success are rather related to emotional and social intelligence. This article presents the research results concerning socio-emotional competencies of future pupils of the first year of primary school. Pedagogical observation comprises children from two years remaining at preschool before starting school education. The goal of the study was to present social and emotional state of the 6- and 7-year-old children after cancellation of, so called, "six-year-olds law".*

**Keywords:** *social and emotional competencies of children, concepts of school readiness and school maturity, interpersonal skills, school age.*

## Introduction

Celestyn Freinet wrote in his dissertations: *"Be careful with innovations. Do not look for them just because they are new, but rather due to improvement they can bring to your work. And the improvement depends on you to the same extent as on the innovation. In the new clothes you will not feel really good if you do not make it your own by fitting sizes, movements and lifestyle. The new, beautiful, strong shoes will not be useful before you get worn in them. Just after some time, shorter or longer, depending on type of the shoes, their shape and sensitivity of your feet, the shoes will fit to you to such an extent that nobody can wear them so comfortably. But even though, when you sometimes come from a far journey, you will be glad to put on your old shoes to allow your tired feet to relax..."* (Freinet, after: Lewin, Semenowicz, 1976: 91).

In many European countries (and all over the world) children start school education at different age. In some of them, like for example Luxemburg or Ireland, just four-year-old children start school education and six-year-old children are subject to compulsory education. Just as in other states of the

European Union, including Poland, after years of attempts of educational authorities, compulsory education was implemented for six-year-old children. Education was obligatory since the 1<sup>st</sup> September 2015 – then so called “six-year-old law” entered into force. The issue of appropriate age to start school education divided many social groups and educational authorities. The school year 2015/2016 became the last year of obligatory school education for the six-year-olds. On the 29<sup>th</sup> December 2015, the Sejm of the Republic of Poland banned the “six-year-olds law” and introduced changes. Their main assumption was the removal of compulsory education for six-year-old children (however, parents had the right to send their children to school at the age of 6 years) and increasing the age to start school education to 7 years beginning from the school year 2016/2017.

Emotional-social intelligence and general intelligence are not totally independent and there is feedback between them. Following this approach, it is possible to conclude that during the development of children it is necessary to take care of development of their general intelligence as well as their abilities to create emotional and social intelligence. Simultaneous focusing on shaping of all types of intelligence will allow children, young people and then adults to function more effectively and happily in personal, professional and social life.

Some authors claim that social and emotional skills are more important for child’s success than cognitive intelligence (Goleman, 1997; Goleman, 1999; Goleman, 2007; Albrecht, 2007). What is more important, they claim social and emotional intelligence can and should be developed in all phases of development. It is possible to teach a child how to initiate and sustain friendship, cooperate in a group, cope with aggression of other people, solve problems and conflicts in a constructive way, keep self-confidence in difficult situation and many others.

### **Research report**

The issue of this study seems to be important as far as the implemented changes are concerned. It is an attempt to present results of the research focused on teachers’ opinions concerning states of social and emotional development that determine readiness to start education. Even though the age of starting school education has been changed due to social transformations and changes in educational law, it may constitute a reflexion on the presented issue.

Research strategy was determined by the nature of the examined object and the goal of the study. After analysis of methodology of many authors, the research practice was based on methodological concepts of T. Pilch and T. Bauman (2010), which was applied to collect and analyse the empirical material.

The research was conducted at the turn of April and May 2017, at the end of children’s stay in preschools in Częstochowa, Poland, Silesian voivodship. Observations comprised future pupils, that were children who completed

preschool education and those who were “withdrawn” to preschool group (six-year-olds). The goal of the study was to define and evaluate emotional state of seven-year-old children who completed annual, compulsory preschool education and six-year-old children who could (with parental consent) start school education. It focused on 214 children. In this group there were: 120 seven-year-olds—(58 boys and 62 girls) and 94 six-year-olds—(51 boys and 43 girls).

Based on the concepts of school maturity, studies over psychological and pedagogical literature, Polish, foreign and own pedagogical experiences, the following research problem was formulated: *As far as social and emotional development is concerned, do the 6-year-old children differ significantly from the 7-year-olds to start education in the 1<sup>st</sup> year of primary school?* Due to the complexity of the main problem, following specific problems were defined to determine the subject of the research: *P-1: How was pro-social attitude and openness of examined children? P-2: How was contact and cooperation with peers? P-3: How many children take initiative and leadership in a group? P-4: Did the children comply with social norms and rules in a peer group? P-5: Could they control their emotions? P-6: Was the awareness and expression of emotions noticeable in their behaviour? P-7: Could they deal with difficulties and problems? P-8: Did age and gender of the children determine state of their development?*

Two scales were worked out: SSD (Scale of Social Development – pro-social attitude and openness, contact and cooperation with peers, initiative and leadership in social contacts, compliance with social norms) and SED (Scale of Emotional Development – control of emotions, awareness and expression of emotions, dealing with difficulties). Below there is a brief presentation of the spheres of development that were analysed.

Pro-social behaviours are the ones that are to benefit other person or community. The condition for occurrence of pro-social behaviours is appropriate interpretation of situation: noticing the need (of other person), recognizing it is possible to meet the need, recognizing own responsibility. There are several sources of pro-social behaviours: emotional state triggered by other person (empathy), internalization of norms that requires acting for the benefit of other people, creation of personal relationships (friendship, empathy) and treating other person as autonomic value; the sense of relation with other people may be generalized, which means it may refer to very wide circle of people or to people in general (Aronson et al., 1997). Pro-social behaviours depend also on one’s values, level of moral development and self-esteem of an individual. There were environmental and cultural differences observed in terms of readiness to pro-social behaviours, their forms and motives (Reykowski & Kochańska, 1980, Reykowski, 1986). In order to achieve personal objectives, people rarely face a situation when achieving the objective depends only on the efficiency of their



personal activity. Achievement of the objectives depends usually on other people or groups. In such situation, we deal with interdependence of interests: own activity influences not only personal objectives, but also determines chances of other people to achieve their objectives. There is also a reverse dependency: other people's actions influence possibilities to achieve individual's objectives. Diverse child's activity and continuous contacts with peers help the child to internalize basic social norms of cooperation in a group and teach them joint action in particular situations during play or work. Competition and cooperation are the basic factors that form the sense of community with other children. However, care should be taken not to make competition an egoistic stimulation or a group abandon, but to make it a stimulus to unify efforts into solving tasks that are important for particular group. Various types of situation during interpersonal contacts verify behaviours of participants of these interactions.

Peers have equalizing and normalizing influence on a child. They can stimulate the child's activity and involvement in undertaken actions, but they can also suppress boundless imagination and "bring the child back in line". However, the peer group is more accepting for the child than adults. It was proved by Janusz Korczak, when he said: "The world of adults does not understand and even does not want to understand or tolerate child's experiences, ideas and individuality." (Korczak, 1998: p.21). Results of numerous research show that the individual wins social position in informal structure within particular year in the school thanks to his or her own personality traits and attitude he or she adopts towards other members of the group. An important factor determining child's social position in a peer group is also family situation, in particular relationship with parents. "A child surrounded by kindness, warmth and affection has a positive social experience. The child learns to perceive people as a source of positive experiences and a basis of security. Thanks to that, the child develops kind attitude towards other people" (Sendyk, 2001: p. 56). Thus, the child who is loved and accepted in home establishes friendly relationships very easily and is accepted by other people beyond the family, for example by the peer group.

The transmission of norms and values is an important element of cultural continuity of the society and its development. However, the issue of values is so important and complex it is difficult to frame a unify structure of the value. From the ethical point of view, it is an established norm, generally accepted principle of behaviour, a directive that obliges to particular behaviour in particular situation through invoking appropriate moral assessments and values. M. Argyle perceives norms as "common models of perception and thinking, same ways of communication, interaction and appearance, common attitudes and convictions and common ways to make the same what the group is doing" (Argyle, 1999: p. 219). One of the most important regulators of social life are moral, social and cultural norms, that are principles defining how a member of particular

community or group should behave. Convictions regarding values are acquired when the person lives in a social environment. In the case of a child, it is family home, groups of peers, closest environment, social institutions. Values are significantly related with biological, psychical and socio-cultural needs.

Non-compliance with established norms has serious consequences for an individual. Norms are a form of adaptation to external situation – defence against a threat – and they are also a form of adaptation to the group. They regulate sphere of life, which is obligation – “*what should be done*”, standard of behaviour (“*stay within some borders*”) and technology of behaviour–“*how it should be done*” (Jankowski, 1980).

Norms are principles that are transmitted to children from generation to generation and are connected with adopting appropriate attitude toward particular situation. Even though they are inherited from the family, values are also subject to change. As a result of acquisition of social experience the hierarchy of value, relations with the world and its interpretation change at different periods of one’s life.

The process of shaping moral autonomy is gradual and long-lasting. Between two extreme stages of heteronomy and autonomy there are also middle stages. So, in early school age the child is still at the stage of moral conformism, which means the child acts usually according to parents’ and teachers’ requirements for fear of punishment for breaking their prohibitions or expecting rewards for submission and obedience (Piaget, 1967). The family is a school of social life, the space for learning how to initiate contacts with other people. Simultaneously, it gives examples of interpersonal relations. The way of referring to the environment in social contacts of the child is a faithful reflection of the patterns provided by his or her parents. The child adopts also a system of norms of behaviour from parents, that is awareness, which features are positive and expected and which are wrong and undesirable. In the conditions of family life the child may be introduced to complying with many various norms, valuable and worthless. Many norms that are implemented by the family, has a social nature, for examples norms referring to helping other people, kindness and the like. Hence, it is important to adapt oneself for the functioning in a peer group to comply with the bans, orders, all regulations and duties and accept and comply with the group arrangements. It has been assumed that the determinant of this category may be the attitude to duties, performance of orders, as well as acceptance of criticism from other people. It was also assumed that feeling of guilt and willingness to submit to punishment can be an indicative of the beginnings of internalization of behaviour. In addition, the symptoms of anger and aggressive behaviours associated with it may prove that children are not aware of socially approved imperatives.

In social contacts there is often a need to suppress the expression of emotional states. Whether or to what extent an emotion is expressed is determined

by many factors. “Apart from culture, the type of an emotion and social situation are important” (Łosiak, 2007: p.158). Suppressing expression of emotions is often defined as control of emotions, which is a basis for functioning of every society, in particular as far as negative emotions are concerned. It is one of most basic emotional competencies. Development of emotional competencies, in particular the ability to control impulses, is crucial for the child’s development. Only a child equipped in skills that enable dealing with emotions will be able to adapt and function in the changing world.

Children manifest different behaviours depending on situation they are in and the stimuli they experience. Depending on the environment the child functions in, some different norms may apply that have to be respected and various consequences may exist. The level of emotional control is differentiated depending also on age. Significant role is played by acquired experience, therefore the scope of child’s competencies changes with age. This means the emotional reactions are influenced by the events from the previous stage of ontogenesis, as well as the situations the child experienced before. Various circumstances shape the child's emotional sphere, so the child enters each new stage of life with a specific set of learned skills.

Emotional awareness is a basic drive for changes in life. Talking about emotions is the most direct way to understand and control them. The cerebral cortex – in other words, the thinking brain – causes we can transmit our feelings to other people and then observe and draw conclusions from the way they react. Teaching children how to understand and express emotions will influence many aspects of their development and their success in life. Whereas, when we do not teach children to understand and express emotions, they will become susceptible to conflicts caused by other people (Shapiro, 1999). Ability to communicate emotions with words plays crucial role in fulfilling basic needs of the child. The words that describe emotions are connected with feelings. Talking about, for example, experiencing anxiety while thinking about something unpleasant, causes immediate connection between the centre of speech and emotional brain, which results in subtle physiological reactions related to anxiety: slight acceleration of heart rate, increase in blood pressure and body tension.

When children are six year old, their thinking part of the brain is fully developed, so talking about all shades of particular emotions should not be very difficult for them. They can describe their emotions by the use of pictures and metaphors. Thanks to developmental programming, the children can talk about feelings, but the ability to do it depends significantly on their upbringing and relationship with parents and peers. The skill to talk about feelings and fluency in the language of emotions has its origins in childhood. Learning how to recognize and express own emotions is an important part of the process of communication (Nazaruk, 2016; Nazaruk, 2017) and also an important aspect of emotional

control. However, understanding of feelings is also an important skill, in particular for building fulfilling relationships. Children should be encouraged to verbalize their feelings. It will help them to solve conflicts and problems.

### Comparison of the SSD and SED level for 6- and 7-year-old children

In the year preceding school education, all the children in the last preschool group are subject to preschool diagnosis, which should be performed twice a year – the first one at the turn of October and November and the second one between April and May. Each teacher can use any tool for the diagnosis. In the presented research, the author used own observation sheet, where SSD and SED included particular emotions, feelings and social behaviours (28), which were the desirable and undesirable for the child to start learning in school. As it was mentioned above, they were divided into particular categories, which were used to evaluate two years from the last preschool groups. The scale was constituted by the degree of intensity of observed affective behaviours: definitely yes (3), rather yes (2), rather no (1), definitely no (0). Those behaviours that were considered undesirable were reversed (revaluated).

Table 1 Comparison of SSD for children from two years (average results)

category of SSD	girls		boys	
	6-year-olds	7-year-olds	6-year-olds	7-year-olds
pro-social attitude and openness	2,8	2,5	2,4	2,5
contact and cooperation with peers	2,3	2,7	2,6	2,8
initiative and leadership in social contacts	2,1	2,5	2,8	2,8
compliance with social norms	2,6	2,2	2,4	2,6

*data source: own research*

As indicated by the data in the figure above, there were no significant differences between children at the age of 6 and 7 years. Examined six-year-old girls achieved higher results than their one year older friends (pro-social attitude and compliance with social norms). In two other categories the average results slightly differed in favour of the 7-year-old girls. On the other hand, the boys were rated at the same level, with a slight upward trend in the seven-year-olds.

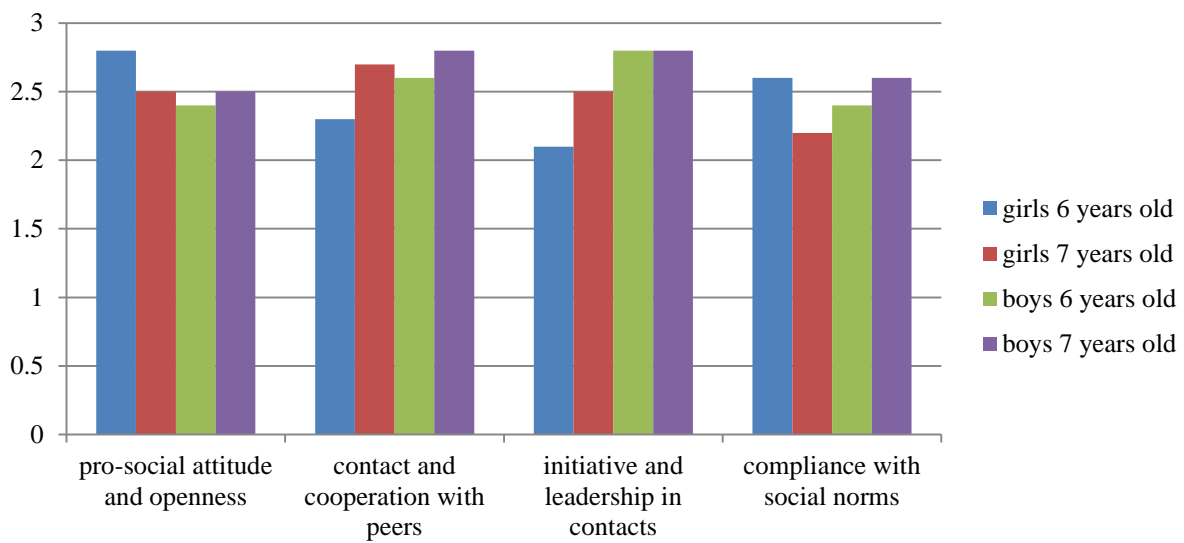


Figure 1. Evaluation concerning the level of SSD – average results

Table 2 Comparison of SED for children from two years (average results)

category of SSD	girls		boys	
	6-year-olds	7-year-olds	6-year-olds	7-year-olds
control of emotions	2,1	2	1,9	2
awareness and expression of emotions	2,4	2,6	2,1	2,4
dealing with difficulties	2,6	2,8	2,3	2,5

*data source: own research*

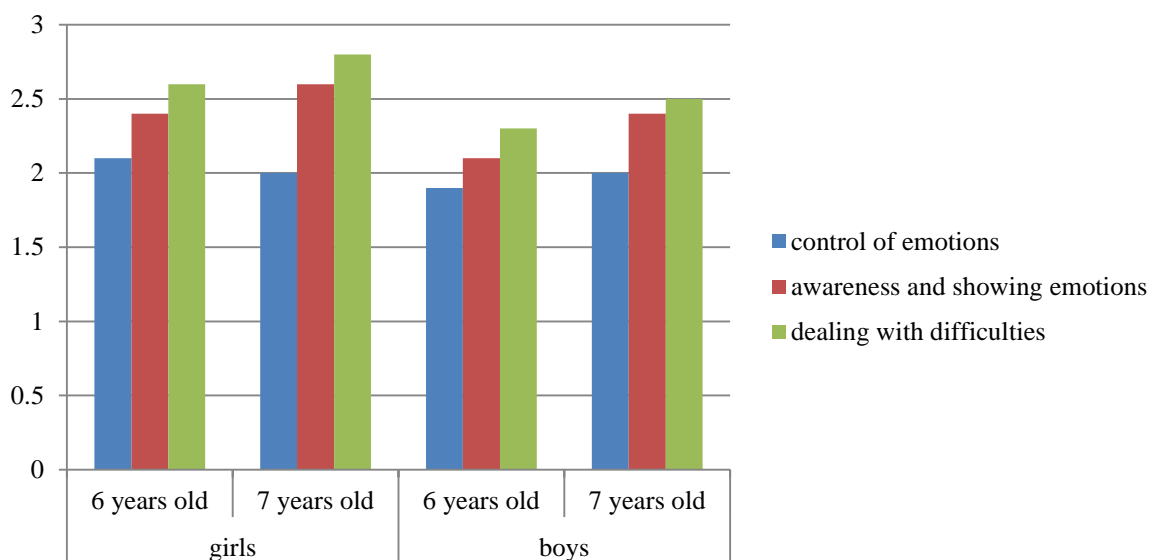


Figure 2. Evaluation concerning the level of SED – average results

Analysing the scale of emotional development, all examined age groups achieved the lowest average results. The ability to deal with difficulties were rated the highest, which might indicate that children had developed strategies and acquired experiences within the scope of overcoming problems.

### Conclusions

The research confirmed that the answer to the question regarding the research problem: *Do the 6-year-old children differ significantly from the 7-year-olds to start education in the 1<sup>st</sup> year of primary school?* cannot be unequivocal. Detailed verification of the hypotheses is necessary, which provokes deeper and more profound conclusions.

The level of social development of children completing one year preschool preparation (both 6-year-olds and 7-year-olds) analysed in terms of pro-social attitude and openness, contacts and cooperation with peers, initiative and leadership and compliance with social norms was so high that it could confirm school readiness of the 6-year-old children. It means younger children “waste their time” in preschool, as they could be successfully subject to compulsory education.

The level of emotional development (of 6-year-olds and 7-year-olds) in terms of control of emotions, awareness and expressions of emotions and dealing with difficulties indicated lack of their full readiness and maturity to start education in the first year of primary school. This deficiency was noticed especially in skills regarding control of emotions.

Does it mean contemporary children in the second decade of 21<sup>st</sup> century are “bored” in preschool when they are 7 years old? Has the preschool become a “golden cage” for the 6-year-old children? Shouldn't the children from 6 year of age be given a chance (after meticulous psycho-pedagogical diagnosis) to become pupils in the school?

There are many such questions and only few activities of educational authorities, associations and parents (for examples: [www.ratujmaluchy.pl](http://www.ratujmaluchy.pl)). The awareness of the environments closest to children is still low in Poland and the “comfort” of sending children to preschool and explanation “*do not take childhood away from children*”, “*the age of 6 is time for play, not for learning!*” and the like are wrong directions of thinking.

Play has accompanied people from the dawn, from childhood to old age and it is not in conflict with acquiring or expanding knowledge. Conflict of these interests lies, probably, in good core curricula, programmes of teaching adjusted to age, broad knowledge of teachers about child psychology as well as in the reality and chaos in education – constant educational changes are not good for children. There are no programmes of emotional education from an early age in

preschools. The real direction of change is education of parents (although today it sounds archaic), help in upbringing and giving discreet tips. The family home of the child plays a significant role in this respect, but also the teachers of initial education should be people who have a vocation to be a teacher. They can make their contribution by exploring and knowing the structure of emotional processes. Then they will support the development of children's thinking about emotions, give tips to deal with emotions and impulsiveness and prepare the children to anticipate reactions of other people consciously. Currently in pre-school and school education the attention is focused mainly on strategies of developing child's mind, disregarding the strategies of emotional education. It should be remembered that emotional education should start from the birth of a child. Preschool and school period should be its continuation and an important stage, when children's thinking about emotions should be improved and modified. Perspective of pedagogical activity, according D. Goleman (1997), should aimed at subordinating emotions to chosen goals of an individual, which helps to enhance his or her adaptation to all living conditions.

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## **SCIENTIFIC SUBSTANTIATION: FOR AND AGAINST 6-YEAR-OLD CHILDREN COMMENCING SCHOOL EDUCATION**

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**Abstract.** *The scientific article actualizes the pedagogical process at preschool. It actualizes school year 2017/2018 pedagogical process for Latvia state's needs and involves education (teaching and learning) and upbringing/self-upbringing (attitudes' development to oneself, others, nature, work, culture, state and society). The assessment is provided for the open to debate Project No 8.3.1.1/16/I/002 "School 2030 Competence approach to education content" as the scientifically non-substantiated content, which makes provision only for education. The scientific substantiation of the article is based on the child development in early childhood (0-8 years) actual theories by A. Spona, A. Liduma, Latvian scientists, G. Craig & Baucum, the USA psychologists, and A. Rean, Russian psychologist. Analysis of the Content of Preschool education of the year 2012 by Latvian Ministry of Education and Science and the Cabinet of Ministers. The empirical research analyses different visions on the 6-year-olds' maturity/readiness for school by the deputy head-masters in education at preschool education establishments of Latvia's regions. The opinions for and against the 6-year-olds' education at school by children parents and the preschool pedagogy students have been analysed.*

**Keywords:** *preschool pedagogical process, six-year-old child development and education at school.*

### **Introduction**

In Latvia the preschool pedagogical process is organized in accordance with the CM regulations No 533 Regulations on the state education guidelines developed by the Ministry of Education and Science (MES) and the Cabinet of Ministers (CM) and affirmed on 31<sup>st</sup> July in 2012. In compliance with the state needs of Latvia, at preschool children all-round (physical, psychic, social) and harmonious (intellectual, emotional, volition) development are promoted, taking into consideration the child's psychic process development regularities and the child's actual needs. The needed knowledge, skills and attitudes for individual and social life are promoted, successive and purposeful preparation for the acquisition of basic education is ensured. CM regulations become effective on 17<sup>th</sup> August in 2012 (Regulations of the State preschool education guidelines, 2012). These regulations are still in force in the school year of 2017/2018.

Browsing on the recently accessible materials for the national debate “School 2030 Competence approach to education content” (Project No 8.3.1.1/16/I/002), it has been established that in future the pedagogical process is not being planned, but only education given at preschool. Such a cardinal opposition at the state level to up to the present relevant pedagogical process (education and upbringing) work organization at preschool, spotlights the question on the national/state usefulness of this project, because of: 1) the nationally significant needs of Latvia are not observed by it – the upbringing is absolutely eliminated; 2) devoid of a scientific substantiation in accordance with the needs of the state of Latvia provided by Latvian pedagogy and psychology scientists; 3) problematic is the attitude of this project developers to the values important for the Latvian state, as up to present the upbringing has been the greatest value as a significant and important constituent part/component of the pedagogical process. 4) to date it serves as the main constituent part/component for passing of culture values and work organization at preschool age, which is in compliance with the development aetiological regularities in preschool age children: development by observation and following the model. If the values important for Latvia are not developed by upbringing, then such an attitude has to be considered as detrimental, which constitutes a menace to the state of Latvia.

The above mentioned arguments stimulated the analysis actualization of 6-year-old children development scientific substantiation in the preschool pedagogical process.

The theoretical substantiation of the article is gained via the processional structural methodological approach by pedagogy scientist A. Spona (2006) and the action approach based on A. Liduma’s conceptions on the pedagogical process (2013, 2014) and collaboration (2017) at preschool, G. Craig & D. Baucum (Craig & Baucum, 2004), A. Rean's (Реан, 2006) psychological child in the early childhood (0-8 years) development substantiation.

The following theoretical methods have been implemented during the research: the scientific literature analysis and the content analysis of the MSE and CM documents and empirical methods: pedagogical observations, preschool teachers interviews (various regions), Riga preschool education methodologists' interviews, questions and answers by the pedagogy students in preschool and school pedagogy in different regions of Latvia and Riga city, interviews with parents.

The research involved 500 respondents.

## **The theoretical essence of the pedagogical process for six-year-old children**

The human's all-round/holistic development entirety is determined by the psychic structure, which is constructed by 3 reciprocally interconnected components: 1) psychic processes – cognitive processes, attention, emotions, volition; 2) personality features – abilities, interests, temperament and character; 3) self-experience, attitudes and skills.

According to N. Gage and D. Berliner's explanation „feature or trait is manifested by a long-term personal behaviour, which is influenced by conditions and situations” (Geidžs & Berliners, 1999: 133).

The personality development increases the creative action development, and vice versa, the high level of the creative action characterizes a more advanced development of the personality (Hibnere, 1998: 20). She has accentuated that the creative personality, who is a human of genuine culture, independent, autonomous, possessing initiative, socially active, intellectual, with practical abilities, professionally competent and able to orientate oneself in art is especially significant and particularly in Arts pedagogy (Hibnere, 1998: 170).

By employing the holistic approach into work of the preschool pedagogue and by promotion of all-round (physical, psychic and social) and balanced psychic (intellectual, emotional and volition) development in the groups of 3 – 7 years old children, at preschool education integrated sessions at the preschool of X Primary School during school year 2016./2017. by means of the pedagogical observation it has been established that the child, according to L. Vigotsky's (Выготский, 1997) conclusions, can employ action in two ways: 1) in the actual development zone autonomously, while 2) at the closest or proximal development zone – with the adult support, through a purposeful action gradually accumulating miscellaneous experiences and enriching cognitive interests, learns to self-assess and self-actuates new abilities.

Significant is the fact that at preschool the child's simultaneous perception and the abilities to accomplish an integrative action are developing: to listen to and accomplish a reproductive or creative activity simultaneously.

As the founder (in 2009) and board member, the author has had opportunities to observe Latvia's Preschool music education association actions at the preschool pedagogue further education courses and conferences *profoundly*. Consequently, the author has accumulated sufficient absolute evidence that the preschool pedagogical process in Latvia is being organized purposefully. The all-round development is being promoted due to the personally significant action of the child. The teacher's position is a crucial condition in the development of the child's habits and self-regulatory attitude to the responsibilities and rights prescribed by the state legislation. By word and by model the teacher prepares the child for the action psychologically and promotes

the comprehension of the task's personal significance for the child by using of an appropriate content and ways of work appropriate to the needs of the age.

While working with children at preschool and carrying out scientific researches, since 1987 the author of the article has been implementing the all-round approach in the pedagogical process in practice. The dissertation was defended in 2004, since then the research in the child musicality development promotion possibilities has been continued by involving the anthropological approach (Wulf, 2007) into practice. The gained information has been included into the lectures of the upbringing theories and methodology for the Latvia and Erasmus students (Turkey, Portugal, Spain, the Czech Republic, Germany, Austria) during the academic years of 2012 – 2017 as well as has been involved into the author's lectures of the post-graduate students in Pedagogy, included into the further education courses in Pedagogy, as well as presented at the conferences of different international organizations all over the world. The experience of a participant has been gained at the documentation preparation for a transnational project on Teaching Common Values in Europe, which has been affirmed by the European Parliament in August 2017. Consequently, the European states have promoted the common values, which as a result are included into the pedagogical terminology (Veugelers, de Grot, & Stolk, 2017).

At preschool, it is important to consider that all the child's abilities are developed and promoted through the action, which is based on the satisfaction of their needs. It commences with the need to cognize, information perception, observations, developing of representations, emotional world exploration amid supportive natural and material environment, in the family micro environment, continues at the preschool mezzo environment and gradually find complementary and increased development in the society macro environment, which stimulate and promote activity. At preschool, this process inevitably needs a massive support with scientifically substantiated purposeful play-sessions' content and an individual approach to the child's all-round development promotion in practice. Therefore, it is significant to implement the valid suggestions recovered in the regulation documents by the Ministry of Education and Science, into the pedagogical process dynamics' organization, hence, ensuring the children opportunities to promote their self-development at the preschool educational institutions.

The content of the preschool education programme has been developed in order to promote the children's preparation for school, with inclusion of the individuality development, intellectual (knowledge), physical (the body acknowledgement) and social (communication and collaboration skills) development, initiative, inquisitiveness, self-dependence (self-service and behaviour skills) and creative activity development, strengthened health and

psychologically prepared for school (positive attitude to education). At preschool the pedagogical process (education and upbringing) is organized so that the children learn by means of playing (Noteikumi par..., 2012).

Noteworthy that the children have to acquire the Preschool education programme from the age of one year up to the age of seven years in accordance with the General Education Law (Section 20). The preschool education programme acquisition time period can be either prolonged up to one additional year, or the schooling can be commenced at the age of six years in accordance with the doctor's statement of the child's health condition and the psychologist's statement on the child's psychological readiness to start education at school.

This article accentuates how significant is the scientific substantiation of the pedagogical process. The National Centre for Education (VISC) pilot project research "Approbation of Introduction of the six-year-olds' education programme" piloted from the 1<sup>st</sup> September in 2010 till the 30<sup>th</sup> May in 2011 at 22 educational institutions (12 preschool educational institutions and 10 schools) of Latvia has recently been accomplished and "The integrative education programme for six-year-old children" has been approbated. As a result, the methodological material and education aids for pedagogues, the programme for pedagogues' professional perfection courses, methodological recommendations for developing of reading and writing skills, as well as for the children education achievement assessment in all subjects have been developed.

The assessment of the results of the pilot project revealed that in majority the content of the integrative education programme is in accordance with the perception and abilities of six-year-old children. According to the results intended to achievement, 92.5 % of the presented knowledge was attained by the learners, but 7.5 % of the knowledge caused difficulties to them, 80 % of the skills were acquired by the learners, but 20 % were not acquired by the learners, 87.3 % of attitudes were acquired by the learners, but 12.7 % were not acquired by the learners due to the programme. The pilot research had revealed massive differences in the individual child development. Consequently, a conclusion was drawn that a part of the children are not ready to commence learning at school at the age of 6 years. Therefore, the mandatory demand to commence the schooling at the age of 6 years was not introduced, yet the children can commence the school attendance either at the age of 6 years or at the age of 7 years, or at the age of 8 years (Līduma, 2014a: 40).

### **Importance of pedagogical process at preschool education**

The author of the article implements the pedagogical process of the preschool *education* according to the content of the programme developed by the Ministry of Education and Science and affirmed by the CM on the 31<sup>st</sup> July

in 2012, which enhances as its crucial task to promote the skills in children *through action* and prepare the children effectively for education at school. The guidelines predict the social, intellectual and physical preparedness level of the child appropriate before commencing education at school at the age of 7 years, as well as anticipate the promotion of the self-expression by the children. The preschool guidelines have enumerated the basic skills, which are recommended to be acquired by the children till the age of 6 years, namely: *skill to collaborate, to speak, skill to listen to, to tell, to take care of oneself, to hear and perceive different sounds either in nature or in the words heard*. In order to prepare the children for school attendance *physically, it is important for the children to acquire the skills to orientate oneself in space, to run, to march, to keep balance*. Thus, the integrative approach to the children development at preschool recommends to put into practice three important actualities at organizing of the play-session content:

1. The development of children is being promoted at the individual tempo, which depends on the child's birth time (spring or autumn), because the child's biological age and individual development are not always reciprocally connected.
2. The preparation of the children for education at school has to be implemented purposefully by observing the principle of successions – from the easier to more challenging (three pioneers of pedagogy have introduced it into pedagogy in the 17<sup>th</sup> century: Wolfgang Ratke (Germany, 1613), Francis Bacon (England, 1623) and Jan Amos Komensky (Comenius) (Czech Republic, 1632) (Pedagogical museum of J. A. Comenius in Prague, 2017; Špona, 2006).
3. The transition from the play-session to the learning action appears gradually, due to the adaptation of the children at the school environment for a few days (it is practised throughout Europe). Therefore, initially short learning tasks are included into the play-session, but the learning tasks included into the play-sessions at the end of the year are longer.

Such an approach promotes a contemporary preschool age children development, a well-considered performance of this process and the respective result according to the individual potential abilities of each child.

According to the programme any session content comprises 8 education content areas or an integrated content of education subjects: 1) the Latvian language (language developing and orientating in the surroundings, speech developing in the native language, giving of an insight into literature and folklore, developing of writing skill and reading skill); 2) nature science (language developing and orientating in the surroundings, sensory developing,

actions with objects, giving of an insight into nature); 3) mathematics (sensory developing, constructing, developing of mathematical concepts, mathematics); 4) social knowledge and ethics (language developing and orientating in the surroundings, developing of social skills, activities with objects, giving of an insight into surroundings and social life procedures); 5) music; 6) physical education (developing of movements) and health; 7) visual art (sensory developing, activities with objects, sculpturing activities, drawing, painting, moulding); 8) domestic science and technologies (performing activities, housekeeping, handicraft, applique work, constructing) (Pirmsskolas Izglītības mācību saturs programma, 2012: 4).

The school pedagogical process content in Latvia involves education (teaching and learning) and upbringing/self-upbringing (attitudes to oneself, other humans, work, nature, culture, society, state). It cannot be directly transferred to school, as the psychologists (Эльконин, 1989; Craig & Baucum, 2004) have formulated that at the preschool age the leading action of the child is play, a plot role-play, moreover, the cognitive action (learning) is being accomplished through observations and then by modelling at role-playing action the observed through collaboration of the child-child, the teacher-child (Līduma, 2013, Līduma, 2014a, Līduma, 2017).

According to the upbringing theory the attitudes develop as integrated personality features. There are distinguished situational, habitual and self-regulatory attitudes. The attitudes to oneself, others, nature, work, society and the state develop throughout the human's lifetime (Špona, 2006). The children gain knowledge and learn skills to use knowledge at the play-sessions (the teacher promotes, the children observe and model). The content of the both components (play-session action and upbringing) of the pedagogical process reciprocally interweaves and stimulates the children development. The child's identity and self-exploration are promoted through personally significant purposeful action. All psychic processes are developed. The abilities are being developed from the innate potentials through action (Līduma, 2013, 2014b, 2017).

As it is significant to refer to the experiences of other countries, then to this research valid are conceptions by J. Greata (2006), G. Craig (2004), A. Rean (2006), H. Gardner (2009) and Latvian scientists (Līduma, 2017; Hibnere, 1998); Špona, 2014; Stangaine, 2014; Vigule, 2014; Randoha, 2015) claiming that the child is creative since its very birth, therefore, it is important to support the child's creativity purposefully, because the child's autonomous creative action activates its psychic processes, causes and maintain positive emotions.

In accordance with J. Greata's findings the early childhood experiences (from the birth to the age of 8) have the decisive impact on children's lifelong learning and positively contribute to their health and further development.

Therefore early childhood education programmes with the mark of quality benefit children with greater readiness for and success in school (Greata, 2006).

The project No 8.3.1.1/16/I/002 “Competence approach to education content” materials envisage that the approach to education will be transformed in order to attain the aim – to ensure each learner with access to contemporary competence education.

This document has explored the aims, main results to be reached by learners, mandatory education content, the approach to education and the organization of the education work at every stage of general education – preschool, primary education and secondary education. National Centre for Education (VISC) has initiated into deep changes to approach to education in Latvia, in order to revise by means of a united system and successively at all stages of education, the education content and the way of educating to be organized and guided by teachers in collaboration for the routine learning of the learners.

It has been stressed that since the previous education content reform before ten years, the society has endured essential changes. Not only in Latvia, but also beyond Latvia it has been directed that the future society needs different skills than the ones developed by the traditional education systems. Therefore, knowledge and skills, which must be gained at school, undergo transformation so, that each child and the society on the whole is successful and competitive. Therefore, schools have to strive to such learning experiences, which result in the learner’s competence or expertness proficiency – a synergy of knowledge, skills and willing and able for action, which is in due way based on values, personality’s features and habits. Therefore, the most essential of the changes – the content – is developed, interim thinking about the result to be reached by each learner, videlicet, the child learns knowledge, skills, attitudes at the respective age irrespective of its relocation in a particular education institution.

Here it has to be pointed out that from the document has disappeared the uniform pedagogical process, which consisted of two pedagogical process components: education is here, while the upbringing – is missing. Should the future human be devoid of upbringing?

By further researching of different opinions on the 6-year-old children education in school, a significant interview has been discovered. Irmeli Haninena, the emeritus leader at Finnish State agency for the education content development, while giving an interview to Ilze Kuzmina, answered the question why the six-year-old children do not learn in schools in Finland: “The six-year-olds do learn, yet it is at preschool preparatory education. They acquire essentials that will be needed at school. We believe that the six-year-olds are not mature for the school as such yet. The best age to begin systematic education is



at the age of seven. We have concluded it due to the researches in brain and fine motorics' development at different age stages. The observations also prove that exactly at the age of seven years the children will have the utmost dexterity to acquire the skills of reading, writing and counting. A part of the children can read already before the beginning of their schooling, nevertheless, this skill is not mandatory. Some children possibly are ready for school earlier. In such cases, if the parents want, they can apply their child for entering the school earlier, however, before enrolling the tiny one into the school, it has the right to set test in order to establish if the child is mature enough to start learning” (Kuzmina, 2017: 5).

Answering the questions about the 6-year-old children education at school asked by Anete Bērtule, the correspondent of Latvia's Television, Ilze Abelite-Goluba, mother of three children and a preschool teacher tells that her four-year-old daughter will already have to start attending school in two years. Both of her youngest children will directly be triggered into the planned changes by the minister of Education, and, remembering her eldest son at the age of six, she categorically assesses that “it is not really possible to make a six-year-old take a place at the school-desk, because, if according to their knowledge, the six-year-olds would be ready to start their schooling, then due to their behaviour and ability to focusing on, absolutely not”. She is convinced that the education programme and standard will have to be changed, as well as longer breaks will have to be provided between the lessons. The six-year-old children lack “self-service skills for going to the toilet, for fastening up the shoe-laces, for putting on their clothes, for wiping clean their mouths – sometimes even the seven-year-old is not quite sure of such a skill being acquired properly. He/she finds it too difficult to sit for 40 minutes without his/her mom, or a preschool teacher, who gives him/her a hug now and then. There is nothing of that kind at school,” says Abelite-Goluba.

The interviewed pedagogy doctor Anna Liduma, who has researched the child development at the preschool age for a long time, is definitely convinced that the natural child development tempo cannot be essentially accelerated. That is established by the researches of neurobiologists as well, who have come to the conclusion that it is impossible to predict when precisely and which brain centres get more mature in the child, and the process cannot be accelerated.

“The child's body has grown more mature at the age of seven years, so then it is possible for the child to endure a seated position at lessons. Definitely, the child has matured adequately both physically and psychically and also socially to commence education at school at the age of seven years. But it is impossible for everyone at the age of six,” explained A. Liduma (Bērtule & LTV Panorāma, 2016).

The parents are also worried by the question, who will take care of the six-year-olds attending Form 1 after the end of the lessons, as the pro-longed day classes are not accessible at every school. It has to be resolved at the state level.

The experienced preschool pedagogue Livija Balcune, who during her long years of work has experienced several attempts to change the existing system, advises – if children have to commence schooling at the age of six years, then better do not send the kindergarteners to school, but transfer Form 1 to the kindergarten. Precisely such an experience the preschool education institutions had already experienced in the school year of 1985/1986, when the previous attempt to commence education at the age of six years was endeavoured. The child really learns much in such benevolent environment, therefore, the education content has to be changed in the way appropriate for the child. The child will have the afternoon nap too, will be taken care of and the parents will have no problems. “Can we with a clear conscience say that we think about the health of our children, not about our half-raised economy?” asks Balcune (Bērtule & LTV Panorāma, 2016).

The education minister K. Shadurskis is convinced that up to the year of 2018, Form 1 programme can be shaped according to the six-year-olds’ abilities and needs. Just now, at this moment the work on the new education standard for all age groups is going on, therefore, it is possible to introduce into it the necessary changes. The minister of education is convinced that the teachers will have to learn much anew, and that is another concern for the ministry, as any reform in education, in its content, is much easily accepted by those undergoing education (meaning: pupils), not by the educators (meaning: teachers). The minister stresses that out of 28 European Union countries in 21 education is commenced at the age of six years or even at the age of five years and somewhere even still earlier, while the children start attending school at the age of seven years in Latvia, Lithuania, Estonia, Bulgaria and Croatia, Finland and Sweden (Bērtule & LTV Panorāma, 2016).

Yet the education minister gives a promise that the parents, nevertheless, will have a choice whether to send the child to school at the age of six or at the age of seven years, but there will no longer be a possibility to start attending school only at the age of eight. A transition period is also envisaged, as at the present moment the school net is not ready to take in so many, so young first year pupils (Bērtule & LTV Panorāma, 2016).

As a representative of Latvian Preschool Music Education Association Board, the author guided an experience exchange group of the preschool teachers visiting Warsaw in 2016. During the discussion with the Head of the host kindergarten in Warsaw they found out that the carried out reforms about enrolling of the six-year-old pupils into school attending had suffered a failure

there. Therefore, the issue that school has to be commenced at the age of 7 is under reconsideration there.

While working in the framework of Erasmus+ project in Hungary in the summer of 2017 together with three colleagues from an Estonian kindergarten, it has been found out that the children start school at the age of seven years in Hungary. The traditions of Hungarian state are respected there and at preschool the children are brought up according to their traditions (the national principle is observed in pedagogy, no one can eliminate it) and they learn their national culture values. So the children's comprehension of identity, citizenship and national values is enhanced due to modelling their teachers' personal example.

In October of 2017 the experience was gained that the children are being prepared for school by competent teachers in Estonia. The purposeful integrated learning sessions are organized by the preschool teachers, whereas the music sessions are conducted by a professional musician.

In October of 2017 in Prague during an experience exchange visit of the preschool teachers, there was an opportunity to compare a professional Music teacher's music-session with another teacher's work-session, who had no music education, therefore, it turned out to be a kind of a musical activity with children. Any further comments would be not appropriate for inclusion into a scientific article.

The observations at Montessori kindergarten in the city of Kladno, involving an under moderate number of children, has caused reflection that in Latvia in children should be promoted the skill of free choice, autonomous action, responsibility for the accomplished and self-assessment of their performance (to compare the expected with the result gained). All the children had been participating with a great interest there.

The author has explored preschool work management in Sweden, Turkey (2x), Australia (in 3 kindergartens), Lithuania, Byelorussia (Minsk), Portuguese Republic, Italy (exceptional collaboration of the local municipality, teachers, parents and children), the United Kingdom, Spain (2x) (the kindergarten is the lowest stage at school there), Iceland (the parents, without being present at the kindergarten, are responsible for their child's actions at the kindergarten). In 2012 in Iceland, the head of a kindergarten to the question, why the teachers were not with children outside during their walk and were not having activities together, gave an answer that so the children were having their autonomous activity, and the parents were responsible for its quality. Moreover, if a child falls ill after being at the kindergarten, the parents are responsible, as they had not provided the child with an appropriate outfit.

In 2012 the experience gained at the Comenius project provided a possibility to draw a conclusion that the preschool teachers of other states

particularly appreciated national - folk upbringing traditions of Latvia (Liduma, 2015).

The worldwide famous Latvian organist Iveta Apkalna assesses the culture of Latvian music education as follows: “In Berlin I miss Latvian music schools. I can admit that in Latvia the education system existing in our music schools and their input into the further development of the children are under-valued. In Germany the music schools are at the amateur performance level” (Blaua, 2017).

Thanks to the empirical research the opinions of 10 mothers have been received about their now adult children's adventures due to commencing school at the age of six. At the very beginning everything seemed quite normal. They had to devote much time and effort to work with children at home, as their perception of and comprehension on matters, conceptions, phenomena differed from the learning tempo of the 7-year-old pupils. The verbal instructions given by the teachers often were above the comprehension of the pupils younger one year than their classmates, too. The real hardships began in Form 5, when they encountered the subject teachers and had to move from one classroom into another with the heavy school-bags. The education content caused great difficulties to perception. Therefore, guided by this experience, their grandchildren will start school at the age of seven years.

10 deputy heads in education work of the preschool education institutions consider that the children at the age of 6 are ready neither physically, nor psychically, nor socially prepared for education at school.

Among 480 students answering to the questions for and against 6-year-olds education at school, only a minor part (20 students) considers that it is more useful to commence attending school at the age of 6 years. The majority involving 460 students believe that education at school must be commenced at the age of 7 years.

The students' (who are not parents themselves) arguments **for** the education commencement at the age of six years are the following: it is considered that nowadays children are more developed; the minister of education statements that the education period is too extended (till the age of 19 at school); if the child can orientate at school, is healthy, with a developed vocabulary, is a leader, perceives fast, has an adequate self-assessment.

The students arguments **against** the education commencement at the age of six years are the following: firstly - subjective conditions: a) the child's personality: b) different physical status (difficult to sit at the desk, need for activity exchange, longer breaks, being outside in fresh air, eating habits); c) psychic status (different communication and collaboration skills, volition problems, level of preparedness, ability for focusing on work, emotional strain;

d) social development: lack of self-control skills, different cognitive processes, self-service skills (dexterity at putting on clothes, manage to go to the toilet, manage to eat during a break). Psychologically: the child is not ready to time planning, to introducing fast changes yet. Secondly - objective conditions: a) material provision; parents are preoccupied at work, limited time for being occupied with the child; b) the schools are not ready to work physically with 6-year-old children, deficiency of resources, deficiency of rooms, deficiency of technologies. Children have not appropriately adapted to the school demands. The teacher performance style often is authoritarian (forcing to do and obey the teacher). 10 respondents have pointed out that mandatory school commencement at the age of 6 cannot be supported, as the child finds itself in a fast progress at the age of 6-7. Girls have faster development than boys, therefore, especially the boys can endure particular problems caused by this forced earlier school commencement.

There are separate examples that the talented children possessing especially fast perception must be provided with opportunity to commence education at school earlier, provided an opportunity to skip over some year to level up. Another answer reveals: "... there are two sons of age 13 and 17 in the family. The eldest was very fast at the kindergarten age at learning the English, Russian languages and started to learn the German language. In the first years at school he was interested in the exact subjects, which are being taught in later years, was reading much in adapted for junior age encyclopedias and scientific literature, attended various educative societies. He was bored at school. It was observed by the teachers, and at the end of Form 3 he was promoted to Form 5, where he was doing well. While learning at the prestigious grammar school in the international integrated baccalaureate programme, the learner of Form 8 attends various societies and has definite future career plans. The other child has a different experience. The communication is adequate to its age, but the cognitive development is lagging behind. He watches cartoons in the English language, but mixes up the Latvian and English languages, finds difficulties in focusing on and retaining attention. It has been caused by the mother's unfavourable psychological condition during pregnancy.

5 respondents stress that hustle with 6-year-old children education at school has been artificially caused in order to turn attention off other acute issues in education.

And finally, the personal experience of the author of the article is based on commencement of education at school at the age of six and a half (6 years 6 months). The parents were teachers, father was also the head of school. Due to living close to the school building, there was an early experience of being in the school, listening to the parents, how good it is when one is smart, how interesting it is. At the conscientious age all stages of cognitive interests

development had been enjoyed: curiosity, inquisitiveness, cognitive interest (thirst for knowledge), which developed into a theoretical interest in Form 8 due to a practical need (due to preparing for the Latvian language examination, the father was asked to explain, how it can be done). He answered that he had no idea how. Each does it differently. Nothing doing: she learned herself and searched the method how to learn autonomously. It was found and its promotion was continued during the rest of life stages. But the father's answer had been understood to the core, when she had shared it with her brother in 2017, because the brother's positive assessment of the father's answer revealed what exactly had stimulated the development to autonomous choice, self-dependence, independence and responsibility in her teenage years. But nowadays it is the exact aim of the upbringing in Latvia. It is very important to promote in children autonomous choice, need for success achievement and collaboration (these are the principles of upbringing in pedagogy formulated by A. Spona in 2014.)

In assessment: 1) in Latvian pedagogy significant are the concepts included in the *Pedagogical letters* by the outstanding music pedagogue Julius Rozitis (1934) that “important are your own state's upbringing interests (do not search highway hedge-grows in distant countries, but look into the yard of your own home) in the first half of the 20<sup>th</sup> century” (Līduma, 2004: 51-52), 2) A. Spona's concepts of the upbringing principles in the 21<sup>st</sup> century (2014), 3) the concepts on citizenship, upbringing/self-upbringing values gained by the author of the article due to her 70 scientific articles written, researches for 3 monographs accomplished, the author finds of the utmost actuality Janina Kursite's conception (1996): “The culture without sustainability in traditions inherited is a one day phenomenon, as it is devoid of both the past and the future alike. The past is eliminated by itself, but the future will also eliminate itself in due time, if the present possesses the destructive model instead of the creative model” (Līduma, 2013: 26).

Assessing the ongoing contemporary processes, many important and pending matters are spotlighted, which we should resolve in contemporary conditions. It is important not to destroy the pedagogical process in Latvia's school, but:

1. Consider, how to involve into school those 17803 children – pupils enrolled in no school at all (Ziņu aģentūra LETA, 17. janvāris).
2. Develop improvements to the pedagogical process on the existing well-developed basis.
3. Create a coordinated collaboration of the teacher - parents, so that the child is provided with support, not injured in fights on redistribution of responsibilities.

4. Purposefully and gradually to promote development of all potential abilities and cognitive interests of the child.
5. Balance the objective (principles, instrumentation of implementation: content, methods and forms) and the subjective (child personality's development) components of the pedagogical process in order to sparkle up interest in the children for self-dependent action.
6. Actuate the transition from the authoritarian leadership style (to give assessment, to let accomplish action, to push to do etc.) to the democratic teacher performance style (which is set at the basis of the innovative competence approach: to open up opportunities; to ensure conditions, challenge self-upbringing, to self-assess).
7. To use democratic language (foster, facilitate, provide an opportunity, it is important, needed, should ...) and eliminate the regulation of each human action by orders, instead provide with opportunities to develop self-regulatory attitudes.
8. For the teacher to provide conditions and the material basis at each workstation, to engage by guidance, for the teacher to challenge a consultant and collaboration partner position (attitude to the child during accomplishing an action together), to function as a friend, helper, support-provider during a self-assessment-assessment and collaboration action.
9. To pay to the teacher an adequate salary for the work done.

### **Conclusion**

The accomplished research has determined the formulation of the final concepts:

Elimination of the authoritarian approach to the teacher's profession has to be accomplished. The transition to the democratic approach to learners has to be implemented, so that the teacher can develop a democratic teacher's work style, balance the requirements with the actual needs for the child development, balance the objective and the subjective components of the pedagogical process at preschool. It demands to promote to perfection the technical equipment of each preschool teacher.

Transforming education of the Latvian state, introduce the useful Finland's experience, which determines that the child matures for the education at school at the age 6 to 7 years. The fast acceleration at operation in the central nervous system and the brain occurs in 7-year-old children at school, moreover, it is different and individual for each child.

The pedagogical process for the children at the ages of 6-7years gradually have to reach approximation to the school pedagogical process, developing the

play-session so that it enhances the children cognitive interests and the children themselves promote their adaption to school, successively and naturally integrating themselves.

For assessment of achievements to use the model: self-assessment-assessment, maximizing on their reciprocal connection and balance.

The pedagogical process has to be in compliance with the requirements of the Latvian state and has to be based on the concepts of the scientists of Latvia for all age groups: preschool, basic school, secondary school and adult further education on self-experience empowering through the self-upbringing process. The preschool age is of exceptional significance.

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## OPPORTUNITIES OF MODERN EDUCATION OF PRESCHOOL-AGE CHILDREN

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**Abstract.** *The article deals with the opportunities of modern education of preschool-age children. Scientific research proving that preschool childhood is a special period important for child's purposeful and high-quality education and his/her life both in present and in future has been discussed. The issues that are important for the expression of child's development, the opportunities of social, cultural, creative and other potential have been reviewed. The concept of modern education in the preschool sector is inseparable from the aims and objectives set in the European and Lithuanian strategic documents of education, from changes that are taking place in this sector. Teacher's professionalism, appropriately selected methods of education, educational environment friendly to child's self-expression, educational innovations applied, "new" pedagogical relations not only with children but also with parents have been presented in the article as a basis of modern education of preschool-age children.*

**Keywords:** *preschool-age children, modern education.*

### Introduction

When Lithuania became a member state of the European Union (EU) education faced one of the main objectives – to ensure high-quality education already at the early age and the content of education meeting the demands of a contemporary child and changing society. A family because of many reasons not always can guarantee that a child will get high-quality services of education in family already since the early days. Therefore, the significance of a preschool institution as one of the most important centres of contemporary education is more and more actively emphasized talking about child's high-quality early education.

The problems of children's contemporary education and childhood as a social, cultural and pedagogical phenomenon has been analysed and assessed by many foreign and Lithuanian scientists: the ideas of child-focused learning are reflected in scientific works of Dewey (1961), Hardt and Negri (2001), Monkevičienė (2008), Juodaitytė (2004), Ruškus and Žvirdauskas (2010), Malinauskienė (2012, 2017), etc. The attitude towards childhood as a natural period of human social life valuable in itself and not only as a preparation for

future life in scientific works has been consolidated by Juodaitytė (2002, 2003). In the field of the scientific research of Monkevičienė (2008) two main directions of research have crystallized – peculiarities of the technologies of the implementation of the content of preschool and pre-primary education undergoing reforms and the changes in the training of a teacher focused on the systemic transformation of child's education and the development of professional competences. In the recent years in scientific research (Jurašaitė-Harbison, 2004; Neifachas, 2009; Ponelienė, 2014; Smilgienė, 2015) it has been stated that not understanding contemporary phenomena of the society influencing child's development and the context of their change it is difficult to construct high-quality process of education, to know the meanings of its outcomes and perceive why this process should be based on new pedagogical relations (interaction) with children. It is noted that for new pedagogical relations to form the educators' (teachers', parents') new social, educational and cultural world-view is necessary. Juodaitytė and Malinauskienė (2016: 40) point out that “contemporary education directs an adult to the new type pedagogical relations with a child when a child becomes an interesting and significant partner to the adult because of the specificity of his/her experience. In this case adults getting involved in the situation of the world of childhood become wise observers of this world and perceive information important from sociocultural and educational aspect, decoding which they can project a sociocultural dialogue between these two worlds, of children and of adults, attributing to the children's world the meanings given by children themselves not only by adults”. The research conducted by E. Jurašaitė-Harbison (2004) and J. Smilgienė (2015) highlighted teacher's abilities to get involved into the processes of the transformation of preschool education and strive for the quality of knowing the children and educating them when teachers constantly update their professional knowledge, which becomes an especially important focus analysing pedagogical relations as an important condition for contemporary education.

In order to help preschool education teachers to better know a contemporary child with his/her different needs and abilities and to temporarily model and construct the process of education two documents of education important to ensure the quality of preschool education have been prepared: *Description of Achievements of Preschool-Age Children* (2014) and *Methodical Recommendations for Preschool Education* (2015). The documents strive to ensure child-focused education acknowledging a child as an equal partner of the process of education and guarantee child's high-quality contemporary preschool education.

The assessments of the national and international (PISA, PIRLS, TIMSS) research on students' achievements, the results of which are used to regularly

monitor and improve the situation of education are becoming an important impulse for the transformation of contemporary preschool education and its content. The results of the research show that the achievements of the children who had participated in preschool education programmes at least for one year on the international scale are even by 36 points higher than of those who had not participated in these programmes (Jankauskienė, 2014). In the *Guidelines of the Transformation of General Education School* (2017) it is emphasized that “since 2006 Lithuania has been participating in the international programme of the assessment of students’ achievements. In all the fields of the research – literacy of the natural sciences, mathematical literacy and reading skills – the achievements of the Lithuanian students are lower than the mean of the countries participating in the research. The majority of the Lithuanian students successfully perform tasks of the reconstruction of the basic knowledge and application of familiar rules, however, they are much less successful in solving problem-based tasks and tasks requiring integral thinking and creativity. The researchers (Taggart, Sylva, Melhuish, Sammons, & Siraj, 2015) relate not very high assessments of the achievements of foreign students to the practice of children’s attendance of preschool educational institutions. The Lithuanian scientists Monkevičienė et al. (2009) by the conducted research confirm the international tendency: children’s better academic achievements now and in future depend on the beginning and duration of the attendance of a preschool institution, their living place and parents’ financial situation (Presentation of the Projects of the Description of Achievements of Preschool-Age Children and Methodical Recommendations for the Preparation of the Programmes of Preschool Education in Municipalities, 2013).

The regulations of national education and aspirations to make education contemporary, modern, refer to one’s native culture and develop the European citizenship, be accessible and of high quality, focused on the development and update of general human skills and ensuring the opportunities of life long learning are reflected in strategic documents on education of the EU states (including Lithuania) initiating qualitative changes in all cycles of education including preschool education (Guidelines of Education, 2002: 79).

Analysing the peculiarities and opportunities of children’s modern education the reference was made to the approach that education should be based on a child-focused paradigm, also the characteristics of contemporary children should be taken into account as well as the ideas of pedagogical relations “child-adult” when a child and his/her education are perceived as self-contained social, educational and cultural values of education.

**The object of the research:** opportunities of children’s modern education.

**The aim of the research:** to discuss the opportunities of children’s modern education in a preschool educational institution.

**The methods of education:** analysis of scientific, methodical, informational literature and strategic documents of education, meta-analysis.

### **Concept of modern education and its purpose**

The concept of modern education is inseparable from the concept of the quality of education. In the documents of the European Union and Lithuania analysing the problems of the quality of education (Concept of the System of Ensuring the Quality of Formal Education, 2008; Proposal for key principles of a Quality Framework for Early Childhood Education and Care, 2014), it is stated that the concept of quality is conventional and refer to the values and expectations of particular society. The quality of education and training and its management despite different national and international contexts undoubtedly remains a priority activity field of all the EU states and one of the main aspirations.

The concept of quality as a convention is also referred to by the institutions providing preschool education. In spite of social, economical, cultural and other differences between the states of the European Union the following can be considered as the most important criteria of the quality of modern education of preschool-age children (Cryer, 1999, cit. from *Methodical Recommendations for Preschool Education*, 2015: 7):

- Healthy, safe environment and child's good condition. Children have an opportunity to act, rest, develop in healthy and safe environment. Toys, equipment and furniture meant for a child are safe. Attentive care for a child by an adult corresponding to the child's age and abilities is ensured.
- Environment stimulating child's development. The conditions are established for a child to choose games and activity stimulating development in various fields: health, social, speech, cognition, art.
- Positive interaction with adults. The environment and interactions that create opportunities for children to trust in adults, to learn from them, to experience joyful emotions communicating with preschool education teachers who educate the child are established.
- Stimulation of individual social-emotional development. A child is encouraged, supported, motivated, therefore, he/she feels good, trusts in himself/herself and his/her abilities, acts safely and independently and collaborates constructively.
- Stimulation of positive relations with other children. Children are provided with adults' support that helps them regulate their interrelations and encourages children's positive interaction with peers

and friendly emotional environment created by the efforts of children themselves.

The distinguished criteria of the quality of modern education correspond to the essence of child-focused paradigm and create the condition for a child to feel as the most important participant of all the processes: creating, communicating and collaborating, searching and discovering, trusting, safe, actively participating in educational activities of various character.

In order to describe the understanding of modern education in more detail we have referred to the perception presented in the methodical book for teachers “Development of Competences” (2012: 8) that “in modern education it is the most important to focus attention on the development of a learner’s (child’s) personality, on his/her active, conscious learning providing him/her with appropriate support so that a child could develop competences important for his/her life”. It is a universal description of modern education that suits the concept of the education of a child of any age.

In Methodical Recommendations for Preschool Education (2015, chapter 10: 2) discussing the concept of modern education it is stated that effective preschool education is focused on the most important achievement – maturing child’s personality, also on successful progress of his/her education and good achievements in all 18 fields of achievements (everyday life skills, physical activity, perception and expression of emotions, self-regulation and self-control, self-perception and self-esteem, relationships with adults, relationships with peers, speech and language, exploration of environment, calculation and measurement, artistic expression, aesthetic perception, investigation, creativity, initiative and persistence, problem solving, knowing how to learn). The sum total of the fields of child’s achievements guarantees child’s high-quality holistic education and forms the basis of successful development of competences – social, health, communication, artistic, cognitive.

Contemporary education should meet the following principles (Development of Competences, 2012: 9):

- to be realistic, relevant, attractive, motivating;
- to be clear, precise, i.e. focused on a particular aim and addressee;
- to give autonomy to children;
- to be adjusted to learners of different educational needs and styles;
- to create opportunities to take different roles and responsibility;
- to expand horizons and motivate to strive for more.

Generalizing the concept of modern education and highlighting its essential features it is possible to refer to the aspects of the Good School (the notion of school comprises preschool institutions as well) discussed in the *Good School Concept* (2015), where two basic terms are among the most important –

education and learning. In the concept (2015: 3-4) it is indicated that: “Education is described by the following features: purposeful (selection of the aims and ways of education, planning of education based on knowing the children, monitoring, reflection and assessment of education); different for different (taking into account the differences in educational needs, choices, opportunities, styles and suggesting various opportunities of the pace, ways and techniques suitable to a child); flexible (applying various models of creating curriculum, grouping of children, using time, educational spaces and other resources); partnership friendly.

*Learning is described by the following features:* dialogue-based and investigating, interesting and bringing up (surprising, provoking, creating challenges, sufficiently broad, deep and optimally complicated); open and experiential (based on doubt, investigation, experimentation and creation, right to make mistakes, find one’s mistakes, correct them); personalized and self-governing (based on personal demands and questions, choice of learning objectives, pace, ways, sources and partners, self-monitoring and self-assessment); interactive (based on interactions and partnerships, dialogue-based, communal, network-based, going beyond school boundaries (global)); contextual, relevant (developing various competences necessary for contemporary life, related to life experience, preparing to solve actual global issues, use the variety of sources and information technologies)”.

### **Modern education in preschool educational institution**

Having discussed the concept and main features of modern education we should present the characteristics of contemporary children in brief and answer the question “What education do they need?” In scientific literature on generations it is emphasized that modern education also depends on knowing contemporary children or the children of the new (Z) generation, their opportunities and needs, the experience they have. The scientists of different countries indicate different features of contemporary children that are assessed quite controversially. Their analysis in more detail allows defining the following tendencies of the expression of the peculiarities of the new generation, the modern concept of which includes preschool-age children as well, both in positive and in negative aspect. The scientists (Alonderienė, 2015; Солдатова, Зотова, Лебешева, & Шляпников, 2013; Tougu & Soans, 2010) state that modern children are intellectual, special, self-confident, having strong will, new social behaviour, interested in culture, tolerant for cultural differences and politically active. However, there is also another approach of scientists (Gippenreiter, 2008; Targamadzè et al., 2015; Горлова, 2009) stating that

contemporary children are problematic, complicated, disobedient, having complexes, hyperactive, unable to focus attention for a longer time and remain focused, having problems with concentration and unable to finish a task, etc. However, in spite of children's controversially assessed characteristics it is possible to state that the children of today are not worse than their peers from the past. They are just different (Лясковская, 2015). As an exceptional feature of the children of today all aforementioned scientists indicate the special relation of this generation with information technologies that have big influence on children's development, their activity, life style and undoubtedly on the content of modern education. Scientists, researchers and teachers pay especially much attention to the investigation, assessments and analysis of the expression of the features of children as the new generation. The research helps to construct a new understanding of the meanings of the quality of preschool education, apply the strategies of modern education and make the process of modern education more effective.

Modern education in preschool institution is emphasized as establishing as favourable as possible conditions for children's education. Such concept of education obliges to pay much attention not only to educational activity but also to establish favourable educational environment for child's self-expression that becomes an important educational factor helping a free and creative personality to develop. One of the main objectives set for preschool educators and other teachers working in a preschool group is to understand children, recognize their needs, personalize their education, i.e. to create educational situations and environments corresponding to the individuality of every child (Methodical Recommendations for Preschool Education, 2015: 2). This objective is especially relevant for teachers working with contemporary children that are different in their nature, sociocultural experience, needs, life style and whose education requires individual attention because in many educational situations traditional educational methods applied and educational aids and forms used do not suit children any more. The market of technologies of Lithuania and other countries recently has been receptively reacting to the peculiarities of the children of the new generation, their educational needs, transformation and organization of the process of education. The internet programme for preschool education "Toggolino" (Germany), where preschool-age children playing virtual games are taught the basics of counting and writing, knowing the colours, they learn to collaborate, their visual and auditory concentration of attention is stimulated, can serve as an example (Šiekštelytė-Valkerienė, 2014: 55). In the Lithuanian internet space it is also possible to find various educational programmes based on the elements and situations of game, educational cartoons, e-aids meant for children of early, preschool age and junior schoolchildren. Using the tasks of creative and logical character, game elements, folklore genres



children in a way that is attractive and accessible to them are introduced with the basics of natural sciences, mathematics, language learning, gain competences that are necessary for a child.

Challenges set for modern preschool education dictated by the changed approach towards children and their education, issues of the accessibility and quality of education, child's achievements and their evaluation, child's competences depend to a great extent on teacher's professionalism. In recent years when quality is becoming the most important strategical direction of education a teacher should take much bigger responsibility for the process of modern education and its impact on every child. It means that the programmes of future teacher training should be focused on invoking and maturing of teacher's vocation and the development of features and competences characteristic to the profession (The Project of the Concept of Teacher Training in Lithuania and Its Substantiation, 2016: 3). In 2014 qualification requirements for teachers who implement the programmes of preschool or pre-primary education were made stricter (teachers must have higher pedagogical education and educator's qualification) as well as the requirements for teachers of study disciplines participating in the implementation of the programmes of preschool or pre-primary education (teachers have to have attended 40-hour courses). General Description of the Study Area Group of Education and Training, defining the essential requirements for study programmes of the training of preschool and pre-primary education teachers and for their quality, helps to ensure the quality of the training of early education teachers (Review of the Situation in the Lithuanian Education in 2013-2016, 2016: 11).

## **Conclusions**

The concept of modern education is inseparable from the concept of the quality of education. It is emphasized in the strategic documents of education of the European Union and Lithuania, the results of the national and international (TIMSS, PIRLS, PISA, etc.) assessment of students' achievements, research conducted by scientists and practice of education.

The concept of modern preschool education is focused on the most important achievement – maturing child's personality, on successful progress of his/her education and good achievements in all 18 fields of achievements.

Scientists pay much attention to the investigation, assessments and analysis of the expression of the features of children as the new generation. The research helps to construct a new understanding of the meanings and criteria of the quality of preschool education, helps to foresee and apply the strategies of modern education and makes the process of modern education more effective.

In modern preschool education teacher's preparedness for pedagogical activity mastering new competences necessary for the realization of teacher's new roles and functions is becoming especially important as well as his/her abilities to make himself/herself understood and understand contemporary parents, a modern approach towards children as the new generation, the disposition to construct modern preschool education as a process that is qualitatively important to children and that can have influence on child's academic achievements and life quality in present and in future.

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# PHYSICAL ACTIVITY OF CHILDREN IN PRE-SCHOOL AGE IN THE OPINION OF PARENTS AND TEACHERS FROM KINDERGARTENS IN UKRAINE

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**Abstract.** Bearing in mind the proper development of a young person, attention should be paid to shaping certain habits related to physical activity during childhood. The child's physical activity influences various parameters of his health, both today and in the future. In connection with the implementation of joint research between partner universities: Lesya Ukrainka Eastern European National University and Pope John Paul II State School of Higher Education in Biala Podlaska, Poland there was examined the level of physical activity of children aged 5-6 within one day including factors such as: age, sex, participation in sections in kindergarten and their leisure time. 250 children from kindergartens in Lutsk took part in the research. The research results showed that the majority of children show low activity, which may adversely affect their health. Therefore, there is a necessity to organize various kinds of physical activity classes for children, both in the family and in kindergarten.  
**Keywords:** child, daily energy consumption, level of physical activity, pre-school age.

## Introduction

Physical activity and proper eating habits have a very big influence on the health of society, and especially on the psychophysical condition of the youngest part of it, that is children. Adult life habits and attitudes presented by a man depend to a large extent on education in his/her childhood, in which a child learns, gets to know the system of values and shapes his personality. Researchers have shown that about 50 % of learning abilities develop up to the

fourth year of life and a further 30 % before the age of eight. In these years, the main nerve pathways are created, enabling lifelong learning. They will continue to form, but their foundations are formed during the mentioned period. Children, through regular exercise, greatly support brain development. This is because the so-called vestibular system is stimulated (Osiński, 2011; Janssen, 2007; Bruunsgaard, 2005). We recognize the importance of movement in the therapy of many developmental disorders and diseases, in the fight process among others against obesity, movement disorders, prevention of osteoporosis, treatment of cerebral palsy, etc. (Bielski, 2005; Bruunsgaard, 2005; Woynarowska et al., 2010).

Current research results show an increasing trend of limiting physical effort to mental effort and a static lifestyle (Merkel et al., 2011; Wasilewska & Bergier, 2015). There are many attempts to determine the desired level of physical activity, but due to interpersonal differences, it is difficult. It is assumed that the optimal dose of physical activity in children and adolescents is one that satisfies motor needs and stimulates body development. These needs are, as mentioned, different. Another is also the optimum needed to maintain health and other to improve it. Therefore, an important element in the voluntary undertaking of an activity is that its level is optimal for every human being (Barankiewicz, 1998; Cendrowski, 2002).

Some countries apply guidelines for the physical activity of children aged 3-6, developed by the National Association for Sport and Physical Education in the USA (Naspe, 2009). It is recommended for children of the above-mentioned age to have at least 120 minutes of physical activity at an average level (Vale et al., 2012).

In Canada, experts have developed guidelines for physical activity for children but from the age of 6. It is recommended for children of this age to have during the day at least 60 minutes of physical activity in a structural form, i.e. the planned one and several hours of natural activity. The child should not be in a sedentary mode during the day, but only less than 60 minutes. Gradually, children should be introduced to more complicated physical activities related to the development and strengthening of muscles. The guidelines included in the mentioned document also apply to teachers, i.e. people responsible for the safety of pre-schoolers, especially those related to substantive preparation as well as awareness of the importance of physical activity in child development (Timmons et al., 2007).

In Poland and in Ukraine, the choice of methods of working with children in kindergarten and the conditions for their implementation are decided by the teacher. This also applies to classes on physical activity. Therefore, the effectiveness of this type of activity depends on the teacher, his/her competences, commitment, creativity and personal predisposition.

Bearing in mind the concern for the proper development of the child and its needs in the field of physical activity and the lack of current publications on the publishing market on this issue, it should be noted that there is a need to conduct research on the diagnosis of physical activity among pre-school children. The research was carried out thanks to scientific cooperation between John Paul II State School of Higher Education in Biała Podlaska and Lesya Ukrainka Eastern European National University in Lutsk.

Since 2010, many different changes in the education system have been observed in Ukraine, including pre-school education, which is now an integral part of it. The state ensures the availability of kindergartens to all citizens. This approach of the state to the dissemination of pre-school education undoubtedly had an impact on increasing the percentage of children's participation in pre-school education. In 2016, about 80 % of children aged 3-5 attended kindergartens, and children aged 5-6 (7) to 90 %. Considering the fact that such a high percentage of children are covered by pre-school education, it should be stated that most of the day they spend in kindergarten, learn, develop their interests in sports, art, dance, music and so-called "additional" activities. However, only some children take advantage of the extensive offer of additional activities, because they are paid by parents.

The main objective of the research was to indentify the level of physical activity of children aged 5-6, who attend kindergartens in Lutsk. The more specific objectives of the study were to:

1. to determine energy consumption by children during the day,
2. to understand the level of physical activity of children, including sex and age and observing the differences.
3. to examine the statistical correlation between the level of physical activity of children and participation in sports, dance, outdoor walks or watching TV.

### **The methodology of the research**

The research was carried out in October 2017 in 15 randomly selected municipal kindergartens in Lutsk. A total of 250 children (50 % girls and 50 % boys) were examined, thanks to the help of their parents and teachers. The conducted research was objective because the measurements were made using a modified version of the International Physical Activity Questionnaire (IPAQ) adapted to the age of children (Biernat, 2007). It has been approved by the Ministry of Health and Hygiene of Ukraine and is used to assess the physical activity of pre-school children. In the description of the methodology for the use of the said tool, the recommendations of countries in which it can be used are listed, among them Ukraine and Poland have been listed (Recommendation of

the Ministry of Health of Ukraine, 169.11/39.2012). At this point, attention should be paid to the units used to measure energy consumption, used in each version of the IPAQ questionnaire, they are so-called metabolic equivalents of energy consumption, called “MET” for short. They have different values depending on the type of physical activity being performed. They allow using the acquired information on the durability of various (as to intensity) types of activity to determine the energy consumption of children and to assess their level of physical activity. After reading energy consumption “value” of particular types of physical activity, one of the five levels of physical activity that are presented in Table 1 is determined.

**Table 1 Classification of activity types in terms of energy consumption and intensity of physical activity**

<b>Intensity of physical activity</b>	<b>Energy consumption „MET” factor</b>	<b>Types of activity</b>
Minimal	0,9	Sleep, rest in a lying position.
Very low	1,3	Travelling by public means of communication, meal, reading, painting, watching TV, working at the computer, music classes, handicrafts, board games, resting in a standing position.
Low	2,6	Personal hygiene, pre-school activities, walking at a slow pace, cycling at a slow pace.
Average	4,0	Walking at a fast pace, walks, movement games, morning gymnastics, farm work, fast cycling.
High	6,0	Running, dancing, swimming, skiing, tennis, football, sport activities with a significant physical load.

*Source: Ministry of Health of Ukraine (2012). Оцінка добових енерговитрат для визначення рівня рухової активності дітей старшого дошкільного віку [Текст]: Методичні рекомендації (169.11/39.12). Мін. охорони здоров'я України, Нац. акад. мед. наук України, Укр. центрнаук.мед. інформації та патентно-ліцензійної роботи; [укл. Н. С. Полька [та ін.]- Київ: [б.в.], 2012.-16.*

### **Data analysis**

The analysis of the research results was primarily based on the inclusion in the IPAQ questionnaire (modified version for children) of the duration of the various activities that the child performs during the day, counted in minutes. Some information was obtained directly from parents, and some from teachers from kindergartens. This data has been written by teachers who know children well because they have classes with them. Based on the duration (in minutes) of each recorded activity performed by the child and multiplied by the corresponding MET value (read from the reference table of this method), the



real energy consumption of the examined child was obtained within 24 hours. In the second stage of data analysis, the arithmetic means of energy consumption values per day were calculated, taking into account the age of children and their sex. The correlation of indicators of general physical activity and individual types of child's activity were also counted, e.g. participation in sections in kindergarten, watching TV, during a walk, and others.

### The results of the research

As a result of the research conducted by five and six-year-old pre-schoolers, it was found that the total energy expenditure of children was 2044.41 “MET” contract units, with the ratio ranging from 1400.50 to 2874.60. The aforementioned value of the physical activity indicator corresponds to the level of activity “below average”. This level of physical activity is characterized by the limitation of the number and intensity of movements, which is conditioned by the lifestyle, irrational hygiene of the organization of the didactic and educational process in educational institutions, limiting the choice of physical education, lack of free time. Children with such a level of physical activity constitute a risk group of possible negative impact of hypokinesia on physical development and functional capabilities of the organism, formation of cardiovascular, endocrine and osteochondral disorders. Table 2 presents average energy consumption indicators per day by the examined children, taking into account their sex and age.

Table 2 Average energy consumption indicators during the day

No.	The age and sex of the children	Average energy consumption indicators during the day	Average energy consumption indicators during the day
1.	5-year- old girls	2087.35	2038.47
2.	6-year-old girls	1989.59	
3.	5-year-old boys	2021.00	2050.35
4.	6-year-old boys	2079.69	
	Total	2044.41	2044.41

The division of children into groups as to their sex and age allowed for the detection of differences in overall energy consumption. The highest energy consumption was recorded in the group of 5-year-old girls, and the lowest in girls, but older, i.e. at the age of 6. The average values of energy consumption in “MET” units (tab. 2) by children during the day, taking into account their sex and age, show that the physical activity of the examined children is not at the same level.

Based on the results of the tests, the following levels of physical activity were determined: high, above-average, average, below-average and low. Table 3 presents the percentage structure of children, including their sex, depending on the level of physical activity.

**Table 3 The level of physical activity of the examined children**

<b>Lp.</b>	<b>The level of physical activity</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
1.	High level	1%	1%	2%
2.	Above-average level	2%	2%	4%
3.	Average level	19 %	17%	36%
4.	Below- average level	15%	14%	29%
5.	Low level	15%	14%	29%
	Total	52%	48%	100%

Percentage indicators show that 36 % of children had physical activity at the average level. Unfortunately, these are not optimal data. As many as 29 % of children showed a level below the average and 29 % low level. From the point of view of child development and psychophysical regularities, activity at the average level is the most beneficial. Recommendations on physical health in relation to different age groups are set out in the Global Recommendations on Physical Activity for Health. A recommendation was made for children aged 5-9: “All children regardless of their sex, race, ethnicity and income level should be physically active every day as a part of play, games, sport, recreation in the context of school, kindergarten and family (WHO, 2010, p. 16-19) During the day the child should have a minimum physical activity of 60 minutes at the average level. Health benefits are provided above this activity. In addition, high intensity is recommended at least 3 times per week to strengthen muscles and bones (WHO, 2010). Therefore, a high percentage of children who did not show physical activity at the average level (over 60 %) is worrying. In such situations, the body is unable to utilize the calories it is provided with and to convert them into adipose tissue, and this leads to obesity.

Children in kindergarten participate in various sections, research results have shown that 26 % of children from all respondents take part in dance and sports sections. The level of activity of children exercising in the sections is presented in table 4. Percentage indicators show that 9 % of the examined children have physical activity above the average level, 66 % - average level, 13 % - below the average and 12 % - low level of physical activity.

Table 4 The level of physical activity of children exercising in sections

Lp.	The level of physical activity	Total
1.	High level	9%
2.	Above- average level	13%
3.	Average level	66%
4.	Below- average level	12%
	Total	100%

As it can be seen in Table 4, the level of physical activity of children exercising in sections is much better compared to the data in Table 3. It should be interpreted that in these children the range of optimal energy consumption for daily physical activity secures the normal development of physical and mental properties, the elevated level of functional capabilities of the body, preservation and strengthening of health. At this point it should be indicated that the mentioned activity was found only in those children who take advantage of activities in sections (26 %) and the remaining children, it is 74 %, do not take part in such activities. The factor limiting the availability of this type of classes is high costs.

Energy consumption was also measured during walks and watching television programs as well as when playing computer games. The largest energy expenditure was observed in children during walks. As it turned out, the reduction in the overall level of physical activity decreases at a time when children are watching TV programs or when they are engaged in computer games. This is associated with a gradual decrease in energy expenditure. Figure 1 presents average rates of energy consumption by children during the above-mentioned activities, taking into account the levels of physical activity.

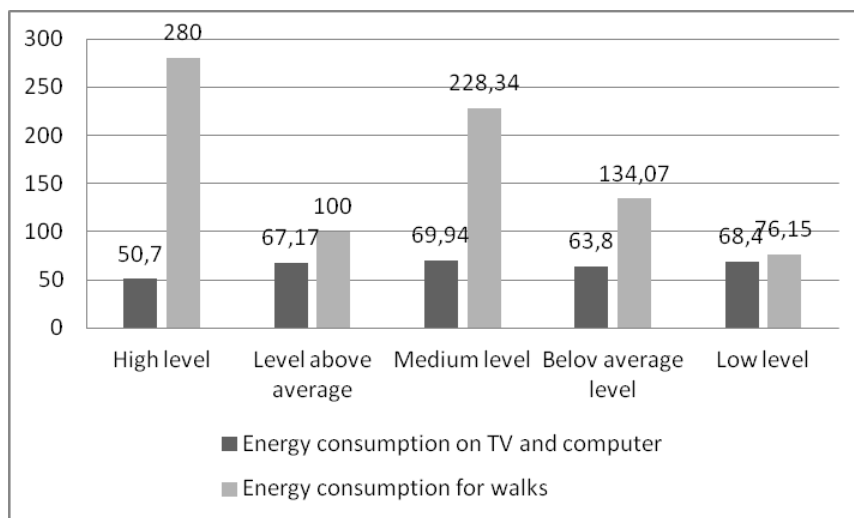


Fig. 1. Energy consumption indicators for walking, TV and computer games

In order to determine the relationship between the general level of physical activity and individual activities, a correlation data analysis was carried out. Direct correlation was determined using the Pearson test ( $p \leq 0.01$ ) between classes in sections, outdoor walks and general level of physical activity. The analysis of the data showed that there are statistically significant relationships between the mentioned variables. However, between the time of watching TV programs, playing on a computer and the level of physical activity, no correlation relationships were found.

## **Discussion**

The aim of the research was to determine the level of physical activity of children aged 5-6 who attend kindergartens in Lutsk, Ukraine. The research was carried out using the IPAQ tool adapted to pre-school children and recommended by the Ministry of Health of Ukraine. In general, the level of physical activity of the studied population was recorded below the average, in both girls and boys. European research on the level of physical activity should include research conducted in Denmark, Portugal and Poland depending on the age of children, their sex and even kindergarten. In these countries, research has shown a varied level of physical activity of pre-school children, even at the same calendar age. In Denmark, children's physical activity was examined using special devices called accelerometers. It was found that about 50 % of children aged 4-6 were active at the average level. The girls were less physically active compared to boys of the same age. Thus, the boys were more active (Pate et al., 2006).

In Portugal, in Porto children's activity was also tested using accelerometers and included children aged 4-6 during their stay in kindergarten for 7 consecutive days. The relationship between physical activity and childhood obesity was examined. The results of these studies have shown that boys are more active than girls and less obese (Vale et al., 2013).

In Poland, research on the physical activity of pre-schoolers aged 4-6 was conducted in 2017, similarly to Ukraine using the IPAQ tool. The results showed that about 50 % of the examined children show physical activity below the average level, and some children (15 %) - low level. High activity level was not recorded. As mentioned earlier in the article, low level activity is particularly unfavourable for children in developmental age which is the preschool age (Waszczuk et al., 2017).

It is also necessary to pay attention to the results of Swedish studies of 4-year-old children. It was a comparative study of physical activity of children within 5 days in kindergarten with activity at home during two weekend days. It turns out that the activity of children during the weekend is lower compared to

the activity in kindergarten during 5 days. At home, most children spend their free time with family in a passive way (Berglind & Tynelius, 2018).

Authors of the cited studies from these countries draw attention to the need to continue research on physical activity of children in the context of various factors, age and sex are important, but the family environment, playground activity, growth and weight indicators should be investigated. The research forecasts presented will certainly be implemented for children's health.

### Conclusions

The results of the study showed that the level of physical activity of the studied population of children aged 5-6 attending kindergartens in Lutsk is below the average. This level is unsatisfactory and may adversely affect their health in the future. There were significant differences in the level of physical activity of children depending on their age and sex. Definitely better results were observed in girls compared to boys, both in the age group of 5 and 6 years.

Therefore, it is proposed that kindergartens take part in the research project taking action to modify the existing work in the field of development of children's physical activity. These can be the ones that diversify activities in a physical form, more outdoor activities, and extending their duration. At the same time each kindergarten will adapt the conclusions presented to them according to their own capabilities and specificity.

The analysis of the research results showed the second aspect that will require a correction. This applies to parents who should spend their free time with their children in an active way, not passive. After coming home from kindergarten, children usually spend their time in front of the TV and computer, which may lead to the persistence of negative patterns in the future.

Results in the level of physical activity above the average and at the average level were noted only in 26 % of children taking part in sports and dance sections. It is therefore worthwhile to propose that kindergartens organize and diversify sections to increase the participation of children in them. Therefore, undertaking joint activities of kindergartens with parents will be a good prognosis in the area of developing physical activity of children. Bearing in mind the presented problems of physical activity of pre-school children, it should be noted that it will be the subject of further research.

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## САМОДЕЯТЕЛЬНАЯ ДЕТСКАЯ ГРУППА КАК ЭТАП СОЦИАЛИЗАЦИИ РЕБЕНКА

### *Self-Regulated Children's Group as a Stage Of Child's Socialization*

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**Abstract.** *The article is devoted to the study of the activities of one of the institutions of children's socialization – a self-regulated children's group. The self-regulated children's group is a voluntary gathering of children living in the same neighborhood. Until recently, such a group played a significant role in nurturing in a person such qualities that are required in society: the ability to negotiate with others, the ability to defend one's opinion in permitted manner, the ability to act in accordance with the rules accepted in society, the ability to work for the benefit of others, etc.*

**The aim of the study** was to determine the presence of the group as a socialization institution, the features of the group's emergence in a historical context, the characteristics of Latvian children's groups, their structure, territory, dwellings, activities.

*Child's participation in a self-regulated children's group is a necessary stage of socialization in a traditional society.*

*The study, based on which one can explain the existence of a self-regulated children's group, was made by M. V. Osorina. She examined the concept of the world in the consciousness of an individual and the formation of this concept at various stages of the child's development. The formation of the image of the world occurs due to the mastery of space: his own body, family home, the place where the child lives. The child's territorial space increases as he grows up. He inhabits each of these places, and goes from social-daily to deeply-significant knowledge. When the child's territory expands and goes beyond the boundaries of his yard, he lives in it with other children. In author's opinion, when they gather in groups, children begin visiting places that until then were forbidden. According to M. V. Osorina, this territory includes the "boundaries", "ways" along which every child loves to walk, and a "place" – the locus of space where a person satisfies any needs and experiences certain feelings. Such places are places for games, "scary" places, places of existential-philosophical and religious experiences, "interesting" places, places of meetings, places of solitude. A unique material was collected by the author about the "headquarters" that the children built in their territory.*

*The group facilitates the formation of a group identity through the development of the idea of "Us" in joint walks, games, pranks, etc. Belonging to the group is strengthened by the use of secret "languages", incomprehensible to the uninitiated.*

*An old study of R. Hurt (1978) reveals the features of territorial behavior of children in a small American town. He found that from 7 to 14 years of age, the boundaries of space that children live in expand rapidly. According to the author, this is due to the entry of children into school.*

*Boys always take up a space 1,5–2 times larger than girls. At the age of 14, children no longer tend to explore new spaces, but live within known limits.*

*Looking ahead, we would like to note that according to our data, at this age most children are already leaving the self-organized children's group. Consequently, the territory expands as long as the group needs it, and the active research behavior is more in the interest of the group than of each individual child.*

**Keywords:** *self-regulated children's group, group activity, peculiarities of relations in a normative and an antisocial group.*

## **Введение** **Introduction**

Актуальность исследования обусловлена состоянием общественных институтов, влияющих на процесс социализации детей. Существование однопотных и неполных семей, депопуляция народа в нашей республике в целом сужают самую близкую ребенку социальную среду, в котором происходит его вхождение в общество. Так, с 1991 года население Латвии сократилось более, чем на 700 тыс. человек, а процент детей в населении страны до достижения работоспособного возраста составляет в 2017 году 14,9 %, всего за год снизившись на 0,3 % (Demogrāfija, 2017).

Между тем, до недавнего времени, группа являлась важнейшим фактором социализации ребенка. Семью и дом рассматривают как первичную территорию социализации человека, а группу детей по соседству как форму стихийной социализации и расширения освоенного пространства (Мудрик, 2000).

Наше исследование носит в некотором смысле исторический характер. Группа детей разного возраста, проживающих поблизости, перестала существовать как социальный феномен. Как показывает наш опрос, родители перестали отпускать ребенка играть с другими детьми, боясь ответственности за недосмотр за ребенком, опасаясь несчастных случаев. Кроме этого, изменилась структура популяции. Так, количество рождающихся за год детей уменьшилось вдвое: с 41–42 тыс. человек в 1991 году до 21 тыс. в 2017 году (Krūmiņš & Krišjāne, 2017). В то же время, группы подростков оказывают все большее влияние на человека в период его взросления, и это влияние в большинстве случаев является контркультурным, оппозиционным по отношению к взрослым и их ценностям (Маслинский, 2012; Мигунова, 2009).

**Целью исследования** является определение особенностей самодетельной детской группы (состава, территории, деятельности, характера отношений внутри группы) в историческом аспекте как неотъемлемого фактора социализации ребенка.



**Методы исследования** включали *опрос, беседу и самоотчет* 803 взрослых, бывших участников детских групп, и качественный *анализ полученных материалов (описательно–аналитический метод)*. При анализе данных учитывался пол и возраст детей, место проживания (городская или сельская группа), а также регион Латвии, в котором вырос ребенок.

Исследование осуществлялось в несколько этапов. На *первом этапе* в ходе опроса было выявлено как наличие самодеятельной детской группы, так и долговременный характер ее существования. Поскольку проводившие исследование студенты (113 человек) проживали во всех исторических областях Латвии, а респонденты были их родными и близкими, а также соседями участников, появилась возможность проследить существование группы на конкретной территории на протяжении длительного времени.

На *втором этапе* было расширено количество респондентов с тем, чтобы опрашиваемые разного пола, а также возраста, представляли репрезентативную выборку. Эта задача не вполне удалась, т.к. мужчин в возрасте 50 лет и старше было гораздо меньше, чем женщин, как и респондентов, живших до Второй мировой войны. В связи с этим, выборки были разделены на довоенные (20–е –30–е годы), послевоенные (конец 40–х годов – 60–х), родительские (поколение 70–х – 80–х годов) и современные (90–е–начало 2000–х годов). При анализе полученных данных реконструировалась деятельность группы определенного временного периода и определенного региона. Важным представлялось показать деятельность группы в целом, отразить ее насыщенную, богатую событиями активность, а также определить качества нормативной группы.

На *третьем этапе*, участвующие в исследовании студенты, сами предоставили самоотчеты, в которых описывалась структура их группы и ее деятельность. Воспоминания о детстве как таковые в самоотчет не входили, т.к. он отражал установленные ранее характеристики группы (состав, территория, деятельность, характер отношений внутри группы). Опрос также касался только указанных аспектов. Поэтому группа предстала как мало меняющийся социальный институт, имеющий большое значение для ее участников.

На *четвертом этапе* было проведено изучение реально существующих самодеятельных детских групп в отдельных районах и городах с целью их классификации (нормативная или асоциальная).

Возрастной диапазон опрашиваемых очень широк – четыре поколения бывших детей. Самый старший участник опроса родился в 1903 году. Исследование продолжалось с 1994 по 2002 год.

## **Постановка проблемы** *Definition of problem*

Сведения о существовании самодеятельной, т.е. самостоятельно действующей, детской группы или сообщества детей, относительно независимых от взрослых, очень обширны. Многие этнографы и путешественники, изучая так называемые “отсталые” или традиционные общества, отмечали факт раннего отделения детей от взрослых, а также факт существования самодеятельной детской группы (Богораз–Тан, 1934; Косвен, 1957; Брайант, 1953; Мид, 1988). Считалось, что такая группа является составной частью именно традиционного или примитивного общества.

На каком–то этапе жизни дети образуют как бы свое общество, живут, добывают пищу, упражняются, играют. Во многих случаях такая свобода включает и свободу взаимоотношений с представителями противоположного пола, а также известную свободу от моральных установок взрослого общества. С молчаливого согласия взрослых детям позволено нарушать некоторые законы (охотиться в неполюженном месте, воровать добычу у представителей соседнего племени и т. п.).

Группа, о которой идет речь, обычно объединяет детей от 6–8 лет до наступления половой зрелости. Именно до этого возраста детей еще продолжают кормить грудью в традиционном обществе (Эриксон, 1996). Дети более раннего возраста, хотя и привлекаются к занятиям взрослых, еще очень малы, чтобы жить самостоятельно (Базанов, 1934; Мид, 1988). Поскольку дети в том качестве, в котором они находились в самодеятельной группе, не способны быть нормальными полноценными членами взрослого общества, для их возвращения требуются чрезвычайные меры. При обряде инициации – посвящения – детей подвергали жестоким моральным и физическим испытаниям, устрашению, в результате которых индивидуализм, непокорность и самоуправство ребенка оказывались сломленными. Их место занимало нормальное, с точки зрения общества, духовное содержание, в том числе и социальное. Характер испытаний при инициации зависел как от реальных трудностей, которые ожидали человека в качестве взрослого члена общества, так и от степени отклонения в нормах морали и поведения молодого поколения. На существование такой связи в свое время указал Э. Эриксон (Эриксон, 1996).

Возраст детей группы, как мы уже упомянули, был от 6–8 до 12–14 лет. Перед обрядом инициации выбранных для этого детей отделяли в особую группу, где испытуемых готовили к обряду.

По данным выше указанных авторов (за исключением работ М. Мид, где отдельно анализируются особенности взросления мальчиков и девочек,

(Мид, 1988)) трудно определить состав группы по половому признаку, так как наблюдатели писали просто “дети”. Есть основания предполагать, что в большинстве случаев речь идет только о группе мальчиков.

Д. Б. Эльконин в своем труде приводит данные М. О. Косвена, который в своих “Очерках истории первобытной культуры” на основе обобщения широкого этнографического материала пишет: “С необычайно раннего возраста дети, в особенности мальчики, становятся в значительной мере самостоятельными. Уже с трех–четырёх лет мальчики большую часть времени проводят со своими сверстниками, начинают по–своему охотиться, ставят западни на птиц, умеют уже управлять лодкой и т. п. В шесть–семь лет они часто живут уже совершенно самостоятельно, нередко в отдельной хижине, ведут более сложную охоту, ловят рыбу и пр.” (Эльконин, 1978).

Наличие жилища у членов самодеятельной детской группы и его тип зависели от климатических условий, в которых жил народ, а также от трудностей при его постройке. В теплом климате Меланезии соорудить хижину не представляло для детей особого труда (Мид, 1988). В условиях Севера, естественно, выжить отдельно от взрослых было невозможно. Дети народов Севера лишь изредка использовали в качестве общих помещений ледяные пещеры. Так как чукотскому ребенку с 6–7 лет не разрешали заходить в ярангу до наступления темноты в любую погоду, то дети отыскивали место, где отдохнуть в пургу (Рытхеу, 1967)). Современные дети африканского народа масаев вообще живут в отдельной деревне, в которую взрослые ходят только изредка.

Занятия детей самодеятельной группы освещены в литературе наиболее широко. В своем труде о происхождении детской игры Д. Б. Эльконин обобщил очень большой круг этнографических источников. Поскольку исторически предшественником игры у детей Д. Б. Эльконин считал труд, его выводы о занятиях детской группы представляются убедительными и ценными для нашего исследования. Они позволяют оценить детскую группу как важный социальный институт. Главное внимание автора было обращено именно на занятия детей. Автор отметил, что в традиционном обществе занятия детей не отличаются от таковых у взрослых, а орудия труда являются уменьшенными функциональными копиями орудий взрослых. Играют дети мало, очень редко в литературе описываются ролевые игры (Эльконин, 1978).

М. Мид также заметила бедность сюжетов и фантазии в играх детей в племенах, которые она изучала. Таким образом, дети в самодеятельной детской группе просто живут, самостоятельно выживают и, в конце концов, их возвращают в общество (Мид, 1988).

Существование такого устойчивого образования как самодеятельная детская группа свидетельствует о ее необходимости, встроенности в

систему воспитания молодого поколения в традиционном обществе. Учитывая, что группа все время пополняется новыми детьми взамен выросших, она в известном смысле вечная. На основе анализа литературы можно сделать *вывод о некоторых полезных функциях, которые выполняет группа в процессе социализации детей.*

Дети учатся выживать, сосуществовать с природой, совершенствуют первоначально показанные взрослыми способы добывания пищи, постройки жилищ. Дети фактически сами себя кормят. Таким образом, взрослые освобождаются от дополнительной ноши заботиться о них. Только в трудные периоды взрослые и дети вновь объединяются (Базанов, 1934; Богораз–Тан, 1934; Косвен, 1957; Брайант, 1953; Мид, 1988).

Дети безнаказанно нарушают запреты, установленные взрослыми. Таким образом, не подвергаясь немедленному наказанию, они убеждаются в их обоснованности на своем собственном опыте, понимают их смысл.

В детской группе очень быстро происходит уменьшение агрессивности ее членов, поскольку стиль общения детей между собой гораздо жестче, чем у взрослых. Этому способствует и разновозрастной состав группы. Исследования агрессивности подтверждают факт снижения агрессивности ребенка при попадании его в детскую группу и снижения агрессивности при помещении младшего ребенка в группу детей старших по возрасту (Хекхаузен, 1982).

Взрослые члены общества избавлены от необходимости реагировать на незрелое поведение ребенка. Традиционное общество избавлено от противостояния поколений, а его дети терпимы к взрослым.

Следовательно, пребывание ребенка в самодеятельной детской группе является необходимым этапом социализации в традиционном обществе.

Исследование, опираясь на которое можно объяснить существование самодеятельной детской группы в настоящее время, провела М. В. Осорина.

Она рассматривала концепцию мира в сознании отдельного человека и формирование этой концепции на разных этапах развития ребенка. Формирование образа мира происходит вследствие овладения пространством: своего тела, отчего дома, места, где ребенок живет. Территориальное пространство ребенка увеличивается по мере его взросления. Он познает каждое из этих мест, притом переходит от социально–бытового к глубинно–значимому познанию. Когда территория ребенка расширяется и выходит за границы своего двора, он обживает ее совместно с другими детьми (Осорина, 1999).

По мнению автора, собираясь в группы, дети начинают посещать места, до того времени бывшие запретными. Эта территория по М. В. Осориной, включает в себя “границы”, “пути”, по которым любит ходить каждый отдельный ребенок, и “место” – локус пространства, где существо

удовлетворяет какие-либо потребности и испытывает определенные чувства. Такими местами являются места для игр, “страшные” места, места экзистенциально-философских и религиозных переживаний, “интересные” места, места встреч, места уединения. Уникальный материал был собран автором о “штабах”, которые строили дети на своей территории.

Группа способствует формированию групповой идентичности через проработку идеи “Мы” в совместных прогулках, играх, шалостях и т. п. Принадлежность к группе усиливается использованием тайных “языков”, непонятных непосвященным.

В исследовании Р. Харта раскрываются особенности территориального поведения детей маленького американского городка. Он установил, что с 7 до 14 лет границы пространства, которое обживают дети, стремительно расширяются. По мнению автора, это связано с поступлением детей в школу. Мальчики всегда занимают территорию в 1,5–2 раза большую, чем девочки. В возрасте 14 лет дети уже не склонны исследовать новые пространства, а живут в известных им пределах (Hart, 1978). Забегая вперед, отметим, что по нашим данным в таком возрасте большинство детей уже выходит из самостоятельной детской группы. Следовательно, территория расширяется до тех пор, пока это нужно группе, а активное исследовательское поведение – скорее в интересах группы, а не каждого отдельного ребенка.

В настоящее время увеличилось количество исследований, посвященных детской субкультуре, в которых группа детей и подростков (обычно всех детей независимо от возраста называют «дети») рассматривается как фактор сохранения и передачи специфического содержания субкультуры: ценностей, традиций, ритуалов, языка и фольклора, артефактов и т.п. (Майорова–Щеглова, 2009; Дейч & Галеева, 2017; Гаврилова & Морозова, 2013) и др. Некоторые авторы рассматривают ценности группы, как автономные, т.е. создаваемыми в самой группе (Майорова–Щеглова, 2009), другие (Гаврилова & Морозова, 2013) считают субкультуру зависимой от взрослой культуры.

Утверждается, что детские группы, сегрегированы по признаку пола с дошкольного возраста (Мальц, Боркер, Хартуп, & Маккоби, 2000) по (Rohmann, 2005) их члены враждебны по отношению к другим группам, они устроены по образцу неформальных образований в тюрьме (есть главари, отверженные и т.п.) (Мудрик, 2000). Отмечается увеличение влияния криминального мира на детские группы, нормы которого накладываются на структуру и деятельность группы (Салагаев, 2005), а также жесткий контроль группы за своими членами.

В исследованиях речь идет о группах подростков (после 14 лет), которые возникли скорее всего в рамках формальных официальных групп

(одновозрастные, оппозиционные к взрослым), и которые слабо связаны с ценностями общества.

## **Изложение материала**

### ***Results***

#### ***Состав группы***

Наше эмпирическое исследование посвящено самодеятельной детской группе в Латвии. Ее можно определить, как группу, самостоятельно создаваемую детьми по месту жительства вне официальных институтов воспитания, однако связанную с взрослыми. Выяснилось, что подавляющее большинство опрошенных принимали участие в самодеятельной детской группе. В нее входили дети от 6–7 до 14 лет. Из всех опрошенных только около 15 % росли вне группы. Гораздо меньше дети участвовали в группах во время войны (запрет играть в лесу, раннее включение в трудовую деятельность). Но уже в первые послевоенные годы практически все опрошенные активно в них участвовали.

Обращает на себя внимание факт, что взрослые (родители опрошенных) знали или догадывались о существовании группы, но относились к этому с пониманием и не запрещали ребенку там бывать. Так же терпимо относились взрослые к фактам проделок детей, о чем речь ниже. Это заставляет думать, что самодеятельная детская группа, хоть и негласно, контролируется взрослыми. Механизм контроля основывается, прежде всего, на ценностных ориентациях семьи. Ребенку с определенного момента доверяют, так как знают, что ничего особо плохого он не сделает.

Половой состав группы, где позволяли обстоятельства, всегда смешанный – участвуют дети обоих полов. Иногда дети близлежащих домов, объединяющиеся в группу, бывали одного пола. Группа, особенно у людей старшего поколения, иногда состояла из родственников. Так как детей в семье было больше, они чаще играли вместе. Однако в родственной группе, по сравнению с “чужой”, было больше конфликтов, жалоб родителям и меньше эмоциональная удовлетворенность общением. Участники отмечали, что больше любят играть с чужими детьми.

Никакой дискриминации по половому признаку не обнаружено. Как правило, не было и дискриминации по национальному признаку, особенно в городских группах.

Особое внимание привлекло то обстоятельство, что в каждой группе был и “негласный” участник. Это был взрослый, который всегда замечал детскую группу, следил за ее перемещениями, делал замечания. Не принимая детского поведения и особенно его отклонения от норм взрослого общества, такой участник фактически находился на социальном уровне

детей, т.к. дела группы его очень интересовали. Характерно, что проделки, которые чинили дети по отношению к нему, не были по мнению участников особо плохими. Так, в одной из групп мальчик забрался на крышу сарая, чтобы напугать взрослого. Когда тот зашел в сарай, чтобы подоить корову, ребенок стал прыгать на крыше. Ветхая крыша провалилась, и ребенок упал внутрь.

В группе были также кандидаты в участники – дети 5–6 лет. Их редко брали с собой, так как они быстро уставали, не могли убежать с места происшествия, могли выдать тайны.

Выяснилось, что в самодеятельной детской группе устанавливаются иерархические отношения.

Иерархические отношения в группе детей имеют свои особенности. В целом ценностные ориентации группы зависят от таковых у старшего ребенка. Однако дети противятся особо дерзким планам и оспаривают их (“Я не буду в этом участвовать, это плохо”). Поэтому происходит отбор целей деятельности группы по степени соответствия моральным требованиям, которые дети усвоили в семье. Если группа все же совершает недопустимый в моральном плане поступок, она распадается. Участники избегают общения друг с другом, а о происшедшем вспоминают со стыдом.

Таким образом, самодеятельная группа детей из нормальных семей может существовать только в некоем моральном поле, заданном обществом. Этим описываемая нами группа отличается от асоциальной детской группы, которая не только не зависит от общества, но и настроена по отношению к нему враждебно. В последнем случае происходит резкое снижение ценностных ориентаций группы и ее проделки становятся дерзкими, циничными и разрушительными.

В установленном нами факте связи характера деятельности группы и ее ценностных ориентаций нет ничего нового. Это в свое время открыл А. В. Петровский при исследовании социально–психологических характеристик группы (Петровский, 1982). Мы лишь хотим подтвердить, что группа является этапом социализации лишь будучи зависимой от общества. Если она “отпадает” от общества, то из этого состояния никогда не поднимется до уровня нормальной самодеятельной детской группы, так как социальная (вернее, асоциальная) идентичность формируется на фоне очень слабой личностной идентичности. Иерархия в асоциальной группе сродни отношениям в тюремном сообществе.

За годы наших исследований изменился характер детской группы. Поскольку в сельской местности детей очень мало, самодеятельных групп фактически не осталось. Они стали формироваться на основе формальных групп (например, школьных классов), представляя альтернативу формальной группе и взрослому сообществу.

Вернемся к характеристике самодеятельной детской группы. Участники подчинялись обычно старшему по возрасту ребенку, будь то мальчик или девочка. Положение в группе ребенком никогда не оспаривалось, но принималось как должное. Старшим детям подчинялись охотно. Ребенок бывал всегда доволен своим положением, т.к. низкого статуса в нормальной группе не существовало. Это напоминало семью, где при нормальной иерархии никто не претендует на место другого.

Конфликтов в группе было очень мало и происходили они почти исключительно между сверстниками, т. е. детьми одного возраста. Отношение старшего в группе к младшим детям и самих детей друг к другу было дружелюбное и помогающее. Участники группы помогали товарищам справиться с травмами, спрятаться, когда попадались на проделках и т. д.

### ***Территория группы***

Территория группы сильно различалась у городских и сельских детей. По размеру самая большая территория бывала у детей из провинциальных городков. Так, в городке У. с населением 1200 человек территория группы простиралась от знака въезда до знака выезда из города. Время от времени дети помечали официальные знаки своими отметинами: раскрашивали, заклеивали и т.п. За этим следовала территория сельских самодеятельных детских групп, а затем – городских.

Территория сельской группы находилась в отдалении от обжитых мест, но не очень далеко, так, чтобы дети могли достаточно быстро туда попасть. Место, где дети проводили основную часть времени, бывало отделено кустами или живой изгородью. В лесу дети редко устраивали места сбора, как и у отдельно стоящих деревьев.

Места, принадлежащие группе, передавались “по наследству” от поколения к поколению детей. Иногда места становились недостаточно защищенными вследствие хозяйственной деятельности взрослых. Так, на территории одной из групп в Видземе проводились работы по осушению земель. Дети, работая все свободное время, засыпали канавки, но утром рабочие их восстанавливали. Сами дети понимали незаконность таких действий и не могли разумно объяснить своих поступков.

Кроме мест для сбора и для игр, на территории группы бывали наблюдательные пункты – “штабы”. Их сооружали на деревьях из досок, палок, жести и других подручных материалов. Во многих местах на территории Латвии в начале исследования были обнаружены такие штабы.

В сельских группах штабы строились реже. Это объясняется, видимо, большей свободой детей в выборе убежища и наблюдательного пункта и большим количеством естественных укрытий на территории группы.

Таким образом, жилища можно было условно разделить на самодельные и используемые. Самодельные жилища очень разнообразны,



но у мальчиков это настоящие укрытия, в которых можно жить (землянки, блиндажи, пещеры), а у девочек – временные пристанища (навесы из лоскутов, шалаши, укромное место в кустах), которые скорее обозначают жилище, чем являются им. Если группа разделялась на чисто женскую и мужскую, дети тайно посещали жилища друг друга. Интересно отметить, что дети восхищались работой друг друга.

Самодельная детская группа имела также свои “охотничьи угодья” – места для добывания пищи и других ресурсов. Они включали заросли ягодников, орехов, щавеля, заячьей капусты, а также, частично, огороды местных жителей и их сады.

Питание детей группы менялось от поколения к поколению. Дети начала XX века не могли выносить из дому пищу (“Не ходи по улице с куском!”): ее следовало освятить молитвой и съесть за столом. Крошки следовало собрать и съесть. Пищей дорожили, к тому же время для еды было довольно строго определено. Поэтому, как описывали сами участники групп, есть не хотелось, и из дому ничего не выносили. В более голодные военные годы еда стала большой ценностью и также никогда не похищалась.

Дети поколения 70–80-х годов довольно часто выносили пищу из дому, чаще всего хлеб, однако, как сами признавались, не любили этого делать. Сама суть пребывания в группе – выживание без помощи взрослых – требовала иного способа добывания пищи. Дети находили и пекли на костре съедобные грибы, собирали корни, ягоды, орехи, множество съедобных трав (щавель, заячья капуста, чина клубненосная, медуница, акация (цветы) и др.). Хорошо знали дети ядовитые свойства растений. За еду главным образом отвечали девочки. Они же иной раз пробовали неизвестные растения. Выяснилось, что размер группы влиял на исследовательское поведение девочек. Чем меньше группа, тем чаще случались случаи “неправильного” употребления растений в пищу. Можно считать, что дети питались как вегетарианцы, так как опрошенные ни разу не упомянули о животных трофеях. Более того, всех найденных погибших птиц, зверей хоронили и оплакивали.

На территории группы находилось кладбище для животных и птиц. Его устраивали в уединенном и тихом месте. В сельских группах кладбище существовало десятки лет. Есть факты, свидетельствующие, что на одном и том же кладбище хоронили животных три поколения детей – бабушки, матери и внуки (несколько групп в Курземе, Видземе, Латгале). В исследовании Е. Е. Бычковой (Бычкова, 2012) описаны сложные практики захоронения детьми животных, птиц и насекомых, которые повторяют погребальные обряды взрослых. Мы не выявили такого заимствования, хотя некоторые дети ставили на могилы животных кресты.

В группе имелись места, где дети пугались: заброшенные дома, подвалы и т. д. Интересно отметить, что страшным казалось что-то разрушенное, сломанное, т. е. в известном смысле оскверненное. Надо отметить, что уровень страха и тревожности, связанный с природой был очень низким. Это очевидно связано с характерным для группы бережным отношением к природе вообще и к природным ресурсам в частности. Дети никогда не ломали кустов просто из озорства, не портили насаждения в чужом саду (хотя и брали с него часть урожая).

Территория городской группы была более компактной и чаще включала уже готовые постройки (сарай, чердаки, подвалы и т. д.). Иногда дети занимали незаконченную стройку. Главный штаб имел обычно два выхода. Природа в городской группе бывала представлена одним деревом или несколькими кустами. Часто у городской группы была “загородная” территория – лес или поле, которые взрослые запрещали посещать, так как она находилась в отдалении от места жительства (Рига, конец 40–х, 70–е–80–е и 90–е годы).

“Добыча” городских детей состояла из пустых бутылок, еще годных вещей со свалок и других отходов. Своя специфика была и в добывании пищи. Так, в 80–е годы дети одной из групп сторожили место, где стояла очередь за квасом из бочки. Когда люди расходились, а бочку увозили, дети просеивали землю и добывали достаточно много мелочи, которой хватало на лимонад и хлеб. Эта деятельность продолжалась, пока детям не надоело.

В послевоенных городских группах в качестве элемента территории появились так называемые “секретки”. “Секретик” представляет собой маленькое хранилище для “сокровищ”, состоящих из бусинок, камешков, картинок и цветов, которое устраивается в ямке. Сверху ямка прикрывается стеклом и присыпается землей, а затем землю раздвигают и делают окошко. Подобная практика была неизвестна более ранним группам.

В работе М. В. Осориной дается объяснение указанному элементу детской деятельности российских детей. “Секретиками” дети помечают территорию, принадлежащую группе, воздают природе за тот ущерб, который ей наносят, и приносят жертву. Кроме того, “секретик” придает месту очарование, как бы освящает его.

Можно считать, что “секретки” – чисто славянское заимствование в латвийских группах, так как группы, деятельность которых протекала в глубинке, о нем даже не слышали. Думается, специфика отношения к природе у самодеятельной детской группы на территории Латвии (очень бережного), делала жертву природе ненужной. Характерно, что среди самых больших грехов периода группы дети вспоминают какой-либо вред, причиненный природе (вырвали цветок в лесу, вбили гвоздь в ствол дерева и т. п.).

Важным элементом консолидации группы были специальные средства общения. Дети придумывали приемы, позволяющие общаться с членами группы так, чтобы посторонние не понимали. Это и специальные знаки на стенах, на дороге, на деревьях, и специальные языки, и шифрованные записки. Языковое творчество детей было очень широким, но больше выдумки проявляли городские дети. Язык помогал распознавать “своих” и усиливал групповую идентичность. Интересно, что даже в пределах своей территории члены группы любили говорить на специальном языке.

### ***Деятельность самодетельной детской группы***

Главной деятельностью группы, помимо обустройства территории и осуществления насущных нужд, были проделки. Перечень проделок очень велик. Это и подглядывание за соседями, и обзывание пьяных взрослых, и уничтожение у пьяных взрослых бутылок с алкоголем, и попытки напугать кого-либо, и посещение соседских огородов и садов. Как уже упоминалось, воровство с огородов и садов дети не считали большим проступком. В последнем случае жалобы на детей поступали только тогда, когда они наступали на грядки, обламывали ветки и т.п. Это еще раз подтверждает факт терпимого отношения большинства взрослых к детским проделкам.

*Условно проделки детей можно разделить на несколько групп:*

1. Обустройство территории и жилищ с использованием материалов, добытых не совсем законным путем.
2. Деятельность по добыванию еды.
3. Игры, объединяющие игру с реальной действительностью.

На определенном этапе развития группы дети как бы включают в свои игры реальный мир, т. е. нарушают законы как самой игры, так и законы реального мира.

В одной из групп, например, дети, усевшись за кустами, следили за соседями и заводили на них полицейские “досье”. Досье были именными, т. е. на каждого из соседей отдельно. Например, “Янис Озолс вел машину в состоянии алкогольного опьянения”. В “досье” заносились данные о том, кто и когда ехал с превышением скорости, кто ругался со своей женой или похитил чужое имущество. Детский “суд” “присуждал” подозреваемому различные сроки заключения. Когда “досье” стали очень обширными, детям стало казаться, что они занимаются чем-то плохим. Они отнесли папки в урну и подожгли. Урна загорелась, а за ней – деревянная стена дома, и люди вызвали пожарников. Сидя в укрытии, дети с ужасом следили за происходящим и тут же поклялись никогда не осуждать других людей.

Данный случай очень показательный в том отношении, что соединение игры с реальной действительностью чаще всего оканчивается плачевно. В данном случае дети нарушили нравственный закон неприкосновенности личности. По отношению к заведомо виноватым в чем-то людям, например,

пьяным, чувство вины было меньше, однако тоже присутствовало. Всякий раз, когда дети включали в свою деятельность взрослых без их ведома, игра переставала нравиться и заканчивалась с неприятным чувством. Единственным взрослым, общение с которым в рамках самодетельной детской группы приносило радость, был взрослый, который преследовал детей, делал им замечания, т. е. фактически участвовал в группе.

Выяснилось, что у представителей старшего поколения (довоенное поколение) занятия в группе включали проделки очень редко. Они как бы перемещались во времени и принадлежали юношеству. В силу этого их характер был более дерзок. В этом возрасте группа становилась однородной по половой принадлежности.

Кроме проделок и шалостей, отдельные группы иногда совершали и добрые дела. “Период добрых дел” следовал после бурного периода проделок. Добрые дела включали в себя помощь престарелым соседям, очистку истоков и русла ручьев, уход за брошенными могилами на кладбище.

Проделки играли очень важную роль в коррекции нравственных и моральных норм участников группы. Дети в своих самоотчетах описывали отношение к принимаемым группой решениям.

Многие противились сомнительным предприятиям, замышляемым другими детьми. Кроме этого, сами проделки вызвали у детей противоречивые чувства, которые с течением времени перерастали в твердое убеждение о недопустимости аморальных действий.

К аморальным действиям дети относили неуважительное отношение к людям, высмеивание людей, ущерб природе, включение в свои игры в качестве героев посторонних людей, собственная инициатива в делах, относящихся к компетенции взрослых, присвоение чужого имущества, жестокое отношение к животным и т. д.

В ходе исследования были выявлены *особенности отношений* в самодетельной детской группе.

- Группа построена иерархически.
- Лидером выступает старший член группы.
- Решения в группе обсуждаются и оспариваются.
- Каждый отдельный член группы не зависим от группы, т.к. он подчиняется ей добровольно.
- Уровень идентичности личности выше, чем групповая идентичность.
- Члены группы в целом лояльны к взрослым.

**Особенности отношений в асоциальной детской группе:**

- Группа устроена по принципу криминального сообщества.
- Главарь группы жестко контролирует членов группы и пресекает попытки бунта.
- Решения о действиях группы принимаются главарем и его приближенными.
- Все члены группы зависят от групповых решений.
- Групповая идентичность у членов группы выше, чем личностная.
- Дети враждебно настроены по отношению к взрослым и к обществу в целом, особенно когда они находятся в группе.

В последнее десятилетие самодеятельная детская группа как институт традиционной социализации практически исчезла. По нашим данным, стали формироваться неформальные группы в рамках школьных классов. Они в большинстве случаев одновозрастные. Большинство из них устроены как асоциальные детские группы, поскольку ослабла связь с ценностями взрослого общества и исчез контроль со стороны родителей, т.к. группа перестала быть соседской, т.е. территориальной. Вследствие этого влияние групповой деятельности на развитие каждого ребенка скорее негативное, т.к. в рамках такой группы ребенок несвободен и зависим от асоциальных установок группы.

### **Выводы** *Conclusions*

Анализ полученных в нашем исследовании данных позволяет сделать некоторые выводы:

Самодеятельная детская группа – очень устойчивое образование, которое охватывало раньше почти всех детей. В силу этого, она играла важную роль в социализации детей в возрасте от 6–7 до 14 лет.

Самодеятельная детская группа – первое человеческое сообщество, где ребенок чувствует себя безусловно счастливым, так как:

- оно построено на добровольных началах;
- ребенок доволен местом, занимаемым в группе;
- он справляется с возникающими перед ним задачами.

В нормальную группу включаются дети, уровень личностной идентичности которых превышает уровень групповой идентичности. Это соотношение указанных уровней сохраняется на всем протяжении участия отдельного ребенка в группе.

Нормальная группа является частью общества. Взрослые относятся к ней терпимо, знают о ее существовании и о характере деятельности детей.

Существует духовная преемственность между ценностями взрослых и детей – участников группы.

Самая важная часть деятельности группы, проделки, способствует коррекции ценностей каждого ее участника. Проделки являются своего рода “прививкой” против асоциальных поступков человека.

Если в группу объединяются дети, потерявшие (или не имевшие) духовной связи с воспитавшими их взрослыми, группа становится асоциальной. Групповая идентичность со временем становится выше личностной, и ребенок становится зависим от групповых ценностей, которые в силу оторванности группы от взрослых бывают очень низкого уровня. Пребывание в такой группе не способствует личностному росту ребенка, оно заменяется подчинением групповым нормам. Возвращение из такой группы к ценностям общества для каждого из участников проблематично. Оно, очевидно, возможно только при повторной первичной социализации каждого отдельного участника асоциальной группы, т. е. при живом участии доброго взрослого в судьбе каждого отдельного ребенка.

### Summary

Our empirical research is devoted to a self-regulated children's group in Latvia. It can be defined as a group created independently by children outside the formal institutions of education. For the collection of data, **methods** such as *a survey, a conversation and a self-report* were used. The age range of the respondents is very wide – four generations of former children (about 800 respondents). Students of the RTTEMA (RPIVA) took part in the study. The analysis of the data considered the sex and age of the children, the place of residence (urban or rural group), as well as the region of Latvia where the child grew up. The composition of the group, its territory, habitats, nutrition of the group members, main activity was studied.

In the process of research, the peculiarities of relations in a normative and in an asocial self-regulated children's group were determined.

The normative group is built hierarchically, the leader of the group is the senior member of the group, the decisions in the group are discussed and contested, each individual member of the group is independent of the group as he obeys it voluntarily, and the development of the identity of the individual is higher than the group identity. Members of the group as a whole are loyal to adults.

The antisocial children's group is organized according to the principle of a pack, the group leader strictly controls the members of the group and suppresses attempts of rebellion, decisions about the group's actions are taken by the leader and his associates, and all members of the group depend on group decisions. Group identity among members of the group is higher than personal. Children are hostile to adults and society in general, especially when they are in a group.

**Conclusions.** The analysis of the data obtained in our study allows us to draw some conclusions:

The self-organized children's group is a very stable formation, which until the beginning of the 90s covered almost all children. Because of this, it played a significant role in the socialization of children between the ages of 6–7 and 14 years.

The self-organized children's group is the first human community where the child feels absolutely happy, because:

- it is built on a voluntary basis;
- the child is happy with the place occupied in the group;
- he copes with the tasks arising before him.

The normal group includes children whose level of personal identity exceeds the level of group identity. This ratio of these levels is maintained throughout the duration of the participation of an individual child in the group.

A normal group is a part of society. Adults treat it tolerantly, they know about its existence and the nature of the activities of children. There is a spiritual continuity between the values of adults and children – members of the group.

The most important part of the group's activities is tricks or pranks, which contribute to the correction of the values of each participant. The tricks are a sort of “vaccination” against the person's antisocial behavior.

If the group is formed by children who have lost (or did not have) a spiritual connection with the adults who brought them up, the group becomes antisocial. Group identity over time becomes more personal, and the child becomes dependent on group values, which, due to the severance of the group from adults, are very low.

Participation in such a group does not contribute to the child's personal growth, it is replaced by subordination to group norms. Return from such a group to the values of society for each of the participants is problematic. It is obviously possible only with the repeated primary socialization of each individual participant in the antisocial group, that is, with an active participation of a kind adult in the fate of each individual child.

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## PRE-SCHOOLER QUESTIONS ENCOURAGING COGNITION

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**Abstract.** *when pre-schooler learns language, development of his cognitive processes changes, ability to classify and generalise rises. Child's needs and interests encourage him to ask, answer, think, act. Word meanings are used and sought in various speech situations, especially when expressing all known, unknown, understood, not understood verbally. Asking and answering questions requires certain vocabulary, ability to formulate thoughts and find contact with communication partner in dialogue.*

**Aim:** *study of the pre-schooler question content, influence thereof on formation of cognitive interests.*

**Methods and materials:** *analysis of theoretical literature, observations, conversations with children, writing down and analysing their spontaneous questions and creating question situations. Pre-schooler questions and their variety was analysed grouping by various criteria, reflecting diversity of children interests and ability to understand meaning of different words.*

**Conclusions:** *progress of pre-schooler cognitive interests is expressed in their questions. When asking questions, child's vocabulary becomes more expanded, which is related to the fact that perception of the world around us is enlarged and deepened. Adult responsiveness, ability to listen, patience in seeking answers, explaining unclear, encouraging to think and ask the next questions all are significant factors encouraging child's cognitive interests.*

**Keywords:** *dialogue, cognition, cognitive interests, question, speech activity.*

### Introduction

Cognition is explained as reflection of the phenomena observed, their essence and regularities (comprehension and learning) in the consciousness of a human being. This process is related to the ability to immerse oneself into something, understand notions and ideas. Gradual progress of the learning process has three important levels of cognition: acquisition of simple data, understanding of notions and causations, and abstraction and generalization (Pedagoģijas terminu skaidrojošā vārdnīca, 2000). Within the learning process, cognitive interest is developed; it becomes the leading motive of personality and determines progress of it. Active cognitive interest changes child's attitude towards learning, since it becomes more motivated and learning outcomes improve. Interest about

how motive may become a powerful driving force. Development of deep and stable interests is a long-term process (Arvanova, 2004).

Cognitive interest has several components – cognitive, emotional, and social. They complement each other. In case of situational interest, it is driven towards cognition of a certain situation; sustained interest is related to regular activity, is directed towards certain cognitive objects, moreover is gradually supplemented by experience and skills, abilities (Purēns, 2015). Cognition of pre-schoolers mainly is related to the need for self-expression, self-assurance, satisfaction of the self-esteem need. Child's curiosity develops as a need to exchange information. Supporting curiosity means forming cognitive interest, which is expressed as a willingness to ask, try, prove, conclude (Špona, 2006).

Question is a statement through which child addresses someone to get information. Information exchange allows to give and get knowledge about objects, facts, processes, to make statements, to make sure that your thoughts are correct. Question helps to establish contact with the other speaker. However, speech activity is not limited to communication. It has major role in development of a human being, since speech activity, even separate speech operations, is included in other types of activity, firstly in the cognitive activity. Speech is inseparable part of a personality; it is strongly connected with person's consciousness. Thus, speech activity is one of the most important means of intellectual activity implementation (Глухов, 2005).

Children at pre-school age are particularly sensitive to linguistic expressions; their interest is directed towards the awareness of own speech experience, solving of communicative tasks. The multi-shaped effects of speech on the child's development are emphasized by the researcher of children language V. Stern (Стерн, 2003), pointing out that language reveals child the supreme world of all spiritual. Ability to speak gives another dimension in relationship with surrounding people. Language becomes a facilitator of the development of ideas, feelings and will of life, it makes person's independent thinking possible – generalisations and comparisons, conclusions and deductions, combinations and understanding.

Adult responsiveness, ability to listen to child's questions are of a major importance in the promotion of child's cognition. Listening does not mean passive perception of the text by hearing, it means processing of the things heard, ability to react, express own opinion, thoughts. Child learns listening skills, which basically is information perception process (receipt, decoding and interpretation of information) gradually and with a support from an adult (Joyce, 2007). Hence, active listening of parents is very significant for children to listen and hear, understand and get along. External signs of active listening cover showing interest, participation, readiness to support and willingness to understand communication partner completely (Beaty, 2008).

The research aims at studying pre-schooler question content, influence thereof on formation of cognitive interests.

**Materials and methods.** The research was based on analysis of theoretical literature, partly-structured observation, which may be characterised as longitudinal observation (Wiersma & Jurs, 2005), processing of the data acquired with SPSS, analysis and interpretation of the research results on the progress of children cognitive interests, which are revealed via the content and diversity of questions. The research was conducted in Riga pre-school education institution No X and covered 43 pre-schoolers of middle and older age (aged 4–6). To characterise (group) questions and find out relation of the questions with formation of child's cognition interests, the research was conducted in two stages:

- Writing down and analysing spontaneous questions of children. This method was widely used by J. Piaget (Пиаже, 1997: 169) when studying children questions. The researcher emphasised that the best way to study children questions is to do that in everyday life, natural environment, thus acquiring materials about content of spontaneous questions and interests of children. It is of a major importance to take care that child does not notice that his questions are written down;
- Creating situations in which child is asking and answering questions (provoked situations).

The materials obtained within the first phase are mainly related to the frequency of questions, their form, content, structure, whereas those acquired within the second phase – cognitive competence of children, factors encouraging or hindering its development. This article deals with the results acquired within the first stage of the research.

## **Discussion**

Questions and answers is a specific type of speech, activity, process of speaking and understanding, which in the meantime fulfils several functions and has definite structure (motive, aim, speech production, understanding and result – language material). As a speech activity, questions and answers are characteristic with active, purposeful process characterising speech, which is related to a certain communication and cooperation situation between or among people (Ковшиков & Глухов, 2006). Based on the content, it may be equalled to language functions – interaction, communication, expression directed towards individuals involved in a dialogue (Сапригина, 2003).

Dialogue is characterised as a conversation of two or several persons – a form of speech each statement whereof is directly addressed to the conversation partner (Valodniecības pamatterminu skaidrojošā vārdnīca, 2007). Dialogue creates didactic communicative environment, ensuring subjectively conceptual

interaction, personality reflection, self-realization and formation of child's cognitive interests. Dialogue helps transferring information not only about object of the conversation, but also about conversation partners, their feelings and behaviour. Perception of the conversation partner is at the same time also perception and understanding of his language and speech, as dialogue participants are partners of a real-life event.

To conduct a research, it is very important to study content of children questions, relations thereof with formation of cognitive interests. Based on pedagogical and psychological literature about development of children speech (Hoff, 2009; Казаковская, 2006), several criteria characterising child's interests and skill to ask questions were developed. Child has mastered the skill to ask questions, if he:

- addresses adult freely;
- addresses peer freely;
- asks diverse questions;
- answers questions adequately by maintaining the topic of the conversation.

Evaluation of the criteria was based on qualitative and quantitative characterizations, which meet numerical indicators (points), namely:

- 4 points – highly expressed indicator, the criterion is always observed in the child's speech and behaviour;
- 3 points – sufficiently expressed indicator, often observed in child's speech and behaviour;
- 2 points – moderately expressed indicator, rarely observed in child's speech and behaviour;
- 1 point – poorly expressed indicator, have not been observed in child's speech and behaviour at all.

As questions the most often are asked in mutual communication, participatory observation in the study thereof is irreplaceable. Such kind of observation is based on the adult's integration in the respective situation as far as he is not perceived as disturbing subject and does not affect child's speech behaviour. This is a way how notes of conversations and interviews can be taken, since it excludes the so-called observer's paradox. Child speaks freely only when does not feel that he is a research object (Ernstone & Tidriķe, 2006: 18).

Results of the observations are summarised in the Table (Table 1).

Table 1 Statistical indicators of skills acquired by the group studied

Criteria	Arithmetic mean
Addresses adult freely	2.37
Addresses peer freely	2.37
Asks diverse questions	2.33
Answers questions adequately by maintaining the topic of the conversation	2.56

The arithmetic mean of the first two indicators are equal, however children aged 4–5 are adult-oriented. They rely that teacher will hear them out, find their questions important and answer them. Within the research, readiness and ability to take part in conversation with adult (assessing it with 3 points) was registered for 51 % of children. Children addresses to teacher mainly covered questions related to everyday situations:

- *When are we going out?*
- *What are we going to do?*
- *What will we eat?*
- *When my parents will pick me up?*
- *Do you have mom?*
- *Is my drawing beautiful?*

As it may be seen, the questions are related to the existing situation, plan of the day, evaluation of children accomplishments. There are no meaningful questions about different processes and regularities. It was observed that, as child is growing up, the number of questions asked to teacher reduces. By becoming older, more knowledgeable and independent, child is striving to solve many problems by himself. According to researches, the number of dialogues with themselves and peers increases. Sometimes it points to the teacher failures to choose teaching methods that can suppress child's initiative, curiosity and self-confidence. Research covered also children avoiding from speech contacts with adults and being inactive in communication with peers. Among them, the timid, insecure children who are not keen of engaging in dialogue and children who have significant difficulty in speaking, poor Latvian knowledge or explicit speech impairment were those who stood out. Children aged 5–6 speak to peers more commonly.

Assessment of the third and fourth criterion (Fig. 1) shows that children find it easier to answer questions, rather react to information than to ask questions by themselves.

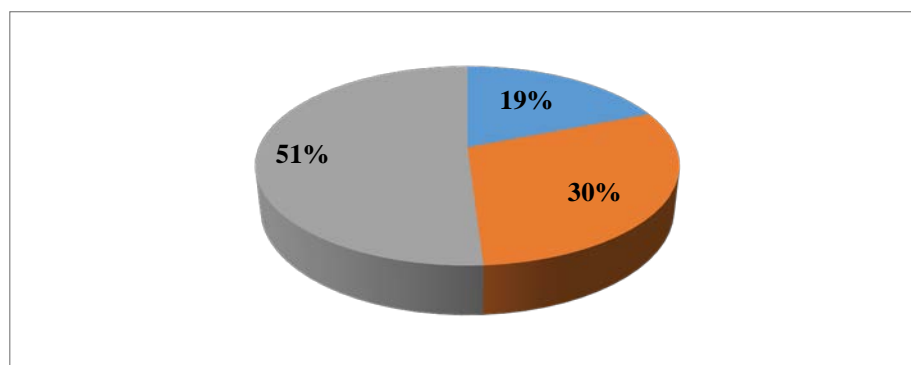


Fig. 1 Asking diverse questions

Thus, ability to ask diverse questions was assessed with 3 points for 51 % of respondents, however rather high share (19 %) of respondents did not ask questions. Analysis of the 3<sup>rd</sup> indicator of the first criterion shows that children more often are asking constructive questions which are related to day plan or progress of some task. Question is asked not only to find out something, but it has also other nuances, i.e., question helps to draw attention (for example, U is asking teacher: “Which of the children do you love the most?”, Teacher: “All children!”, U: “I know that all, but which one the most?”, T: “It is hard to tell.”, U: “Perhaps it is me?”). Question also helps to ascertain something, remind what has been forgotten indirectly, start conversation – dialogue. Hence, by satisfying child’s needs, answering his questions or listening to his answers, child's cognitive interests are encouraged.

Within the research, it was observed that indoors children more often ask “domestic” questions like “Where is my car?”, „Will we play this game?”. Situation changes when children are outdoors, in nature. Children express surprise about various visible or audible phenomena and indirectly devote attention to the events in plant and animal world:

Girl (aged 5): *Why is that frog sleeping here?*

Girl (aged 4): *Why this little ant is so small, will it grow up?*

Boy (aged 5): *Why is woodpecker making that noise?*

The data acquired show that there is certain interconnection between time, place and child’s cognitive interest, speech activity. Observations in nature tend to cause higher activity. It is especially explicit in the questions asked by older pre-schoolers:

Boy (aged 4): *Do you see that bird?*

Girl (aged 5): *Why is snow falling in winter?*

Girl (aged 5): *How will snail find it’s mother in spring?*

Boy (aged 5.2): *Why do birds fly away in skeins?*

As it may be seen, the questions mainly are related to the specific observation, time of the year or season. Ability or skill to ask questions shows that

child can see one or another phenomenon. Questions include need to understand relationships between known, familiar and new. Very often children ask questions about something that is known to them, thus willing to find out something more. Question may also be encouraged by the desire to prolong contact, find out opinion or judgement of another person (Dzintere, Stangaine, & Augstkalne, 2014).

Children interests, question subjects and content differ. Each family, which has child, has its own lifestyle, traditions of spending spare time together, common conversations, child's participation in family joy and sorrow, as well as the ability to listen to and answer questions asked by child in each situation. Thus, within the further progress of the research, children questions were analysed by grouping them by content.

Pre-schoolers, especially those aged 3–6, are fascinated by the life onset issue. They are asking endless questions about birth as well as death:

*How can mummy be born?*

*If you were one year old, you weren't my mom?*

*Why was I born as girl?*

The questions related to child's "I" or "Myself" are equally significant:

*Am I beautiful?*

*How can my little mouth speak?*

Nevertheless children become aware of themselves in the second/third year of life, they identify themselves with animals, plants, stones, wind, clouds, stars even at the age of 5–6, which is considered a childish manifestation of "Animism". For example, a conversation between a girl (G) and her mother (M):

G: *Why people are not flowers?*

M: *What do you think why?*

G: *Is that because people have arms, legs, heads and bums, and houses?*

So, girl's questions seek for relationships between living beings – flowers and people. Children willingness to understand nature and its regularities is shown by the questions of inquiry ("Why ..?", "Whether ..?"). Such questions account for the largest share of all:

*Why do we need trees?*

*How can snow fall by itself?*

*Does pike hurt that she has fishbones?*

*How does river have water?*

*Will ant grow big?*

In adult conversations, children often hear statements related to time and space. Speaking of time and space, our, adult, consciousness creates certain associations, the knowledge gained once become topical. Space has three dimensions – it is infinite, continuous and eternal. Time goes into one direction – it has no beginning and no end. The time is irreversible, eternal (Kūle & Kūlis,

1999: 463). Good time (moreover, in Latvian time and wether are the same word – *laiks*), no time – the notions are commonly heard and used by children, but not always they understand the essence of the word (“*Where did the time go that you don’t have it?*”).

Each child develops his own model of space and time, gaining a social characterisation by intermingling objective and subjective characteristics. This is clearly reflected in the attitude towards seasons: “*Why is there winter?*”; “*When it will be summer again?*”. Time is related to years, age, and this is what is understood by children: “*Why I had no years when I was born?*”

Child questions and answers regarding space are related mainly with the so-called locational questions that start with the word “where” (*where is this or that, in which storey, where are we going, etc.*). Children find it difficult to use adverbs properly, especially time-related ones – yesterday, tomorrow, longer, later. For example, a girl (aged 4) asks: “*Why was Ingus born longer than me?*” (meaning – later). When speaking about things that have happened, sometimes the sequence of time and events is mixed: “*When the dog will grow smaller, will I be able to pick him in my lap?*”

Children also lack to understand time, more specifically – time period, past, future, they misunderstand time succession in a person's life. For example, this is quite evident in this conversation between a girl and (G) and her grandfather (GF):

G: *Come on grandpa, jump!*

GF: *I cannot jump, my back hurts!*

G: *Ok, when you will be younger, then you will be able to jump?*

GF: *Yes, I will!*

G: *Today?*

So, children questions show that time notion is used (understood) in relation to own “I”, cycle of the human life (birth, death), different seasons, night and day, moon and sun, etc. It is child’s ability to use adverbs correctly, differentiate present, past and future.

Sometimes child does not understand meaning of separate words, which shows that child perceives everything directly. Younger pre-schoolers (aged 3–4) find it difficult to use the same word in various situations. For example, in this conversation between a girl (G) and her mother (M):

A: *Gunta, I love you so much!*

M: *I love you too! You’re the most precious!*

A: *Did you buy me?*

Obviously, girl perceived word *precious* as a value of goods, like in a daily communication in a shop (Dzintere, Stangaine, & Augstkalne, 2014).

Questions help children to understand different nuances of the word known and unknown. For example, word *live* (*alive*) may be used in various situations –



attitude towards living, non-living nature, human, flower. In the same time, the word has inquiring, asking (researching) character.

*Where do crocodiles live?*

*Where does Africa live?*

Thus, child substitutes word *located* with a word *live*. It may have several reasons – child does not understand concept Africa, or his active vocabulary does not have word *located*.

The questions asked a while later show that child still is interested in *Africa*. But now, starting his question with *isn't it so*, child verifies correctness of his knowledge, thinking about the people that live there.

*Isn't it so that crocodiles live in rivers of Africa?*

*How they (Africans) can get water for drinking? From sea?*

Child is looking for regularities, answering by himself, running his imagination. Thus, if there are crocodiles in rivers, people, which need water for living, will get it from sea.

By studying cognitive interests of children and collecting 230 child questions, it was concluded that:

- household/ everyday topics that are more relevant to the particular situation at meals, walks, visits, etc. are the most common questions. They cover means of transportation, food, housework, place of residence;
- questions about identity, life and death are still asked;
- cognitive interests of children are also related to the natural phenomena and processes;
- significant place is taken by values, view about different phenomena in the world;
- interest is attracted by time and space issues that are often related to the questions mentioned above;
- questions related to literature, language.

Subjects of child questions are proportionally shown in the figure (Fig. 2).

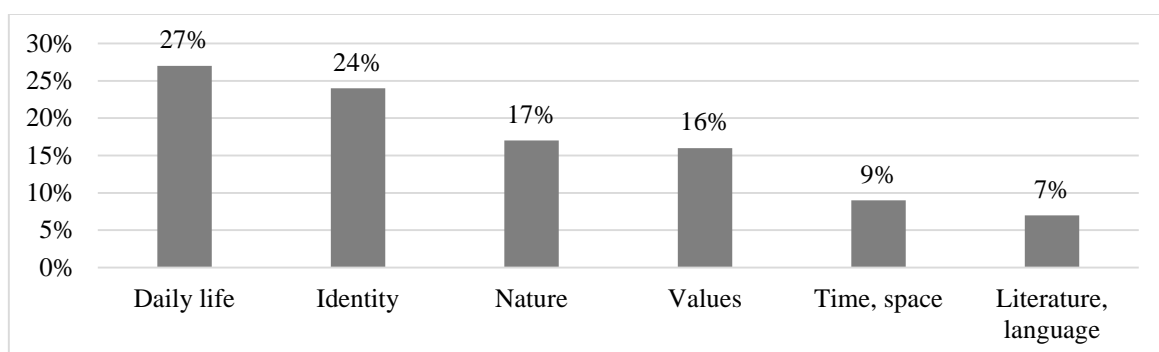


Fig.2. Subjects of questions asked by children

Consequently, the subject and content of children questions indicate to the child's actively inquiring attitude towards objects, phenomena, themselves. Individual children have persistence of interests, which may be seen in the permanence of interests. It means that, based on a deliberate choice, child is interested in something for a longer time – is asking questions repeatedly, willing to observe, speak and draw.

### Conclusions

- With the help of questions, child wants to find out something, trace some phenomenon more in deep, remind about himself, find contact, make sure that his thoughts are correct.
- Child's experience, his perception, needs, contacts with others serve as a source of his questions. By thinking over, comparing, fantasizing, observing, researching, child asks questions and looks for answers.
- Questions tell us about child's cognitive interests, views, speech and thinking skills, ability to establish dialogue with others – children and adults.
- The data acquired within the research show that there is certain interconnection between time, place and child's cognitive interest, which is expressed via questions. Children cognitive interests are caused, in particular, by observations in nature, especially in respect to the questions asked by older children.
- By asking and giving answers, formulating own thoughts in words, child's vocabulary is expanded.
- At older pre-school age (5–6 years), children interests become more enduring and dynamic, which means that the knowledge, skills and attitudes acquired act as a moving system that changes, switches easily. In differing conditions, children can use their knowledge and skills in various versions.
- Adult responsiveness, ability to listen to child's questions, patience in seeking answers, explaining unclear, encouraging to think and ask the next questions all are significant factors encouraging child's cognitive interests.

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## PROMOTING DIALOGUE SPEECH FOR PRE-SCHOOL CHILDREN IN PROBLEM SOLVING SITUATIONS

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**Abstract.** *Introduction.* Forming the questions, the ability to listen to different opinions, to evaluate the problem and looking for different ways of solving it, to agree upon a commonly accepted opinion – these all are daily necessities for each person. According to the skills of a child's dialogue speech, these issues can be either more successfully or less effectively solved. During the communication process the teacher and parents can demonstrate to a child an interested, supportive position that ensures the implementation of the values of human pedagogy and develops the socio-linguistic growth of the child's personality. The empirical study examines the techniques of pedagogical work in problem-solving situations of everyday life by using productive questions. Development both of dialogue speech and successful negotiation process are closely related to adult skills that a child often imitates, and environmental conditions.

*Results, conclusions.* Solving negotiations about daily situations, the ability to ask and find the best possible solution during the communication process with a child can ensure a successful acquisition of the Latvian language and the child's ability to implement the dialogue speech more successfully.

**Keywords:** *dialogue speech, a pre-school child, problem-solving situations.*

### Introduction

Dialogue is human interaction, communication, contacting, information exchange (Explanatory Dictionary of Lingvodidactic Terms, 2011: 25). Dialogue is the most natural form of oral speech. It is a speech composed of replicas, series of reactions. The situation of the speech is the one in which the addresser (speaker-sender) and the addressee (receiver-receiver) interact with each other (Anspoka, 2008: 309; Pļavenice & Skuškovnika, 2002).

The aim of the paper. To study the methods of pedagogical work, the methods for promoting dialogue speech for pre-school children and the results of promoting dialogue speech.

Materials and methods. Analysis of theoretical – literary sources. Methods of empirical research: the method of qualitative research – pedagogical observation. Data processing. (IBM SPSS Statistics 23).

The questions and answers form a dialogue, a negotiation with its characteristic structure – the participants, the exchange of information and certain results.

The questions fulfil a variety of functions. The term “question” has several meanings – it is a statement that appeals to someone in order to obtain information; it is a solvable, recognizable problem; it is a condition, a set of circumstances that binds to a definite concept which it depends on. The answer is a verbal or non-verbal reaction caused by a question, recommendation or action (Explanatory Dictionary of Lingvodidactic Terms, 2011: 15, 43; Dzintere, Stangaine, & Augstkalne, 2014: 79).

A conversation formed in a dialogue is defined as dialogue speech characterized by brief statements, a simple incomplete variety of sentences, deviations from normative syntactic constructs, a wide range of non-verbal means, choice of language resources appropriate to the speech situation and specific speech behaviour (Explanatory Dictionary of Lingvodidactic Terms, 2011: 25; Lūse, Miltiņa, & Tūbele, 2012: 75; Explanatory Dictionary of Linguistic Basic Terms 2007: 90). Dialogue, as well as dialogue speech, can be described as a conversation therefore the study uses two terms “dialogue” and “dialogue speech” which are not separated.

In the process of language acquisition, a positive emotional background is important where the child is encouraged to observe the surrounding world, to perceive its objects, living beings or phenomena in it, to perceive the names of objects, to understand their meaning in the context, listen to their sound (Anspoka, 2013: 13). A complete language acquisition is the basis for a child's active world cognition, the environment of the child also affects his language, as well as the language and behaviour of parents and teachers.

A person, regardless he is an adult or a child, finds the ways to solve a problem by himself, if he receives psychological support (Arslan, 2010; Gipenreitere, 2012: 148; Röbe, 2008).

Children discover and improve their skills thanks to the various opportunities that contribute to problem solving situations. Problem solving situations facilitate the development of a personality, promote the abilities of children, develop self-esteem and self-confidence.

Mr. Fischer points out that impulsiveness is a serious problem for learning failure. This recognition can be referred to the experience of picture viewing. The author reminds the child of the well-known saying “Do not hesitate, think” (Fisher, 2012: 168).

## Discussion and results

When children take part into negotiations, their dialogue speech develops - the ability to formulate their own needs, thoughts and develop communicative skills - to find contact with a partner (Dzintere, Stangaine, & Augstkalne, 2014: 31).

R. Fischer emphasizes the importance of planning in problem solving situations. The author notes that planning learning can start already in kindergarten. If little children plan their actions, they realize that they can achieve something; they can become determiners of their lives and start making decisions by themselves. Children learn to become independent, they form a “*I can and I do*” attitude toward problems. However, the child needs adult’s help. An adult can encourage and propose ideas for the child. If a child is confused and does not deal with the problem or if he still does not know how to plan, an adult may suggest different options (Fisher, 2005: 131).

Questions play significant role in the communication process between adults and children. Questions and answers are called “dialogue situations”, which is a characteristic feature of the communication between adults and children. The question of an adult is the basis for dialogue cooperation provoking a child to react. Thus, adult questions affect *the adult-child* dialogue (Kazakovskaya, 2006).

The questions of teachers should stimulate intellect, encourage children to think. However, many questions from teachers slow down intellectual activity and prevent children the effort to think. Teachers generally ask closed-ended questions (which can be answered by a simple “yes” or “no”) about facts - questions with well-known correct answers, so the level of cognitive demand is low, which does not encourage children to think and learn (Fisher, 2005: 29).

J. Gipenreitere emphasizes that questions are more important than answers. A child may have a long and hidden reflection process in his mind on the particular question which the adult has asked and a child has got embarrassed. The question has been neglected without explaining anything and getting the correct answer. It has been ignored by the adult. (Gipenreitere, 2012: 61).

T. Babaeva and L. Rimaševska encourage the use of images in organizing the conversation and point out that the mood expressed in the picture, the explanation of the child's feelings, as well as the development of understanding of ethical values are extremely important work in order to promote cooperation skills of child (Babaeva & Rimashevskaya, 2012: 53).

In order to carry out empirical study, the criteria for the assessment of dialogue speech were developed for children and teachers (see Table 1).

Table 1 **Criteria and indicators of dialogue speech**

<b>Criteria</b>	<b>Indicators</b>	<b>Communication characterization</b>
1. Problem solving skills	1.1. Actively ask questions in problem-solving situations	Low – do not ask questions or ask them very rarely.
		Medium – the desire to support the conversation partner by asking questions is not expressed.
		Sufficient – ask inquisitive questions by changing the topic of the conversation.
		High – actively ask questions on their own initiative in problem solving situations.
	1.2. Are able to answer and base their opinions in problem situations	Low – answer poorly on the questions from the conversation partners, do not base the opinion.
		Medium – answer to questions of personal interest or importance
		Sufficient – answers questions, but not always base the opinion.
		High – answer to questions and base the opinion.
2. The teacher's activities in promoting dialogue speech in problem-solving situations	2.1. Ask productive and provoking questions in problem-solving situations	Low – when solving problem situations, children are asked closed-ended questions.
		Medium – ask more closed-ended questions, less productive and provoking questions in problem solving problem situations.
		Sufficient – ask productive questions in problem solving situations, but do not always spend enough time to provide the child with the answer.
		High – helps the child to acquire successful problem-solving skills by asking productive and provoking questions.

The study involved 40 senior preschool children and 4 pre-school teachers. The results were obtained during the observation, conversations, statements, as well as non-verbal forms of communication (mimicry, gestures) and emotional mood (voice intonation) of children and teachers were recorded in the observation protocol.

In order to comply with the principle of confidentiality, a coded system of large and small printers is used during the study therefore the names of children and teachers are not mentioned.

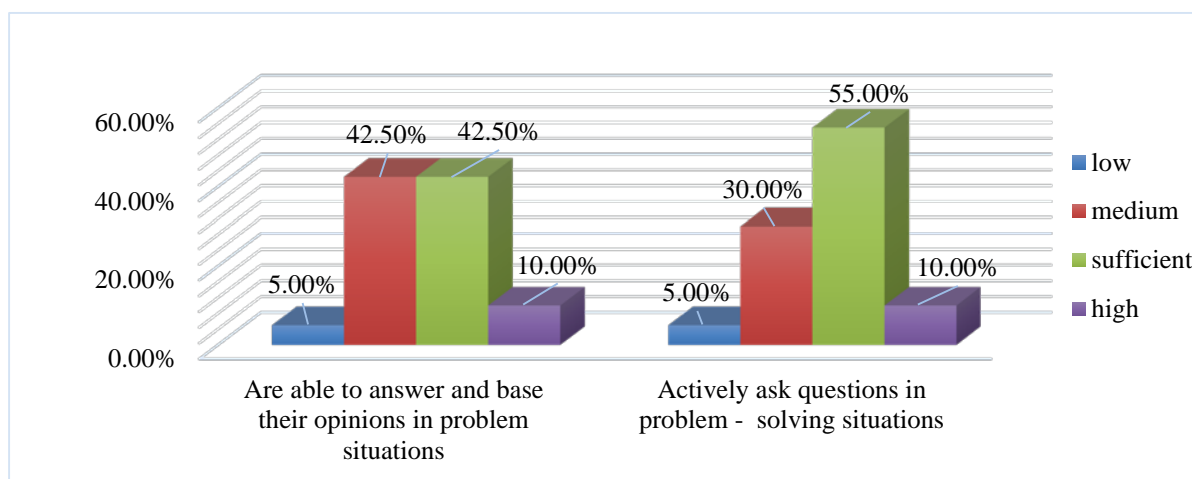
As a result of data processing by using the SPSS program (IBM SPSS Statistics 23), the statistics of each criterion and division of frequency was observed. The arithmetic mean represents the average score obtained (see Table 2).

**Table 2 Characteristic activities of teachers and statistical data of indicators in promoting children's dialogue speech**

Criteria	Indicators	Arithmetic mean	Standard deviation	Number (Valid)
1.Problem-solving skills	1.1.Actively ask questions in problem- solving situations	2,70	,723	40
	1.2.Are able to answer and base their opinions	2,58	,747	40
2.Teacher’s activities in promoting dialogue speech in problem-solving situations	2.1.Ask productive and provoking questions in problem-solving situations	2,88	,757	4

According to the obtained data, it was concluded that the ability to answer and base their opinions in problem solving situations is the lowest rated ability with 2,58 points from the maximum 4, while the ability of teachers to ask productive and provoking questions in problem-solving situations was assessed by 2,88 points.

In order to find out the level of children's dialogue speech skills and possible causes, the evaluation and analysis of the results of the criteria were performed (see Figure 1).



**Fig.1. Problem solving skills**

As shown in Figure 1, active questioning is the highest rated skill in problem solving situations. 55 % (22 children) of participants have been found to be sufficient, they ask questions they are interested in by changing the topic of the conversation, 5 % (2 children) have low level, children do not ask questions or ask very rarely.



Whereas a sufficient level of 42.5 % (17 children) have been found to be able to answer and base their opinion in problem solving situations. 5 % (2 children) have shown a low level; this would definitely require the assistance of a teacher, as often the communication skills are determined by the conflicting child's self-confidence as well as the problem solving situation is impeded by the lack of knowledge and experience.

A summary of the levels of activity of the 4 teachers involved in the study to promote dialogue speech for the criteria and indicators developed for the problem solving situations are illustrated in Figure 2 (see Figure 2).

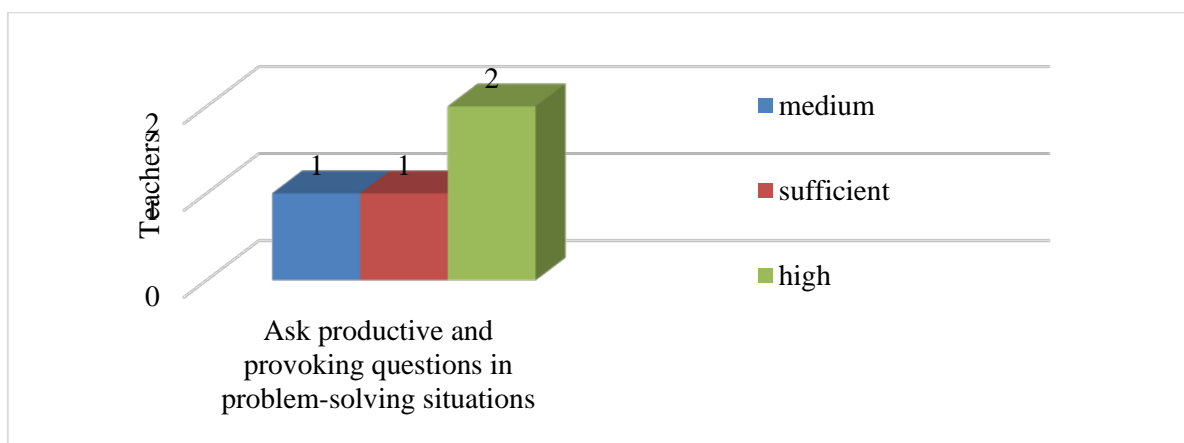


Fig.2. Characteristic levels of the teacher's activity in promoting dialogue speech in problem solving situations

Following the scoreboard, it is concluded that none of the 4 participating teachers has a low level of dialogue in helping to solve problem situations. Teacher's responsiveness and assistance contribute to the skill of solving the problem situation. This observation is illustrated by an example:

Following the results collected, it is concluded that none of the 4 participating teachers has a low level in promoting dialogue speech in problem solving situations. Responsiveness and assistance of the teacher develop the skill to solve problem situations. This observation is illustrated by the following example:

*Children are preparing for breakfast, washing their hands. Sm (6 years, 7 months) is blaming Jm that she (6 years, 5 months) has taken Sm's towel and had wiped her hands in it, but Jm had checked the picture on a towel rack, so basically she did not make a mistake. Towels were put in wrong places. And the girls had made mistakes by themselves.*

*Sm: You took my towel!*

*Jm: No, it was on my hook. I did not know.*

*B: Girls, you made mistakes by yourselves, so you accidentally mixed the places of your towels (to make sure the towels are in the right places, the girls removed all the towels from the hooks and put them back according to the pictures).*

In order to determine if there is a statistically significant relationship between the evaluation criteria of children's dialogue speech and the promotion of teacher-friendly dialogue in problem solving situations, a correlation analysis was performed during the research phase. As the group (n = 40) is small the Pearson correlation coefficient was chosen to calculate the results, and in this case, the specific features of the empirical distribution do not limit the use of this coefficient (see Table 3).

**Table 3 Correlation analysis between teachers' activity in promoting dialogue speech in problem solving situations and development of children's dialogue speech**

Criteria indicators		Ask productive and provoking questions in problem-solving situations
1.1. Actively ask questions in problem situations	Pearson correlation coefficient	,632**
	Significance	,000
1.2. Are able to answer and base their own opinions in problem situations	Pearson correlation coefficient	,583
	Significance	,000

Analysing the results obtained, it can be concluded that there is a statistically significant correlation between the implementation of a teacher-child dialogue speech. As all the coefficients in Table 3 are positive, it means that the coherence is direct, i.e. as the values of one characteristics grow up, the values of another characteristics also grow up moderately, and vice versa.

On the basis of the theoretical part of the study, the pedagogical trial activity for the children aged 5 -7 was performed according to their level of dialogue speech and teachers' professional skills. As a result two pedagogical techniques for promoting children's dialogue speech were implemented (see Table 4).

**Table 4 Pedagogical techniques for promoting dialogue speech, exercises performed and pedagogical tools**

Stage	Pedagogical technique	Tasks performed	Pedagogical tool
1.	Acquaintance of image content	<ul style="list-style-type: none"> <li>- To promote the ability to ask inquiring questions on a thematic picture</li> <li>- To promote the ability to answer the question on a thematic picture.</li> <li>- To promote the ability to use question words and pronouns.</li> </ul>	An interactive game “Listen and Speak” for pre-school and primary school children.
2.	A conversation about ways how to deal with a real problem situation	<ul style="list-style-type: none"> <li>- To promote the ability to ask questions actively in problem situations.</li> <li>- To facilitate the ability to answer questions in problem situations and base the opinion.</li> <li>- To develop the ability not to interrupt the conversation partner.</li> <li>- To encourage expressing a favourable attitude to the conversation partner.</li> <li>- To promote the ability to accept different thoughts and a different opinion.</li> </ul>	Pedagogical observations

When planning the work of promoting children's dialogue speech, it is important to follow the level of development of children's dialogue speech and to choose an appropriate topic for the development of children's dialogue speech. Pedagogical techniques were organized systematically so that the acquired skills of speech are not forgotten. When planning work and choosing pedagogical techniques to promote dialogue speech, the principle of consistency was observed, from the simplest to the most complicated.

In the first phase, the main task was to enhance the ability to ask inquiring questions of the content and to give answers for a thematic picture. The children were offered various thematic pictures from the interactive study material “Listen and Speak” (Latvian Language Agency, 2013), which was grouped in 6 topics.

At this phase, children were urged to ask questions about the illustrated picture and give answers; then by using the symbols of question and exclamation marks, listen to the questions and answers offered. This is illustrated by the example of the picture - November 18 (see Table 5).

Table 5 Summary of questions and answers on the picture – November 18

<b>Children's questions and answers</b>	<b>Proposed questions and answers</b>
<i>Kz (6 years, 8 months old): What colour is the Latvian flag?</i>	<i>Question: What colours are there in the Latvian flag?</i>
<i>Tz (6 years, 5 months old): Red and White.</i>	<i>Answer: There are red and white colours in the Latvian flag.</i>
<i>Kz: What is this?</i>	<i>Question: How is this monument called?</i>
<i>Tz: A monument. Kz: I would say the Freedom Monument.</i>	<i>Answer: It is the Freedom Monument.</i>
<i>Kz: Why are the flowers laid out there?</i>	<i>Question: What is at the foothill of the monument?</i>
<i>Tz: Congratulate Latvia?</i>	<i>Answer: There are wreaths and flowers at the foothill of the monument.</i>
<i>Kz: What is the girl's hands?</i>	<i>Question: What is the girl holding in her hands?</i>
<i>Tz: A candle?</i>	<i>Answer: The girl is holding candles in her hands.</i>

Kz's questions and Tz's answers were very similar to the ones offered, after hearing the question and the answer, the boys tried to remember what their question and answer were, they were happy that the questions and answers were very similar to the ones offered. Tz answer intonation was like questions, perhaps because Tz was not sure whether the answer was correct. Both boys showed interest and continued to ask questions and give answers on the picture.

Further the girls Km (6 years, 8 months) and Sm (6 years, 6 months) joined them, they chose the picture from the home topic - in the children's room. After this picture, the children acquired not only the ability to ask questions and to answer, but also to use prepositions (see Table 6).

Table 6 Summary of questions and answers about the picture in the children's room

<b>Children's questions and answers</b>	<b>Proposed questions and answers</b>
<i>Km: Where are the trousers?</i>	<i>Question: Where are the trousers?</i>
<i>Sm: In the bed.</i>	<i>Answer: The trousers are on the bed.</i>
<i>Km: Where is the bed?</i>	<i>Question: What is under the bed?</i>
<i>Sm: At the closet, under the carpet, no, on the carpet.</i>	<i>Answer: Under the bed is a carpet.</i>
<i>Km: Where is the shelf?</i>	<i>Question: Where is the shelf?</i>
<i>Sm: At the bed. No the shelf is at the bed.</i>	<i>Answer: The shelf is at the wall.</i>

After asking and answering questions, the girls were invited to listen to the questions and answers they asked. Km asked a question that was not similar to the one offered - Where is the bed? However, it was not wrong. This is illustrated by an example:

After asking and answering questions, the girls were asked to listen to the questions and answers offered. Km asked a question which was not similar to the one offered – Where is the bed? However, it was not wrong. This is illustrated by an example:

*Km: This first one was very accurate to us.*

*Sm: Yes, but about the bed was completely wrong.*

The girls were explained that the questions about one thing, one subject can be different, so they are not wrong. The girls listened enthusiastically to the following questions and answers.

Further Jz’s (6 years, 3 months) and Em’s (6 years, 5 months) questions and answers given on the thematic picture – a holiday in the toy store. This is illustrated by an example (see Table 7).

**Table 7 Summary of questions and answers about the picture in the toy store**

<b>Children's questions and answers</b>	<b>Proposed questions and answers</b>
<i>Jz: What is the seller taking out of the shelf?</i>	<i>Question: What is the seller from the shelf?</i>
<i>Em: A puzzle</i>	<i>Answer: The seller is taking out the puzzle.</i>
<i>Jz: What is the boy keeping in his arms?</i>	<i>Question: What is the boy playing with?</i>
<i>Em: The boy is keeping a plane in the his hands.</i>	<i>Answer: The boy is playing with the plane.</i>
<i>Jz: What colours are on the ball?</i>	<i>Question: What colours do the ball have?</i>
<i>Em: Should I say all? Red, yellow, green, dark blue and light blue.</i>	<i>Answer: The ball is yellow, red, light blue, green and dark blue.</i>
<i>Jz: Who is sitting in the plane?</i>	<i>Question: What colours do the plane have?</i>
<i>Em: People are sitting in a plane.</i>	<i>Answer: The plane is white and green.</i>

Also in this example, Jz asked a different question than it was suggested, however it was not wrong.

In the second stage of the pedagogical pilot activity the previously observed and obtained problem situations were used. The teacher paid a special attention to the problems encountered, together with the children immediately conducted a conversation about their causes, the process of solution and the desired result, demonstrated to children how to solve the problem situations successfully and how to respond to them. The pedagogical technique described above is illustrated by an example:

*In the morning Km’s (6 years, 9 months) dad put a gift for every child in each locker - a children’s electronic clock. Mm (6 years, 7 months) has not arrived*

*at kindergarten, but her gift was also put in her locker. When preparing for a walk, the teacher notices that Az (6 years, 5 months) has two clocks in his hands.*

*Teacher: Az, why do you have two clocks? Did anyone give you theirs?*

*Az: No! I had.*

*Teacher: But each child had only one clock. Where did you get it?*

*Az: I took it from the Mm's locker because she is not at the kindergarten today.*

*Teacher: You mustn't do it under no circumstances. You took the Mm gift from her locker without permission. Immediately put it back!*

*Az: Oh! Ok, ok (angry puts the clock back in the Mm locker).*

After analysing pedagogical, psychological, philosophical and linguistic cognitions about the development of children's dialogue speech and evaluating the results of the pedagogical pilot activities and the survey results collected from the teachers, recommendations for them were made in promoting dialogue speech for the children aged 5 to 7 in problem-solving situations and during watching illustrations in books:

- Suggest appropriate topics for the development of children's dialogue speech.
- Make a natural conversation of the speech with the children on a daily basis, providing a sensitive interaction with them, by working together and talking.
- Watch carefully how the children deal with problem situations by themselves and wait if necessary, and only then take a part in solving the situation.
- Pay a special attention to the development of children's speech, as well as to all other psychological processes, since the learning begins with the reception and memorization of information.

### **Conclusions**

- The communicative purpose of the dialogue, the aim, the content of the dialogue, the dialogue process itself and its result form a unified structure of a dialogue.
- Implementing a successful problem-solving skill through productive and provoking questions at an early age will lay the foundations for the child's future life and his or her relationship with the world.
- One of the conditions for successful language acquisition is the sample of the speech of a teacher and other adult, their speech culture as well as an active, free, consciously planned environment where the child learns to form

an attitude towards himself and the world where the perceptions and values of the surroundings are obtained.

- The children's dialogue speech skills have improved in all criteria fields developed; the highest assessed skill is to change the voice volume, the pace of speech according to the situation, which is implemented by 33 children from 40 involved in the study. The lowest-rated ability is not to disturb the conversation partner, the average level is 5, sufficient – 31, and high for 4 children. At the end of the study, it has been concluded that none of the participants involved in the study has a low level of dialogue speech.

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