

PURPOSEFUL ACTIVITY OF TEACHER WITHIN FORMATION OF PUPILS INDEPENDENCE IN BOARDING SCHOOL

**PEDAGOGA MĒRĶTIECĪGA DARBĪBA SKOLĒNA PATSTĀVĪBAS
VEIDOŠANĀS PROCESĀ INTERNĀTPAMATSKOLĀ**

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Abstract

In modern society, the task of a school - based on the ideas of humanistic pedagogy Roger, (1995) is to ensure each pupil with a high quality education that is appropriate to his/her needs, promotes independence and helps him/her to develop as an individual. The objective of this work is to analyze purposeful activities in a teacher's work realizing the educational goal of developing a pupil as an independent personality. This paper has used the results showing that teachers who are acutely aware of their goals, are strong-willed, self-confident, motivated to activity and continuously evolve themselves succeed in educational work. Those are teachers who work purposefully on developing a pupil as an independent personality.

Key words: *boarding school, evolve oneself, independence, purposefulness, teacher.*

Introduction Ievads

The opportunity to acquire necessary knowledge, skills and competencies is given to a pupil within development process in the school. In a broad context, it is a task of society that is implemented by family, education system, children and youth organizations. Development of a versatile personality that is capable to judge, think, answer for one's actions, evaluate and assess, act independently is one of the aims of education Bīlmeiers (1998).

In M. Līce (2009) research, it is indicated that formation of pupils' skills and acquirements in developing independent action plans, skills in finding and implementation of a task, answering to "What", "Why" and "How" questions, skills correctly to carry out actions and find methods for their implementation contributes to the development of independence within the pedagogical process. Independence forms if particular knowledge, skills and abilities are being acquired and opportunities for the personal creative experience are being established in the pedagogical process.

J. A. Komensky (1992) acknowledged that a pupil needs upbringing and education for a person to come closer to harmonious perfection, become

independent and achieve their stated goals. E. Locke, G. Latham (1990) indicate that satisfaction with the results of educational performance depends on the goals identified by a pupil for himself/herself.

Objective of this paper: to analyze purposeful activities in a teacher's work realizing the educational goal of developing a pupil as an independent personality.

Independence and Purposeful Activity in Boarding School *Patstāvība un mērķtiecība darbībā internātpamatskolā*

Modern society requires each person to use his/her abilities, knowledge and skills to be independent, able to work and achieve the goals purposefully. Every person's individuality and public aims in the challenging world shall be carried out, own rights shall be enforced and responsibility shall be taken, any environment and its functioning shall be understood in independent activities. This includes the ability to understand the big picture, develop and implement life plans and personal projects, to defend own rights, interests and needs (Rychen, Salganik, 2003).

Children's Rights Protection Law (Point 3) states that the State shall provide children's rights and freedoms without any discrimination, regardless of health status or other circumstances (Children's Rights Protection Law, 2012). The aim of a boarding school (Point 42) is to create an affordable education environment for all pupils. Development of knowledge, skills, abilities and attitudes necessary in life is ensured there accordingly to pupils' abilities, health status and interests (Education Law, 2012).

A boarding school is an education institution that provides an opportunity to learn for children without parental care who have previously wandered about and have not attended school for a long time. Thus, pupils have acquired the education program in a poor level, have not mastered education according to their age. Children who come from bad family and social environment that troubles normal socialization process and be aware of own abilities and talents also can learn in a boarding school (Patapova & Ļubkina, 2009).

The teacher's professional task is to develop and initiate goals for each pupil that correspond to his/her individual values, personal qualities, abilities, individual life goals and motives of activities. Such approach will encourage the formation of independence of a purposeful pupil.

Latvian scientists (Dauge, 1928; Students, 1933; Greste, 1990) have studied the formation of independence in action. A. Dauge's (1928) pedagogical opinion is based on the activity theory that encourages teachers to accustom students for seeking and finding solutions independently. He also introduced significant terms that are referable to the practical course of action of the pedagogy of independence - preventive work with students. For example,

"social consciousness of classes", "anti-social affects", "socio-political work", "teacher of young generation", "social culture" all these concepts reflect the conclusions of the need for independent work with students. J. A. Students (1933) establishes correlation between education and upbringing, building it on the activity theory. J. Greste (1990) pay particular attention to visibility and pupils' independent work.

Analyzing the scientists (Бауман, 2005; Zariņš, 2005; Смирнова, 2001; Špona, 2001; Zhukov, 1999; Gudjons, 1998; Rychen, Salganik, 2003) conclusions on independence, we can see the main features of it in the following figure (see Figure 1).

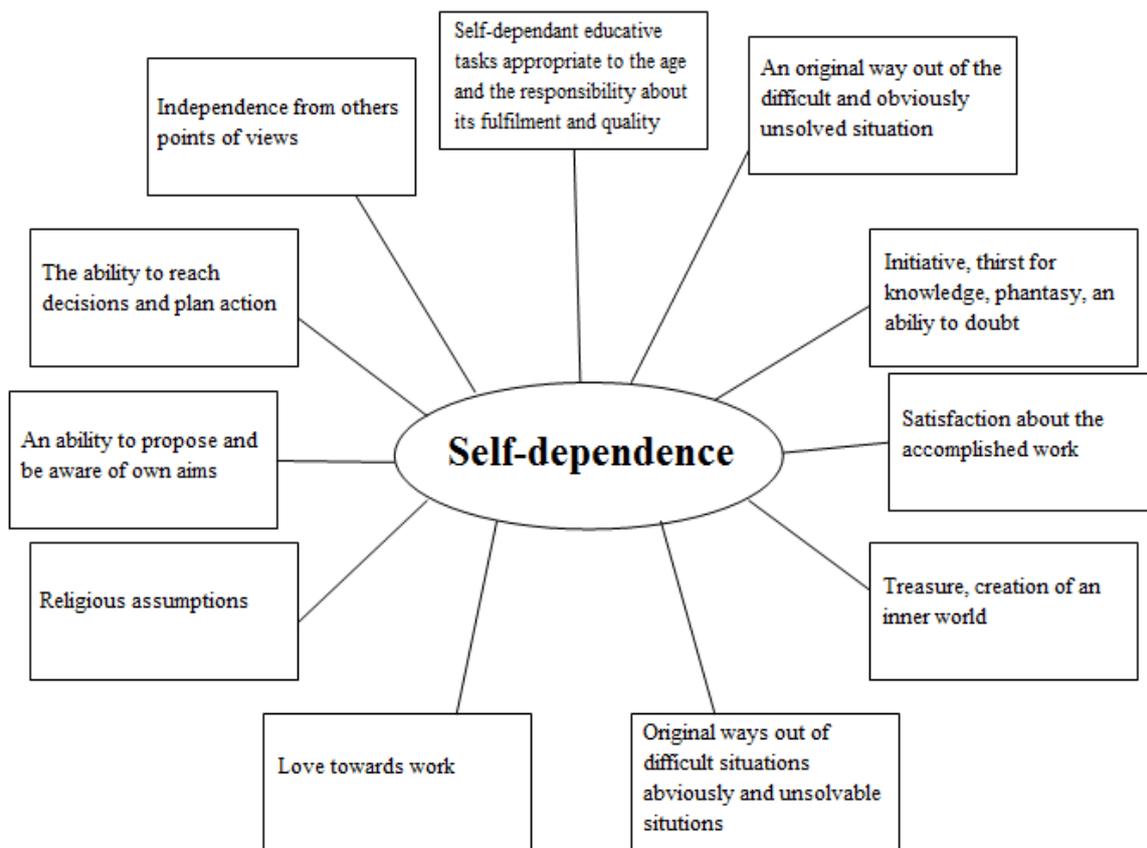


Figure 1 Definition of Independence (I.Kolendovica)

1.att. Patstāvības definīcija (I.Kolendoviča)

From the scientific evidence, it is clear that independence is the ability to perform some task without others assistance. It is also a feature of personality's will, personal attitude towards an activity, its results and conditions of performance characterized by abandonment of any help, high level of knowledge and skills. Independence develops in activity.

Murray N. Rothbard's (2004) states that the work shall be purposefully organized to be independent. Purposefulness becomes apparent in skills to

organize own activities in a way that the target is achieved consecutively. Only human being has goals and intentions. Only he/she has a clear idea of desired final result of own actions, and this is why his/her activities can be purposeful. Purposefulness is the most important feature of personality's will. It becomes apparent in skills to set a goal for oneself. A purposeful person can independently and deeply identify and analyze own motivation and scope of needs, to match own wishes with knowledge, skills, abilities, and opportunities. Due to conscience, a human is able to work systematically and purposefully. In turn, goals influence direction and intensity of activity. Brok (2011) states that a goal gives meaning to any human action. Life makes sense if a goal is set and implemented. Any deliberate human action a purposeful activity (see Figure 2).

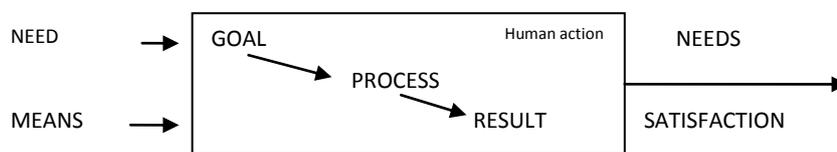


Figure 2 View on Structure of Human Action (Broks, 2011)
 2. att. *Cilvēkdarbību struktūras skatījums (Broks, 2011)*

In essence, the objective organizes and manages the life cycle of a person. The ability to make the right choice, consciously to find the only right way out of any situation is related to independent achievement of personal goals. Realizing personally meaningful goals, a person becomes more independent. A. Maslow (1997) argues that an independent person fully implements everything that he/she can. T. Smirnova (2001) points out that an independent pupil possesses curiosity, imagination, the ability to doubt about generally accepted things and stereotypes, activity in searching for truth, love of work, satisfaction with completed work, good communication skills, independence and determination of judgment, originality of thinking, ability to analyze the problem from different angles, seeking for original solution of difficult and seemingly impossible situations, richness of the emotional world, sometimes excessive sensuality, foreknowledge, anticipation ability, intuition, high willpower, setting of goals and variety of ways to their achievement.

An independent person (a pupil) reaches the intended in the educational process and fully realizes his/her options and goals. However, an ongoing analysis of own activity and conscious self-regulation is also necessary for ensuring the success. Higgins, Spiegel (2004) believes that self-regulation makes it possible to develop purposeful activity using knowledge (see Figure 3).

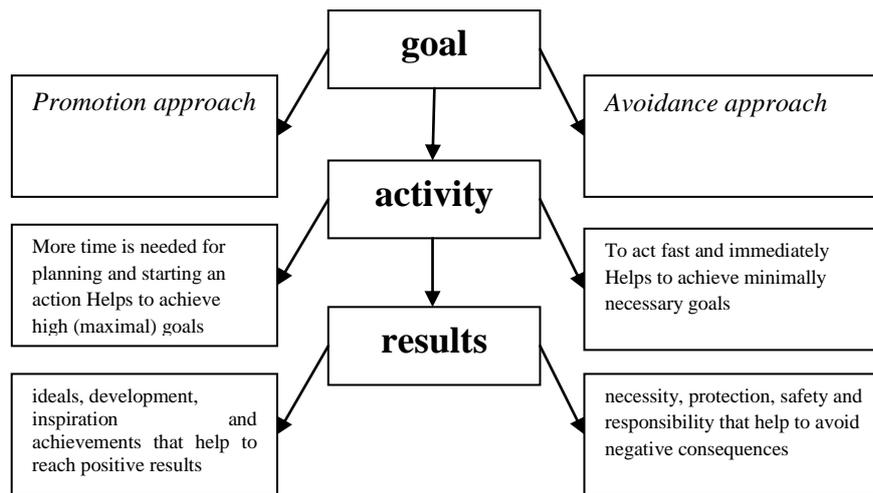


Figure 3 Usage of Regulatory Focus Theory in Personality Development (I.Kolendovica)
3.att. Regulācijas fokusa teorija pielietošana personības attīstībā (I.Kolendoviča)

It can be concluded that the process of self-affirmation improves a person's (a pupil's) abilities. A person acquires rules and methods for achievement new goals that forms as more valuable models of behaviour based on prior experience. The gained experience leads us to modify and improve our methods of achieving goals or improve some of our personality features or values. Higgins, Spiegel (2004) state that self-regulation takes place in the process of "changes" when advanced goals shall be achieved from the beginning using improved techniques based on own experience. A person performs a self-control to avoid from the prior experience, if, for example, it has been negative. The process of development of himself/herself and own activity is a self-regulation - choice of methods for achieving new goals.

The result of the facts mentioned before forms in a statement - the more independent a pupil is, the more developed is his/her self-regulation in the personality development.

Methodology and results

Pētījuma metodika un rezultāti

The research was conducted in 2 stages. The first stage included the interview with the teachers of the boarding school. The aim was to determine the meaning of the term "independence" from the teacher's point of view and to carry out the content analysis (see Table 1).

Table 1

Content Analysis of Interview with Teachers of Boarding School (I.Kolendovica)
Intervijas ar internātpamatskolas skolotājiem kontentanalīze (I.Kolendoviča)

Unit of a content	Category	Concept
Ability to take care of themselves Preparation of a meal for themselves	Daily cares of themselves	Personal care
Solving a task without any help Ability to plan time Planning of leisure time Ability to organize own work	Organization of educational work Formation of skills and acquirements	Organization
Understanding of what is rights and duties Observance of rules and laws Balance of body and spirit Ability to ask for help Being responsible for own activity Responsibility for life	Self-control Self-feeling Contact Responsibility	Communicative competence
Confidence that I can do it on my own Independent, free from others influence Activity without others help	Listening to itself	Self-confidence
Ability to explain the asked question Proficiency of using gained knowledge Learning unknown things Action in the present and the future Skills to decide Skills to decide how to act in a particular situation	Knowledge Purposefulness Skills	Education

It was concluded that - from teachers' point of view - independence is characterized by self-confidence, ability to take care of themselves every day, organize daily activities purposefully; education and communicative competence is needed for its expression. This agrees with findings of Байман (2005), Zariņš (2005), Смирнова (2001), Špona (2001), Žukovs (1999), Gudjons (1998), Rychen, Salganik (2003) on self-sufficiency. It leads to conclusions that there is no absolute and common independence. This term is relative.

A survey was carried out in the second stage in order to establish the concept of pupils' independence by interviewing teachers who got the 3rd or 4th level of quality in the ESF project "Fostering Educator's Competitiveness under the Conditions of the Optimization of Educational Process" by Ministry of Education and Science, and they are considered to be honourable teachers.

To find out the most applied work approaches in encouraging pupils' independence, I asked a question "Which work approaches do You use in Your work with pupils promoting their independence?" (see Figure 4).

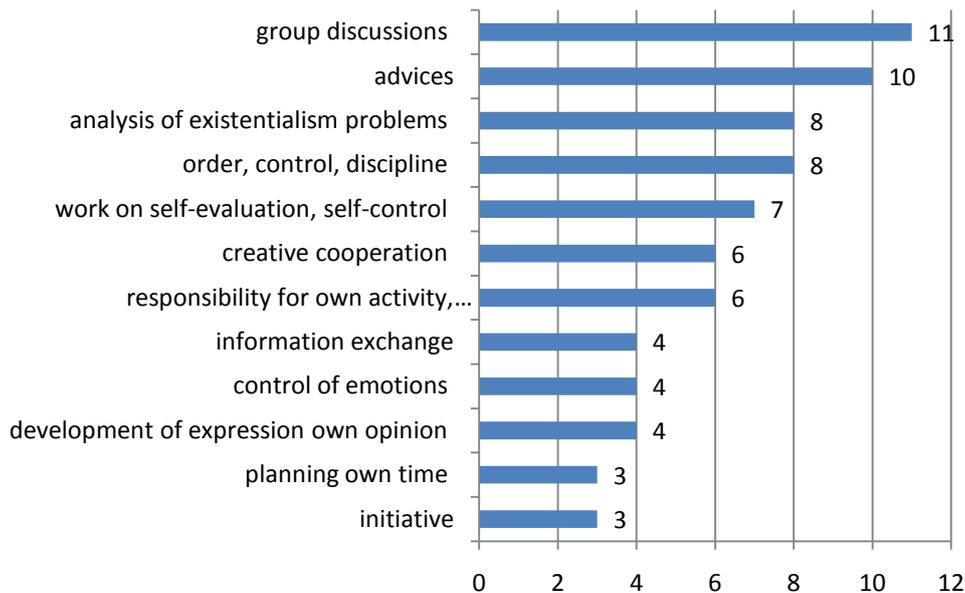


Figure 4 Teachers' Work Approaches for Developing Independence in Pupils (cases)
4.att. Skolotāju darba pieejas veicinot skolēnos patstāvību (gadījumi)

It is concluded that teachers use humanistic approach in teaching work where a pupil is a member of the process and a teacher is only an assistant and a mentor. Democratic approach is used as well, and a teacher and a student are equivalent members of educational process, they respect each other and comply with each other's rights.

Continuing the research the author specified characteristics required for an independent human. Teachers were asked about the features that develop independence (see Figure 5).



Figure 5 Pupils' Features for Formation of Independence - by Teachers' Point of View (cases)

5.att. Skolēna īpašības patstāvības sekmēšanai pēc skolotāju domām (gadījumi)

Teachers emphasize trust and honesty, persistence, purposefulness, thirst for knowledge and positive thinking. Comparing the answers to the interview results, we see that there are differences. Such expression of independence as the ability to take care of themselves every day alternates with positive thinking but purposefully organized daily activities are related to such characteristics as persistence, willpower, purposefulness. Its expression requires education, communicative competence and thirst for knowledge.

In order to clarify the most important values that a teacher is willing to give to pupils, I asked a question "Which values help You to achieve independent goals in Your life?" (see Figure 6)

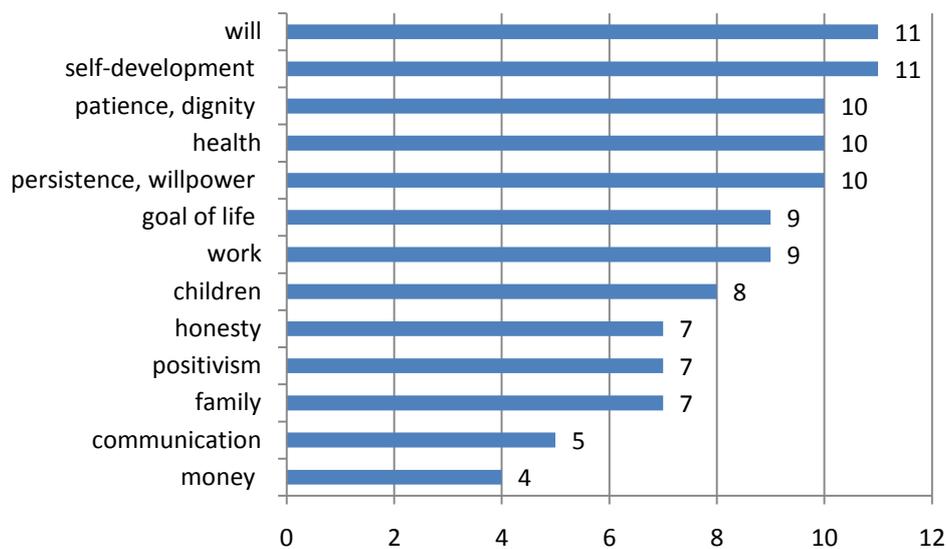


Figure 6 Setting of Life Values by Teachers' Point of View (cases)
6.att. Dzīves vērtību aranžējums pēc skolotāju domām (gadījumi)

It was found that teachers mention will as a value for achieving goals in life and work. They are patient, persistently investing themselves fully at work. It follows that a teacher moves to different values. Accurate selection helps him/her to determine priorities and distinguish important things from less important ones.

In order to determine the most common methods used, teachers had to answer the question "What methods do You implement for achieving own life goals?" (see Figure 7).

As significant methods, teachers mention experience, self-education that alternates with quality of work, communication and purposefulness in clear identification of own goals and discovering the most conducive methods for personal self-realization.



Figure 7 Methods Used for Achieving Independent Goals - by Teachers' Point of View (cases)

7.att. Izmantotajās metodes patstāvīgu mērķu sasniegšanai pēc skolotāju domām (gadījumi)

Analyzing and researching teachers' purposeful activities, it is possible to figure out the way how a pupil could effectively realize own goals, talents, qualities, values. It would also allow him/her to become an independent member of the educational process and form own educational process in a purposeful way. This led to the concept of pupil's independence.

Conclusions *Secinājumi*

School's mission is to prepare pupils for life by providing opportunities for each student to fulfil their potential, set goals for life and achieve them. It is done for him/her to become a creative, free, enterprising, successful and independent personality.

Teacher's essence and his/her main goal is to promote, discover and maximize each pupil personality's opportunities.

An independent teacher is clearly aware of his/her goal, is strong-willed, self-confident, motivated. He/she self-realizes continuously.

Conceptual portrait of an independent pupil - who wants, can and does - is as following:

- Currently a pupil receives support and care from adults, he/she has a higher level of independence, so this pupil feels much safer.
- A pupil has good achievements at school. In problematic situations, he/she is ready to act and rely on himself/herself and school mates, take responsibility about decisions made before.

- A pupil has a clear vision of what he/she wants to achieve. A pupil is motivated to succeed by receiving conclusions from teachers. In this way, he/she ensures good contact between his/her parents and teachers.
- A pupil is independent in decision making, taking responsibility for the consequences of own actions. He/she wants and is able to carry out an objective analysis of self-assessment, and plans the necessary changes in its future activities.
- A pupil respects himself/herself and others. He/she looks for solutions to problems that caused the current situation and takes responsibility for the consequences.

Summary *Kopsavilkums*

1. Rakstā analizētie jēdzieni *patstāvība, mērķtiecība, pašrealizācija* ļāva izzināt, ka sabiedrība prasa katram indivīdam izmantot savas spējas, zināšanas un prasmes būt patstāvīgam, spēt strādāt un mērķtiecīgi sasniegt mērķus.
2. Sekmējot mērķtiecīga skolēna patstāvības veidošanos, skolotāja profesionālais uzdevums ir izvirzīt un iniciēt katram skolēnam mērķus, kuri atbilst viņa individuālajām vērtībām, personiskajām īpašībām, dotībām, individualitātei un darbības motīviem.
3. Zinātnieku N. Rothbard (2004); A. Broks (2011) atziņās mērķtiecība tiek skatīta kā svarīgākā personības gribas īpašība, kas izpaužas prasmē izvirzīt sev mērķi un patstāvīgi to sasniegt. Tieši šīs stiprās gribas attīstīšana - tas ir pamats patstāvības, atsaucības un līdzjūtības rosināšanai skolēnos.
4. Izmantojot zinātniskās atziņas Latvijas zinātnieku (Dauge, 1928; Students, 1933; Grete, 1990) pētījumos, skolotāji skolēnos patstāvību sāks veicināt, pielietojot praktiskās darbības virzienu – preventīvo darbu, iedibinot kopskaru starp izglītību un audzināšanu, pievēršot īpašu uzmanību skolēnu patstāvīgam darbam.
5. Pēc Regulācijas fokusa teorijas pielietošanas personības attīstībā (Higgins & Spiegel, 2004) pašregulācija notiek “maiņu” procesā, kad, balstoties uz savu pieredzi, izvirzītie mērķi ar pilnveidotām metodēm jāsasniedz no jauna. Cilvēks veic paškontroli, lai izvairītos no iepriekšējās negatīvās pieredzes. Šis sevis un savas darbības pilnveidošanas process arī ir pašregulācija - jaunu mērķu sasniegšanas metožu izvēle. No iepriekšminētā izriet - jo patstāvīgāks ir skolēns, jo attīstītāka ir viņa pašregulācija personības attīstībā.
6. Promocijas darba ietvaros tika veikts pētījums 2 posmos. 1. posmā notika intervija ar X internātpamatskolas skolotājiem, lai noteiktu, ko skolotāju skatījumā nozīmē patstāvība. 2. posmā tika veikta aptauja ar mērķi

izveidot skolēna patstāvības koncepciju, aptaujājot skolotājus, kuri Izglītības un zinātnes ministrija ESF projekta „Pedagogu konkurētspējas veicināšana izglītības sistēmas optimizācijas apstākļos” ieguvuši 3. un 4.kvalitātes pakāpi un tiek uzskatīti kā panākumiem godāti skolotāji. Pētījuma rezultātā apzināts:

- 1) Skolas misija ir sagatavot skolēnu dzīvei, nodrošinot katram skolēnam iespējas realizēt savas spējas, izvirzīt dzīves mērķus un sasniegt tos, lai viņš kļūtu par radošu, brīvu, uzņēmīgu, sekmīgu un patstāvīgu personību.
- 2) Skolotāja būtība un tā galvenais mērķis ir veicināt, atklāt un maksimāli paplašināt katra skolēna personības iespējas.
- 3) Patstāvīgs skolotājs skaidri apzinās savu mērķi, ir stipras gribas, pašpārliecināts, motivēts darbībai un nepārtraukti pašpilnveidojas.
- 4) Patstāvīga skolēna konceptuāls portrets. Kas grib, var un dara:
 - skolēns pieņem pieaugušo atbalstu un rūpes, viņam ir augstāks patstāvības līmenis, līdz ar to šis skolēns jūtas daudz drošāk.
 - skolēnam ir labi mācību sasniegumi. Situācijās, kurās rodas sarežģījumi ir gatavs rīkoties, paļaujas gan uz sevi, gan skolas biedriem, uzņemas atbildību par pieņemtajiem lēmumiem.
 - skolēnam ir izteiktāks priekšstats par to, ko viņš grib sasniegt. Skolēnam ir liela motivācija gūt panākumus, saņemot atzinumus no skolotāju puses. Tādā veidā nodrošinot saviem vecākiem labus kontaktus ar skolotāju.
 - skolēns ir patstāvīgs lēmumu pieņemšanā, uzņemas atbildību par savas rīcības sekām. Viņš vēlas un prot veikt objektīvu pašvērtējuma analīzi un plāno nepieciešamās izmaiņas savā nākotnes darbībā.
 - skolēns ciena sevi un citus cilvēkus. Problēmu risinājumā meklē notiekošā cēloņus un uzņemas atbildību par sekām.

Ja X internātpamatskolas pedagoģiskajā procesā skolotājs sekmēs patstāvīgu un mērķtiecīgu personību sagatavošanu, tad varam sagaidīt, ka sabiedrībā parādīsies aizvien vairāk gribošu, varošu, darošu patstāvīgu cilvēku, kuri spēs nodrošināt sevi un savas ģimenes, kā arī stiprinās un veicinās Latvijas attīstību.



IEGULDĪJUMS TAVĀ NĀKOTNĒ

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